# SCHOOL CATALOG

All Campus Locations

**Main Campus**
**Brookline College – Phoenix, AZ**
2445 W Dunlap Ave, Suite 100
Phoenix, AZ 85021
888-875-1353

**Non-Main Campus**
**Brookline College – Tempe, AZ**
1140 S Priest Drive
Tempe, AZ 85281
888-793-0557

**Non-Main Campus**
**Brookline College – Tucson, AZ**
300 S. Craycroft Rd., Suite 100
Tucson, AZ 85711
888-913-7207

**Non-Main Campus**
**Brookline College – Albuquerque, NM**
303 Roma Ave NW
3rd Floor, Suite 300
Albuquerque, NM 87102
888-717-0199

EFFECTIVE DATE: JANUARY 1, 2026, to DECEMBER 31, 2026

Brookline College reserve 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.

https://www.brooklinecollege.edu/

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## COLLEGE INFORMATION

Brookline 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. Brookline College provides healthcare career training, clinical placement, and employment assistance.

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

## MISSION & EDUCATION PHILOSOPHY

### Mission

Brookline College is an independent, accredited institution dedicated to meeting the educational needs of a developing multicultural society. The institution is committed to preparing students academically and professionally to meet the constantly changing employment requirements of business, industry, public service organizations, and medical support agencies functioning in a highly advanced and expanding technological community.

### Objectives

- To provide comprehensive, concentrated, qualitative educational programs, which will guide the student through the development of the competencies needed to meet the employment requirements in a highly technological environment.
- To provide services that will support a diverse student body in their pursuit of postsecondary education on a variety of levels and eliminate the barriers to the completion of their educational objectives.
- To provide innovative approaches and methodologies in a non-traditional educational environment emphasizing a multiplicity of skills.
- To recognize and integrate lifelong learning and academic experiences as they would apply to each student’s program of study.
- To provide students with access to faculty members whose academic qualifications and practical experience will provide the valuable leadership necessary to prepare students for successful integration into the workplace.
- To provide learners with the academic, cognitive, and professional skills necessary for career advancement.
- To provide all students with a hands-on working knowledge of information technology procedures and applications.

## SCHOOL HISTORY

Brookline College was originally incorporated and licensed in Arizona on October 18, 1979 as Arizona Institute of Business and Technology (AIBT), a non-profit business and technical school. The institution was accredited in 1982 by the Association of Independent Colleges and Schools (now the Accrediting Council for Independent Colleges and Schools, ACICS). In 1999, ACICS awarded AIBT Junior College

status and granted approval for the institution to offer the Associate degrees at all campus locations.

In 2001, AIBT was awarded Senior College status by ACICS and received approval to offer Bachelor of Arts degrees via online delivery. In 2002, Arizona Institute of Business and Technology became International Institute of Americas (IIA) and opened a campus in New Mexico.

In July 2007, the Hamilton White Group IIA, LLC (now Brookline College, LLC) purchased the assets of IIA, and changed the school's name to IIA College in March 2008. In June 2009, the institution was renamed Brookline College.

In June 2010, Brookline College received approval to offer baccalaureate degrees via residential and online delivery. In June 2011, Brookline College received approval to offer master's degrees via residential and online delivery.

In February 2018, Brookline College received a grant of accreditation from the Accrediting Bureau of Health Education Schools (ABHES) to award certificates, diplomas, associate degrees, bachelor's degrees, and master's degrees.

In August 2020, Brookline College was purchased by TVG-Florence, LLC. TCG-Florence, LLC., an indirect subsidiary of the Vistria Group. Brookline was then merged under the Unitek Learning Umbrella.

## ACCREDITATION & APPROVALS

### INSTITUTIONAL

#### ACCREDITING BUREAU of HEALTH EDUCATION SCHOOLS (ABHES)

Brookline College is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES) to award certificates, diplomas, associate degrees, bachelor's degrees, and master's degrees. ABHES is located at:

6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
Telephone 301-291-7550
Facsimile 709-917-4109
Website: www.abhes.org

#### U.S. DEPARTMENT OF EDUCATION

The 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

### COMMISSION ON ACCREDITATION IN PHYSICAL THERAPY EDUCATION (CAPTE).

The Associate of Applied Science – Physical Therapist Assistant Degree at Brookline College- Phoenix Campus is programmatically accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).
3030 Potomac Ave., Suite 100
Alexandria, VA 22305-3085
Telephone: 800-999-2782
Email: accreditation@apta.org
Website: www.capteonline.org

### ACCREDITING BUREAU of HEALTH EDUCATION SCHOOLS (ABHES)

Tempe and Tucson Campuses hold ABHES programmatic accreditation for the Surgical Technology program.

Albuquerque, Phoenix, Tempe and Tucson campuses hold ABHES programmatic accreditation for the Medical Assistant program.

Phoenix campus hold ABHES programmatic Accreditation for the Medical Laboratory Technician program.

6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
Telephone 301-291-7550
Facsimile 709-917-4109
Website: www.abhes.org

## NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES (NAACLS)

Brookline College – Phoenix Campus Medical Laboratory Technician and Medical Laboratory Science programs have been granted programmatic accreditation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS):
5600 N. River Road, Suite 720
Rosemont, IL 60018
Telephone: 773-714-8880
Website: www.naacls.org

## COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)

The Baccalaureate in Nursing program at Brookline College is programmatically accredited by the Commission on Collegiate Nursing Education:
655 K Street, NW, Suite 750
Washington, DC 20001
Telephone: (202) 887-6791

Brookline College – has candidacy application status for its Occupational Therapy Assistant program through the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at:
7501 Wisconsin Avenue, Ste 510E
Bethesda, MD 20814
(301) 652- AOTA
accred@aota.org
www.acoteonline.org

## ACCREDITATION COUNCIL FOR OCCUPATIONAL THERPY EDUCATION (ACOTE)

### Albuquerque Campus

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Ste. 510E, Bethesda, M.D. 20814. ACOTE's telephone number, C/O AOTA, is 301-652-AOTA and its web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the

occupational therapy assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT®). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

### Phoenix Campus

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Ste. 510E, Bethesda, M.D. 20814. ACOTE's number, C/O AOTA, is 301-652-AOTA and its web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT®). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

### Tucson Campus

The associate-degree-level Occupational Therapy Assistant program has applied for accreditation and has been granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is 301-652-AOTA and its web address is www.acoteonline.org.

The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.




## NATIONAL LEAGUE FOR NURSING COMMISSION FOR NURSING EDUCATION ACCREDITATION (NLN CNEA)

### Practical Nursing Program – Albuquerque, NM Campus

The Brookline College Practical Nursing Program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Avenue, NW, Washington, DC 20037, (202) 909-2487.

## STATE BOARD OF NURSING APPROVALS

The Bachelor of Science in Nursing Degree program is approved by the Arizona State Board of Nursing:

1740 West Adams Street, Suite 2000
Phoenix, AZ 85007
Telephone: 602-771-7800
Website: www.azbn.gov

The New Mexico Board of Nursing certifies that Brookline College is granted Full Approval to offer the Practical Nursing program in the State of New Mexico at 10131 Coors Blvd NW, Suite I-01, Albuquerque, NM 87114.

The New Mexico Board of Nursing certifies that Brookline College is granted Full Approval to offer the Bachelor of Science in Nursing program in the State of New Mexico at 4201 Central Avenue N.W., Suite J, Albuquerque, NM 87105.

## STATE

The Brookline College Phoenix, Tempe, and Tucson campuses are licensed in Arizona by the Arizona State Board for Private Postsecondary Education.

The Brookline College Albuquerque campus is licensed in New Mexico by the New Mexico Higher Education Department.

## ADDITIONAL APPROVALS

The College is approved by the Arizona State Approving Agency and the New Mexico State Approving Agency for Veterans' Education to accept students using GI Bill® funding for both pre and post 9/11 GI 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. Veterans seeking to use GI Bill® funding must submit all

previous coursework for evaluation prior to enrollment. For more information on Veterans Administration funding see: www.benefits.va.gov/gibill.

| Campus | Approved Programs |
|---|---|
| Albuquerque | ABSN BACHELOR OF SCI-NURSING ACCL TRACK<br>BSN NURSING<br>MEDICAL ASSISTING<br>PRACTICAL NURSING |
| Online | AAS ALLIED HEALTH<br>BS HEALTH AND WELLNESS<br>BS HEALTH CARE ADMINISTRATION<br>MS HEALTHCARE ADMINISTRATION |
| Phoenix (main campus) | AAS MEDICAL LABORATORY TECHNICIAN<br>AAS OCCUPATIONAL THERAPY ASSISTANT<br>AAS PHYSICAL THERAPY ASSISTANT<br>BSN NURSING<br>MEDICAL ASSISTING |
| Tempe | AAS SURGICAL TECHNOLOGY |
| Tucson | AAS OCCUPATIONAL THERAPY ASSISTANT<br>AAS SURGICAL TECHNOLOGY<br>BSN NURSING<br>MEDICAL ASSISTING |

## STATE AUTHORIZATION REGARDING ENROLLED STUDENTS

The College maintains state authorization in any state in which active 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 a program or portion of a program. A student who is considering relocation while enrolled should contact the campus Registrar 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. Additionally, relocation may impact a student's ability to gain employment in the field, including eligibility for credentialing and licensure. Students considering such relocation after enrolling at the College must notify the campus Registrar 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.

## CAMPUS INFORMATION

## FACILITY DESCRIPTION

### ALBUQUERQUE CAMPUS

The Albuquerque campus at 303 Roma Ave NW, 3rd Floor, Suite 300, Albuquerque, New Mexico 87102. The 30,940 usable square feet Albuquerque Campus is designed to meet the educational and professional needs of students, faculty and staff includes::

- Classrooms: 3
- Skills labs: 5 (includes both Nursing and Allied Health)
- Simulation labs: 3
- Computer labs: 2
- Testing Centers: 2
- Virtual Reality Lab
- Student Learning Resource Center
- Collaboration Room
- Active Learning Center
- Student Lounge
- Mothers Lounge: 2
- Career Services Center
- Faculty and Administrative Offices

Additionally, ABHES has approved the following locations of Presbyterian Healthcare System as Separate Education Centers of Brookline College in Albuquerque, NM:

- 1100 Central Ave SE, Albuquerque, NM 87105
- 5901 Harper Drive, Albuquerque, NM 87105
- 9521 San Mateo Blvd NE, Albuquerque, NM 87113

### PHOENIX CAMPUS

The Phoenix campus is located at 2445 W. Dunlap Avenue, Suite 100, Phoenix, Arizona 85021. The 48,402 square feet Phoenix Campus is designed to meet the educational and professional needs of students, faculty and staff.

- Classrooms: 15
- Skills labs: 11 (includes nursing and allied health)
- Simulation Labs: 4
- VR Lab: 1
- Active Learning Lab

- Computer labs: 4
- Collaboration Rooms: 3
- Student Learning Resource Center
- Student Lounge
- Mothers Lounge
- Faculty and Administrative offices

### TEMPE CAMPUS

The Tempe campus is located in a beautifully landscaped office complex at 1140-1150 South Priest Drive, Tempe, Arizona 85281. The 31,389 square feet Tempe Campus is designed to meet the educational and professional needs of students, faculty and staff includes.

- Classrooms: 4
- Skills labs: 4
- Computer labs: 2
- Collaboration Room
- Student Learning Resource Center
- Student Lounge
- Mothers Lounge
- Faculty and Administrative offices

### TUCSON CAMPUS

The Tucson campus is located at 300 S Craycroft Road, Suite 100, Tucson, Arizona 85711. The campus occupies the first three floors of the building covering over 30,000 square feet. The newly renovated campus is designed to meet the educational and professional needs of students, faculty and staff providing classrooms and real-world simulation labs.

- Classrooms: 7
- Skills labs: 8 (includes nursing and allied health)
- Computer labs: 1
- Collaboration Room
- Student Learning Resource Center
- Student Lounge
- Mothers Lounge
- Faculty and Administrative offices

## 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.

Mon-Fri 9:00am – 5:00pm
Saturday Testing by Appointment
Sunday Closed

Below are examples of class schedules, which are subject to change. Ask your Admissions Representative for the current class schedule for your program of interest.

Medical Assisting

- Morning sessions: 8:00am – 12:15pm Mon-Fri
- Mid-Day sessions: 10:00am – 2:15pm Mon-Fri
- Evening sessions: 5:30pm – 9:45pm Mon-Fri

### Nursing

All on-campus Nursing classes determine their lunch and break times based on the day's lecture, exam and lab schedule. Off-campus clinical instruction may be scheduled for any day of the week, including Fridays or weekends, depending on the availability of our clinical site partners. On-campus instruction may be scheduled anytime between 8:00am-6:00pm Mon-Fri. Off-campus clinical training may be scheduled for any days, evenings or nights depending on availability of shifts at clinical partner locations. Students may also be scheduled to come to campus on a Friday for remediation, tutoring, or make-up work as needed.

## STUDENT SCHEDULED HOLIDAYS (Brookline College)

| **School Holidays 2026** | |
|---|---|
| Martin Luther King Jr. Day | Monday, January 19, 2026 |
| Memorial Day | Monday, May 25, 2026 |
| Juneteenth Day | Friday, June 19, 2026 |
| Independence Day | Friday, July 3, 2026 (Observed) |
| Labor Day | Monday, September 7, 2026 |
| Veterans Day | Wednesday, November 11, 2026 |
| Thanksgiving | Thursday, November 26, 2026 |
| Day After Thanksgiving | Friday, November 27, 2026 |
| Christmas Eve | Thursday, December 24, 2026 |

| | |
|---|---|
| Christmas Day | Friday, December 25, 2026 |
| New Year’s Eve | Thursday, December 31, 2026 |

Winter Break:

- BSN Starts before 9/2023 from December 7, 2026, through December 20, 2026
- BSN Starts on or after 9/2023, PTA, MLT (Day/Evening), OTA/MLS Core, MA, and PN programs from December 21, 2026, through January 3, 2027
- AAS Surgical Tech, Online Programs, General Education (5-week courses), and Diploma (5- week courses) programs from December 21, 2026, through December 27, 2026

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 falls on a weekend. Therefore, the holiday will be observed the weekday prior OR after the weekend

**Holiday/Student Schedule Off day is only observed by Modular Programs

*** For Part-Time Programs – Winter break starts on Sunday

Please note: Student Holiday schedule pertains only to the holiday schedule and not the academic calendars.

## DIRECTORY

## MANAGEMENT AND STAFF

### Corporate Officers & Department Heads

- Jeff Conlon – Chief Executive Officer and Executive Chairman
- Erin Kelly – Chief Financial Officer (CPA, BSA)
- Tom McNamara – Chief Operations Officer (MSc Finance)
- Abdel Yosef – Chief Academic Officer (PhD Nursing Education, MSN, Certified Nurse Educator)
- Nancy LaMons- Chief People Officer
- Ken Roberts – Chief Technology Officer
- Elmo Frazer – SVP Unitek College Group
- Shevonne Scott, MSN, RN, CNE – National Dean of BSN & MEPN Programs
- Janice Holt – National Dean of Vocational/Practical Nursing Programs (BSN, MSN)
- Lakeisa Cumberbatch – Dean of Allied Health and Specialty Programs
- Don Corvin – Senior VP of Compliance (BS, Certified Internal Auditor)
- Amanda Nash – VP of Career Services

- Evelyn Mancuso – VP of Financial Aid

### Board of Directors

- Jeff Conlon – Director (MBA)
- 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)

### Organization and Governance

Brookline College are owned by TVG-Florence, LLC, TCG-Florence, LLC. Is an indirect subsidiary of the Vistria Group. Brookline was then merged under the Unitek Learning Umbrella.

The governance and control of the institution are invested in the Board of Directors, which consists of leading educators and experienced public servants. The Board of Directors is the ultimate policy making body of the institution.

### Campus Leadership

### Albuquerque Campus

- Justine Martinez – Campus President/Dean
- Jamie Howard, MSN, RN Dean/Program Director
- Elizabeth Elsman – Occupational Therapy Assistant Program Director (AAS, BS, MS)
- Jamie Alvey- Regional Program Director Allied Health
- Dominica Rodulfo – Director of Admissions
- Sedna Schlesier – Financial Aid Administrator
- Roxanne Bille– Registrar
- Sara Williams – Career Services Advisor

### Phoenix Campus

- Brandon Corley – Campus President
- Lorena Smith – Dean of Nursing (DNP, MS, RN)
- Jane Jackson – Physical Therapist Assistant Program Director (AAS, MS, BA)
- Michelle Moore – Occupational Therapy Assistant Program Director (AAS, BS, MS)
- Dr. Tracy Robinson – Medical Laboratory Technician & Medical Laboratory Sciences Program Director (ND, BS)

- Marlis Moore – Regional Director of Career Services
- Jamie Carbonari – Director of Financial Aid
- Donna Sorenson – Business Office Administrator

### Tempe Campus

- Brandon Corley – Campus President
- Ruqayyah Williams – Assistant Director of Admissions
- Jamie Carbonari – Assistant Director of Financial Aid
- Kara Jennings- Program Director Surgical Technology/Sterile Processing
- Jamie Alvey- Regional Program Director Allied Health
- Danielle Villa- Business Office Administrator
- Susan Corris- Career Services Advisor
- Sheila Perkins-Registrar

### Tucson Campus

- Vangie Dowling – Campus Dean / Interim Campus President
- Cecelia Moreno – Director of Admissions
- Raquel Gonzalez – Director of Financial Aid
- Wendy Millard – Senior Director of Career Services
- Katherine Unfricht – Registrar
- Anastasia Bliss – Business Office Coordinator
- Vanessa Maldonado – Surgical Technology Program Director
- Jane Jackson – Physical Therapist Program Director (AAS, MS, BA)
- Maria Balderas – Occupational Therapist Assistant Program Director
- Jamie Alvey – Regional Program Director, Allied Health

## FACULTY

### Phoenix Campus

### Program Directors

Jane Jackson, Program Director – Physical Therapist Assistant Program

- AAS, Physical Therapist Assistant, Linn State Technical College
- MS, Exercise Physiology, University of Arizona
- BA, Applied Biology in PE, Westminster College

Lorena Smith, Dean of Nursing

- ADN, Scottsdale Community College

- BSN, Grand Canyon University
- MSN in Nursing Leadership, Grand Canyon University

Tracy M Robinson – Program Director, Medical Laboratory Technician and Medical Laboratory Sciences

- ND Doctorate in Naturopathic Medicine – Southwest College of Naturopathic Medicine and Health Sciences
- BS – Bachelor of Science Medical Technologist- University of Wisconsin- Milwaukee

Michelle Moore, Program Director Occupational Therapy Assistant Program

- AAS, Occupational Therapy Assistant, Pueblo Community College
- BS, Healthcare Administration, DeVry University
- MS, Occupational Therapy, Western New Mexico University

Jamie Alvey, Regional Program Director

- AAS, College of Eastern Idaho
- CMA (NHA)
- BLS Instructor AHA

Robert Davis, Program Director – Dental Assisting, CDA, US Air Force-Dental Technician

**Full-time Faculty:**

Jennifer Aschemeier MSN-Ed, RN, CMSRN, CNE cl

- MSN -Ed – Grand Canyon University
- BSN – Ohio University
- Associate of Applied Science (RN) – Owens Community College

Lori Coen, Assistant Professor

- Diploma IN Nursing – Memorial Hospital School of Nursing
- Ancilla Domini College for AD Memorial Hospital School of Nursing for Diploma in Nursing
- BS in Allied Health – College of St. Francis
- BSN and MSN Ed – Grand Canyon University

LaShonda Jennings, Assistant Professor

- BSN, Oivet Nazarine
- MSN Education, Grand Canyon University

Sylvia Hayashi, Assistant Professor II

- BSN, University of Phoenix;
- MSN, University of Phoenix;

- DNP, Arizona State Univerisiy
- Ayurvedic Health Practitioner

Alex Bolin, Assistant Professor II

- DPT, Physical Therapy, Rockhurst University;
- BS, Kinesiology, Kansas State University

Lynette Lauterbach, Director of Clinical Education—Physical Therapist Assistant Program

- BS, Allied Health, Northern Arizona University;
- AAS, Physical Therapist Assisting, Gateway Community College

Roger Beckering – MLT/MLS

- MA Educational Leadership Argosy
- BA-Chemistry, Iowa State University
- AS-Medical Laboratory Technology – Institute of Minnesota
- MLT(ASCP) Member

Stephanie Anderson- MLT/ MLS

- MS, Health Services Administration, University of St. Francis
- BS, Health Sciences, University of Arizona
- MLS (ASCP) certified

### Part-time Faculty

Karlee Busell, Assistant Professor

- BSN, Grand Canyon University;
- MSN Nursing Education, Grand Canyon University

Karen Greenbery, Assistant Professor

- AS Nursing, Raritan Valley Community College;
- BSN, University of Phoenix;
- MSN Nursing Leadership, Grand Canron University

Ronda Wilson, Assistant Professor

- BSN, Northern Arizona University;
- MSN, Grand Canyon University

Dawn Bartlett, MLT/MLS, Part-time.

- MS, Biology with emphasis Secondary Education, Grand Canyon University.

- BS, Microbiology,
- MLS (AMT) certified

Jose Gamboa, MLT, Part-time

- MS, Healthcare Informatics, Grand Canyon University,
- BS, Medical Lab Science, Brookline College,
- AS, Medical Laboratory Science, George Washington University

Christopher Langston, MLT/ MLS- Part-Time

- MS, Biomedical Diagnostics, Arizona State University
- BS, Biology/ Pre- Med, Arizona State University
- MLS (ASCP) certified

Dustin Martinez, MLT/ MLS- Part-time

- MS, HealthCare Administration, Brookline College
- BS, Health Care Administration, Pima Medical Institute
- AS, Laboratory Technology, Apollo College
- MLS (AMT) certified

Anita McDowell, MLT/ MLS- Part-tim

- MA, Psychology and Addiction Counseling, Aspen University
- BA, Professional Biology, Mathematics & Equine Studies, Park University
- MLS (AMT) certified

Dina Holdren, Occupational Therapy Assistant Program, Academic Fieldwork Coordinator

- BS – Occupational Therapy – St. Louis University

Chantal Butler, COTA/L, Core OTA Faculty,

- AAS, Occupational Therapy Assisting, Brown Mackie College;
- BS Healthcare Administration, Southern New Hampshire University;
- MS Business Administration, Liberty University

Teresa Phan, Associates of Science and Nutrition (Bryan University), CMA AAMA

Melanie Schmidt, RMA, M.Ed., MBA, MSHCA

### Online Division

### Program Directors

Shane Fisher, Md, MPH – Allied Health Masters Program Director; Assistant Dean – General Education

- MD – Ross University School of Medicine
- MPH – Capella University
- BS in Business Administration
- AS Allied Health Services – CC of the Air Force

### General Education Program Leadership

Conrad Lotze – Mathematics & Statistics

- PhD Mathematics Education – American University
- MA Mathematics Education – West Virginia University
- BS Mathematics – College of William & Mary

Zummuna Davis – Humanities

- PhD Psychology – Walden University
- MA Psychology – Capella University
- BA Psychology – Chicago State University

Rosemarie Branciforte – Social Sciences

- EdD Curriculum & Instruction – University of Central Florida
- MS Education/Language Arts/Reading – University of Bridgeport
- BA English/Education – College of Mount Saint Vincent

Kimberly Rankin – Sciences

- PhD Public Health/Epidemiology – Walden University
- MPH – Walden University

Ava Hardiek – English

- MA English – National University
- BS Organizational Leadership – Biola University

### Allied Health FT Faculty

Dawn Kelly – Healthcare Administration, Medical Office Administration, Allied Health, General Education

- MA in Psychology – Walden University
- MS in Healthcare Administration – Brookline College – ADD TO UPDATE
- BS in Healthcare Management – Walden University

- Certificate in Medical Billing and Coding – Pierce College

Karine Clay – Healthcare Administration, Allied Health, General Education

- PhD. In Clinical Psychology

### Adjunct Faculty

Heather Brown – General Education

- MA Pref. Writing – Northern Arizona University
- MA Curriculum – University of Phoenix
- MA Education Counseling – University of Phoenix
- BA Elementary Education – St. Norbert College

Jody Caldwell – General Education

- Master of Education in Educational Leadership – Concordia University
- MS – Administration Justice – University of Phoenix
- BS – Criminal Justice Administration – University of Phoenix
- AS – Paralegal/Legal Assisting – Metropolitan College of Legal Studies

James Cheslek – General Education

- JD – Valparaiso University School of Law
- BA – Political Science – Calvin College

Bethany Davis – General Education

- PhD – Biochemistry—University of North Dakota, Grand Forks, ND
- BS – Biology/Pre-Health—University of North Dakota, Grand Forks, ND

Marla Greenspan – General Education

- MEd – Curriculum and Instruction – Arizona State University
- BA – Marketing – Arizona State University

Samer Hassan – General Education Instructor

- B., General Medicine – Al-Nahrain University
- MS in Health Care Administration- Grand Canyon University

Theresa Jenkins – General Education

- Doctorate in Health and Wellness – University of the Rockies
- MS Biology – Boise State University
- BS Biology minor Psychology – Boise State University

Sharon Jeter – General Education

- MA in Mathematics – Grand Canon University
- BA in Marketing Management – University of Arkansas – Fayetteville
- AA in Accounting Management – NorthWest Arkansas Community College

Joshua Lee – General Education

- MA English – Northern Arizona University
- MS – Legal Studies – American Military University
- BA – Justice Studies – Grand Canyon University

Compreca Martin – Allied Health/Health Care Administration

- DHA- Doctor of Health Administration- University of Phoenix
- MBA – Health Care Management – University of Phoenix
- BS – Health Care Management – University of Phoenix

Anita McDowell, MLS Instructor

- BA Biology, Math – Park University

Michael Morris – General Education

- M Ed – Educational Leadership – Northern Arizona University
- MA Guidance Counseling – Ottawa University
- MA English – Northern Arizona University, Certificate in Professional Writing
- BA Sociology – Norfolk State University

Hany Nasrallah – General Education

- PhD – Neurosurgery – Faculty of Medicine, Ain Shams University

Jacqueline Rowe – General Education

- in English – Texas A & M University – Commerce, Texas
- in Education and Distance Learning Through Technology – Marygrove College – Detroit, Michigan
- in Management Administration – Metropolitan State University – St. Paul, Minnesota
- in Theatre Arts/Performing Arts – Texas Woman’s University – Denton, Texas

Mamasa Sumare – General Education

- MS – Bioengineering (specialization in mathematical modeling) – Arizona State University
- BS – Bioengineering – Arizona State University

Shaunna Waltermeyer – General Education

- Doctor of Education Leadership – Grand Canyon University
- MBA – University of Phoenix
- BA Communication – Washington State University

Hollie Whiting – General Education

- Doctor of Education- Argosy University
- MA- Teaching-Elementary Education- National Louis University
- BS Medical Technology- Northern Illinois University

Paul McDonald – General Education

- MBA – Homeland Security – Northcentral University
- MA – Business and Organizational Security – Webster University
- BA – Criminal Justice Administration – Park University
- AAS – Security Management

Dacia Milescu – General Education

- Doctor of Podiatric Medicine – New York College of Podiatric Medicine
- BS Biology – Hofstra University

Joseph Williams – General Education

- MS Sociology – Grand Canyon University
- MS Divinity – Andrews University
- MS Communications – Grand Canyon University
- BA – Theology in Organizations & Leadership

Bonn Turkington – General Education

- MA – English Studies, Arizona State University
- BA – English (Creative Writing emphasis), Utah Valley University

David Zelanis – Accounting/Economics/Allied Health

- MBA – Accounting, Rochester Institute of Technology
- BS in Finance and Economics, with Account and Management Systems, Rochester Institute of Technology

Michelle Kelch – MOA/Allied Health/Healthcare Administration

- Master of Science Health Information Management – The College of St. Scholastica
- Registered Health Information Associate (RHIA)
- Certified Medical Biller – National Healthcare Association (NHA)

Tina Samuels – General Education/Social Science

- Master of Arts in Social Science – Georgia Southern University
- Master of Science in Psychology – Walden University.

Laura Branco – Health and Wellness

- MPA Health/Healthcare Administration/Management – DeVry University
- BS Health Services Management – DeVry University
- AS Physical Therapist Assistant – St. Petersburg College

Tami Smith – Medical Office Administration

- Healthcare Administration Organizational Learning and Performance – Colorado State University Global
- BS Healthcare Administration and Management – Colorado State University Global
- AA Medical Office Assistant/Specialist – Pierce College
- Certificate Medical Office/Billing and Coding – Pierce College

Tricia Brown

- MS Criminal Justice – Webster University

Ashley Christiansen

- MS Education – Southern Utah University
- BS Social Science – Southern Utah University

John Christiansen

- JD Law – University of Tulsa
- BA Communications – Brigham Young University

Dean Cunningham

- MD Medicine – F. Edward Herbert School of Medicine
- PhD Immunology – Wake Forest University
- BS Biology/Psychology – University of California

Hiren Darji

- MD Medicine – Avalon University School of Medicine
- BS Human Health Sciences – The American University of Antigua
- BS Biology – Montclair State University

James Esch

- MA English/Creative Writing – University of Texas, Austin
- BA English and Latin – Westchester University

Latasha Fleming

- MS Psychology – Capella University
- BS Human Services – Springfield College

Bruce Forciea

- DC – Parker College of Chiropractic (Anatomy & Physiology concentration)
- BA – Psychology

Jerome Fore

- PhD Educational Psychology, Special Education, & Statistics – Alabama State University
- MEd Mental Retardation – Alabama State University
- BS (dual major) Special Education and Psychology – Alabama State University

Dana Formby

- MFA – Ohio University
- BFA Playwriting – University of Wyoming

Tammy Hardimon

- EdD Educational Leadership – University of Phoenix
- MS Psychology – University of Phoenix
- BS Social Work – LeMoyne-Owen College

David Hays

- MS Education – Southwestern College
- BS Math/Computer Science – Pittsburg State University

Lindsay Hege

- MSW Social Work – University of North Carolina
- BA Human Services – Elon University

Janet Hoff

- MS Secondary Education, Math – University of Southern Indiana
- BS Mathematics Education – University of Evansville

Jo Hoffacker

- PhD Mathematics & Statistics – University of Nebraska, Lincoln

Kristy Johnson

- MAED/CI Curriculum and Instruction – University of Phoenix
- BA Sociology – University of Arizona

Jacqueline Kinnunen

- MPH Public Health – Brookline College
- BSN Nursing – Brookline College
- AS Allied Health – Brookline College

Lynette Kolb

- MA Curriculum and Instruction – University of Phoenix
- BA German – Brigham Young University

Bernard Maniscalo

- MA Social Science – Montclair State University
- BA Anthropology – Montclair State University

Antwaun McGhee

- MS Mathematics – Alabama State University
- BS Mathematics – Miles College

Donald Miedema

- MEd Curriculum & Instruction/English – Liberty University
- BA English – University of Central Florida

Theresa Moore

- MS Mathematics – Youngstown State University

Barbara Page

- MA Sociology – Adelphi University

Holly Painter

- MS Human Anatomy & Physiology Instruction – New York Chiropractic College
- MS Interdisciplinary Studies – Mountain State University
- BS Interdisciplinary Studies – Mountain State University

Amy Phillips

- MA English – University of Central Missouri
- MEd Education – Rockhurst University
- BS Mass Communications – Kansas State University

Mohammed Qutyan

- Post-Doc Microbiology – Duquesne University
- PhD Molecular Biology – New Mexico State University
- MS Biology – New Mexico State University
- MS Nursing – Eagle Gate College

Sharon Ringgold

- DPM Podiatry – New York College of Podiatric Medicine
- BS Biology – High Point University

May-Lin Robbins

- MBA Business Administration – University of Phoenix
- BS CJ Forensic Science – Weber State University

Vera Lee Robinson

- MA Training and Development – Roosevelt University
- MPA Public Administration – Roosevelt University

Thomas Roka

- MA History – University of Toledo
- MA Geography – University of Toledo

Steve Ryan

- MA English – The City College of New York
- BA English – College of Staten Island

Susan Sgroi

- MA Literature – California State University, LA
- BA English – University of Nebraska-Lincoln

Mansooreh Tanooryan

- MS Biomedical Engineering – University of Arizona
- MS Biochemical Engineering – University of Azad
- BS Chemical Engineering – University of Azad

Gena Tomlinson

- MA Criminal Justice – Arizona State University
- BA History – Arizona State University

Katheryn Travis

- MA Public Policy – Arizona State University
- BA Sociology – Arizona State University

Ryan Wilson

- MA Curriculum and Instruction/English – University of Connecticut
- BA English – University of Connecticut

Jan Wong

- MA Education/Curriculum and Instruction – University of Phoenix
- BS Child Development & Family Relationship – Brigham Young University

### Nursing

### Nursing Clinical Coordinators

Lisa Fajardo

### Full Time Faculty

*LaShonda Jennings MSN-Ed*

- MSN- Grand Canyon University
- BSN- Olivet Nazarene University

*Sylvia Hayashi, DNP, WHNP-BC*

- BSN and MSN- University of Phoenix
- DNP- Arizona State University,
- Ayurvedic Health Practitioner

*Lorena Smith, MSN-L, RN*

- ADN-Scottsdale Community College
- BSN-Grand Canyon University
- MSN-L-Grand Canyon University

*Jennifer Aschemeier MSN-Ed, RN, CMSRN, CNE cl*

- MSN -Ed – Grand Canyon University
  BSN – Ohio University

- Associate of Applied Science (RN) – Owens Community College

*Elizabeth MacMillan, MSN-PH/Ed., RN, Caritas Leader®, Caritas Coach®*

- Associate Degree in Nursing, Glendale Community College
- Bachelor of Science in Nursing, Grand Canyon University
- Master of Science in Nursing – Public Health, Grand Canyon University
- Post-Master's Certificate in Nursing Education, Arizona State University

*Lori Cohen*

- Diploma IN Nursing – Memorial Hospital School of Nursing
- And – Ancilla Domini College for AD Memorial Hospital School of Nursing for Diploma in Nursing
- BS in Allied Health – College of St. Francis
- BSN and MSN Ed – Grand Canyon University

Amanda Jesson MSN, CMSRN

- University of Arizona – College of Nursing

### *Part Time Faculty*

*Karlee Busell, MSN-Ed, RN*

- MSN-ED – Grand Canyon University

*Ronda Wilson, MSN, BSN, RN*

- Grand Canyon University
- Northern Arizona University
- Scottsdale Community College

*Kathleen Ivers, FNP-C, MSL-L, BSN*

- FNP-C Grand Canyon University
- MSN-L Grand Canyon University
- BSN – Arizona State University

### Tempe Campus

### Program Directors

Nefretiri Taylor- Dean of Allied Health & Specialty programs BSHA, RDA, CDA

Jamie Alvey- Regional Program Director Allied Health AAS, College of Eastern Idaho, CAN, (NHA) BLS Instructor AHA

Kara Jennings- BS, CST, Surgical Technology/Sterile Processing Program Director

- Bachelor of Science Healthcare Administration-Pima Medical Institute
- Associate of Applied Science-Central New Mexico Community College
- Associate of Integrated Studies-Central New Mexico Community College
- Certified Surgical Technologist-NBSTSA

**Full-Time Faculty:**

Lidia Para, Medical Assistant Instructor & Clinical Coordinator CCMA, NHA

Fanta Vasquez, CCMA, NHA Medical Assistant Instructor

Monica McEvoy,  CST, BLS, CRCST Sterile Processing Instructor

Angelique Gates-Streit, TS-C, Surgical Technology Instructor-Brookline College.

- Associate of Science-Redlands Community College,
- Tech in Surgery, Certified-NCCT

Elona Jackson, TS-C, Surgical Technology Instructor-Brookline College.

- Associate of Applies Science Surgical Technology-Allied College
- Tech in Surgery, Certified-NCCT

Nicole Farber, AAS, CST, Surgical Technology Instructor-Brookline College.

- Associate of Applied Science-Gateway Community College
- Certified Surgical Technologist-NBSTSA

Jane Wiewel, BS, CST, Surgical Technology Clinical Coordinator/Instructor.

- Bachelor of Science Health Management-University of Phoenix
- Associate of Science Surgical Technology-Elgin Community College
- Certified Surgical Technologist-NBSTSA

Frederica Norris, BS, CST, Surgical Technology Clinical Coordinator/Instructor.

- Bachelor of Science Health Management-University of Phoenix
- Surgical Technology Diploma-Brookline College
- Certified Surgical Technologist-NBSTSA

Christina Willoughby, CST, Surgical Technology Instructor (Online Didactic).

- Associate of Applied Science-Surgical Technology, Certified Surgical Technology-NBSTSA

**Tucson Campus Faculty**

**Program Directors**

Dr. Evangeline “Vangie” M. Dowling, PhD, MSN-Ed., RN, CNE – Interim Campus President & Campus

Dean.

- Registered Nurse
- PhD, Nursing & Healthcare Innovation – Arizona State University
- MSN/Ed, Nurse Educator – University of Phoenix

Vanessa Maldonado – Program Director – Surgical Technology & Sterile Processing Tech

- Certified Surgical Technologist
- BS Professional Development & Advanced Patient Care – Grand Canyon University
- AAS Surgical Technology – Brown Mackie College

Maria Balderas – Program Director – Occupational Therapy Assistant

- M.S., Leadership – South University
- B.S. Business Management – University of Phoenix
- Licensed Certified Occupational Therapist Assistant

Jane Jackson, Program Director – Physical Therapist Assistant Program

- AAS, Physical Therapist Assistant, Linn State Technical College
- MS, Exercise Physiology, University of Arizona
- BA, Applied Biology in PE, Westminster College

**Full-time Faculty:**

Josephine Alcantar – Instructor & Externship Coordinator, Medical Assisting and Phlebotomy

- Certified Medical Assistant

Timothy O'Bannon – Instructor & Externship Coordinator, Sterile Processing Technician

- Certified Registered Central Service Technician

Aleyda Hernandez – Assistant Professor I, Surgical Technology

- AAS Surgical Technology – Brown Mackie College
- Certified Surgical Technologist

Lorrie Campbell – Assistant Professor IV, Surgical Technology

- MA Human Services – Liberty University
- BS Healthcare Management – Gardner-Webb University
- AS Applied Sciences – Guilford Technical Community College
- Certified Surgical Technologist

Vanessa Maldonado – Assistant Professor I, Surgical Technology

- BS Professional Development & Advanced Patient Care – Grand Canyon University
- AAS Surgical Technology – Brown Mackie College
- Certified Surgical Technologist

Andrea Kress – Fieldwork Coordinator & Instructor, Occupational Therapy Assistant

- Licensed Occupational Therapist
- MA Occupational Therapy – Ohio State University
- BS Human Ecology – Ohio State University

Kristina Hess, MSN, RN – Assistant Professor

- MSN – Grand Canyon University

Jazmin Smith, MSN, CCRN, Assistant Professor

- MSN – Chamberlain University

**Per Diem Faculty**

Alice Anderson – Assistant Professor

- Licenced Occupational Therapist
- M.S. Leadership, Grand Canyon University
- M.S. Occupational Therapy, A.T. Still University
- B.S. Allied Health, Grand Canyon University

Patricia Quihuis, MSN, MEd., RN

- MSN – The University of Arizona

Dr. Diana Collins, DNP, MSN, APRN, ACNP, RN – Assistant Professor

- DNP – Walden University
- ACNP & MSN – The Sage Colleges

Chiamaka Baba, FNP-C, AANP-BC, RN – Assistant Professor

- The University of Texas at Arlington

Jazmin Smith, BSN, CCRN – Assistant Professor

- BSN – Chamberlain University

Victoria Schulze – Assistant Professor

- Licensed Occupational Therapist
- OTD, Occupational Therapy, Spalding University

- MS. Occupational Therapy, Dominican College of Blauvelt
- AS. Occupational Therapy Assisting, Brown Mackie College

Sharon Snyder, MSN, RN, Assistant Professor

- MSN – University of Arizona

Dr. Holly Hill, DNP, PMHNP-BC, Assistant Professor

- DNP & MSN – University of South Alabama

Corina Durante, BSN, RN, Assistant Professor

- Frontier Nursing University

Promise Inteinjoh, RN-MSN, PMHNP-BC, Assistant Professor

- MSN- Walden University

**Albuquerque Campus**

**Program Directors:**

Jamie Alvey, Regional Program Director

- AAS, College of Eastern Idaho
- CMA (NHA)
- BLS Instructor AHA

Elizabeth Elsman – Program Director – Occupational Therapy Assistant Program

- AAS, Occupational Therapist Assistant, McHenry County College
- BS, Healthcare Administration, Southern New Hampshire University
- MS, Healthcare Administration, Brookline College

**Full-time Faculty:**

Sofia Jaureguiberry, MS- Occupational Therapy Assistant Program, Academic Fieldwork Coordinator

- MS- Occupational Therapy- University of New Mexico

Ashley Martinez, Instructor I, Externship Coordinator – RMA, National Registry of Medical Assistant

**Part-Time Faculty:**

Amanda McDonough, Instructor– RMA, National Registry of Medical Assistant

**Nursing**

**Interim Dean of Nursing**

Jamie Howard, MSN, RN

- MSN – Nursing—University of Phoenix
- BSN—Nursing–Grand Canyon University

### Assistant Dean (BSN/PN)

Tonya Morelock, MSN, RN

- MSN-Grand Canyon University BSN-New Mexico Highlands

### Simulation and Skills Lab Manager (BSN/PN)

Dr. Delores Greenwood, DNP, RNC-NIC

- BSN-University of New Mexico
- MSN-California State University Los Angeles
- DNP-California State University Fullerton

### RN Clinical Coordinator

Katie Griffin, MSN, RN

- MSN-Grand Canyon University
- ADN- Carrington College

### Full time faculty- BSN

Ann Claire von Huene, EJD, MSN, RN

- EJD- Concord Law School California
- MSN-University of New Mexico
- New Mexico State University

Amanda Martin MSN, RN

- MSN-Brookline College
- BSN-Brookline College

Courtney McDowell MSN, RN

- MSN-Brookline College
- BSN- Brookline College

Dolores Greenwood DNP, MSN, RN

- DNP- Cal State Long Beach
- MSN- Cal State LA
- BSN- University of New Mexico

Jennifer Nemeth MSN, RN

- MSN- Herzing University
- BSN- Brookline College
- BA- University of Massachusetts

**Full time PN faculty:**

Amanda Torralvo DNP, RN

- DNP- Chamberlain University
- MSN- University of Phoenix
- BSN- University of New Mexico

Marcy Aguilar MSN, RN

**Per Diem Faculty: BSN & PN**

Alisa Kaufman MSN, RN

Norrisjean Schaal MHA-Ed, BSN

Michelle Kashuba MSN, RN

Yvonne Rodriguez DNP, MSN, RN

Selina Herrera MSN, BSN

April McGriff MSN, RN

Noelle-Maez-Barress MSN, RN

Rene Kagan, DNP, RN, CNE, CNE-Cl

## PROGRAM INFORMATION

**Albuquerque Campus:**

| Program | Credential Awarded upon Graduation | Method of Delivery |
|---|---|---|
| Medical Assisting | Diploma | Blended |
| Practical Nursing | Diploma | Blended |
| Occupational Therapy Assistant | Associate of Applied Science | Blended |
| Nursing | Bachelor of Science (BSN) | Blended |

### Phoenix Campus:

| Program | Credential Awarded upon Graduation | Method of Delivery |
|---|---|---|
| Medical Assisting | Diploma | Blended |
| Occupational Therapy Assistant | Associate of Applied Science | Blended |
| Physical Therapist Assistant | Associate of Applied Science | Blended |
| Nursing | Bachelor of Science (BSN) | Blended |

### Tempe Campus:

| Program | Credential Awarded upon Graduation | Method of Delivery |
|---|---|---|
| Medical Assisting | Diploma | Blended |
| Sterile Processing | Diploma | Blended |
| Surgical Technology | Associate of Applied Science | Blended |

### Tucson Campus:

| Program | Credential Awarded upon Graduation | Method of Delivery |
|---|---|---|
| Medical Assisting | Diploma | Blended |
| Occupational Therapy Assistant | Associate of Applied Science | Blended |
| Surgical Technology | Associate of Applied Science | Blended |
| Nursing | Bachelor of Science (BSN) | Blended |

### Online:

| Program | Credential Awarded upon Graduation | Method of Delivery |
|---|---|---|

| | | |
|---|---|---|
| Medical Office Administration | Diploma | Online |
| Allied Health | Associate of Applied Science | Online |
| Health & Wellness | Bachelor of Science | Online |
| Health Care Administration | Bachelor of Science | Online |
| Healthcare Administration | Master of Science | Online |
| Public Health | Master of Science | Online |

*Courses are not necessarily listed in order taken. Courses required for the successful completion of a program shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites, where appropriate, are indicated in the course descriptions for each program.*

*For Diploma Programs: Please note that the First Aid and CPR component is not required for the successful completion of Module B. First Aid and CPR must be completed prior to student beginning their externship (if it is required by the site). Certification is not restricted to American Heart Association. Any nationally recognized First Aid and CPR certification will be accepted (i.e. American Red Cross, ASHI, National Safety Council).*

### 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 or Blended**
  - 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.

### Policy Disclaimer Statement

Listed within the Brookline College catalog are general institutional policies and procedures that apply to all programs. Certain programs may require policies that go beyond those of the college and are more stringent than the policies contained in the College Catalog. Those policies will be described in detail in program-specific documents and made available to prospective and current students.

## ALLIED HEALTH PROGRAMS

## ALLIED HEALTH

| | |
|---|---|
| Program Title | Allied Health |
| Credential Awarded | Associate of Applied Science (AAS) |
| Semester Credits | 61.5<br>61.5 = 37 credits taught in the program + 24.5 credits for prior diploma |
| Instructional Hours | 555 Instructional Hours |
| Program Length | 45 Weeks |
| Instructional Method | Online |
| Program Overview | The Associate of Applied Science in Allied Health degree program provides allied health diploma holders with an opportunity to develop more in-depth knowledge of the healthcare environment. With courses in accounting, finance, marketing and communications, graduates will be better prepared to assume roles of additional responsibility within their area of allied health practice. The program, delivered online, is comprised of general education and core technical courses that can be completed in 30 to 40 weeks of full-time enrollment. |
| Learning Outcomes/Educational Objectives | Upon completion of the program graduates will:<br>• Describe how health care professionals contribute to health care delivery and identify the professionals of the health care field.<br>• Work effectively as a member of a health care team.<br>• Use effective oral and written communication methods.<br>• Perform introductory accounting and finance procedures in a health care environment.<br>• Identify and work within the ethical and legal requirements of a health care system.<br>• Professionally and ethically perform duties within the scope of practice for their allied health profession. |
| Corresponding Occupation Outcome | Graduates are prepared to gain employment as a Health Information Technician (CIP code 51.0711, SOC 29-2072.00 |

**Required Courses**

| Program Courses | Method of Delivery | Credit Hours | Lecture Hours | Lab Hours | Externship/ Clinical/ Practicum |
|---|---|---|---|---|---|
| HA206 Introduction to Health Care Accounting | Online | 3 | 45 | 0 | 0 |
| HA207 Health Care Finance | Online | 3 | 45 | 0 | 0 |
| HA211 Health Care Marketing and Customer Service | Online | 3 | 45 | 0 | 0 |
| HA220 Interpersonal Communications in Health Care | Online | 3 | 45 | 0 | 0 |
| **General Education** | **Method of Delivery** | **Credit Hours** | **Lecture Hours** | **Lab Hours** | **Externship/ Clinical/ Practicum** |
| SS100 Student Success | Online | 3 | 45 | 0 | 0 |
| MCT100 Medical Terminology | Online | 1 | 15 | 0 | 0 |
| EN144 English Composition | Online | 3 | 45 | 0 | 0 |
| MH140 College Mathematics | Online | 3 | 45 | 0 | 0 |
| SO170 Introduction to Sociology | Online | 3 | 45 | 0 | 0 |
| CO415 Multicultural Communications | Online | 3 | 45 | 0 | 0 |
| PD299 Professional Development | Online | 3 | 45 | 0 | 0 |
| PS135 Introduction to Psychology | Online | 3 | 45 | 0 | 0 |
| BI165 Introduction to Biology | Online | 3 | 45 | 0 | 0 |

*Up to 24.5 semester hours may be transferred into the program from an allied health diploma program. Official transcripts documenting the conferral of an allied health diploma program must be provided. Students holding allied health diplomas with less than 24.5 semester credit hours will be required to select from identified electives to meet the requirement for completion of 61.5 semester credit hours for graduation.
All course descriptions can be found in the "Course Description" section of the catalog.

## MEDICAL ASSISTING

*Effective April 2026*

### Credential Awarded: Diploma

29.0 semester credits; 779 instructional clock hours; 33 instructional weeks

### Program Overview

This is a blended (hybrid) program in which all theory (didactic) components are online while lab and externship components 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 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 non-Externship modules, students are eligible to be scheduled for a full-time (40 hours per week) externship.

| Course # | Course Name | Instructional Weeks | Clock Hours | Semester Credits |
|---|---|---|---|---|
| MA110 | Introduction to Medical Assisting | **4** | **85** | **3.5** |
| MA111 | Pharmacology and Clinical Procedures | **4** | **85** | **3.5** |
| MA112 | Procedures and Infection Control | **4** | **85** | **3.5** |
| MA113 | Specialized Systems and Phlebotomy | **4** | **85** | **3.5** |
| MA114 | Clinical Procedures and Surgical Assisting | **4** | **85** | **3.5** |
| MA115 | Medical Office Administration | **4** | **85** | **3.5** |
| MA116 | Aid and Emergency Procedures in Medical Assisting | **4** | **85** | **3.5** |

Upon successful completion of all non-Externship courses above, students may begin Externship

| | | | | |
|---|---|---|---|---|
| MA117 | Medical Assisting Externship | **5 (may vary)** | **184** | **4.5** |
| | **TOTAL PROGRAM** | **33** | **779** | **29.0** |

## HEALTH CARE ADMINISTRATION (B.S.)

| | |
|---|---|
| Program Title | Health Care Administration |
| Credential Awarded | Bachelor of Science |
| Semester Credits | 120 |
| Instructional Hours | 1860 |
| Program Length | 130 Weeks |
| Instructional Method | Online |

| | |
|---|---|
| Program Overview | The Bachelor of Science in Health Care Administration program provides an opportunity for students to learn about health care policy and operations, as well as management skills that can be applied in the complex health services sector. Course work includes practical and traditional areas of health care related topics including medical terminology, medical office management, health care organization and administrative functions, as well as more theoretical and contemporary subjects like public policy, human resource management, organizational behavior, and business strategy in health care. Courses are taught by instructors who are practitioners in the field who can provide insights to help students become successful in the health care services sector. Graduates of this program will be prepared to enter the professional environment of health care in an entry-level supervisory/management position. |
| Learning Outcomes/ Educational Objectives | Upon completion of the program graduates will:<br>• Describe the organization, structure, and modes of delivery of U.S. and global healthcare systems.<br>• Use critical thinking to propose improvements to health care management and delivery.<br>• Utilize different forms of medical record management.<br>• Demonstrate adherence to codes of ethics, privacy rules, laws and regulations associated with the health care industry.<br>• Demonstrate effective written and verbal communications skills.<br>• Explain important policy and operational considerations in healthcare organizations.<br>• Demonstrate knowledge of accounting, finance and economics principles used in a healthcare setting. |
| Corresponding Occupational Outcomes | Graduates are prepared to gain employment as Medical and health services managers (CIP code 51.0701, SOC code 11-9111.00 |

**Required Courses**

| Program Courses | Method of Delivery | Credit Hours | Lecture Hours | Lab Hours | Externship/ Clinical/ Practicum |
|---|---|---|---|---|---|
| HA100 Medical Terminology | Online | 3 | 45 | 0 | 0 |
| HA110 Electronic Records | Online | 3 | 30 | 30 | 0 |
| HA204 Healthcare Organizations | Online | 3 | 45 | 0 | 0 |
| HA206 Introduction to Healthcare Accounting | Online | 3 | 45 | 0 | 0 |
| HA207 Healthcare Finance | Online | 3 | 45 | 0 | 0 |
| HA209 Diversity & Culture in Healthcare | Online | 3 | 45 | 0 | 0 |
| HA210 Medical Law and Ethics | Online | 3 | 45 | 0 | 0 |
| HA211 Healthcare Marketing and Customer Service | Online | 3 | 45 | 0 | 0 |
| HA215 Introduction to Healthcare Information Systems | Online | 3 | 45 | 0 | 0 |
| HA220 Interpersonal Communications in Healthcare | Online | 3 | 45 | 0 | 0 |
| HA240 Medical Office Administration | Online | 3 | 30 | 30 | 0 |
| HA300 Wellness Education | Online | 3 | 45 | 0 | 0 |
| HA301 Legal Aspects/Legislation in Healthcare | Online | 3 | 45 | 0 | 0 |
| HA302 Management of Human Resources | Online | 3 | 45 | 0 | 0 |
| HA303 Public Policy in Healthcare | Online | 3 | 45 | 0 | 0 |
| HA304 Global Healthcare Systems | Online | 3 | 45 | 0 | 0 |
| HA310 Public Health and Health Promotion | Online | 3 | 45 | 0 | 0 |
| MG320 Economics | Online | 3 | 45 | 0 | 0 |
| HA400 Healthcare Planning and Implementation | Online | 3 | 45 | 0 | 0 |
| HA401 Organizational Behavior and Leadership | Online | 3 | 45 | 0 | 0 |
| HA403 Advanced Financial Management | Online | 3 | 45 | 0 | 0 |
| HA406 Business Policy and Strategy | Online | 3 | 45 | 0 | 0 |
| HA411 Healthcare Systems Analysis & Design | Online | 3 | 45 | 0 | 0 |
| HA499 Healthcare Administration Capstone | Online | 3 | 45 | 0 | 0 |
| **General Education Courses** | **Method of Delivery** | **Credit Hours** | **Lecture Hours** | **Lab Hours** | **Externship/ Clinical/ Practicum** |
| BIO175 Anatomy & Physiology I | Online | 3 | 45 | 0 | 0 |
| BIO180 Anatomy & Physiology II | Online | 3 | 45 | 0 | 0 |
| EN144 English Composition | Online | 3 | 45 | 0 | 0 |
| ENG115 Public Speaking | Online | 3 | 45 | 0 | 0 |
| CO415 Multi-Cultural Communications | Online | 3 | 45 | 0 | 0 |
| MH 140 College Mathematics | Online | 3 | 45 | 0 | 0 |
| PH330 Decision Making | Online | 3 | 45 | 0 | 0 |
| PH410 Ethics | Online | 3 | 45 | 0 | 0 |
| PS135 Introduction to Psychology | Online | 3 | 45 | 0 | 0 |
| PSY137 Human Growth and Development | Online | 3 | 45 | 0 | 0 |
| QN220 Essential Statistical Thinking | Online | 3 | 45 | 0 | 0 |
| SO170 Introduction to Sociology | Online | 3 | 45 | 0 | 0 |
| CP100 Word Processing and Presentations | Online | 3 | 30 | 30 | 0 |
| CP103 Statistics and Data Sheets | Online | 3 | 30 | 30 | 0 |
| PD299 Professional Development | Online | 3 | 45 | 0 | 0 |
| SS 100 Student Success | Online | 3 | 45 | 0 | 0 |

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

## HEALTH CARE ADMINISTRATION (MHA)

| | |
|---|---|
| Program Title | Health Care Administration |
| Credential Awarded | Master of Science |
| Semester Credits | 36 |
| Instructional Hours | 540 |
| Program Length | 60 weeks |
| Instructional Method | Online |
| Program Overview | This program prepares individuals to develop, plan, and manage health care operations and services within health care facilities and across health care systems. Throughout this program students will receive instruction in planning, business management, financial management, public relations, human resources management, health care systems operation, organization and management, health care resource allocation and policy making, administrative law and regulations, and applications to specific types of health care services.) |
| Learning Outcomes/Educational Objectives | Upon completion of the Master of Science in Health Care Administration program, graduates will be able to:<br>• Learn healthcare systems organizations<br>• Learn healthcare politics and policy along with laws and ethics<br>• Understand employment law and human resource management<br>• Understand the purpose for administrative laws and management of healthcare operations<br>• Learn and assess organizational management strategies for improvement in healthcare policies<br>• Recognize information management and possible data breaches that could occur in healthcare facilities |
| Corresponding Occupational Outcome | Graduates are prepared to gain employment as Medical and Health Services Managers (CIP code 51.0701, SOC code 11-9111.00) |
| **Required Courses** | |

| Program Courses | Method of Delivery | Credit Hours | Lecture Hours | Lab Hours | Externship/ Clinical/ Practicum |
|---|---|---|---|---|---|
| HCA 500 The Healthcare System Organization | Online | 3 | 45 | 0 | 0 |
| HCA 510 Healthcare Financial Management | Online | 3 | 45 | 0 | 0 |
| HCA 530 Healthcare Politics and Policy | Online | 3 | 45 | 0 | 0 |
| HCA 600 Healthcare Ethics & Law | Online | 3 | 45 | 0 | 0 |
| HCA 615 Healthcare Legal and Ethical Information Management | Online | 3 | 45 | 0 | 0 |
| HCA 650 Employment Law and Human Resource Management | Online | 3 | 45 | 0 | 0 |
| HCA 660 Healthcare Administration Capstone | Online | 3 | 45 | 0 | 0 |
| MPA 511 Organizational Management | Online | 3 | 45 | 0 | 0 |
| MPA 520 Administrative Statistics | Online | 3 | 45 | 0 | 0 |
| MPA 605 Human Services | Online | 3 | 45 | 0 | 0 |
| MPA 610 Administrative Law | Online | 3 | 45 | 0 | 0 |
| MPH 540 Health Management | Online | 3 | 45 | 0 | 0 |

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

## OCCUPATIONAL THERAPY ASSISTANT

| | |
|---|---|
| Program Title | Occupational Therapy Assistant |
| Credential Awarded | Associate of Applied Science (AAS) |
| Semester Credits | 72 |
| Instructional Hours | 1701 |
| Program Length | 75 |
| Instructional Method | Blended |
| Program Overview | The mission of the Occupational Therapy Assistant program at Brookline College is to educate and train client centered rehabilitation professionals who practice evidence-based treatment and understand the value of occupational based interventions. The emphasis is on physical, cognitive, and psychosocial interventions that meet the needs of individuals in current and emerging practice settings. Graduates demonstrate professional communication and behavior as well as advocate for diversity, equality, and inclusion while meeting the constantly changing needs of our multicultural society. This is accomplished by providing high quality education in a caring environment utilizing a blended educational format. After graduating students are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) exam allowing those who pass the opportunity to work anywhere in the nation. |
| Learning Outcomes/ Educational Objectives | Upon completion of the Associate of Applied Science in Occupational Therapy Assistant (OTA) program, graduates will:<br>• Graduates will achieve entry level OTA competence and will be prepared to pass the National Board for Certification in Occupational Therapy (NBCOT exam) within one year of graduation.<br>• Graduates will apply occupational and evidence-based treatment interventions with their clients.<br>• Graduates will engage in professional communication and demonstrate professional behavior in traditional and emerging practice interdisciplinary work settings.<br>• Graduates will utilize client-centered approaches using Occupational Therapy principles to achieve expected outcomes.<br>• Graduates will understand healthcare disparities and the need to advocate for diversity, equality, and inclusion to meet the constantly changing needs of our multicultural society. |
| Corresponding Occupation Outcomes | Graduates are prepared to gain employment as entry-level Occupational Therapy Assistants (CIP code 51.0803, SOC code 31-2011.00) |
| **Required Courses** | |

| Program 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 |
| ENG115 Public Speaking | Online | 3 | 45 | 0 | 0 |
| PSY100 Introduction to Psychology | Online | 3 | 45 | 0 | 0 |
| FYE110 Foundations of Success in Health Professions | Online | 3 | 45 | 0 | 0 |
| OTA 100 Foundations of Occupational Therapy | Blended | 3 | 45 | 0 | 0 |
| OTA 101 Conditions Through the Life Span | Blended | 2 | 30 | 0 | 0 |
| OTA 104 Kinesiology | Blended | 4 | 45 | 30 | 0 |
| OTA 102 Psychosocial Practice | Blended | 4 | 45 | 30 | 0 |
| OTA 103 Psychosocial Fieldwork | Blended | 1 | 5 | 0 | 40 |
| OTA 111 Evidence Based Practice | Blended | 2 | 30 | 0 | 0 |
| OTA 160 Advocacy for OTAs | Blended | 3 | 45 | 0 | 0 |
| OTA 201 Management & Professional Issues | Blended | 3 | 45 | 0 | 0 |
| OTA 202 Physical Rehabilitation | Blended | 4 | 45 | 30 | 0 |
| OTA 203 Physical Rehabilitation Fieldwork | Blended | 1 | 5 | 0 | 40 |
| OTA 205 Geriatric Practice | Blended | 4 | 45 | 30 | 0 |
| OTA 210 Neurological Rehabilitation | Blended | 4 | 45 | 30 | 0 |
| OTA 212 Pediatric Rehabilitation | Blended | 4 | 45 | 30 | 0 |
| OTA 213 Pediatric Fieldwork | Blended | 1 | 5 | 0 | 40 |
| OTA 222 Clinical Reasoning | Blended | 3 | 30 | 30 | 0 |
| OTA 252 Level II Fieldwork 1 | Blended | 6 | 8 | 0 | 280 |
| OTA 253 Level II Fieldwork 2 | Blended | 6 | 8 | 0 | 280 |

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

**Program Progression: Occupational Therapy Assistant (OTA)**
To progress from semester to semester in the OTA program, students must complete and pass all OTA coursework with a minimum of a 75% grade while maintaining an overall minimum of a 2.5 GPA in all semesters. Additionally, the following requirements must be met:
Success in all competencies, skills assessments and professional standards are required to progress from semester to semester. Due to the nature of the program, failed OTA-specific courses may not be available for one year. Failing or withdrawing from a course will alter a student’s graduation date.

| | |
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| Additional Information | **Licensure Disclosure:**<br>Graduates of the Occupational Therapy Assistant (OTA) program will be qualified to sit for the National Certification Examination for the Occupational Therapy Assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT®). After successful completion of this exam, the graduate will be a certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. Please see State Licensure and Certification Table – Brookline College for more information. Additionally, a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. For more information on certification, students are encouraged to visit the NBCOT website at https://www.nbcot.org/. |

## PHYSICAL THERAPIST ASSISTANT

| **Program Title** | **Physical Therapist Assistant** |
|---|---|
| Credential Awarded | Associate of Applied Science (AAS) |
| Semester Credits | 73 |
| Instructional Hours | 1670 |
| Program Length | 80 Weeks |
| Instructional Method | Blended |
| Program Overview | The program's objective is to educate students in the most current concepts and practices in the physical therapy field; to train future PTAs to have the knowledge and abilities to perform their role within the PT profession and under the direction and supervision of a Physical Therapist; to graduate individuals who are safe, effective, ethical and productive members of the healthcare team; and to train future PTAs to be caring, considerate and compassionate individuals who respect the rights and dignity of the multicultural community. |
| Student Learning Outcomes | Upon completion of the Associate in Applied Science in Physical Therapist Assistant program, graduates will:<br>•<br>Apply intellectual, clinical, and professional skills to deliver safe and effective physical therapy interventions under the direction and supervision of a physical therapist consistent with entry-level practice expectations.<br>•<br>Analyze patient information and treatment responses to support sound clinical decision-making and contribute safely and effectively as responsible members of an interprofessional healthcare team.<br>•<br>Apply and evaluate professional behaviors that comply with facility policies, state and federal regulations, and ethical standards established by the American Physical Therapy Association.<br>•<br>Integrate and apply patient-centered principles that respect patient rights, privacy, dignity, and cultural diversity while delivering compassionate and equitable care.<br>•<br>Achieve an effective transition from the education program to successfully passing the NPTE to a career as a physical therapist assistant. |
| Corresponding Occupation | Graduates are prepared to gain employment as entry-level Physical Therapist Assistant. (CIP code 51.0806, SOC code 31-2021.00) |
| **Required Courses** | |

| Program Courses | Method of Delivery | Credit Hours | Lecture Hours | Lab Hours | Externship/ Clinical/ Practicum |
|---|---|---|---|---|---|
| PTB 100 Introduction to PTA and Ethics | Blended | 3.0 | 45 | 0 | 0 |
| PTB 103 Documentation & Medical Terminology | Blended | 3.0 | 45 | 0 | 0 |
| PTB 104 Kinesiology I | Blended | 3.0 | 30 | 30 | 0 |
| PTB 105 Kinesiology II | Blended | 3.0 | 30 | 30 | 0 |
| PTB 106 Patient Care Skills | Blended | 3.0 | 30 | 30 | 0 |
| PTB 107 Therapeutic Exercise | Blended | 3.0 | 30 | 30 | 0 |
| PTB 118 Pathology of Systems I | Blended | 3.0 | 45 | 0 | 0 |
| PTB 119 Pathology of Systems II | Blended | 3.0 | 45 | 0 | 0 |
| PTB 202 Neurologic Rehabilitation | Blended | 4.0 | 30 | 60 | 0 |
| PTB 203 Orthopedic Rehabilitation | Blended | 4.0 | 30 | 60 | 0 |
| PTB 204 Rehabilitation Across the Lifespan | Blended | 3.0 | 45 | 0 | 0 |
| PTB 117 Physical Agent Modalities | Blended | 3.0 | 30 | 30 | 0 |
| PTB 113 Special Topics | Blended | 3.0 | 45 | 0 | 0 |
| PTB209 Capstone | Online | 1.0 | 15 | 0 | 0 |
| PTB 210 Professional Issues | Blended | 2.0 | 30 | 0 | 0 |
| PTB 275 Clinical Experience I | Residential | 2.0 | 0 | 0 | 90 |
| PTB 276 Clinical Practice II | Residential | 6.0 | 0 | 0 | 280 |
| PTB 277 Clinical Practice III | Residential | 6.0 | 0 | 0 | 280 |
| **General Education** | | **Credit Hours** | **Lecture Hours** | **Lab Hours** | **Externship/ Clinical/ Practicum** |
| ENG115 Public Speaking | Online | 3.0 | 45 | 0 | 0 |
| SOC100 Intro to Sociology | Online | 3.0 | 45 | 0 | 0 |
| PSY115 Lifespan Development | Online | 3.0 | 45 | 0 | 0 |
| BIO200 Anatomy and Physiology I | Online | 3.0 | 45 | 0 | 0 |
| BIO215 Anatomy and Physiology II | Online | 3.0 | 45 | 0 | 0 |

To progress from semester to semester in the Physical Therapist Assistant program, students must complete and pass all coursework in all prior semesters (unless approved by the Program Director or Director of Education due to extenuating circumstances). 80% aggregate semester average must be maintained throughout the core semesters.
Additionally, the following requirements must be met for graduation:
1. Pass the comprehensive exam within 3 attempts in PTB210.
2. Achieve entry-level clinical competence
3. Successful completion of all PTA core courses with a 75% or greater.
Due to the nature of the program, failed courses may not be repeatable for significant periods of time. Failing or withdrawing from a course will alter a student's graduation date. All course descriptions can be found in the "Course Description" section of the catalog.

| | |
|---|---|
| Additional Information | **Physical Therapist Assistant (PTA) Program Licensure Disclosure**<br>CAPTE accreditation of a physical therapist or physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Please see https://www.brooklinecollege.edu/disclosures/program-licensure/ for more information. Additionally, for more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org.<br><br>The Associate of Applied Science – Physical Therapist Assistant Degree at Brookline College- Phoenix Campus is accredited by the:<br>Commission on Accreditation in Physical Therapy Education (CAPTE).<br>3030 Potomac Ave., Suite 100<br>Alexandria, Virginia 22305-3085<br>Telephone: 800-999-2782<br>Email: accreditation@apta.org<br>Website: www.capteonline.org |

## SURGICAL TECHNOLOGY

| | |
|---|---|
| Program Title | Surgical Technology |
| Credential Awarded | Associates of Applied Science (AAS) |
| Semester Credits | 71.5 |
| Instructional Hours | 1610 |
| Program Length | 90 Weeks |
| Instructional Method | Blended |
| Program Overview | The surgical technology program is designed to provide students with the necessary knowledge and skills required to practice in the operating room environment. The surgical technologist is an integral part of the operating room team. Surgical technologists work under the supervision of a surgeon and an operating room nurse to ensure that the operating room environment is safe, equipment is functioning properly and that during the operative procedure all team members are maximizing patient safety. Students study topics that include hospital organization, safety and legal issues, anatomy and physiology, aseptic technique, surgical procedures. Upon successful completion of the program, graduates will have acquired the skills required for entry-level positions in a variety of settings. |

| | |
|---|---|
| Learning Outcomes/ Educational Objectives | Upon completion of the Surgical Technology program, graduates will:<br>• Discuss the responsibilities of the Surgical Technologist and show sensitivity to diversity in this field.<br>• List the qualities that a surgical technologist should possess and explain patient confidentiality.<br>• Demonstrate communication and interpersonal skills in the OR when relating to others.<br>• Describe how to meet basic human needs in relation to patients and families along with describing safety measures in the health care facility.<br>• Define and interpret medical terminology, describe surgically treated diseases and disorders of the body system, and define and identify structural characteristics of basic anatomy and Physiology, general regions of the human body, and principles of cellular functions.<br>• Describe the organization of the surgical suite, methods of chemical and physical disinfecting of the surgical environment, and the surgical technologist legal responsibilities in the handling of drugs, solutions, and medications.<br>• Identify the composition of the surgical team, OSHA requirements relating to patient and staff safety, and methods of patient transportation. State the purpose of patient identification, the purpose of the consent, and responsibilities of informed consent.<br>• Categorize the team members according to the scrubbed and “unscrubbed” along with applying the principles of aseptic technique as it relates to infection.<br>• Demonstrate proficiencies in gowning, gloving, identifying and applying the proper surgical attire, and masking along with basic techniques of surgical draping the surgical regions.<br>• They will obtain CPR in accordance with American Heart Association.<br>• Perform sponge, needle, and instrument counts before, during, and after a procedure.<br>• List and describe various suturing procedures, identify various surgical instruments according to surgical procedures, and describe the various roles of the scrubbed and “unscrubbed” personnel. |
| Corresponding Occupational Outcomes | Graduates are prepared to gain employment as entry-level Surgical Technologists. (CIP code 51.0909, SOC code 29-2055.00) |

**Required Courses**

| Program Courses | Method of Delivery | Credit Hours | Lecture Hours | Lab Hours | Externship/ Clinical/ Practicum |
|---|---|---|---|---|---|
| STM 101 Introduction to Surgical Technology | Blended | 5.5 | 75 | 25 | 0 |
| STM 102 Principles and Practice of Surgical Technology I | Blended | 5.5 | 75 | 25 | 0 |
| STM 103 Principles and Practice of Surgical Technology II | Blended | 5.5 | 75 | 25 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| STM 200 Surgical Techniques I | Blended | 4 | 25 | 75 | 0 |
| STM 201 Surgical Techniques II | Blended | 4 | 25 | 75 | 0 |
| STM 202 Surgical Techniques III | Blended | 4 | 25 | 75 | 0 |
| STM 203 ST Clinical Externship | Blended | 12 | 0 | 0 | 540 |
| **General Educations** | **Method of Delivery** | **Credit Hours** | **Lecture Hours** | **Lab Hours** | **Externship/ Clinical/ Practicum** |
| Open English | Online | 3 | 45 | 0 | 0 |
| Open Math | Online | 3 | 45 | 0 | 0 |
| Open Soc Science – Social/Behavioral Science (Psych) | Online | 3 | 45 | 0 | 0 |
| Open Soc Science – Social/History/Political Science | Online | 3 | 45 | 0 | 0 |
| **Additional Course Requirements** | **Method of Delivery** | **Credit Hours** | **Lecture Hours** | **Lab Hours** | **Externship/ Clinical/ Practicum** |
| BIO 175 Anatomy & Physiology I | Online | 3 | 45 | 0 | 0 |
| BIO 180 Anatomy & Physiology II | Online | 3 | 45 | 0 | 0 |
| HA 100 Medical Terminology | Online | 3 | 45 | 0 | 0 |
| MCR 130 Introduction to Microbiology | Online | 3 | 45 | 0 | 0 |
| PD 299 Professional Development | Online | 3 | 45 | 0 | 0 |
| SS 100 Student Success | Online | 3 | 45 | 0 | 0 |
| CST 101 CST Prep Class | Online | 1 | 20 | 0 | 0 |

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

**Surgical Technology Program – Grading (Lab Competencies)**

1. Lab Competency Grading – STM200, STM201 and STM202
   a. ALL lab competencies must be passed by meeting the minimum passing grade (70%) AND
   b. the aggregate grade for Labs must meet the minimum 70%.
2. Final Lab Competency Grading – STM103
   a. Final Lab Competency must be passed by meeting the minimum passing grade (70%) in addition to also meeting the aggregate grade for labs at 70%.
   b. Remediation is not offered for any labs in the 100 level lab courses.
3. Final Lab Competency Grading – STM202
   a. Final Lab Competency must be passed by meeting the minimum passing grade (70%) in addition to the Lab Competency Grading policy.
   b. Remediation is not offered for Final Labs.

**Surgical Technology Program – Remediation Policy**

1. Remediation of Lab Competencies – STM200, STM201 and STM202
   a. Any lab competency not meeting the minimum passing grade (70%), student will have (1) remediation
      - It is the student's responsibility to schedule that remediation and
      - the remediation must be scheduled to be completed within a week of failing the lab competency.
   b. For any lab competency that is completed during Week 5 and the student fails that competency, the remediation must be scheduled and completed before the end of that module.
2. If a student does not show to their schedule remediation, the original fail grade will stand.
3. Should a student pass their remediation, this new grade will replace the failing grade.

**Additional Information**

In order to graduate from the Surgical Technology program, students must take an examination by a nationally recognized and accredited credentialing agency. The College assists students in taking this examination during the program's Externship course. Students are not required to pass such an exam in order to graduate or obtain initial employment in the field.

## NURSING PROGRAMS

## NURSING (BSN) PROGRAM

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|---|---|
| Program Title | Nursing (BSN) |
| Credential Awarded | Bachelor of Science |
| Semester Credits | 120 |
| Instructional Hours | 2310 |
| Program Length | 144 weeks for full program/ 64 weeks for accelerated program |
| 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 hybrid program in which some courses are delivered online and others are on the ground (see the course listing for details).<br>**Mission**<br>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.<br>**Philosophy**<br>Our Beliefs:<br>• 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.<br>• Our educational and nursing practices are informed by current evidence.<br>• We are committed to public service and patient and professional advocacy.<br>**Meaning of Health:**<br>• 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.<br>• Health is not merely the absence of disease, but a continuum that is defined by the recipients of care.<br>**Recipients of Care:**<br>• Nursing care impacts diverse populations of people across many communities from a variety of cultural, ethnic, socioeconomic, and developmental backgrounds.<br>• Care extends from the nurse to oneself, interdisciplinary healthcare team members, individuals, families, caretakers, communities, and populations.<br>• 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.<br>**How Learning Occurs:**<br>• Learning is centered around the student through a variety of methods and domains including engagement with peers, faculty, content, and community.<br>• Knowledge and skill acquisition is reinforced through hands-on-training, practice, application, and safe opportunities to engage in clinical judgment and decision-making.<br>• A passion for life-long learning and opportunities for continual advancement are central components of the curriculum.<br>• 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.<br>• All students receive care, respect, and support for their learning, regardless of cultural, ethnic, socioeconomic, and developmental backgrounds. |

| | |
|---|---|
| Learning Outcomes/ Educational Objectives | The Bachelor of Science in Nursing Student Program Learning Outcomes support the mission and goals and are aligned to the current baccalaureate nursing competencies set forth by the American Association of Colleges of Nursing (AACN).<br>Faculty in the BSN program recognize the following learning outcomes for students successfully completing requirements for the baccalaureate generalist nurse:<br>1. Apply foundational, evidence-based knowledge from nursing, arts, and sciences to clinical judgments and decision-making to improve patient outcomes. (AACN Domain 1)<br>2. Provide holistic, caritas-conscious (person-centered) care with professionalism, compassion, authenticity, altruism, and equanimity. (AACN Domains 2 & 9)<br>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)<br>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)<br>5. Enhance quality, human dignity, and safety practices at the system and individual performance levels through integration of caring/healing modalities. (AACN Domain 5)<br>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)<br>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)<br>8. Integrate legal, moral, ethical, and global professional standards into nursing practice. (AACN Domains 1, 5, 9, and 10)<br>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)<br>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 | Credit Hours | Didactic | Supervised Lab | Externship/ Clinical/ Practicum |
|---|---|---|---|---|---|
| NRG200 – Pharmacology for Human Caring Nursing | Blended | 3.0 | 45 | 0 | 0 |
| NRG215 – Health Assessment for Human Caring Nursing | Blended | 1.0 | 15 | 0 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| NRG225 – Fundamentals of Human Caring Nursing I | Blended | 1.0 | 15 | 0 | 0 |
| NRG225C – Fundamentals of Human Caring Nursing I Skills & Clinical | Residential | 1.0 | 0 | 15 | 30 |
| NRG230 – Fundamentals of Human Caring Nursing II | Blended | 3.0 | 45 | 0 | 0 |
| NRG230C – Fundamentals of Human Caring Nursing II Skills & Clinical | Residential | 2.0 | 0 | 30 | 60 |
| NRG130 – Nursing as a Human Caring Profession | Online | 3.0 | 45 | 0 | 0 |
| NRG150 – Human Caring Nursing Seminar I | Online | 1.0 | 15 | 0 | 0 |
| NRG260 – Adult Human Caring Nursing I | Blended | 3.0 | 45 | 0 | 0 |
| NRG260C – Adult Human Caring Nursing I Clinical | Residential | 2.0 | 0 | 15 | 75 |
| NRG290 – Adult Human Caring Nursing II | Blended | 2.0 | 30 | 0 | 0 |
| NRG290C – Adult Human Caring Nursing II Clinical | Residential | 1.0 | 0 | 15 | 30 |
| NRG245 – Mental Health Human Caring Nursing | Blended | 3.0 | 45 | 0 | 0 |
| NRG245C – Mental Health Human Caring Nursing Clinical | Residential | 1.0 | 0 | 0 | 45 |
| NRG315 – Maternal/Newborn Family Nursing | Blended | 3.0 | 45 | 0 | 0 |
| NRG315C – Maternal/Newborn Family Nursing Clinical | Residential | 1.0 | 0 | 8 | 37 |
| NRG275 – Nutrition for Human Health & Wellbeing | Blended | 3.0 | 45 | 0 | 0 |
| NRG330 – Pediatric Human Caring Nursing | Blended | 3.0 | 45 | 0 | 0 |
| NRG330C – Pediatric Human Caring Nursing Clinical | Residential | 1.0 | 0 | 8 | 37 |
| NRG250 – Human Caring Nursing Seminar II | Online | 1.0 | 15 | 0 | 0 |
| NRG285 – Information Technology for Human Caring Nursing | Online | 2.0 | 30 | 0 | 0 |

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| NRG430 – Complex Health Human Caring Nursing I | Blended | 2.0 | 30 | 0 | 0 |
| NRG430C – Complex Health Human Caring Nursing I Clinical | Residential | 1.0 | 0 | 0 | 45 |
| NRG350 – Human Caring Nursing Seminar III | Online | 1.0 | 15 | 0 | 0 |
| NRG375 – Evidence Informed Practice for Human Caring Nursing | Online | 3.0 | 45 | 0 | 0 |
| NRG445 – Complex Health Human Caring Nursing II | Blended | 2.0 | 30 | 0 | 0 |
| NRG445C – Complex Health Human Caring Nursing II Clinical | Residential | 1.0 | 0 | 0 | 45 |
| NRG415 – Community Health Human Caring Nursing | Blended | 3.0 | 45 | 0 | 0 |
| NRG475 – BSN Transition to Practice | Blended | 3.0 | 45 | 0 | 0 |
| NRG475C – BSN Transition to Practice Clinical | Residential | 2.0 | 0 | 0 | 90 |
| NRG460 – Leadership & Management for Human Caring Nursing | Blended | 3.0 | 45 | 0 | 0 |
| NRG490 – BSN Human Caring Nursing Capstone | Blended | 3.0 | 45 | 0 | 0 |
| NRG490C – BSN Human Caring Nursing Capstone Clinical | Residential | 2.0 | 0 | 0 | 90 |
| **General Education Courses** | **Method of Delivery** | **Credit Hours** | **Didactic** | **Supervised Lab** | **Externship/ Clinical/ Practicum** |
| ENG100 – English Composition | Online | 3.0 | 45 | 0 | 0 |
| MTH100 – Intermediate Algebra | Online | 3.0 | 45 | 0 | 0 |
| FYE100 – Foundations of Success | Online | 1.0 | 15 | 0 | 0 |
| CHEM215 – General Chemistry | Online | 3.0 | 45 | 0 | 0 |
| CHEM215L – General Chemistry Lab | Online | 1.0 | 0 | 30 | 0 |
| PSY100 – Introduction to Psychology | Online | 3.0 | 45 | 0 | 0 |
| BIO200 – Anatomy and Physiology I | Online | 3.0 | 45 | 0 | 0 |
| BIO200L – Anatomy and Physiology I Lab | Online | 1.0 | 0 | 30 | 0 |

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|---|---|---|---|---|---|
| SOC100 – Introduction to Sociology | Online | 3.0 | 45 | 0 | 0 |
| BIO215 – Anatomy & Physiology II | Online | 3.0 | 45 | 0 | 0 |
| BIO215L – Anatomy and Physiology II Lab | Online | 1.0 | 0 | 30 | 0 |
| PSY115 – Lifespan Development | Online | 3.0 | 45 | 0 | 0 |
| MIC215 – Microbiology | Online | 3.0 | 45 | 0 | 0 |
| MIC215L – Microbiology Lab | Online | 1.0 | 0 | 30 | 0 |
| ENG300 – Advanced English Composition | Online | 3.0 | 45 | 0 | 0 |
| MTH215 – Statistics | Online | 3.0 | 45 | 0 | 0 |
| NUT100 – Nutrition | Online | 3.0 | 45 | 0 | 0 |
| PHI350 – Critical Reasoning | Online | 3.0 | 45 | 0 | 0 |
| POL300 – Political Science | Online | 3.0 | 45 | 0 | 0 |
| BIO 225 – Pathophysiology | Online | 3.0 | 45 | 0 | 0 |
| ETH400 – Ethics | Online | 3.0 | 45 | 0 | 0 |

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

### Accelerated Track (ABSN) Available for NM students only

Students may be eligible for the following transfer credit options (see credit for prior learning policy for more information)

### BTC 100 Block Transfer Credit – General Education

Students with a conferred bachelor’s degree from an accredited institution may be eligible to satisfy 28 credits of general education courses without recency rules. excluding those listed below.

### ** BTC 200 Block Transfer Credit – Science and Math

Students with a conferred bachelor’s degree from an accredited institution may be eligible to satisfy the following courses en-bloc, assuming that all recency rules and equivalency requirements are met (25 credits):

- A&P I and II with labs (8 credits)
- Microbiology with lab (4 credits)
- Statistics (3 credits)
- Nutrition (3 credits)
- Chemistry with lab (4 credits)
- Pathophysiology (3 credits)

### Course Progression

A grade of “C” (75%) or higher is required to successfully pass each general education course. A grade of “C+” (77%) or higher is required to successfully pass each nursing core course. A grade of B- (80.00%) is required to successfully pass each lab and externship/clinical component of nursing core courses. The Institution acknowledges that there are circumstances in which a student may fail a course and need to repeat the course in order to gain mastery of the content. However, 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 four (4) different General Education courses
2. Failure of three (3) different Nursing Core courses
3. Failure of the same course two (2) times
4. Failure of four (4) total courses, GE and Nursing combined

Students are expected to complete the nursing program in sequential order and may not be able to progress from term to term or semester to semester if all prior courses are not successfully completed.

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.

Acceptance and successful progression through the nursing program does not ensure licensure eligibility. Each state agency overseeing Nursing licensure (e.g. the Idaho Division of Occupational and Professional Licenses, or the Utah Division of Professional Licensing) makes final determination on eligibility to sit for NCLEX exam(s) and issuance of a license to practice nursing. Any applicant who has been convicted of a felony, has a history of mental illness or drug abuse, should contact the relevant state agency mentioned above to discuss their eligibility to be licensed.

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| Additional Information | **Bachelor of Science in Nursing (BSN) Licensure Disclosure**<br><br>The curriculum for the Bachelor of Science in Nursing (BSN) program at Brookline College has been designed to meet the educational licensure requirements in Arizona and New Mexico as well as prepare students to apply to the Arizona State Board of Nursing or the New Mexico Board of Nursing to sit for the NCLEX licensure exam in the States of Arizona and New Mexico (see https://www.azbn.gov/ or http://wwnmbon.sks.com/ for more information regarding licensure in Arizona or New Mexico). 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 Brookline College BSN degree to secure licensure in any state other than Arizona or New Mexico will need to review the professional licensure disclosures in those states pertaining to their program and consult with the applicable state nursing licensing board. For more information, see https://www.brooklinecollege.edu/disclosures/program-licensure/ for a listing of state nursing licensing boards and determinations made by the College by state of whether the BSN curriculum meets licensure requirements, does not meet licensure requirements or where a determination has not been made.<br>NOTE: Graduates who become licensed in Arizona or New Mexico may subsequently apply for licensure in another state. Ask your Academic Dean about Nursing reciprocity agreements.<br>The Bachelors in Nursing program at Brookline College are accredited by the Commission on Collegiate Nursing Education:<br>655 K Street, NW, Suite 750,<br>Washington, DC 20001<br>Telephone: (202) 887-6791 |

## PRACTICAL NURSING

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|---|---|
| **Program Title** | Practical Nursing |
| **Credential Awarded** | Diploma |
| **Semester Credits** | 48 |
| **Instructional Hours** | 1110 |
| **Program Length** | 48 Weeks |
| **Instructional Method** | Blended |

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| **Program Overview** | The Practical Nursing (PN) Program is designed to prepare students for employment in the healthcare field. Brookline 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.<br>The Practical Nursing (PN) program is a residential pre-licensure nursing program that prepares graduates to pass the NCLEX-PN exam and apply for licensure in the State of New Mexico as a Licensed Practical Nurse (LPN). |
| **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 Practical Nurses. Graduates will be able to:<br>• Intentionally collaborate inter-professionally and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and improve outcomes.<br>• Evaluate the use of technology and data to continuously improve the quality and safety of health care systems in support of human caring actions.<br>• Promote quality and safety for patients and providers through system effectiveness, individual performance, and evidence-informed practice.<br>• Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards of practice for a competent licensed practical/vocational nurse.<br>• Evaluate patient assessment and intervention data holistically to develop patient care plans under supervision of the registered nurse or other members of the interdisciplinary team.<br>• Provide holistic, caritas-conscious (person-centered), and culturally appropriate care across the lifespan with professionalism, compassion, authenticity, altruism, and equanimity. |
| **Corresponding Occupational Outcomes** | Graduates are prepared to gain employment as entry-level practical nurses (CIP code 51.3901, SOC code 29-2061.00) |

## Required Courses

| Program Courses | Method of Delivery | Credit Hours | Lecture Hours | Lab Hours | Externship/ Clinical/ Practicum |
|---|---|---|---|---|---|
| **PVN110: Fundamentals of Caring Practical Nursing** | Blended | 3 | 45 | 0 | 0 |

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| **PVN112: Fundamentals of Caring Practical Nursing Skills Lab I** | Residential | 1 | 0 | 30 | 0 |
| **PVN130: Fundamentals of Caring Practical Nursing II** | Blended | 2 | 30 | 0 | 0 |
| **PVN132: Fundamentals of Caring Practical Nursing Skills Lab II** | Residential | 1 | 0 | 30 | 0 |
| **PVN140 – Fundamentals of Caring Practical Nursing Clinical I** | Residential | 1.5 | 0 | 0 | 67.5 |
| **PVN136: Pharmacology for Caring Practical Nursing I** | Blended | 2.5 | 37.5 | 0 | 0 |
| **PVN146: Pharmacology for Caring Practical Nursing II** | Blended | 2 | 30 | 0 | 0 |
| **PVN152: Medical/Surgical Caring Practical Nursing I** | Blended | 3 | 45 | 0 | 0 |
| **PVN154: Medical Surgical Caring Practical Nursing Skills Lab I** | Residential | 1 | 0 | 30 | 0 |
| **PVN158 – Medical/Surgical Caring Practical Nursing Clinical I** | Residential | 2 | 0 | 0 | 90 |
| **PVN162: Medical/Surgical Caring Practical Nursing II** | Blended | 3 | 45 | 0 | 0 |
| **PVN164: Medical Surgical Caring Practical Nursing Skills Lab II** | Residential | 1 | 0 | 30 | 0 |
| **PVN168 – Medical/Surgical Caring Practical Nursing Clinical II** | Residential | 2 | 0 | 0 | 90 |
| **PVN226: Maternal Newborn Caring Practical Nursing** | Blended | 2.5 | 37.5 | 0 | 0 |
| **PVN228 – Maternal Newborn Caring Practical Nursing Skills Lab** | Residential | .5 | 0 | 15 | 0 |
| **PVN230: Maternal/Newborn Caring Practical Nursing Clinical** | Residential | .5 | 0 | 0 | 22.5 |
| **PVN236: Pediatric Caring Practical Nursing** | Blended | 2.5 | 37.5 | 0 | 0 |
| **PVN238: Pediatric Caring Practical Nursing Skills Lab** | Residential | .5 | 0 | 15 | 0 |

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|---|---|---|---|---|---|
| **PVN240: Pediatric Caring Practical Nursing Clinical** | Residential | .5 | 0 | 0 | 22.50 |
| **PVN250 – Mental Health Caring Practical Nursing** | Blended | 2.5 | 37.5 | 0 | 0 |
| **PVN252: Mental Health Caring Practical Nursing Clinical** | Residential | .5 | 0 | 0 | 22.5 |
| **PVN256: Professional Caring Practical Nursing II** | Blended | 1 | 15 | 0 | 0 |
| **PVN262: Professional Caring Practical Nursing Skills Lab** | Residential | 1 | 0 | 30 | 0 |
| **PVN264: Professional Caring Practical Nursing Clinical** | Residential | 2 | 0 | 0 | 90 |
| **General Education Courses** | **Method of Delivery** | **Credit Hours** | **Lecture Hours** | **Lab Hours** | **Externship/ Clinical/ Practicum** |
| **BIO200 Anatomy & Physiology I** | Online | 3.0 | 45 | 0 | 0 |
| **BIO200L Anatomy & Physiology I Lab** | Online | 1.0 | 0 | 30 | 0 |
| **BIO215 Anatomy & Physiology II** | Online | 3.0 | 45 | 0 | 0 |
| **BIO215L Anatomy & Physiology II Lab** | Online | 1.0 | 0 | 30 | 0 |

**Course Progression:**

A grade of “C” (75%) or higher is required to successfully pass each general education course. Students must pass all courses in each 8-week block before starting any courses in the next 8-week block. Similarly, students must pass all courses in each Semester before progressing to the next Semester.

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

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| **Additional Information** | **Practical Nursing (PN) Program Licensure Disclosure**<br>The curriculum for the Practical Nursing (PN) program at Brookline College has been designed to meet the educational licensure requirements in New Mexico as well as prepare students to apply to the New Mexico Board of Nursing to sit for the NCLEX licensure exam in the State of New Mexico (see http://nmbon.sks.com/ for more information regarding licensure in New Mexico). 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 Brookline College PN diploma to secure licensure in any state other than New Mexico will need to review the professional licensure disclosures in that state pertaining to their program and consult with the applicable state nursing licensing board. For more information, see https://www.brooklinecollege.edu/disclosures/program-licensure/ for a listing of state nursing licensing boards and determinations made by the College by state of whether the PN curriculum meets licensure requirements, does not meet licensure requirements or where a determination has not been made.<br>**Program Mission**<br>The mission of the Practical Nursing program in the Unitek Learning family of colleges is to graduate competent, caring, practice-ready nursing professionals who can successfully meet and exceed the expectations and challenges of the practical nursing profession. Through the provision of a quality nursing education, students are empowered to meet the healthcare needs of our diverse community. The program also prepares the graduate for articulation through higher education and career advancement locally, nationally, and internationally.<br>**Program Philosophy**<br>**Our Beliefs:**<br>• 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.<br>• Current nursing theory and research inform our educational and nursing practices.<br>• We are committed to public service and patient and professional advocacy.<br>**Meaning of Health:**<br>• 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.<br>• Health is not merely the absence of disease, but a continuum that is defined by the recipients of care.<br>**Recipients of Care:**<br>• Nursing care impacts diverse populations of people across many communities from a variety of cultural, ethnic, socioeconomic, and developmental backgrounds.<br>• Care extends from the nurse to oneself, interdisciplinary healthcare team members, individuals, families, caretakers, communities, and populations.<br>• 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.<br>**How Learning Occurs:**<br>• Learning is centered around the student through a variety of methods and domains including engagement with peers, faculty, content, and community.<br>• Knowledge and skill acquisition is reinforced through hands-on-training, practice, application, and safe opportunities to engage in clinical judgment and decision-making.<br>• A passion for life-long learning and opportunities for continual advancement is a central component of the curriculum.<br>• Our faculty commit to establishing caring relationships, actively communicating, ensuring accessibility and relevance of content, being inclusive, encouraging students, being approachable, empathizing, embracing all ways of knowing, and assuming good intent.<br>• All students receive care, respect, and support for their learning, regardless of cultural, ethnic, socioeconomic, or developmental backgrounds.<br>• Learning is centered around the student through a variety of methods and domains including engagement with peers, faculty, content, and community.<br>• Knowledge and skill acquisition is reinforced through hands-on-training, practice, application, and safe opportunities to engage in clinical judgment and decision-making.<br>• A passion for life-long learning and opportunities for continual advancement is a central component of the curriculum.<br>• Our faculty commit to establishing caring relationships, actively communicating, ensuring accessibility and relevance of content, being inclusive, encouraging students, being approachable, empathizing, embracing all ways of knowing, and assuming good intent.<br>• All students receive care, respect, and support for their learning, regardless of cultural, ethnic, socioeconomic, or developmental backgrounds. |

## General Education Course Descriptions

BI165
Introduction to Biology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course presents an introduction to biological concepts including cell structure and function, DNA structure and function, cell reproduction, taxonomy, evolution, and ecology. Students will explore the structure of living organisms through interactive, student-focused online instruction.

BI300
Introduction to Genetics
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: BI165, CHM320
Concurrent Prerequisite: None
Corequisite: None
This course is an introduction to human genetics and cell biology. Topics will include molecular biology including the structure of DNA and the influence of genes on human development. Methods of inheritance, expression of DNA and the transmission of DNA across generations and within populations will be covered. Students will learn about Mendelian and non-Mendelian inheritance, structure and function of chromosomes and genomes, biological variation due to recombination, mutation, and selection. A detailed look at the eukaryotic cell structures and functions are included.

BIO175
Anatomy & Physiology I
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course provides students with basic knowledge of the normal structure and function of the human body, specifically its anatomy and physiology within the context of health and illness. Topics include an introduction to anatomy and physiology, cell structure and function, and the integumentary, skeletal, muscular, nervous, and sensory systems. Emphasis is placed on biological principles essential to understanding the subsequent study of various health conditions and treatments and how these principles affect the whole person. Medical terminology is integrated throughout course content. The student is provided a background for the recognition of deviations from normal structure and function due to disease processes.

BIO180
Anatomy & Physiology II
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course will provide a foundation for more advanced study of the human body within the context of health and illness. Major content focuses on the interrelations among the organ system and the relationship of each organ system to homeostasis. Systems to be covered include integumentary system, skeletal system, nervous system, endocrine system, cardiovascular systems, respiratory system, urinary system, digestive system and reproductive system. Cultural variations in disease and incidence will also be addressed.

BIO200
Anatomy & Physiology I
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: 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 and Physiology I Lab
Method of Delivery: Online
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: BIO200
Corequisite: 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.

BIO205
Pathophysiology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course is designed to introduce the student to pathophysiologic concepts related to altered biological processes affecting individuals across the lifespan and is built on the general principles of health maintenance. A global approach to disease is emphasized. The course builds on principles from anatomy, physiology, chemistry, and microbiology.

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

BIO225
Pathophysiology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: BIO200, BIO215
Concurrent Prerequisite: None
Corequisite: None
This course presents introductory pathophysiological concepts related to human body systems throughout the lifespan. Students will explore the alterations in normal physiology, clinical manifestations, diagnosis, and treatment of selected diseases and disorders along with the body's response to disease.

CHM100
General Chemistry
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This is an introductory course of basic chemistry concepts. Topics explored are basic math and measurements, metric system, matter and energy, atoms and molecules, ionic and covalent bonding, naming of compounds, chemical reactions, gases, solutions, acids and bases, and introduction into organic molecules.

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

CHM320
Organic Chemistry
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: CHM100
Concurrent Prerequisite: None
Corequisite: None
This course introduces the physical and chemical properties of alkanes, alkenes, alkynes, and alcohols. This course emphasizes organic nomenclature, syntheses, stereochemistry, and reaction mechanisms. The laboratory utilizes common techniques associated with the preparation, purification, and chemical characterization of organic compounds. Laboratory included.

CHM340
Principles of Biochemistry
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: CHM100. CHM320
Concurrent Prerequisite: None
Corequisite: None
This course provides the opportunity for learners to study life at the molecular level by applying the knowledge acquired in general chemistry, biology and organic chemistry to biochemistry principles. This course provides an overview of biochemistry principles including the properties of proteins, enzymes, carbohydrates and lipids and their role in organism metabolic pathways.

CO415
Multi-Cultural Communications
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course focuses on transcultural issues and social patterns. Students will examine cultural values and traditions including the work ethic, authority, leisure, family life, and religious issues affecting the communication situations in diverse situations.

ENG100
English Composition
Method of Delivery: Residential
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: 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.

ENG144
English Composition
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course of instruction is designed to introduce the fundamentals and processes of college writing and reading comprehension. Topics include strategies for writing, including prewriting and thesis construction; stylistic writing, such as narratives and descriptive pieces; analytic and argumentative writing; and a brief review of grammatical rules.

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

ENG315
Contemporary Literature
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course is designed to provide students the necessary skills needed to both think and write critically. Critical and theoretical approaches in interpreting literature will be instructed. Students will continue to build on their literacy skills and further their understanding of the impact that society and culture have on literature.

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

FYE 100
Foundations of Success
Method of Delivery: Online
Credits: 1
Lecture Hours: 15
Lab Hours:
Clinical/Externship/Practicum Hours:
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
In this course students will explore best practices for achieving personal, academic and career success. Topics covered include the importance of soft skills, effective communication skills, goal setting, time management, study skills and learning strategies.

FYE110
Foundations of Success in Health Professions
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
In this course, students will explore best practices for achieving personal, academic, and career success. Topics covered include the importance of soft skills, effective communication skills, goal setting, time management, study skills, and learning strategies. This course also introduces elements of medical terminology, including the etymology of words used to describe the human body. Students learn about the function of each body system along with how to apply proper terminology and spelling for major pathological conditions.

HU220
Cultural Diversity
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course is designed to give students the basic knowledge and a broader understanding of the complexity of human behavior and how diversity operates by a unique set of rules and dynamics. Throughout this course, students will learn how race, ethnicity, language, culture , gender, socioeconomic class, age , religion and disability affect how daily interations with individuals can change based on their diversity.

LI310
Contemporary Literature
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course analyzes the concepts and values found in contemporary American literature. Students will read and discuss selected works.

MCR 130
Introduction to Microbiology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
The course deals with the fundamentals and applied principles of microbiology. Special emphasis is directed toward the properties of microorganisms and their effect on health. Major instructional areas o the course include microbial structure and function, chemotherapeutics including antibiotics and antivirals, immunology and immunopathology. medical bacteriology, virology, mycology, and parasitology. Additional emphasis will be placed on demonstration experiences related to nosocomial infections, resistant strans and collection of cultures for Gram stain and Culture and Sensitivity.

MCT100
Introduction to Medical Terminology
Method of Delivery: Online
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
Introduction to Medical Terminology This course introduces elements of medical terminology, including the etymology of words used to describe the human body. Students learn about the function of each body system along with how to apply proper terminology and spelling for major pathological conditions.

MH 140
College Mathematics
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course of instruction is designed to introduce college mathematical and algebraic concepts to students. Topics include linear equations and inequalities, formulas and applications of algebra, exponents and polynomials, factoring and rational expressions and equations.

MIC215
Microbiology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: BIO200
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: BIO200
Concurrent Prerequisite: MIC215
Corequisite: 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 Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: 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.

MTH215
Statistics
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: 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.

MTH240
College Algebra
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: MTH100
Concurrent Prerequisite: None
Corequisite: None
This course builds on the principles of intermediate algebra. Topics include function operations; graphical analysis of functions; linear and non-linear equation solving; linear and non-linear inequalities; and solving various systems of equations.

NTR302
Nutrition and Metabolism
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course will focus on human nutrition and metabolism. Throughout this course students will focus on cells and their nourishment, macronutrients and their metabolism, along with vitamins, minerals and electrolytes. This course will help with the understanding of cell processes in relation to nutrition and wellness.

NUT100
Nutrition
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: 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

PH210
Critical Thinking and Problem Solving
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
The ability to think critically is an essential foundation for problem solving. This course is designed to examine and enhance the process of critical thinking and decision-making. Concepts related to thinking, learning, reasoning, communication, and problem solving will be used to explore the decision-making process. Emphasis will be placed upon the ability to think critically and creatively, reason soundly, and collaborate effectively

PH330
Decision Making
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course is designed to improve students' ability to listen and observe, to think critically and creatively, to reason soundly, and to write persuasive arguments.

PH410
Ethics
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course involves a theoretical discussion and analysis of ethics within the professional environment. Students will examine concepts of duty and responsibility, professional obligations and values.

PHI350
Critical Reasoning
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: 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.

PS135
Introduction to Psychology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This class surveys human development from conception through adulthood. Emphasis is placed on understanding the basic concepts and terminology. Students will explore the phases of human development and the influence of the physical, cognitive, and psychosocial domains on their lifestyles through their lifetimes.

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

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

QN220
Essential Statistical Thinking
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course equips students with algebraic and statistical techniques necessary for computation of parameters including basic probabilities, confidence intervals, random variables, probability distribution, mean, median, standard deviations, sampling, hypothesis testing, goodness of fit for application to statistical inference, and managerial decision-making.

SO100
Introduction to Sociology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: 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.
Prerequisite: None

SO170
Introduction to Sociology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This class provides an overview of sociology and its application to everyday life. Emphasis is placed on understanding the major theories, concepts, and terminology. Students will explore topics such as culture, inequality, social structure, deviance and social institutions.

STA400
Statistics for Life Science
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course will focus on showing students how calculus relates to biology. Topics of calculus with examples drawn from many areas of biology, including genetics, biomechanics, medicine, pharmacology, physiology, ecology, epidemiology, and evolution

## Core Course Descriptions

CST101
CST Prep Class
Method of Delivery: Blended
Credits: 1
Lecture Hours: 20
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: STM203
Concurrent Prerequisite: None
Corequisite: None
This course is designed to prepare students for national certification exams in the field of Surgical Technology through content review and practice exams. Course topics include a review of perioperative patient care, intraoperative/postoperative procedures, protocols, equipment, instruments, supplies, sterilization/disinfection, and maintenance. Course instruction also includes a review of anatomy, physiology, microbiology, and surgical pharmacology.

HA100
Medical Terminology
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course introduces elements of medical terminology, such as the etymology of words used to describe the human body. Students learn to apply proper terminology and spelling for major pathological conditions. This course identifies and explains the terms used for the integumentary, respiratory, nervous, reproductive, endocrine, urinary, digestive, lymphatic, hematic, immune, and musculoskeletal systems. It compares and contrasts the different body systems. Students define and describe the function of each system of the body.

HA110
Electronic Medical Records
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
The course introduces students to the design and use of health databases and database management systems and explores uses of medical record systems. An examination of the application of databases to clinical and managerial transactions is also included.

HA204
Healthcare Organizations
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course will help students understand how healthcare system is structured and how different components of healthcare organizations interact with one another. Students will also explore the dynamic and multidimensional nature of healthcare organizations.

HA206
Introduction to Healthcare Accounting
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course will introduce the basic tools of accounting including accounting terminology and standard processes in the field of accounting. The purpose of this class is to understand and apply the accounting concepts in the context of health care environment so that the decision make can make sound judgments regarding accounting analyses performed by others.

HA207
Healthcare Finance
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course prepares students to work in healthcare finance. Topics include financial projections, cost-volume-profit analyses, performance measures, dropping or adding programs and services, pricing of health care services and contracts, and cost allocation.

HA209
Diversity & Culture in Healthcare
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course offers an overview of demographic considerations and cultural dimensions of human systems including worldview, kinship and social organization, healthcare beliefs, and rules of reciprocity. The goal of this course is to prepare healthcare professionals to navigate the wide variety of cultural rules and norms that are often present in providing systems of care for diverse populations.

HA210
Medical Law and Ethics
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course starts by explaining why it is important that healthcare practitioners understand medical law and ethics. Basic concepts including: civil and criminal law, lawsuits and malpractice, negligence, and contracts are then introduced. Other topics introduced in this course include: patient confidentiality, employer/employee issues, and structure of medical practices, the role of the physician in death and dying issues, bioethical issues, and the impact of the Health Insurance Portability and Accountability Act (HIPAA) on medical practices.

HA211
Healthcare Marketing and Customer Service
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course provides an overview of basic marketing concepts such as product, pricing, promotion, and distribution and the application of these concepts in different health care settings. This course will also provide a clear understanding of concepts including understanding customer needs, retaining customers, and expanding market share, and providing customer service

HA215
Introduction to Healthcare Information Systems
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course provides an overview of healthcare information systems (HIS). Topics include applications of information systems, commercial vendors, decision support systems, technologies, analysis, design, implementation, and evaluation. Students will gain foundational knowledge of how HIS are structured, function, and are utilized in healthcare organizations to improve patient care, enhance operational efficiency, and ensure data-driven decision-making.

HA220
Interpersonal Communications in Healthcare
Method of Delivery: Online
Credits: 3
Lecture Hours: 30
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course focuses on all dimensions of communication between people including verbal and non-verbal communication and communication between and among groups especially healthcare workers. Special emphasis is on the influences of culture on communication, development of effective listening skills, conflict management, therapeutic communication, and communicating with special needs clients.

HA240
Medical Office Administration
Method of Delivery: Online
Credits: 3
Lecture Hours: 30
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course provides students with a comprehensive overview of the administrative tasks regularly carried out in a medical office. This course discusses the effective handling and accessing of medical records, HIPAA Privacy and Security Rules, and how the HIPAA Transaction and Code Sets Standards affect insurance claims. A wide range of health plans are identified, and the function of information technology and the use of computer programs in medical offices are discussed. Students will demonstrate the correct use of medical terminology, proper communication, and interpersonal skills in the office, and the use and timing of numerous medical office reports. Other topics include purchasing and inventory, medical laws, medical ethics, medical coding, and billing patients and insurer

HA300
Wellness Education
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course will provide an understanding of physical, mental, emotional, and environmental health. Emphasis will be placed on lifestyles, risk factors, and preventing disease and illness with a total wellness lifestyle. This class will also examine the long-term care issues in the context of aging population.

HA301
Healthcare Law and Legislation
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: HA210
Concurrent Prerequisite: None
Corequisite: None
This course explores issues within the healthcare industry that have undergone recent or controversial legislation. In-depth topics include professional ethics, informed consent, death and dying, abortion, new methods of reproduction, organ transplantation, mass screening, and the ethics of biomedical research.

HA303
Public Policy in Healthcare
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course closely examines current public health care policies in the U.S. Topics include health care reform, medical care policy, the policymaking process and players, public health care financing, medical technology and policy, inequalities in health care, and the future of the U.S. health care system.

HA304
Global Healthcare Systems
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course develops a framework for evaluating international health systems and the populations they serve. Topics include advantages and disadvantages of different health care systems, including the influences upon its evolution, global research and its practices, administrative policies, financial structures, and provision of medical services. Students review primary topics of global health concern.

HA310
Public Health and Health Promotion
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course offers an in-depth exploration of the principles, theories, and practices within the fields of public health and health promotion. Students will examine factors influencing population health outcomes and develop a comprehensive understanding of strategies aimed at improving public health on both individual and community levels.

HA400
Healthcare Planning and Implementation
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course introduces popular theoretical models for planning effective health intervention programs and methods for implementing and evaluating those programs. Students identify, gather, and utilize data for a program of their choice and tailor interventions to special populations and workplaces. All significant activities of the program planning, and implementation process will be undertaken.

HA401
Organization Behavior and Leadership
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course is designed to make students familiar with the fields of organizational theory and organizational behavior and their applications in the health care organizational setting. Topics covered include organizational structure, design, communications, culture and group behavior, effectiveness of team effort, motivation, managing innovations and leadership.

HA403
Advanced Financial Management
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: HA206, MG320
Concurrent Prerequisite: None
Corequisite: None
This course presents concepts and methods of finance management in the context of today’s health care industry that will help leaders make better business decisions. Topics include risk and return, asset valuation, capital budgeting, capital structure, business financial planning and working capital management, financial planning and working capital management, financial statement analysis, financing for profit and non-profit organizations, financial investments, contracting challenges, and physician practice models.

HA406
Business Policy and Strategy
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course introduces students to the concepts and tools of strategic management and strategic decision-making in the context of healthcare. Topics include vision, mission, strategic plan, goals, objectives, and action plan via the analysis of selected cases.

HA411
Healthcare Systems Analysis & Design
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: HA21
Concurrent Prerequisite: None
Corequisite: None
This course provides a comprehensive introduction to the planning, design, and construction of healthcare information systems, using the systems development life cycle and other appropriate design tools.

HA499
Healthcare Administration Capstone
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: Required completion of at least 111 credits within program
Concurrent Prerequisite: None
Corequisite: None
The Healthcare Administration Capstone Course is a culminating experience that provides students with the opportunity to integrate and apply the knowledge and skills gained throughout their healthcare administration program. This course focuses on advance concepts, critical thinking, and practical application in the field of healthcare administration.

HCA500
The Healthcare System Organization
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course focuses on the healthcare delivery system and explains the critical issues facing healthcare in an ever-changing environment. Topics include rural health, telemedicine, quality measurements, long-term care, and disparities in access. Students will work through micro and macro perspective of health care organization. Upon completion students will be able to navigate the multifaceted healthcare delivery and finance systems.

HCA510
Healthcare Financial Management
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course focuses on administrative financial management practices. Students will learn reporting and decision-making. Upon completion student will be able to apply the core principles of accounting that drive the preparation and dissemination of financial information.

HCA530
Healthcare Politics and Policy
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course focuses on the economic framework affecting healthcare financing and delivery. Topics include supply and demand, policymaking, regulations, and costs related to the spread of chronic disease and health reform. Upon completion students will be able to identify the impact of policies on healthcare behaviors, choices, and health determinants.

HCA600
Healthcare Ethics & Law
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course focuses on the legal theories, responsibilities, and obligations of healthcare professionals. Topics include medical practices acts, the legal system and biomedical ethics. Upon completion students will be able to discuss laws and regulations, understand how to make sound ethical decisions regarding the duty to report disease and injuries and understand malpractice laws.

HCA615
Healthcare Legal and Ethical Information Management
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course will examine emerging topics and future legal and ethical trends in healthcare IT. They study the latest developments and regulations on data privacy, substance abuse, patient rights, and patient confidentiality with interactive activities and case studies that reflect current CAHIIM standards.

HCA650
Employment Law and Human Resource Management
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course will focus on the application of problems of personnel management. The student will learn the legal and ethical aspects of employment and human resource management. Covered in this course are the operative functions of the HR manager.

HCA660
Healthcare Administration Capstone
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: Successful completion of all core courses
Concurrent Prerequisite: None
Corequisite: None
This capstone course focuses on strategic management through concepts and case studies. Students will work through a variety of interactive cases and activities to complete strategic management inputs, formulation and implementation into action. Focus will be on competitiveness and globalization.

HU200
Humanities
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course is designed to provide students with an overview of art history, beginning with an analysis of art and society, as well as the language of art. Using this foundation, the course explores works derived from the Prehistoric, Egyptian, Aegean, early Greek, Etruscan, ancient Roman, early Christian and Byzantine, and Middle Ages. Other periods include Romanesque, Gothic and the fourteenth and fifteenth century Italian Renaissance.

MA110
Introduction to Medical Assisting
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
MA110 introduces learners to the healthcare industry and the role of the medical assistant, including scope of practice, professional organizations, and the history of medicine. Emphasis is placed on therapeutic communication, medical law, HIPAA, licensing, malpractice prevention, and professional development. Learners also study surface anatomy, body planes and cavities, blood pressure physiology and essential hypertension, acid-base balance, medical terminology, and accurate documentation using electronic health records (EHR). The course includes hands-on laboratory instruction focused on safety and core clinical skills. Learners practice vital sign assessment, Korotkoff phases, pulse oximetry, height and weight measurement with unit conversions, phlebotomy, capillary punctures, EKG procedures, and administration of intramuscular, subcutaneous, and intradermal injections. Emphasis is placed on safe handling of blood and body fluids, effective communication, and use of computer systems in the medical environment.

MA111
Pharmacology and Clinical Procedures
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None Corequisite: None
MA111 introduces learners to pharmacology principles, including medication dosage calculations and administration via parenteral, oral, transdermal, inhalation, instillation, and topical routes. Learners apply dosage calculation formulas and study anatomy and physiology of the immune, integumentary, and musculoskeletal systems. Instruction includes assisting with physical examinations through proper patient positioning, privacy, and preparation of instruments and supplies, as well as explaining pre-, intra-, and post-assessment procedures. Learners also gain entry-level knowledge of diagnostic imaging, microbiology concepts such as bacterial structures, staining characteristics, oxygen requirements, and common bacterial diseases, and therapeutic modalities used in orthopedic medicine. Emphasis is placed on medical terminology, communication best practices, and career development skills. The laboratory component reinforces theory through hands-on practice. Learners perform medication calculations, assist with examinations, conduct CLIA-waived microbiology tests, and apply orthopedic therapeutic modalities. Core medical assisting skills practiced throughout the course include administering intramuscular (IM), subcutaneous (SC), and intradermal (ID) injections; performing phlebotomy and capillary punctures; and operating EKG equipment.

MA112
Diagnostic Procedures and Infection Control
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
MA112 focuses on the medical assistant's role in maintaining Occupational Safety and Health Administration (OSHA) standards while developing knowledge of anatomy and physiology, pathology, treatment procedures, and disease prevention related to the cardiac, pulmonary, and gastrointestinal systems. Learners are introduced to principles of electrocardiography and common diagnostic procedures, including EKG assessment, angiography, cardiac catheterization, Doppler ultrasound, peak flow measurement, and spirometry. Instruction also covers infection control, medical asepsis, the chain of infection, and handwashing within the context of the body's inflammatory response. Learners review CLIA-waived tests for common gastrointestinal disorders, develop dietary plans for special populations, practice medical terminology, document in electronic health records (EHR), and build career development and communication skills. The laboratory component emphasizes hands-on application of theory within the medical assistant's scope of practice. Learners practice diagnostic and monitoring procedures, apply infection control techniques, perform CLIA-waived testing, and develop dietary plans for pregnancy and lactation, epilepsy, HIV/AIDS, and cancer. Core medical assisting skills reinforced throughout the course include administering intramuscular (IM), subcutaneous (SC), and intradermal (ID) injections; performing phlebotomy and capillary punctures; and operating EKG equipment.

MA113
Clinical Laboratory Procedures
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
MA113 prepares learners for the medical assistant's role in supporting primary care providers during physical examinations and clinical procedures related to the nervous (central and peripheral), sensory (eyes, ears, nose, and throat), and endocrine systems. Instruction includes anatomy and physiology, pathology, diagnostic and treatment procedures, and disease prevention for these body systems. Learners examine patient care principles for adult and pediatric phlebotomy, including equipment selection, venipuncture, capillary blood collection, and maintenance of the chain of custody. Common laboratory tests and their clinical significance are introduced, including Complete Blood Count (CBC), Serum Electrolytes and Chemistry (SMA7), Erythrocyte Sedimentation Rate (ESR), Prothrombin Time (PT/INR), Partial Thromboplastin Time (PTT), and ABO blood groups. The course integrates hands-on laboratory experiences that reinforce theory within the medical assistant's scope of practice. Learners assist with patient assessments, perform adult and pediatric phlebotomy and capillary punctures, administer intramuscular (IM), subcutaneous (SC), and intradermal (ID) injections, and operate EKG equipment. Emphasis is placed on accurate documentation using laboratory forms and electronic health records (EHR), effective communication, and professional development skills related to career readiness and employability.

MA114
Clinical Procedures and Surgical Assisting
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
MA114 prepares learners for the medical assistant’s role in assisting with minor surgical procedures in the clinical setting. Instruction includes identification of surgical instruments, principles of surgical asepsis, sterile tray setup, and pre- and post-operative patient care instructions. Learners study anatomy and physiology, pathology, treatment procedures, and disease prevention related to the male and female reproductive systems and the urinary system. Additional content covers pediatric growth and development, anthropometrics, and common diseases affecting patients from newborn through adolescence, as well as stages of life and the effects of aging on multiple body systems. Learners also practice medical terminology and electronic health record (EHR) documentation, and develop communication and career-readiness skills. The laboratory component emphasizes hands-on application of minor surgical assisting skills within the medical assistant’s scope of practice. Learners demonstrate surgical asepsis, assist with minor procedures, perform pediatric anthropometric measurements, and conduct CLIA-waived tests for common urinary and reproductive disorders. Core medical assisting competencies reinforced throughout the course include administering intramuscular (IM), subcutaneous (SC), and intradermal (ID) injections; performing phlebotomy and capillary punctures; and operating EKG equipment.

MA115
Medical Office Administration
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
MA115 prepares learners for the medical assistant’s role in supporting the administrative and business operations of a medical practice. Instruction focuses on ethical and compliant appointment scheduling, patient communication, insurance processing, medical billing, and financial procedures. Learners apply diagnostic and procedural coding systems (ICD-10-CM, CPT, HCPCS) to document medical necessity and ensure accurate reimbursement. Additional topics include insurance verification, referrals, claims submission, accounts receivable, bookkeeping, cash flow management, and an overview of domestic and global healthcare systems. Professionalism, telephone etiquette, patient-centered communication, and career readiness are emphasized throughout the course. The laboratory component provides hands-on practice with front office and administrative tasks essential to a modern medical practice. Learners perform patient record processing, medical record management, appointment scheduling, insurance verification, billing and coding, telephone communication, and financial transactions including claims, payments, and collections. Core medical assisting skills reinforced throughout the course include administering intramuscular (IM), subcutaneous (SC), and intradermal (ID) injections; performing phlebotomy and capillary punctures; and operating EKG equipment.

MA116
First Aid and Emergency Procedures in Medical Assisting
Method of Delivery: Blended
Credits: 3.5
Lecture Hours: 42.5
Lab Hours: 42.5
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
MA116 prepares learners for the essential clinical and administrative duties of the medical assistant through a focus on patient care, communication, safety, and professionalism. Learners develop competencies in patient preparation, general physical examination support, facility operations, culturally responsive care, and effective use of medical terminology and patient education techniques. Additional content includes rehabilitative care, mobility aids, physical therapy coordination, clinical laboratory procedures, CLIA regulations, specimen handling, documentation, workplace safety, emergency preparedness, first aid response, and ethical decision-making. Learners also practice documenting in electronic health records (EHR) and build career readiness through professional communication and job search strategies. The laboratory component emphasizes hands-on application of clinical and administrative skills within the medical assistant's scope of practice. Learners assist with examinations, prepare and transfer patients, deliver patient education, demonstrate use of assistive devices, and apply infection control and safety standards, including CLIA and Safety Data Sheets (SDS). Practical skills include vital sign assessment, administering intramuscular (IM), subcutaneous (SC), and intradermal (ID) injections, performing venipuncture and capillary punctures, operating EKG equipment, collecting specimens, and responding to emergencies while demonstrating professionalism and cultural sensitivity.

MA117
Medical Assisting Externship
Method of Delivery: Blended
Credits: 4.5
Lecture Hours: 19
Lab Hours: 0
Clinical/Externship/Practicum Hours: 165
Prerequisite: All Previous Program Courses
Concurrent Prerequisite: None
Corequisite: None
This externship course provides students with the opportunity to continue learning through the demonstration and application of knowledge and skills acquired throughout the medical assistant program in both supervised clinical and online learning environments. Students are assigned to a clinical site by the College medical assistant externship coordinator and report directly to approved preceptors, working under their supervision with guidance from a medical assistant instructor. Through hands-on participation and clinical observation, students integrate administrative and clinical competencies while strengthening professionalism, critical thinking, teamwork, and workplace readiness. In addition to on-site clinical practice, the course includes structured online components designed to support professional growth and transition to employment. Students complete weekly reflective assignments, including Caritas-based reflections that emphasize compassionate, ethical, and patient-centered care, as well as clinical observation documentation. College-to-Career assignments focus on professional communication, job readiness, and career planning. Successful completion of this externship course is required for graduation.

MEDA
Foundations of Allied Health
Method of Delivery: Online
Credits: 4
Lecture Hours: 41
Lab Hours: 40
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This module is an introduction to allied health occupations, associated educational and credentialing requirements, and employer expectations in the allied health profession. This course also covers the introduction to medical terminology, basic anatomy and physiology, an orientation into OSHA and HIPAA measures and guidelines, infection control, and measurement of vital signs.

NRG 130
Nursing as a Human Caring Profession
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: ENG100
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: None
Concurrent Prerequisite: NRG130
Corequisite: 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 Hours: 0
Prerequisite: None
Concurrent Prerequisite: BIO225
Corequisite: 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: Online
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: BIO225
Corequisite: 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 Hours: 0
Prerequisite: None
Concurrent Prerequisite: BIO225
Corequisite: 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 Hours: 30
Prerequisite: None
Concurrent Prerequisite: BIO225
Corequisite: 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 Hours: 0
Prerequisite: NRG225, NRG225C
Concurrent Prerequisite: NRG200
NRG215
Corequisite: 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 Hours: 60
Prerequisite: NRG225, NRG225C
Concurrent Prerequisite: NRG200
NRG215
Corequisite: 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 Hours: 0
Prerequisite: NRG230, NRG230C
Concurrent Prerequisite: None
Corequisite: 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 Hours: 45
Prerequisite: NRG230, NRG230C
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: NRG150
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: NRG230, NRG230C
Concurrent Prerequisite: None
Corequisite: 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 Hours: 75
Prerequisite: NRG230, NRG230C,
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: NUT100
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: NRG230, NRG230C
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: NRG260, NRG260C or NRG261C
Concurrent Prerequisite: None
Corequisite: 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: 1
Lecture Hours: 0
Lab Hours: 15
Clinical/Externship/Practicum Hours: 30
Prerequisite: NRG260, NRG260C or NRG261C
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: NRG290, NRG290C or NRG291C or NRG292C
Concurrent Prerequisite: None
Corequisite: 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 Hours: 37
Prerequisite: NRG290, NRG290C or NRG291C or NRG292C
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: NRG290, NRG290C or NRG291C or NRG292C
Concurrent Prerequisite: None
Corequisite: 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 Hours: 37
Prerequisite: NRG290, NRG290C or NRG291C or NRG292C
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: NRG250
Concurrent Prerequisite: None
Corequisite: 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: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: None
Corequisite: 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 415
Community Health Human Caring Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: NRG290, NRG290C
Concurrent Prerequisite: None
Corequisite: 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 430
Complex Health Human Caring Nursing I
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: None
Corequisite: 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 430C
Complex Health Human Caring Nursing I Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum Hours: 45
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: NRG430, NRG430C or NRG431C
Concurrent Prerequisite: None
Corequisite: 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 445C
Complex Health Human Caring Nursing II Clinical
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum Hours: 45
Prerequisite: NRG430, NRG430C
Concurrent Prerequisite: None
Corequisite: 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 460
Leadership & Management for Human Caring Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: NRG445, NRG445C, NRG350
Concurrent Prerequisite: None
Corequisite: 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 Hours: 0
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: NRG375
Corequisite: 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 Hours: 90
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: NRG375
Corequisite: 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 Hours: 0
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: NRG375
Corequisite: 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:
Lab Hours: 0
Clinical/Externship/Practicum Hours: 90
Prerequisite: NRG290, NRG290C or NRG291C
Concurrent Prerequisite: NRG375
Corequisite: 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.

NUR201
Introduction to Professional Nursing
Method of Delivery: Residential
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course introduces the student to the fundamental issues in the profession of nursing. Selected concepts include the health care delivery system, role of the professional nurse, communication, culture, nursing process, and critical thinking. Students will also explore regulatory, political, financial, and social aspects of health care as they influence the practice of nursing.

NUR202
Fundamentals of Nursing
Method of Delivery: Blended
Credits: 5
Lecture Hours: 45
Lab Hours: 30
Clinical/Externship/Practicum Hours: 45
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: NUR302
This course focuses on the basic concepts, skills, and values that are essential as a foundation for professional nursing practice. Patient and staff safety and quality of care is emphasized throughout the course. Health promotion, wellness, and health teaching are also stressed as a major role for the professional nurse. Laboratory skills experiences and clinical practice in the long-term care setting allow students to apply the basic concepts that they learn while utilizing the nursing process.

NUR302
Health Assessment
Method of Delivery: Online
Credits: 3
Lecture Hours: 30
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: NUR202
This course focuses on the development of interviewing and physical examination skills to provide the learner with a systematic method for collecting and analyzing data using the nursing process. Students will learn the skills necessary to complete and document comprehensive and focused physical, psychosocial, and spiritual assessments as a basis for planning nursing and collaborative care. Laboratory experiences are utilized to integrate theory and skill mastery necessary for the nurse generalist.

NUR303
Information and Technology in Nursing Practice
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course examines information and technology in the delivery of nursing practice and healthcare, including electronic patient records. Students learn how to utilize personal digital assistants (PDA), use APA as a format for scientific writing, and retrieve relevant evidence and other information. Patient safety, privacy, and security issues are emphasized throughout the course.

NUR304
Gerontological Nursing Care
Method of Delivery: Blended
Credits: 3
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum Hours: 45
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course emphasizes a holistic approach to caring for older adults with a strong focus on health and wellness. The role of the professional nurse and interdisciplinary health team in managing special healthcare issues of older adults is also discussed. Students will have the opportunity to interview healthy elders and reflect on their views related to the older population.

NUR305
Adult Health I
Method of Delivery: Blended
Credits: 7
Lecture Hours: 60
Lab Hours: 30
Clinical/Externship/Practicum Hours: 90
Prerequisite: NUR202, NUR302, BIO225
Concurrent Prerequisite: None
Corequisite: None
This course focuses on evidence-based nursing care of patients with common acute and chronic health problems in adult medical-surgical settings. Use of the nursing process, patient and staff safety, and quality of care are emphasized throughout the course. Health promotion, wellness, and health teaching are also stressed as a major role for the professional nurse. Students have an opportunity to learn and practice commonly performed invasive laboratory skills based on those acquired in the Fundamentals of Nursing course. By the end of the course, students will have total care responsibility for at least two (2) adult patients in their clinical practicum, including young, middle-aged, and/or older adults.

NUR306
Pharmacology I
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: BIO205
This course introduces the nursing student to the principles of pharmacology. The focus of the course is pharmacology basics and drugs affecting the commonly prescribed and over the counter (OTC) cardiovascular, respiratory, and gastrointestinal systems. Anti-infective agents, analgesics, anti-diabetics, and drugs to treat skin disorders are also discussed using a nursing process approach. Lifespan differences and complementary/alternative therapies are described as they affect medication.

NUR307
Psychiatric Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum Hours: 45
Prerequisite: NUR202, BIO225, NUR302
Concurrent Prerequisite: None
Corequisite: None
This course provides students with a holistic approach to theories and concepts related to the wellness and illness care for patients with selected psychiatric/behavioral health problems across the lifespan. The importance of an interdisciplinary health team approach is emphasized. Students will have the opportunity to utilize the nursing process and therapeutic communication with a variety of patients with mental/behavioral health issues in inpatient and/or community-based settings.

NUR308
Obstetrical Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum Hours: 45
Prerequisite: NUR202, BIO225, NUR302
Concurrent Prerequisite: None
Corequisite: None
This course provides students with a holistic approach to theories and concepts related to the wellness and illness needs of the childbearing family and newborn care. Both normal and common deviations from normal processes and related nursing care are included. The impact of culture on the family unit experiencing pregnancy, birthing, and postpartum behaviors is stressed. Discussion of menopause as the end point of the childbearing years is also included. Knowledge of human growth and development, sexuality, and utilization of the nursing process are woven throughout the course.

NUR310
Evidence Based Practice
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: NUR201
Concurrent Prerequisite: None
Corequisite: None
This course introduces the students to the basic concepts of evidence-based practice as it is used to enhance the delivery of patient care. Students will learn how to basic skills to help them critically appraise research and the research process, and how to use research findings to inform evidence-based nursing practice. Legal, ethical, and cultural issues in research are emphasized and methods of establishing an individual evidence-based nursing practice are examined. Students will identify a clinical question create a scholarly paper to explore relevant evidence findings.

NUR401
Adult Health II
Method of Delivery: Blended
Credits: 7
Lecture Hours: 60
Lab Hours: 30
Clinical/Externship/Practicum Hours: 90
Prerequisite: NUR202, BIO225, NUR302, NUR305
Concurrent Prerequisite: None
Corequisite: None
This course focuses on evidence-based holistic care of critically ill patients with complex, multi-system acute health problems in adult medical-surgical and critical care settings. Use of the clinical decision making process; patient, family, and staff safety; and quality of care are emphasized throughout the course. Health teaching, interdisciplinary team collaboration and management of care are stressed as major roles for the professional nurse. Students will have the opportunity to learn and practice complex, invasive laboratory skills built on those acquired in the Adult Health I course. By the end of the course, students will be able to manage care for 2-3 adults of varying ages, depending on patient acuity.

NUR402
Pediatric Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum Hours: 45
Prerequisite: NUR202, BIO225, NUR302
Concurrent Prerequisite: None
Corequisite: None
This course is designed to provide students with a holistic approach to theories and concepts related to the wellness and illness needs of the childrearing family. The primary focus is on nursing care of the child as a member of a family unit who is impacted by potential childhood health problems. The course emphasizes provision of nursing care that minimizes the psychological and physical stresses inherent in pediatric treatment, and the impact of culture on the child/family dealing with illness. Knowledge of normal human growth and development and utilization of the nursing process are woven throughout the course.

NUR403
Community Health Nursing
Method of Delivery: Online
Credits: 4
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 45
Prerequisite: NUR201, NUR202, BIO225, NUR302, NUR305
Concurrent Prerequisite: None
Corequisite: None
This course focuses on community health nursing practice with families, aggregates and the community and provides experiences in the public health system and the community. Emphasis is placed on epidemiology, health promotion, risk reduction, chronic disease prevention, environmental health, vulnerable populations, contemporary health issues, and developing healthier communities.

NUR404
Pharmacology II
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: NUR202, BIO225, NUR302, NUR306
Concurrent Prerequisite: None
Corequisite: None
This course focuses on drugs used to manage complex or critically ill patients across the lifespan with urgent or emergent neurologic, immunologic, and cardiovascular health problems. Reproductive and endocrine drugs and agents used for the eye, ear, and skin are also discussed using a nursing process approach. Lifespan differences and complementary/alternative therapies are described as they affect medication administration, action, and side effects. Students will also learn how to calculate and titrate intravenous medications.

NUR405
Health Care Law and Ethics
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: NUR201
Concurrent Prerequisite: None
Corequisite: None
This course examines the increased importance of legal and ethical issues in nursing and health care. Students will study legal principles that guide nurses in both general and specialized areas of practice. The course will introduce the legal system, nursing law, and relate nursing practice to the legal system. The course will also introduce nursing students to ethical theory and principles and identify models for the recognition, analysis, and resolution of ethical problems in health care practice. Current issues related to ethical and moral dilemmas such as informed consent, allocating medical resources, organ donation, euthanasia, abortion, palliative and end-of-life care, and treating impaired infants will be covered.

NUR406
Leadership in Nursing Practice
Method of Delivery: Blended
Credits: 4
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 45
Prerequisite: NUR201
Concurrent Prerequisite: None
Corequisite: None
This course is an introduction to nursing leadership and management. The emphasis is on exploring key skills the professional nurse may use in any health care setting to facilitate the delivery of health care. Students have the opportunity to examine the how the processes of collaboration, managing conflict, human resources, case management, and quality improvement are utilized in leadership and management. The structures and cultures of health care organizations are addressed.

NUR407
Clinical Integration Capstone
Method of Delivery: Blended
Credits: 4
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum Hours: 135
Prerequisite: NUR202, BIO225, NUR302, NUR305, NUR306, NUR401, NUR404
Concurrent Prerequisite: None
Corequisite: NUR410
This course gives senior nursing students the opportunity to develop increasing levels of autonomy in managing care for a group of patients and integrating the knowledge and skills they have learned throughout the program. It serves as a foundation and transition for the entry level nurse generalist as students increase their delegation, prioritization, and time management skills and ability. Special emphasis is placed on practicing principles of leadership and management as well as collaborating and communicating with nursing and health care teams.

NUR410
Nursing Concepts Synthesis
Method of Delivery: Online
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: NUR 202 , BIO  225, NUR 302 , NUR 305 , NUR 306 , NUR 307 , NUR 308, NUR 401, NUR 402, NUR 404
Concurrent Prerequisite: None
Corequisite: NUR407
This course is a review of essential concepts and skills from the nursing curriculum related to care of patients across the lifespan. A case study approach allows students to be active participants in the learning process. Students will focus on those concepts that they need to prepare for the successful practice of professional nursing. The clinical co-requisite courses will focus on assessing essential clinical skills. A comprehensive, standardized NCLEX-RN exam is included in the course.

OTA100
Foundations of Occupational Therapy
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: FYE110
Corequisite: None
This course introduces concepts of occupation, practice framework, ethics, values, the history, and philosophy of occupational therapy practice. Students learn skills that are central to the practice of occupational therapy including basic medical terminology, activity analysis, documentation, professional behaviors, and regulatory safety trainings.

OTA101
Conditions Through the Life Span
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course explores common developmental, medical, psychosocial, and neurological conditions that are frequently seen in occupational therapy practice.  Students learn definitions, descriptions, incidence, prevalence, signs, symptoms, prognosis, medical management, and impact of various conditions on occupational performance.

OTA102
Psychosocial Practice
Method of Delivery: Blended
Credits: 4
Lecture Hours: 45
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: PSY100
Concurrent Prerequisite: None
Corequisite: None
This course examines concepts, theories, and models influencing occupational therapy practice for individuals, groups, and communities across the lifespan with psychosocial dysfunction. Mental health conditions are discussed including signs, symptoms, risk factors, and medical management as well as their effects on meaningful occupation and the role of the OTA provider in providing intervention. Concepts including therapeutic use of self, client centered care, advocacy, and group interventions are introduced.

OTA103
Psychosocial Fieldwork
Method of Delivery: Blended
Credits: 1
Lecture Hours: 5
Lab Hours: 0
Clinical/Externship/Practicum Hours: 40
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: OTA102
This course provides students with the opportunity to observe and participate, as appropriate, in client centered care in a psychosocial setting.  During this experience students apply skills and knowledge gained in the classroom and develop practical, hands-on skills commonly seen in patient care. Students have an opportunity to demonstrate professionalism and occupational-based skills under the supervision of qualified practitioner(s).

OTA104
Kinesiology
Method of Delivery: Blended
Credits: 4
Lecture Hours: 45
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: BIO215, BIO215L,
Concurrent Prerequisite: None
Corequisite: None
This course provides students with knowledge and application of biomechanics, kinesiology, and movement-related function that is necessary for occupation. Students analyze the function and movements of the body and examine anatomical landmarks, muscle strength, muscle endurance, and joint mobility for functional movement during occupational tasks. Clinical competencies for range of motion and manual muscle testing are covered.

OTA111
Evidence Based Practice
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: ENG115
Concurrent Prerequisite: None
Corequisite: None
Students are introduced to basic research concepts and develop skills for becoming an effective evidence-based practitioner in a rapidly changing society. This course focuses on developing a PICO question, understanding levels of evidence, developing effective search strategies and the ability to evaluate evidence to provide the most effective treatment interventions to clients. Students work together on evidence-based healthcare topics where they are expected to submit a written research paper and present their findings to the class. Students gain understanding on how evidence-based practice supports client centered care and supports advocacy of diversity, equity, and inclusion.

OTA160
Advocacy for OTAs
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: OTA100
Concurrent Prerequisite: None
Corequisite: None
This course will exam public policy in the United States including current healthcare issues and disability laws. Students learn about basic marketing and promotional concepts and will complete a project to promote OT. Students identify how to be a client-centered, culturally sensitive practitioner by learning about healthcare disparities and social justice while developing advocacy skills that promote diversity, equity and inclusion. Students gain an understanding of the importance of professional networking and involvement in state and national organizations.

OTA201
Management & Professional Issues
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: OTA100
Concurrent Prerequisite: None
Corequisite: None
This course examines basic management, leadership, and professional development responsibilities of the OTA. Business aspects of the profession are discussed including billing, ethics, conflict, and quality management. Additional topics include supervisory relationships, the roles and functions of regulatory agencies, ongoing professional development, and the role of the OTA as a manager or entrepreneur.

OTA202
Physical Rehabilitation
Method of Delivery: Blended
Credits: 4
Lecture Hours: 45
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: OTA104
Concurrent Prerequisite: None
Corequisite: None
This course examines the theories and models of practice used in occupational therapy for adults with physical disabilities including orthopedic, cardiac, pulmonary, and medical conditions. Observation skills, problem solving, critical thinking, treatment techniques, and documentation are practiced through case studies, laboratory activities, examinations, and discussion. This course provides exploration of assistive technology, modalities, work hardening, ADA compliance, hand injuries, body mechanic, transfers, pain management and adaptive equipment.

OTA203
Physical Rehabilitation Fieldwork
Method of Delivery: Blended
Credits: 1
Lecture Hours: 5
Lab Hours: 0
Clinical/Externship/Practicum Hours: 40
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: OTA202
This course provides students with the opportunity to observe and participate, as appropriate, in client centered care in a physical rehabilitation setting. During this experience students apply skills and knowledge gained in the classroom and develop practical, hands-on skills commonly seen in patient care. Students have an opportunity to demonstrate professionalism and occupational-based skills under the supervision of qualified practitioner(s).

OTA205
Geriatric Practice
Method of Delivery: Blended
Credits: 4
Lecture Hours: 45
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: OTA202
This course examines the processes of aging within cultural, social, demographic, and economic contexts and explores the role of the occupational therapy assistant in working with the aging population. Students develop a better understanding of geriatric conditions and their impact on occupational performance and use client centered intervention techniques to modify daily occupational tasks through environmental assessments, adaptation, and health promotion. This course provides exploration of dementia care, low vision, self-feeding, driving, home modifications, wheelchair positioning and maintenance, IADLs and fall prevention.

OTA210
Neurological Rehabilitation
Method of Delivery: Blended
Credits: 4
Lecture Hours: 45
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: OTA104, OTA202
Concurrent Prerequisite: None
Corequisite: None
This course examines the theories and models of practice used in occupational therapy intervention for clients with neurological disabilities such as CVA, SCI, TBI, and neurodegenerative conditions. Observation skills, problem solving, critical thinking, evidence-based treatment techniques, and documentation are practiced through case studies, laboratory activities, examinations, and discussion. This course provides exploration of vision therapy, splinting, cognitive and perceptual treatments. By course completion, students will be able to discuss etiology, signs/symptoms and prognoses of various neurologic conditions and implement a plan of care under the supervision of an occupational therapist that focuses on meaningful occupation.

OTA212
Pediatric Rehabilitation
Method of Delivery: Blended
Credits: 4
Lecture Hours: 45
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: PSY100
Concurrent Prerequisite: None
Corequisite: None
This course explores common pediatric conditions, their impact on occupational performance as well as the theories and models of practice used in occupational therapy for infants, children, and adolescents. Students apply client centered, occupational and evidence-based interventions for pediatric clients addressing motor, sensory, and/or process challenges. Students design unique interventions specific to children and adolescents including approaches for handwriting, eating, animal assisted therapy, and adaptive technology to ensure equity and inclusion.

OTA213
Pediatric Fieldwork
Method of Delivery: Blended
Credits: 1
Lecture Hours: 5
Lab Hours: 0
Clinical/Externship/Practicum Hours: 40
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: OTA212
This course provides students with the opportunity to observe and participate, as appropriate, in client centered care in a pediatric setting. During this experience students apply skills and knowledge gained in the classroom and develop practical, hands-on skills commonly seen in patient care. Students have an opportunity to demonstrate professionalism and occupational-based skills under the supervision of qualified practitioner(s).

OTA222
Clinical Reasoning
Method of Delivery: Blended
Credits: 3
Lecture Hours: 30
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: OTA102, OTA202, OTA212
Concurrent Prerequisite: None
Corequisite: None
Students analyze the clinical reasoning process and learn how to plan and design client centered therapeutic treatments while assessing the effectiveness of their intervention approaches in order to become a reflective practitioner. This capstone course prepares students for entry level profession practice including preparation for fieldwork using case studies, simulations, and practice labs. Students implement occupational and evidence-based treatment plans while using clinical reasoning and demonstrating quality documentation.

OTA252
Level II Fieldwork 1
Method of Delivery: Blended
Credits: 6
Lecture Hours: 8
Lab Hours: 0
Clinical/Externship/Practicum Hours: 280
Prerequisite: All Previous Program Courses
Concurrent Prerequisite: None
Corequisite: None
This clinical course is an in-depth experience designed to develop competent entry- level occupational therapy assistants. This course emphasizes the development of higher-level critical thinking skills necessary to plan and provide quality evidence and occupationally based client centered care. It is the culmination of the theory, foundations, and skills learned in the OTA curriculum and provides students with the opportunity to demonstrate professionalism while advocating for client's needs. Students are assigned to a clinical setting working with individuals with developmental, physical, neurological, sensory, and/or psychosocial dysfunction. Students complete this full-time clinical experience for a minimum of eight weeks.

OTA253
Level II Fieldwork 2
Method of Delivery: Blended
Credits: 6
Lecture Hours: 8
Lab Hours: 0
Clinical/Externship/Practicum Hours: 280
Prerequisite: OTA 250
Concurrent Prerequisite: None
Corequisite: None
This clinical course is an in-depth experience designed to develop competent entry- level occupational therapy assistants. This course emphasizes the development of higher-level critical thinking skills necessary to plan and provide quality evidence and occupationally based client centered care. It is the culmination of the theory, foundations, and skills learned in the OTA curriculum and provides students with the opportunity to demonstrate professionalism while advocating for client's needs. Students are assigned to a clinical setting working with individuals with developmental, physical, neurological, sensory, and/or psychosocial dysfunction. Students complete this full-time clinical experience for a minimum of eight weeks. I

PTB100
Introduction to PTA and Ethics
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
Provides an overview of the history of physical therapy, introduces the profession of physical therapy, the scope of practice of the PTA, and the role of the PTA. It describes the course of physical therapy education and portrays the legal and ethical issues of the profession. It introduces the interdisciplinary health care team, and professional communication skills. The students will also be exposed to the American Physical Therapy Association, including the history, expectations and values it promotes. Students will learn to employ the APTA core ethics documents to guide behavior that is in the best interest of patients/clients.

PTB103
Documentation & Medical Terminology
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This course teaches students commonly accepted methods of documentation of physical therapy services, legal reasons and rationale for correct and accurate documentation, and interdisciplinary communication through documentation for appropriate patient care. Students will be introduced to the basics elements of medical terminology, medical word building and pronunciation guidelines in preparation for effective communication with other healthcare professionals and accurate documentation.

PTB104
Kinesiology I
Method of Delivery: Blended
Credits: 3
Lecture Hours: 30
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: BIO200, BIO215
Concurrent Prerequisite: None
Corequisite: None
This course introduces basic principles of functional musculoskeletal anatomy, kinematics, biomechanics, and clinical interventions to address impairments in the joints of the upper quadrant. Students locate and identify muscles, joints, and other landmarks of the upper quadrant and describe osteo/arthrokinematics concepts to understand the components of functional movement. Students are introduced to the theories of joint mobilization and to data collection related to muscle testing, goniometric measurement, and sensory testing.

PTB105
Kinesiology II
Method of Delivery: Blended
Credits: 3
Lecture Hours: 30
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: PTB104
Concurrent Prerequisite: None
Corequisite: None
This course introduces basic principles of functional musculoskeletal anatomy, kinematics, biomechanics, and clinical interventions to address impairments in posture, gait, the neck, and in the joints of the lower quadrant. Students locate and identify muscles, joints, and other landmarks of the lower quadrant and describe osteo/arthrokinematics concepts to understand the components of functional movement.

PTB106
Patient Care Skills
Method of Delivery: Blended
Credits: 3
Lecture Hours: 30
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: BIO200, BIO215
Concurrent Prerequisite: None
Corequisite: None
An introduction to basic patient handling skills and physical therapy interventions performed by the physical therapist assistant such as vital signs, gait training, transfers, bed mobility, positioning, assistive device training, body mechanics, PROM, wheelchair assessment.

PTB107
Therapeutic Exercise
Method of Delivery: Blended
Credits: 3
Lecture Hours: 30
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: BIO200, BIO215, PTB104
Concurrent Prerequisite: None
Corequisite: None
This course provides instruction on the implementation of a variety of therapeutic exercise principles for the treatment of various impairments encountered in physical therapy. Learners implement, educate, adapt, and assess responses to therapeutic exercises.

PTB113
Special Topics
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: PTB106
Concurrent Prerequisite: None
Corequisite: None
This course will provide the student with additional exposure to advanced patient care techniques including focus on the acute environment; advanced documentation including the use of EHR; CPR and First Aid training and certification; CPI training for use on clinical rotations; as well as completion of clinical paperwork such as background checks, drug screens, immunizations, and health screening/physical exam.

PTB117
Physical Agent Modalities
Method of Delivery: Blended
Credits: 3
Lecture Hours: 30
Lab Hours: 30
Clinical/Externship/Practicum Hours: 0
Prerequisite: BIO200, BIO215
Concurrent Prerequisite: None
Corequisite:  PTB119
This course develops the knowledge and psychomotor skills necessary to apply physical agent modalities for common impairments treated in physical therapy including electrical stimulation, thermal and non-thermal ultrasound, diathermy, low level laser and superficial modalities.

PTB118
Pathology of Systems I
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: BIO200, BIO215
Concurrent Prerequisite: None
Corequisite: None
This course develops the knowledge to recognize etiologies, signs and symptoms of pathologies of systems. Integrates concepts of pathologies such as COPD, Diabetes, DVT, wounds; introduces physical therapy interventions related to the impairments caused by these pathologies, and data collection in patient treatment.

PTB119
Pathology of Systems II
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: PTB118
Concurrent Prerequisite: None
Corequisite: None
This course continues the study of the signs and systems of pathologies of additional systems. It integrates the concepts of pathologies such as Parkinson's, End State Renal Disease, pediatric diseases and conditions, cardiac rehabilitation, CHF, and system interactions. It introduces physical therapy interventions related to the impairments cause by these diseases and conditions, adding the study of laboratory values, medications, and the study of pain.

PTB202
Neurologic Rehabilitation
Method of Delivery: Blended
Credits: 4
Lecture Hours: 30
Lab Hours: 60
Clinical/Externship/Practicum Hours: 0
Prerequisite: PTB105, PTB106, PTB107, PTB119
Concurrent Prerequisite: None
Corequisite: None
This course integrates concepts of neurologic pathologies, physical therapy interventions, and data collection in patient treatment. Unit topics include such pathologies as CVA, SCI, TBI, MS, Parkinson's Disease. By course completion, students will be able to discuss etiology, signs/symptoms, and prognoses of various neurologic conditions and implement plan of care under the supervision of a physical therapist.

PTB203
Orthopedic Rehabilitation
Method of Delivery: Blended
Credits: 4
Lecture Hours: 30
Lab Hours: 60
Clinical/Externship/Practicum Hours: 0
Prerequisite: PTB105, PTB107. PTB119
Concurrent Prerequisite: None
Corequisite: None
This course integrates concepts of musculoskeletal pathologies, physical therapy interventions, and data collection in patient treatment. By course completion, students should be able to discuss etiology, signs/symptoms, and prognoses of various orthopedic conditions and implement plan of care under the supervision of a physical therapist.

PTB204
Rehabilitation Across the Lifespan
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: PTB119
Concurrent Prerequisite: None
Corequisite: None
Integrates concepts of pathology, physical therapy interventions and data collection across the lifespan. In addition, the PTA's role in health, wellness and prevention; reintegration, and physical therapy interventions for special patient populations will be addressed.

PTB209
Capstone
Method of Delivery: Online
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: Successful completion of all general education and technical education courses delivered in semesters one through three.
Concurrent Prerequisite: None
Corequisite: PTB275
This course will provide the PTA student with a review of ethical decision making found in a variety of clinical settings as well as final preparation and review of information for PTB302 and PTB303.

PTB210
Professional Issues
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum Hours: 0
Prerequisite: Successful completion of all general education and technical education courses delivered in semesters one through four.
Concurrent Prerequisite: None
Corequisite: None
This course provides an overview of the transition from being a PTA student to entering the work force, the regulations and requirements for licensure, the organizational structure of the APTA, and continuing clinical education requirements.

PTB275
Clinical Experience I
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum Hours: 90
Prerequisite: Successful completion of all general education and technical education courses delivered in semesters one through three.
Concurrent Prerequisite: None
Corequisite: None
This course provides the Physical Therapist Assistant student the opportunity to observe, and participate as appropriate, supervised clinical education experiences in the healthcare setting. Students are placed in clinical affiliations by the Academic Coordinator of Clinical Education and, under the direction and supervision of a physical therapist or physical therapist assistant will have the opportunity to perform/apply patient care interventions as deemed safe and appropriate by the assigned clinical instructor. This clinical education experience is a precursor to future didactic and clinic education courses.

PTB276
Clinical Practice II
Method of Delivery: Residential
Credits: 6
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum Hours: 280
Prerequisite: Completion of all general education classes and all technical classes, and PTB 275 – Clinical Experience I.
Concurrent Prerequisite: None
Corequisite: None
This course provides full-time clinical experience to apply foundational elements, knowledge, and technical skills required of the entry level physical therapist assistant in various practice settings. Students will have the opportunity to continue development of data collection, treatment and clinical decision skills under the direction and supervision of a licensed PT or PTA.

PTB277
Clinical Practice III
Method of Delivery: Residential
Credits: 6
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum Hours: 280
Prerequisite: Completion of all general education classes and all technical classes, and PTB 276 – Clinical Experience II.
Concurrent Prerequisite: None
Corequisite: None
This course provides the final full-time clinical experience to apply foundational elements, knowledge, and technical skills required of the entry level physical therapist assistant in various practice settings. Students will have the opportunity to continue development of data collection, treatment and clinical decision skills under the direction and supervision of a licensed PT or PTA. .

PVN105
Introduction to Practical Nursing
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0 Prerequisite: None
Concurrent Prerequisite: BIO200, BIO200L, MCT100 Co-Requisite: None
This course introduces students to the foundations of practical nursing as a profession. Content includes nursing history (including trends, transcultural nursing, and cultural/spiritual sensitivity and competence), nursing theory, clinical judgement, and the nursing process. Health care settings, community health, and healthcare system issues, trends, and policy applicable topractical nursing will also be covered. The concepts of evidence-based practice, self-care decision making, and safety/preparedness and human caring science will be utilized throughout this course.

PVN115
Fundamentals of Nursing Practice I
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105
Concurrent Prerequisite: PVN105, BIO215, BIO215L Co-Requisite: None
This course introduces the foundations of practical nursing with an emphasis on patient care. Situational, developmental, and cultural influences on client health are discussed. Content includes
a foundation for the care of clients across the wellness illness continuum. Health assessment of adults, as well as nursing concepts and measures for patient care safety, ergonomics, and hygiene will be covered. Health care team communication and collaboration including admission, transfer, discharge, recording, and reporting are also discussed. The concepts of health promotion, wellness, & disease prevention and human caring science will be utilized throughout this course.

PVN120
Introduction to Practical Nursing Skills Lab
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 60
Clinical/Externship/Practicum: 0 Prerequisite: BIO200, BIO200L, MCT100,
Concurrent Prerequisite: PVN105, BIO215, BIO215L Co-Requisite: PVN115
The focus of this course is demonstration of the foundations of practical nursing with an emphasis on patient care across the wellness-illness continuum. Physical assessment of adults, as well as nursing concepts and measures for patient care safety, ergonomics, hygiene, and documentation will be covered, as students prepare to enter the clinical setting. 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

PVN125
Fundamentals of Nursing Practice II
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120
Concurrent Prerequisite: None
Co-Requisite: PVN135, PVN150, PVN151
This course expands on the principles foundational to practical nursing and patient care. Topics include principles of basic human needs, elimination, and specific care needs of the aging adult. Pain, tissue integrity, stress and coping, as well as end-of-life care are also covered. The concepts of cultural and spiritual patient care across different healthcare systems are utilized throughout this course.

PVN135
Pharmacology & Medication Math I
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN12
Concurrent Prerequisite: None
Co-Requisite: PVN125, PVN150, PVN151
This course introduces basic principles of pharmacology content to maximize health and wellness. Throughout this course, key points about medication such as the mechanism of action, routes of administration, indication for use, cautions, contraindication, drug interaction, adverse effects, side effects of selected drugs, and specific nursing responsibilities when administrating a medication are explored. Content includes systems of measurements and calculations for drug administration to dosage calculation. The concepts of the nursing process and pharmacology as well as patient teaching will
be utilized throughout this course in preparation for clinical and lab. 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.

PVN145
Pharmacology & Medication Math II
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN150, PVN151
Concurrent Prerequisite: None
Co-Requisite: PVN155, PVN160, PVN161
This course further examines principles of pharmacology content to maximize health and wellness. Throughout this course, key points about medication 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 are covered. The concepts of the nursing process and pharmacology as well as patient teaching will be utilized throughout this course in preparation for clinical and lab. The concepts of Watson's Caring Science and Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) are utilized throughout this course.

PVN150
Practical Nursing Skills Lab I
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120
Concurrent Prerequisite: None
Co-Requisite: PVN125, PVN135, PVN151
The focus of this course is demonstration of the foundations of practical nursing with an emphasis on patient care across the lifespan. Content includes physical assessment of adult clients with an emphasis on geriatric populations. Nursing concepts include tissue integrity & maintenance, intake and output, specimen collection, and post-mortem care. Dosage calculation and drug administration (oral, topical, rectal) are also covered as students prepare to enter the clinical setting. 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

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PVN151
Practical Nursing Clinical I
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120
Concurrent Prerequisite: None
Co-Requisite: PVN125, PVN135, PVN150
In this course, students will begin implementing the nursing process as a foundation of practical nursing with an emphasis on patient care across the wellness-illness continuum. Students will begin
to develop clinical-judgement and communication with patients and interdisciplinary team members in various health care settings. Nursing concepts applied in the clinical setting will include but are not limited to physical assessment of adults, patient care safety, ergonomics, hygiene, documentation, tissue integrity & maintenance, intake and output, specimen collection, and post-mortem care. Dosage calculation and drug administration (oral, topical, rectal) are integrated as well.

PVN155
Medical/Surgical Nursing Care I
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN150, PVN151
Concurrent Prerequisite: None
Co-Requisite: PVN145, PVN160, PVN161
This course introduces the foundations of medical-surgical nursing. Topics include anatomy and physiology, diagnostic assessments, and nursing interventions of all body systems. This course also explores mental health needs assessment and care. 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.

PVN160
Practical Nursing Skills Lab II
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN150, PVN151
Concurrent Prerequisite: None
Co-Requisite: PVN145, PVN155, PVN161
The focus of this course is continued demonstration of the foundations of practical nursing. Content includes nursing interventions for the neurological, respiratory, integumentary, gastrointestinal, and genitourinary conditions. Sterile fields, dosage calculation and drug administration (subcutaneous, intradermal, intramuscular) are also covered as students prepare to enter the clinical setting. 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.

PVN161
Practical Nursing Clinical II
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN150, PVN151
Concurrent Prerequisite: None
Co-Requisite: PVN145, PVN155, PVN160
In this course, students will continue implementing the nursing process as a foundation of practical nursing with an emphasis on patient care across the wellness-illness continuum. Students will further develop clinical-judgement and communication with patients and interdisciplinary team members in various health care settings. Nursing concepts applied in the clinical setting will include but are not limited to nursing interventions for the neurological, respiratory, integumentary, gastrointestinal, and genitourinary conditions, and preparing sterile fields. Dosage calculation and drug administration (subcutaneous, intradermal, intramuscular) are integrated as well.

PVN225
Maternal/Newborn Nursing Care
Method of Delivery: Blended
Credits: 1.5
Lecture Hours: 22.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN145, PVN150, PVN151. PVN155, PVN160, PVN161
Concurrent Prerequisite: None
Co-Requisite: PVN255, PVN285, PVN260, PVN261
This course focuses on the development of nursing concepts and skills related to the care of women during all stages of pregnancy as well as the care of newborns. Topics include an introduction to maternal care, nursing care of women during pregnancy, labor and birth, and nursing management of
pain during labor and birth. Complications and high risks during pregnancy, labor, birth, and after birth are also covered. This course also covers stages of fetal development and newborn 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.

PVN235
Pediatric Nursing Care
Method of Delivery: Blended
Credits: 1.5
Lecture Hours: 22.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN265, PVN295, PVN270, PVN271
This course focuses on the development of nursing concepts related to the care of the pediatric patient. Topics include an introduction to pediatric care, assessment of growth and development, as well as health promotion and maintenance from birth to adolescence. Physiological, emotional and
behavioral conditions, and nursing interventions for acute and chronic disorders of the pediatric patient are also covered. 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.

PVN255
Medical/Surgical Nursing Care II
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN225, PVN285, PVN260, PVN261
This course further examines the foundations of medical-surgical nursing. Content includes pathophysiology, nursing management, emergency care, medication, nutrition, and psychological response to illness for the central and peripheral nervous system, sensory system, respiratory system, cardiovascular system and renal system. Students will have the opportunity to continue their understanding of their role as healthcare team member in preparation for clinical and skills lab. 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.

PVN260
Practical Nursing Skills Lab III
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN225, PVN255, PVN285, PVN260, PVN261
The focus of this course is further demonstration of the foundations of practical nursing. Content includes application of the nursing process for the cardiovascular and hematologic systems as well as the obstetric and newborn patient. Dosage calculation, intravaginal drug administration, IV insertion and management are also covered. 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.

PVN261
Practical Nursing Clinical III
Method of Delivery: Residential
Credits: 2.5
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 112.5
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN225, PVN255, PVN285, PVN260
In this course, students will further implement the nursing process as a foundation of practical nursing with an emphasis on patient care across the wellness-illness continuum. Students will further develop clinical-judgement and communication with patients and interdisciplinary team members in various health care settings. Nursing concepts applied in the clinical setting will include but are not limited to the application of the nursing process for the cardiovascular and hematologic systems. Dosage calculation, intravaginal drug administration, IV insertion and management are also covered. The concepts of Watson's Caring Science and Human Caring Theory, andQuality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN265
Medical/Surgical Nursing Care III
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN235, PVN295, PVN270, PVN271
In this course, students continue to explore the foundations of medical-surgical nursing. Throughout this course, students will review pathophysiology, nursing management, emergency care,
medication, nutrition, and psychological response to illness for the hematologic system, gastrointestinal system, endocrine system, musculoskeletal system, integumentary system, and reproductive system. In addition, students will discern the individualized care needs of oncological and surgical patients. Students expand upon concepts to develop their role as a healthcare team member in preparation for clinical and skills lab.

PVN270
Practical Nursing Skills Lab IV
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN265, PVN235, PVN295, PVN271
The focus of this course is further demonstration of the foundations of practical nursing. Content includes application of the nursing process for the pediatric and perioperative patient. Dosage calculation by weight and body surface as well as ophthalmic and otic drug administration are also
covered. Students demonstrate the application of patient nutrition principles to support individualized. care 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.

PVN271
Practical Nursing Clinical IV
Method of Delivery: Residential
Credits: 2.5
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 112.5
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN265, PVN235, PVN295, PVN270
In this course, students will demonstrate proficiency of the nursing process as a foundation of practical nursing with an emphasis on patient care across the wellness-illness continuum. Students
will exemplify clinical-judgement and communication with patients and interdisciplinary team members in various health care settings. Nursing concepts applied in the clinical setting will include but are not limited to the application of the nursing process for the pediatric and perioperative patient. Dosage calculation and demonstration of the principles for ophthalmic and otic medication administration are also covered. 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

PVN285
Transition to Professional Practical Nursing II
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN225, PVN255, PVN260, PVN261
In this course, students will begin to prepare for their transition from a practical nursing student to practical nursing professional. Students will reflect on the attainment 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.

PVN295
Transition to Professional Practical Nursing II
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, MCT100, PVN105, BIO215, BIO215L, PVN115, PVN120, PVN125, PVN135,
PVN145, PVN150, PVN151. PVN155, PVN160, PVN161, PVN255, PVN285, PVN260, PVN261
Concurrent Prerequisite: None
Co-Requisite: PVN235, PVN265, PVN270, PVN271
In this course, students will continue to prepare for their transition from a practical nursing student to practical nursing professional. Students will further reflect on the attainment 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.

PVN110
Fundamentals of Caring Practical Nursing
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite:BIO200,BIO200L
Co-Requisite: PVN112
This course introduces students to the foundational principles and practices of practical nursing. Students will explore contemporary trends in practical nursing, transcultural considerations, and the integration of spiritual and cultural sensitivity. Core concepts such as nursing theory, the nursing process, clinical judgment, dosage calculation, and evidence-informed practice are introduced to support sound caring, safe decision-making, and holistic care. Students will gain an understanding of the healthcare system, community health, and the roles and responsibilities of the practical nurse within various care settings. Practical skills in patient safety, ergonomics, hygiene, and health assessment of adults are addressed, along with effective communication, collaboration, and documentation across the healthcare team during patient admission, transfer, and discharge. The course also emphasizes health promotion, wellness, disease prevention, and human caring science as central to nursing practice. The concepts of Watson's Caring Science, Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN112
Fundamentals of Caring Practical Nursing Skills Lab I
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: None
Concurrent Prerequisite: BIO200, BIO200L
Co-Requisite: PVN110
This introductory lab course emphasizes the foundational principles of safe, compassionate nursing care. Students engage in simulated and hands-on practice of essential nursing skills including hygiene, infection control, vital signs, body mechanics, and patient documentation. Guided by Watson's Caring Science and Human Caring Theory and the QSEN competencies, learners develop the attitudes, knowledge, and skills necessary to provide holistic, evidence-informed, and person-centered care.

PVN130
Fundamentals of Caring Practical Nursing II
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112
Concurrent Prerequisite: BIO215, BIO215L
Co-Requisite: PVN132, PVN140
This course expands on the principles foundational to practical nursing and patient care. Topics include principles of basic human needs, elimination, pain, tissue integrity, stress and coping, use of assistive devices, weight-based medication calculations, and end-of-life care. The concepts of Watson's Caring Science, Human Caring Theory, and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN132
Fundamentals of Caring Practical Nursing Skills Lab II
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112
Concurrent Prerequisite: BIO215, BIO215L
Co-Requisite: PVN130, PVN140
This course expands upon foundational nursing concepts through advanced skill development in medication administration, oxygen therapy, airway management, enteral nutrition, and urinary catheterization. Students integrate communication, safety, and patient-centered care principles consistent with Watson's Caring Science and QSEN competencies.

PVN140
Fundamentals of Caring Practical Nursing Clinical I
Method of Delivery: Residential
Credits: 1.5
Lecture Hours:
Lab Hours:
Clinical/Externship/Practicum: 67.5
Prerequisite: BIO200, BIO200L, PVN110 , PVN112
Concurrent Prerequisite: BIO215, BIO215L
Co-Requisite: PVN130, PVN132
In this introductory clinical course, students begin applying foundational nursing concepts within diverse healthcare environments. Learners implement the nursing process and perform essential clinical procedures related to hygiene, assessment, documentation, and patient safety. Guided by Watson's Caring Science and QSEN competencies, students demonstrate compassionate, evidence-informed care while developing professional communication and teamwork skills.

PVN136
Pharmacology for Caring Practical Nursing I
Method of Delivery: Blended
Credits: 2.5
Lecture Hours: 37.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140
Concurrent Prerequisite: None
Co-Requisite: None
This course introduces basic principles of pharmacology content to maximize health and wellness. Throughout this course, key points about medication, such as the mechanism of action, routes of administration, medication as it relates to the different body systems and diseases, categories, factors affecting medication administration, abbreviations and symbols, systems of measurements, delivery systems, and calculations for drug administration are covered. Indications for use, cautions, contraindications, drug interactions, adverse effects, side effects of selected drugs, and specific nursing responsibilities when administering a medication are explored. The concepts of the nursing process, pharmacology, and patient teaching will be utilized throughout this course in preparation for clinical and lab. The concepts of Watson's Caring Science, Human Caring Theory and Quality and Safety in Education Nurses (QSEN) will be utilized throughout this course.

PVN146
Pharmacology for Caring Practical Nursing II
Method of Delivery: Blended
Credits: 2
Lecture Hours: 30
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158
Concurrent Prerequisite: None
Co-Requisite: None
This course further examines principles of pharmacology content to maximize health and wellness. This course covers key points about medication as it relates to the different body systems and diseases, categories, factors affecting medication administration, abbreviations and symbols, systems of measurements, delivery systems, and drug administration calculations. The concepts of the nursing process, pharmacology, and patient teaching will be utilized throughout this course in preparation for clinical and lab. The concepts of Watson's Caring Science and Human Caring Theory, as well as Quality and Safety in Education Nurses (QSEN), are utilized throughout this course.

PVN152
Medical/Surgical Caring Practical Nursing I
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140
Concurrent Prerequisite: None
Co-Requisite: PVN154, PVN158
This course introduces the foundations of medical-surgical nursing for adults across the lifespan. Topics include anatomy and physiology, diagnostic assessments, and nursing interventions of all body systems.  Students continue their understanding of their role as a practical nurse within the healthcare team. The concepts of Watson's Caring Science and Human Caring Theory, as well as Quality and Safety in Education Nurses (QSEN), will be utilized throughout this course.

PVN154
 Medical Surgical Caring Practical Nursing Skills Lab I
Method of Delivery: Residential
Credits: 1
Lecture Hours: 1
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140
Concurrent Prerequisite: None
Co-Requisite: PVN152, PVN158
This course introduces students to a safe and supportive environment where they can begin developing fundamental nursing skills. Through guided hands-on learning, students build confidence and readiness for clinical practice while focusing on the principles of safe and compassionate patient 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.

PVN158
Medical/Surgical Caring Practical Nursing Clinical I
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140
Concurrent Prerequisite: None
Co-Requisite: PVN152, PVN154
This clinical course builds upon foundational competencies through direct patient care in medical-surgical settings. Students apply system-based nursing interventions related to neurological, respiratory, integumentary, gastrointestinal, and genitourinary conditions. Learners integrate safe medication administration, documentation, and therapeutic communication to support holistic patient care, consistent with Watson's Caring Science and QSEN principles.

PVN162
Medical/Surgical Caring Practical Nursing II
Method of Delivery: Blended
Credits: 3
Lecture Hours: 45
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158
Concurrent Prerequisite: None
Co-Requisite: PVN164, PVN168
This course continues with the foundations of medical-surgical nursing for adults across the lifespan. Topics include anatomy and physiology, diagnostic assessments, and nursing interventions of all body systems.  Students continue their understanding of their role as a practical nurse within the healthcare team. The concepts of Watson's Caring Science and Human Caring Theory, as well as Quality and Safety in Education Nurses (QSEN), will
be utilized throughout this course.

PVN164
Medical Surgical Caring Practical Nursing Skills Lab II
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158
Concurrent Prerequisite: None
Co-Requisite: PVN162, PVN168
This lab-based course provides practical nursing students with opportunities to apply theoretical knowledge and develop core clinical competencies in a simulated environment. Students will practice essential skills, enhance critical thinking, and demonstrate safe, ethical, and patient-centered care in preparation for medical-surgical clinical placements. 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.

PVN168
Medical/Surgical Caring Practical Nursing Clinical II
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158
Concurrent Prerequisite: None
Co-Requisite: PVN162, PVN164
This advanced clinical course emphasizes synthesis and application of nursing knowledge in caring for patients with complex medical-surgical needs. Students demonstrate increasing independence in clinical reasoning, medication safety, and patient-centered care, guided by Watson's Caring Science and QSEN competencies.

PVN226
Maternal Newborn Caring Practical Nursing
Method of Delivery: Blended
Credits: 2.5
Lecture Hours: 37.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168
Concurrent Prerequisite: None
Co-Requisite: PVN228, PVN230
This course introduces practical nursing students to the foundational principles and practices of maternal and child health care. Emphasis is placed on the nurse's role in promoting and supporting the health and well-being of patients during pregnancy, labor, delivery, and the postpartum period, as well as the care of newborns infants. Students will explore normal and high-risk conditions in both maternal and newborn populations and develop skills in family-centered care, growth and development, health teaching, and culturally sensitive communication. 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

PVN228
Maternal Newborn Caring Practical Nursing Skills Lab
Method of Delivery: Residential
Credits: .5
Lecture Hours: 0
Lab Hours: 15
Clinical/Externship/Practicum:
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168
Concurrent Prerequisite: None
Co-Requisite: PVN226, PVN230
This lab-based course provides experiential learning in the application of maternal and newborn nursing concepts. Students develop proficiency in perinatal, postpartum, and newborn care through simulations and guided demonstrations, emphasizing Watson's Caring Science and QSEN competencies of patient-centered care, safety, teamwork, and evidence-based practice.

PVN230
Maternal/Newborn Caring Practical Nursing Clinical
Method of Delivery: Residential
Credits: .5
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 22.5
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168
Concurrent Prerequisite: None
Co-Requisite: PVN226, PVN228
This clinical course provides practical nursing students with supervised, hands-on experience in maternal and newborn  healthcare settings. Students will apply theoretical knowledge and lab-practiced skills to real-world care of childbearing families and newborns. Emphasis is placed on family-centered, culturally competent care, therapeutic communication, and safe nursing interventions.

PVN232
Professional Caring Practical Nursing I
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIOO200, BIO200L, PVN110, PVN112, BIO215, BIO215L, PVN130, PVN140, PVN146, PVN136, PVN152, PVN154, PVN158, PVN162, PVN164, PVN168
Concurrent Prerequisite: None
Co-Requisite: PVN226, PVN228, PVN230, PVN250, PVN252
This course integrates the foundational principles of professional nursing practice within the role of the practical nurse. Emphasis is placed on the development of professional identity, ethical and legal responsibilities, therapeutic communication, and the principles of caring in diverse healthcare environments. Students will explore the values of nursing, such as advocacy, accountability, respect, and empathy, while incorporating compassionate, culturally sensitive care to individuals across the lifespan. The course also examines the structure of the healthcare system, interprofessional collaboration, and the importance of evidence-informed practice. Through case studies, reflective activities, and collaborative discussions, students will begin to develop the critical thinking, communication, and professionalism necessary to succeed in clinical practice and promote positive patient outcomes. 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.

PVN236
Pediatric Caring Practical Nursing
Method of Delivery: Blended
Credits: 2.5
Lecture Hours: 37.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168,PVN250, PVN252, PVN228, PVN230
Concurrent Prerequisite: None
Co-Requisite: PVN238, PVN240
This course focuses on the development of nursing concepts related to the care of the pediatric patient. Topics include an introduction to pediatric care, assessment of growth and development, as well as health promotion and maintenance from birth to adolescence. Physiological, emotional, and behavioral conditions and nursing interventions for acute and chronic disorders of the pediatric patient are also covered. 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.

PVN238
Pediatric Caring Practical Nursing Skills Lab
Method of Delivery: Residential
Credits: .5
Lecture Hours: 0
Lab Hours: 15
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168,PVN250, PVN252, PVN228, PVN230,PVN232
Concurrent Prerequisite: None
Co-Requisite: PVN236, PVN240
This course develops practical nursing competencies for caring for pediatric patients from infancy through adolescence. Students engage in simulated and hands-on practice of pediatric assessments, age-specific procedures, medication administration, and family-centered communication. Guided by Watson’s Caring Science and QSEN competencies, learners integrate safety, quality, and cultural sensitivity into pediatric nursing practice.

PVN240
Pediatric Caring Practical Nursing Clinical
Method of Delivery: Residential
Credits: .5
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 22.5
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168,PVN250, PVN252, PVN228, PVN230
Concurrent Prerequisite: None
Co-Requisite: PVN236, PVN238
This clinical course allows practical nursing students to apply theoretical knowledge and foundational nursing skills in the care of infants, children, and adolescents. Under the supervision of clinical instructors, students will gain experience in a variety of pediatric healthcare settings, delivering safe, developmentally appropriate, and family-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.

PVN250
Mental Health Caring Practical Nursing
Method of Delivery: Blended
Credits: 2.5
Lecture Hours: 37.5
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168
Concurrent Prerequisite: None
Co-Requisite: PVN252
This course introduces practical nursing students to the principles of mental health and psychiatric nursing across the lifespan. It explores common mental health disorders, therapeutic communication strategies, and the nurse's role in promoting psychological well-being and recovery. Students will examine the impact of mental illness on individuals, families, and communities, and learn to apply the nursing process to assess and care for clients experiencing mental health challenges. Emphasis is placed on developing caring, empathetic, culturally sensitive, and nonjudgmental attitudes while practicing within ethical and legal boundaries.  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.

PVN252
Mental Health Caring Practical Nursing Clinical
Method of Delivery: Residential
Credits: .5
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 22.5
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,PVN168
Concurrent Prerequisite: None
Co-Requisite: PVN250
This clinical course provides practical nursing students with supervised experience in mental health, where they will apply theoretical knowledge and foundational nursing skills to support clients experiencing mental health and psychosocial challenges. Students will engage in therapeutic communication, build professional nurse-client relationships, and participate in client-centered care within diverse mental health environments. This clinical experience enhances students' confidence and competence in promoting recovery, mental wellness, and psychosocial support for individuals and families.

PVN256
Professional Caring Practical Nursing II
Method of Delivery: Blended
Credits: 1
Lecture Hours: 15
Lab Hours: 0
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,,PVN168,PVN250, PVN252, PVN228, PVN230,PVN232
Concurrent Prerequisite: PVN236, PVN238, PVN240
Co-Requisite: PVN262, PVN264
This capstone course consolidates the knowledge, skills, and attitudes essential for safe, compassionate, and competent nursing practice in medical-surgical healthcare settings. Emphasizing professional growth, ethical conduct, and evidence-informed holistic care, students will integrate clinical reasoning and technical proficiency with the principles of Jean Watson's Caritas Theory to support healing environments for clients across the adult lifespan. Learners will apply the nursing process in complex and evolving care situations, demonstrating accountability, leadership, and collaboration within interdisciplinary teams. The course also fosters reflection on personal values, cultural humility, and professional identity as students transition to the role of a graduate practical nurse. As part of this course, students will have the opportunity to explore advanced training that is aligned with current industry standards and emerging practice needs.

PVN262
Professional Caring Practical Nursing Skills Lab
Method of Delivery: Residential
Credits: 1
Lecture Hours: 0
Lab Hours: 30
Clinical/Externship/Practicum: 0
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,,PVN168,PVN250, PVN252, PVN228, PVN230,PVN232
Concurrent Prerequisite: PVN236, PVN238, PVN240
Co-Requisite: PVN256, PVN264
This course supports the integration of theory into practice through hands-on learning experiences that emphasize the application of clinical judgment, professional communication, and technical skill. Students will engage in increasingly complex nursing scenarios designed to foster independence, accuracy, and confidence in providing medical-surgical, evidence-informed nursing care within their scope of practice. As part of this course, students will also have the opportunity to pursue a variety of optional certifications aligned with current industry standards and emerging practice needs.

PVN264
Professional Caring Practical Nursing Clinical
Method of Delivery: Residential
Credits: 2
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum: 90
Prerequisite: BIO200, BIO200L, PVN110 , PVN112, BIO215, BIO215L, PVN130, PVN132, PVN140, PVN136, PVN152, PVN154, PVN158,PVN146,PVN162, PVN164,,PVN168,PVN250, PVN252, PVN228, PVN230,PVN232
Concurrent Prerequisite: PVN236, PVN238, PVN240
Co-Requisite: PVN256, PVN262
In this course, students will demonstrate proficiency of the nursing process as a foundation of practical nursing with an emphasis on patient care across the wellness-illness continuum. Students will exemplify clinical-judgement and communication with patients and interdisciplinary team members in various health care 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. As part of this course, students will have the opportunity to explore advanced training that is aligned with current industry standards and emerging practice needs.

STM101
Introduction to Surgical Technology
Method of Delivery: Blended
Credits: 5.5
Lecture Hours: 75
Lab Hours: 25
Clinical/Externship/Practicum Hours: 0
Prerequisite: None
Concurrent Prerequisite: None
Corequisite: None
This module is designed to provide the student with the knowledge of how to function in the operating room setting. Students will gain knowledge of the global aspects of health care as it pertains to the surgical technologist. An introduction to surgical technology will include orientation to the profession, history, professional organizations, roles, communication, and teamwork.  Hospital organization, safety, legal issues, risk management and ethical issues will be taught. The surgical patient, special populations of patients, physical environment, and safety standards will be discussed.  Competencies will be completed throughout the course.

STM102
Principles and Practice of Surgical Technology I
Method of Delivery: Blended
Credits: 5.5
Lecture Hours: 75
Lab Hours: 25
Clinical/Externship/Practicum Hours: 0
Prerequisite: STM101
Concurrent Prerequisite: None
Corequisite: None
This is module is designed to provide the student with the knowledge of biomedical science including computers and surgical applications. The principles of electricity, physics, LASERS, endoscopy and robotics will also be taught. Professionalism in dress, behavior, and attitude are presented and monitored throughout the program. Microbiology, infection and immunology will also be covered as well as wound healing. Disinfection, decontamination, and Sterilization will be taught. Hemostasis, Emergency situations, and All-hazards preparation will be discussed. The instrumentation used in the operating room along with equipment and supplies will be taught. Competencies will be completed throughout the course.

STM103
Principles and Practice of Surgical Technology II
Method of Delivery: Blended
Credits: 5.5
Lecture Hours: 75
Lab Hours: 25
Clinical/Externship/Practicum Hours: 0
Prerequisite: STM101, STM102
Concurrent Prerequisite: None
Corequisite: None
This module is designed to provide the student with knowledge of wound healing, suture, needles, and stapling devices. The principles of preoperative case management will also be taught. Operating room attire and personal protective equipment will be discussed. Students will learn the process of aseptic technique. Students will also learn the principles of patient positioning, skin preparation, and draping. Interoperative and postoperative principles will be taught along with diagnostic procedures and tests. Competencies will be completed throughout the course.

STM200
Surgical Techniques I
Method of Delivery: Blended
Credits: 4
Lecture Hours: 25
Lab Hours: 75
Clinical/Externship/Practicum Hours: 0
Prerequisite: STM 101, STM 102, STM 103
Concurrent Prerequisite: None
Corequisite: None
This module is designed to introduce the student to asepsis and sterile technique as well as scrubbing, gowning, gloving, positioning, prepping, draping and correct sponge, sharps, and instrument counts. Also taught are procedures, methods and principles in the areas of supplies and equipment, principles of patient safety, skin preps, patient positioning, and draping of the operative site. Selected mock surgeries will be performed in the mock OR lab. Additional technical knowledge and skills utilized by surgical technologists including patient transport transfer and positioning, suture selection and preparation, operating room safety and environmental hazards, and receiving medications to the sterile field. Additionally, students will set up basic and case-specific instruments and equipment and utilize them in mock surgical procedures. Students will be trained in CPR and certification is obtained in accordance with the guidelines provided by the American Heart Association. Professionalism in dress, behavior, and attitude are presented and monitored throughout the program.

STM201
Surgical Techniques II
Method of Delivery: Blended
Credits: 4
Lecture Hours: 25
Lab Hours: 75
Clinical/Externship/Practicum Hours: 0
Prerequisite: Satisfactory completion of STM 101, STM 102, STM 103, STM 200
Concurrent Prerequisite: None
Corequisite: None
This module is designed to introduce the student to asepsis and sterile technique as well as scrubbing, gowning, gloving, positioning, prepping, draping and correct sponge, sharps, and instrument counts. Also taught are procedures, methods and principles in the areas of supplies and equipment, principles of patient safety, skin preps, patient positioning, and draping of the operative site. Selected mock surgeries will be performed in the mock OR lab. Additional technical knowledge and skills utilized by surgical technologists including patient transport transfer and positioning, suture selection and preparation, operating room safety and environmental hazards, and receiving medications to the sterile field. Additionally, students will set up basic and case-specific instruments and equipment and utilize them in mock surgical procedures. Students will be trained in CPR and certification is obtained in accordance with the guidelines provided by the American Heart Association. Professionalism in dress, behavior, and attitude are presented and monitored throughout the program.

STM202
Surgical Techniques III
Method of Delivery: Blended
Credits: 4
Lecture Hours: 25
Lab Hours: 75
Clinical/Externship/Practicum Hours: 0
Prerequisite: STM 101, STM 102, STM 103, STM 200, STM 201
Concurrent Prerequisite: None
Corequisite: None
This module is designed to introduce the student to asepsis and sterile technique as well as scrubbing, gowning, gloving, positioning, prepping, draping and correct sponge, sharps, and instrument counts. Also taught are procedures, methods and principles in the areas of supplies and equipment, principles of patient safety, skin preps, patient positioning, and draping of the operative site. Selected mock surgeries will be performed in the mock OR lab. Additional technical knowledge and skills utilized by surgical technologists including patient transport transfer and positioning, suture selection and preparation, operating room safety and environmental hazards, and receiving medications to the sterile field. Additionally, students will set up basic and case-specific instruments and equipment and utilize them in mock surgical procedures. Students will be trained in CPR and certification is obtained in accordance with the guidelines provided by the American Heart Association. Professionalism in dress, behavior, and attitude are presented and monitored throughout the program.

STM203
ST Clinical Externship
Method of Delivery: Blended
Credits: 12
Lecture Hours: 0
Lab Hours: 0
Clinical/Externship/Practicum Hours: 540
Prerequisite: STM 101, STM 102, STM 103, STM 200, STM 201, STM 202
Concurrent Prerequisite: None
Corequisite: None
This module is designed to provide the student with the knowledge of how to function as a surgical technologist in a hospital setting or outpatient surgical center. Students are expected to function in the roles of the scrub and the assistant circulator preoperatively, intraoperatively, and postoperatively. The students will have the opportunity to apply the knowledge and skills acquired in the classroom and lab to gain practical experience. Topics include a physical orientation to the operating room and other patient care areas, and basic surgical procedures in case management (scrub and 159 assistant circulator roles). Students will progress into the role of first scrub. All student activities are under direct supervision of the clinical preceptor.

## TUITION & FEES

## TUITION AND FEES 2026

All financial figures are disclosed in U.S. dollars. Payments will only be accepted in U.S. dollars (USD).

The tuition and fees outlined below are reflective of pricing at the time of the catalog publication and are subject to change at any time. Total tuition and fees vary for individual students who have transfer credit or who complete competency examination(s) or credit by examination associated with

their specific program of study. For the programs charged on a credit load basis per semester, the charges are assessed at the beginning of the semester.

## Phoenix Campus & Online

### Diploma Programs

| Program | Tuition | Books and Supplies | Tech Fee Total | Total Program Cost |
|---|---|---|---|---|
| Medical Assisting | $14,709.00 | $630.00 | – | $15,339.00 |

| Charge | Medical Assisting (start dates after 9/1/26) |
|---|---|
| Tuition | $18,000.00 |
| Books and Supplies | $700.00 |
| Total Program Costs | $18,700.00 |

### Associate of Applied Science Degree Programs

| Program | Tuition | Books and Supplies | Tech Fee Total | Total Program Cost |
|---|---|---|---|---|
| Allied Health | $34,870.50 ($567.00/Credit) | – | $729.00 | $35,599.50 |
| Occupational Therapy Assistant | $47,214.00 ($660.00/per credit (Core); $642.00/per credit (Gen. Ed.)) | $612.00 | $1,224.00 | $49,050.00 |
| Physical Therapist Assistant | $43,356.00 ($597.00 /per credit (Core); $582.00/per credit (Gen. Ed.)) | $552.00 | $1,095.00 | $45,003.00 |

### Bachelor's in Science Degree Programs

| Program | Tuition | Books and Supplies | Tech Fee Total | Total Program Cost |
|---|---|---|---|---|
| Health Care Administration | $69,120.00 ($576.00 /per credit) | $2,190.00 | – | $71,310.00 |

| | | | | |
|---|---|---|---|---|
| Nursing (BSN) | $91,809.00 ($777.00/per core credit/Gen Ed: $750.00/credit) | $1,917.00 | $5,259.00 | $98,985.00 |

### Master's of Science Degree Programs

| Program | Tuition | Books and Supplies | Tech Fee Total | Total Program Cost |
|---|---|---|---|---|
| Healthcare Administration | $17,388.00 ($483.00 /per credit) | $483.00 | – | $17,871.00 |

## Tempe Campus

### Associate of Applied Science Degree Programs

| Program | Tuition | Books and Supplies | Tech Fee Total | Total Program Costs |
|---|---|---|---|---|
| Surgical Technology | $33,384.00 ($516.00/per credit (Core); $399.00/per credit (Gen. Ed.)) | $414.00 | $858.00 | $34,656.00 |

## Tucson Campus

### Diploma Programs

| Program | Tuition | Books and Supplies | Tech Fee Total | Total Program Costs |
|---|---|---|---|---|
| Medical Assisting | $14,709.00 | $630.00 | – | $15,339.00 |

| Charge | Medical Assisting (start dates after 9/1/26) |
|---|---|
| Tuition | $18,000.00 |

| | |
|---|---|
| Books and Supplies | $700.00 |
| Total Program Costs | $18,700.00 |

### Associate of Applied Science Degree Programs

| Program | Tuition | Books and Supplies | Tech Fee Total | Total Program Costs |
|---|---|---|---|---|
| Occupational Therapy Assistant | $42,030.00 ($588.00/per credit (Core); $570.00 /per credit (Gen. Ed.)) | $612.00 | $1,224.00 | $43,866.00 |
| Surgical Technology | $33,384.00 ($516.00 / per credit (Core); $399.00/ per credit (Gen. Ed.)) | $414.00 | $858.00 | $34,656.00 |

### Bachelor of Science Degree Programs

| Program | Tuition | Books and Supplies | Tech Fee Total | Total Program Costs |
|---|---|---|---|---|
| Nursing (BSN) | $91,809.00 ($750.00/per credit (GE); $777.00 per credit (Core) | $1,917.00 | $5,259.00 | $98,985.00 |

## Albuquerque Campus

### Diploma Programs

| Program | Tuition | Books and Supplies | Tech Fee Total | NM Sales Tax (7.625%) | Total Program Costs |
|---|---|---|---|---|---|
| Medical Assisting | $14,709.00 | $630.00 | – | $1,169.60 | $16,508.60 |
| Practical Nursing | $22,380.00 | $654.00 | $3,684.00 | $2,037.25 | $28,755.25 |

| Charge | Medical Assisting (start dates after 9/1/26) |
|---|---|
| Tuition | $18,000.00 |
| Books and Supplies | $700.00 |
| NM Sales Tax | $1,425.88 |
| Total Program Costs | $20,125.88 |

### Associate of Applied Science Degree Programs

| Program | Tuition | Books and Supplies | Tech Fee Total | NM Sales Tax (7.625%) | Total Program Costs |
|---|---|---|---|---|---|
| Occupational Therapy Assistant | $43,758.00 (GE courses $594.00 per credit) | $612.00 | $1,224.00 | $3,476.54 | $49,070.54 |

### Bachelor of Science Degree Programs

| Program | Tuition | Books and Supplies | Tech Fee Total | NM Sales Tax (7.625%) | Total Program Costs |
|---|---|---|---|---|---|
| Nursing (BSN) | $90,888.00 (GE courses $744.00 per credit) | $1,917.00 | $5,259.00 | $7,477.39 | $105,541.39 |
| Accelerated Track Nursing (ABSN) | $50,049.00 (Core courses $747.00 per credit) | $1,865.00 | $5,092.00 | $4,346.71 | $61,352.71 |

| Program | Tuition | Books and Supplies | Tech Fee Total | NM Sales Tax | Total Program Costs |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Gen Ed for ASBN | $6,900.00 ($276.00 per credit (GE)) | $81.00 | – | $532.30 | $7,513.30 |

- The technology fee is assessed to partially offset institutional costs related to instructional delivery and the provision of academic resources for students and faculty.
- Additional Student Costs – If applicable, the following fees are paid by the student and are not included in the program cost. Fees shown are estimated and subject to change.
- Graduation Regalia Cost (varies) – expected cost between $25 and $50 plus

## FINANCIAL AID

Many students need assistance in covering the cost of their education. Brookline College has a full-time, trained financial aid staff that is available to help students with matters dealing with financial aid. It is the responsibility of the financial aid office to assist those who qualify in obtaining Federal Financial Assistance.

Financial Aid Administrators are available to assist you at each of our campus locations from 8 a.m. until 6 p.m. You can also request assistance by sending an email to financialaid@brooklinecollege.edu and we will respond promptly. The Campus Director or anyone in the Financial Aid Office are also available to assist prospective or enrolled students in the retrieval of any institutional information. You can also request such information from the Chief Compliance Officer by emailing professionalethics@brooklinecollege.edu.

### Financial Aid Programs

Brookline College participates in the Federal Financial Aid (Title IV) program, many of which are based on financial need. The Federal Financial Aid (Title IV) program includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), the Federal Work Study (FWS), and the Direct Loan Program. The Direct Loan Program includes Federal Subsidized, Unsubsidized, and Federal Parent Loan for Undergraduate Students (PLUS) loans.

Brookline College's definition of an academic year is at least 24 semester credits and at least 30 weeks of instruction.

### Eligibility

Students accepted for admission may apply for financial assistance. To be eligible for Financial Aid, a student must meet the following requirements:

1. Be a U.S. citizen or an eligible non-citizen.
2. Have a valid Social Security Number.
3. Have registered with Selective Service if a male over the age of 18.
4. Have financial need (except for some loan programs).
5. Not be in default or owe an overpayment or have borrowed in excess of the annual or aggregate

loan limits for the Title IV financial aid programs.
6. Maintain Satisfactory Academic Progress.
7. Have a high school diploma, evidence of a home-schooling program, a GED.

## Application Procedures

Students may schedule an appointment to meet with a Financial Aid Administrator. During the financial aid appointment, appropriate documents such as the Free Application for Student Aid are completed to determine eligibility. Eligibility is determined based upon results of the Institutional Student Information Record (ISIR) and the information on the student budget worksheet which is used to determine the student's total cost of attendance. Once eligibility has been determined students will receive an Estimated Award Letter and at this time will be given the opportunity to either accept or decline the award letter. It is the responsibility of the student to keep Brookline College informed of any name, or address, or other changes that may affect their financial aid. Title IV Federal Financial Aid Funds can only be used for educational purposes.

***Note:*** Financial aid awards are subject to change due to verification, or changes in student financial, and/or enrollment status.

## Verification

A student may be selected for verification by either the Department of Education or Brookline College. The verification process compares information from your Student Aid Report (SAR) with financial information and other application documents submitted by you or your family (student and spouse or dependent student and parent). If there are differences between the information on your SAR and your supporting documents, you or Brookline College may need to make corrections electronically or by using your Student Aid Report (SAR) before Brookline College can process your request for federal student aid. The College will notify the student in writing or via e-mail, of what documentation is required to complete Verification. Verification must be completed within 14 days of the initial request. Failure to complete verification within this time frame may result in funding delays or loss of eligibility. Students who have a change in their financial aid due to completing verification or whose verification could not be processed will be notified by the Financial Aid Office in writing. Students whose verification is completed will have their financial aid processed.

## Disbursement

Financial Aid funds are disbursed at the beginning of each semester in the student's academic year. Funds are disbursed directly to the student account in order to cover any charges accrued for the applicable semester.

## Credit Balances

It is the policy of Brookline College to resolve all eligible student account credit balances as quickly as possible while following all applicable regulations. A credit balance is created when available funding exceeds the tuition and fee charges associated with the applicable term. Student credit balances are reviewed and disbursed on a weekly basis. All requested credit balances are resolved within 14 days of the request and no credit balance is maintained beyond the applicable loan period.

## Dependency Override

In accordance with Federal guidelines, it is sometimes appropriate for a student to request a dependency override because of mitigating circumstances regarding their dependency situation. These situations will be reviewed on a case by case basis by a financial aid administrator following federal guidelines set forth regarding dependency overrides. Additional documentation may be requested in order to facilitate this request.

## Professional Judgement

When a student's situation is not entirely reflected on their Student Aid Report it is sometimes appropriate for a student to request a professional judgement because of mitigating circumstances regarding their situation. These situations will be reviewed on a case by case basis by a financial aid administrator following federal guidelines set forth regarding professional judgements. Additional documentation may be requested in order to facilitate this request.

## 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

## Types of Student Aid

The following student assistance programs are available to those who qualify:

### Federal Pell Grants

A Federal Pell Grant, unlike a loan, usually does not have to be repaid as long as the student remains in school for their estimated enrollment status and continues to make satisfactory progress. Pell Grants are awarded to eligible undergraduate students with an established need who have not earned a bachelor's or professional degree. The maximum Federal Pell Grant for 2021-22 (July 1, 2021, through June 30, 2022) is $6,495. The amount an individual student may receive depends on a number of factors including Estimated Family Contribution and the percentage of lifetime Pell eligibility that a person has left.

### Federal Supplemental Educational Opportunity Grant (FSEOG)

Available on a limited basis, FSEOG is awarded to students with an exceptional financial need and 0 EFC.

Academic Years beginning on or after July 1, 2021:

1. Student Awarded SEOG will be eligible for $600 per academic year, if the award letter included two payment periods

2. If the Academic Year included one payment period, the SEOG award will be $300

*Note: Eligible students enrolled in ANY undergraduate program, may be eligible for the SEOG award.

These awards are disbursed equally in 2 per payments per award year. Eligible students will be selected for the award based on fund availability.

### Federal Work Study (FWS)

The FWS program provides jobs for undergraduate students with a financial need, allowing them to earn money to help pay educational expenses. Eligibility for the Federal Work Study Program is based on remaining financial need. Some FWS students will be allowed to participate in community service and in the America Reads program. To apply for the Federal Work Study Program, you can see a campus based Financial Aid Administrator or email financialaid@brooklinecollege.edu.

### Subsidized Stafford Loan

A student may borrow money for educational expenses from the Federal Government with the Direct Loan Program. Subsidized loans are awarded on the basis of financial need. The interest is paid by the Federal Government until repayment begins and during approved deferment periods. Repayment of principal plus interest begins six months after graduation or withdrawal from school, or dropping below half-time status, whichever comes first. Funds are transmitted electronically and credited to the student's tuition account. All loans borrowed through Brookline College will be submitted to NSLDS and accessible by authorized agencies, lenders and institutions.

### Unsubsidized Stafford Loan

Federal Direct Unsubsidized Stafford Loans are available to all qualified undergraduate students as a supplement to the Subsidized Stafford Student Loan programs. Repayment of principal plus interest begins six months after graduation or withdrawal from school, or dropping below half-time status, whichever comes first. Funds are transmitted electronically and credited to the student's tuition account. All loans borrowed through Brookline College will be submitted to NSLDS and accessible by authorized agencies, lenders and institutions.

### Federal Parent Loan for Undergraduate Students (PLUS)

Federal PLUS Loans are available to qualified parents with good credit histories of dependent students to help pay for their children's education. PLUS, Loans can be obtained through the Direct Loan Program. Borrowers must begin repayment of the principal and interest 60 days after the loan is fully disbursed. All loans borrowed through Brookline College will be submitted to NSLDS and accessible by authorized agencies, lenders and institutions.

### Private Lenders

For those students who demonstrate additional financial needs private educational loans are available to those who qualify. These programs require students to complete a separate loan application. Approval and/or interest rate are dependent upon an applicant's and/or co-applicant's credit worthiness. For further details on the private loan program including interest rates, students should see the Campus Financial Aid Office or contact the lender directly.

### State Aid Programs

Types of State Aid programs vary and are contingent on available funding. Please see your Financial Aid Administrator at your respective campus for further details.

### Institutional Matching Grant

Brookline College participates with various federal, state, local and non-profit agencies as well as private industry to offer assistance to those students approved for funding through a variety of external sources. For those students accepted for sponsorship by certain agency programs, Brookline College makes available an institutional matching grant. Institutional matching grants are available to those students who meet Brookline College's admissions and academic requirements and who are sponsored by governmental and non-profit organizations dedicated to the promotion of education and training. Students receiving institutional matching grants will be notified of the award prior to the start of classes. The institutional matching grant is paid to a student's account each payment period. The grant is applied to a student's account at the time tuition is billed. If a student does not complete a period of enrollment for which the grant was awarded, the College will prorate the amount of the institutional match based on the institution's refund policy. If a student is receiving assistance from an agency for only a portion of the program, the institutional matching grant will be awarded commensurate with the portion of the program the student is receiving assistance for. The assistance offered may vary by the agency requirements. Grant amounts may vary among the Brookline College campus locations, depending on outside agency sponsorship and the availability of agency budgeted funds. Information regarding available funding should be obtained directly from the agency from which you are seeking assistance or the Financial Aid Office at the Brookline College campus.

## Department of Veterans Affairs (VA) Education Benefits

### Return of Tuition Assistance for Military Students

The College abides by the Department of Defense policy, which stipulates that the Institution must refund the unearned portion of Tuition Assistance (TA) for students who withdrew from their program. For payment periods with TA "payments/paid benefits/disbursement" received:

- Students withdrawing from the College after the cancellation period will receive a pro rata unearned TA refund if the student has completed 60% or less of the scheduled days in the program's payment period through the last day of attendance.
- If the student has completed more than 60% of the payment period of attendance for which the student received TA benefits, the TA is considered earned, and the student will receive no unearned refund.

This policy ensures that the College meets all compliance standards regarding the refund of TA when students change their enrollment status to withdrawn. Additionally, this policy aligns with standard practices for institutions that offer military tuition assistance to ensure that funds are refunded in a manner consistent with federal guidelines

### 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

The following Brookline College programs are approved for Department of Veterans Affairs (VA) benefits*:

- Bachelor of Science – Nursing
- Associate of Applied Science – Occupational Therapy Assistant
- Associate of Applied Science – Physical Therapist Assistant
- Associate of Applied Science – Surgical Technology
- Diploma – Medical Assisting

*Applicants should check with Admissions and/or Financial Aid for program approval at specific

campuses.

This list includes residential and online programs.

The College is approved by the U.S. Department of Veterans Affairs (VA) to certify enrollment for students eligible for VA educational benefits, including **Chapter 35 – Survivors' and Dependents' Educational Assistance (DEA)**. Please check with your campus for eligibility. Eligible spouses and dependents of certain veterans or service members may qualify for Chapter 35 benefits to help cover educational expenses. Students using Chapter 35 benefits must:

- Submit a current Certificate of Eligibility (COE) or VA Award Letter prior to or at the time of enrollment.
- Submit a copy of the Veterans DD214
- Complete all Unitek Learning admission and registration requirements.
- Notify the School Certifying Official (SCO) of any schedule changes (add/drop/withdraw) as soon as they occur.

Unitek Learning will:

Certify approved coursework to the VA each term after enrollment is confirmed.

William D. Ford Federal Direct Loan Program Direct Subsidized Loan and Direct Unsubsidized Loan Borrower's Rights and Responsibilities Statement

***Important Notice:*** *This Borrower's Rights and Responsibilities Statement provides additional information about the terms and conditions of the loans you receive under the accompanying Master Promissory Note (MPN) for Federal Direct Stafford/Ford Loans (Direct Subsidized Loans) and Federal Direct Unsubsidized Stafford/Ford Loans (Direct Unsubsidized Loans).* ***Please keep this Borrower's Rights and Responsibilities Statement for your records.*** *You may request another copy of this Borrower's Rights and Responsibilities Statement at any time by contacting the Direct Loan Servicing Center.*

*Throughout this Borrower's Rights and Responsibilities Statement, the words "we," "us," and "our" refer to the U.S. Department of Education. The word "loan" refers to one or more loans made under the accompanying MPN.*

1. **The William D. Ford Federal Direct Loan Program.** The William D. Ford Federal Direct Loan (Direct Loan) Program includes the following types of loans, known collectively as "Direct Loans":

- Federal Direct Stafford/Ford Loans (Direct Subsidized Loans)
- Federal Direct Unsubsidized Stafford/Ford Loans (Direct Unsubsidized Loans)
- Federal Direct PLUS Loans (Direct PLUS Loans)
- Federal Direct Consolidation Loans (Direct Consolidation Loans)

The Direct Loan Program is authorized by Title IV, Part D, of the Higher Education Act of 1965, as amended.

You must complete a Free Application for Federal Student Aid (FAFSA) before you receive a Direct Subsidized Loan or Direct Unsubsidized Loan.

Direct Loans are made by the U.S. Department of Education. Our Direct Loan Servicing Center services, answers questions about, and processes payments on Direct Loans. We will provide you with the address and telephone number of the Direct Loan Servicing Center after the school notifies us that the first disbursement of your loan has been made.

2. **Laws that apply to this MPN.** The terms and conditions of loans made under this MPN are determined by the Higher Education Act of 1965, as amended (20 U.S.C. 1070 *et seq.*) and other applicable federal laws and regulations. These laws and regulations are referred to as "the Act" throughout this Borrower's Rights and Responsibilities Statement. State law, unless it is preempted by federal law, may provide you with certain rights, remedies, and defenses in addition to those stated in the MPN and this Borrower's Rights and Responsibilities Statement.

**NOTE: Any change to the Act applies to loans in accordance with the effective date of the change.**

3. **Direct Subsidized Loans and Direct Unsubsidized Loans.** Direct Subsidized Loans and Direct Unsubsidized Loans are made to students to help pay for the cost of education beyond high school. To receive a Direct Subsidized Loan, you must have financial need. We do not charge interest on Direct Subsidized Loans while you are in school and during certain other periods. Direct Unsubsidized Loans are not based on financial need. We charge interest on Direct Unsubsidized Loans during all periods. For more information on interest charges, see item #9 of this Borrower's Rights and Responsibilities Statement ("Payment of interest").
4. **About the MPN.** You may receive more than one loan under this MPN over a period of up to 10 years to pay for your educational costs, as long as the school you are attending is authorized to use the multi-year feature of the MPN and chooses to do so.

If your school is not authorized to use the multi-year feature of the MPN or chooses not to do so, or if you do not want to receive more than one loan under this MPN, you must sign a new MPN for each loan that you receive. If you do not want to receive more than one loan under this MPN, you must notify your school or the Direct Loan Servicing Center in writing.

5. **Use of your loan money.** You may use the loan money you receive only to pay for your authorized educational expenses for attendance at the school that determined you were eligible to receive the loan. Authorized expenses include the following:

- Tuition
- Room
- Board
- Institutional fees
- Books
- Supplies
- Equipment
- Dependent childcare expenses
- Transportation
- Commuting expenses

- Rental or purchase of a personal computer
- Loan fees
- Other documented, authorized costs

6. **Information you must report to us after you receive your loan.** You must notify the Direct Loan Servicing Center and/or the financial aid office at your school about certain changes.

Until you graduate or otherwise leave school, you must notify your school's financial aid office if you:

- Change your address or telephone number;
- Change your name (for example, maiden name to married name);
- Do not enroll at least half-time for the loan period certified by the school
- Do not enroll at the school that determined you were eligible to receive the loan;
- Stop attending school or drop below half-time enrollment;
- Transfer from one school to another school; or
- Graduate.

You must also notify the Direct Loan Servicing Center if any of the above events occur at any time after you receive your loan. In addition, you must notify the Direct Loan Servicing Center if you:

- Change your employer, or your employer's address or telephone number changes; or
- Have any other change in status that would affect your loan (for example, if you received a deferment while you were unemployed, but you have found a job and therefore no longer meet the eligibility requirements for the deferment).

7. **Amount you may borrow.** The charts that follow show the maximum amounts of Direct Subsidized Loans and Direct Unsubsidized Loans that you may borrow for a single academic year (annual loan limits), and the maximum amounts that you may borrow in total for undergraduate and graduate study (aggregate loan limits). The annual and aggregate loan limits for independent undergraduates also apply to dependent undergraduates whose parents are unable to borrow under the PLUS program. If you are enrolled in certain health professions programs, you may qualify for higher annual and aggregate limits on Direct Unsubsidized Loans.

The actual loan amount you receive will be determined by your school, based on your academic level, dependency status, and other factors such as:

- The length of the program or the remaining portion of the program in which you are enrolled, if it is less than a full academic year;
- Your cost of attendance;
- Your Expected Family Contribution;
- Other financial aid you receive; and
- Your remaining eligibility under the annual or aggregate loan limits.

The actual amount you receive for an academic year may be less than the maximum annual amounts shown in the charts.

If you are an undergraduate student, your school must determine your eligibility for a Federal Pell Grant before you may receive a Direct Subsidized Loan or Direct Unsubsidized Loan. Your school is also required to determine your eligibility for a Direct Subsidized Loan before determining your eligibility for a Direct Unsubsidized Loan.

If you have received student loans from another federal student loan program, you are responsible for informing your school and your lender of your other student loans. In some cases, you may not be eligible for loans for which you have applied.

| Annual Loan Limits for Direct Subsidized Loans and Direct Unsubsidized Loans: | |
|---|---|
| **Dependent Undergraduate Students (except students whose parents cannot borrow PLUS loans)** | |
| First Year Total | $5,500 |
| (maximum $3,500 subsidized) | |
| Second Year Total | $6,500 |
| (maximum $4,500 subsidized) | |
| Third Year and Beyond (each year) | $7,500 |
| (maximum $5,500 subsidized) | |
| **Independent Undergraduate Students (and dependent students whose parents cannot borrow PLUS loans)** | |
| First Year Total | $9,500 |
| (maximum $3,500 subsidized) | |
| Second Year | $10,500 |
| (maximum $4,500 subsidized) | |
| Third Year and Beyond (each year) | $12,500 |
| (maximum $5,500 subsidized) | |
| **Graduate and Professional Students** | |
| Total Amount (each year) | $20,500 |
| (maximum $8,500 subsidized) | |

| Annual Loan Limits for Direct Subsidized and Direct Unsubsidized Loans: |
|---|

| | |
|---|---|
| **Dependent Undergraduate Students (except students whose parents cannot borrow PLUS loans)** | |
| Total Amount Cumulative | $31,000 |
| (maximum $23,000 subsidized) | |
| **Independent Undergraduate Students (and dependent students whose parents cannot borrow PLUS loans)** | |
| Total Amount Cumulative | $57,500 |
| (maximum $23,000 subsidized) | |
| **Graduate and Professional Students** | |
| Total Amount Cumulative | $138,500 |
| (maximum $65,500 subsidized; includes Stafford Loans received for undergraduate study) | |

8. **Interest rate.** The interest rate on Direct Subsidized Loans and Direct Unsubsidized Loans is a fixed rate.

Different fixed interest rates may apply to separate loans made under this MPN depending on whether the loan is subsidized or unsubsidized, when the loan is first disbursed, and whether you are a graduate or undergraduate student. You will be notified of the actual interest rate for each loan you receive in a disclosure statement that we send to you.

9. **Payment of interest.** We do not charge interest on a Direct Subsidized Loan while you are enrolled in school at least half time, during your grace period, during deferment periods, and during certain periods of repayment under the Income-Based Repayment Plan. We charge interest on a Direct Subsidized Loan during all other periods (starting on the day after your grace period ends), including forbearance periods.

We charge interest on a Direct Unsubsidized Loan during all periods (starting on the day your loan is paid out). This includes periods while you are enrolled in school at least half time, during your grace period, and during deferment and forbearance periods. Therefore, you will pay more interest on a Direct Unsubsidized Loan than on a Direct Subsidized Loan.

If you do not pay the interest as it is charged on either type of loan, we will add it to the unpaid principal amount of your loan. This is called “capitalization.” Capitalization increases the unpaid principal balance of your loan, and we will then charge interest on the increased principal amount.

The chart below shows the difference in the total amount you would repay on a $15,000 Direct Unsubsidized Loan if you pay the interest as it is charged during a 12-month deferment or forbearance period, compared to the amount you would repay if you do not pay the interest and it is capitalized.

| | If you pay the interest as it is charged… | If you do not pay the interest and it is capitalized… |
|---|---|---|
| **Loan Amount** | $15,000 | $15,000 |
| **Interest for 12 months (at an interest rate of 6.8%)** | $1,020 | $1,020 |
| | (paid as accrued) | (unpaid and capitalized) |
| **Principal to be Repaid** | $15,000 | $16,020 |
| **Monthly Payment (Standard Repayment Plan)** | $173 | $184 |
| **Number of Payments** | 120 | 120 |
| **Total Amount Repaid** | $21,734 | $22,123 |

In this example, you would pay $11 less per month and $389 less altogether if you pay the interest as it is charged during a 12-month deferment or forbearance period.

You may be able to claim a federal income tax deduction for interest payments you make on Direct Loans. For further information, refer to IRS Publication 970, which is available at https://www.irs.gov/forms-pubs/about-publication-970.

10. **Loan fee.** We charge a loan fee of up to 4 percent of the principal amount of each loan you receive. This fee will be subtracted proportionally from each disbursement of your loan. The loan fee will be shown on a disclosure statement that we send to you.
11. **Repayment incentive programs.** A repayment incentive is a benefit that we offer to encourage you to repay your loan on time. Under a repayment incentive program, the interest rate we charge on your loan may be reduced. Some repayment incentive programs require you to make a certain number of payments on time to keep the reduced interest rate. The two repayment incentive programs described below may be available to you. The Direct Loan Servicing Center can provide you with more information on other repayment incentive programs that may be available.

*(1) Interest Rate Reduction for Electronic Debit Account Repayment*

Under the Electronic Debit Account (EDA) repayment option, your bank automatically deducts your monthly loan payment from your checking or savings account and sends it to us. EDA helps to ensure that your payments are made on time. In addition, you receive a 0.25 percent interest rate reduction while you repay under the EDA option. We will include information about the EDA option in your first bill. You can also get the information on the Direct Loan Servicing Center's web site, or by calling the Direct Loan Servicing Center. The Direct Loan Servicing Center's web site address and toll-free telephone number are provided on all correspondence that the Direct Loan Servicing Center sends you.

*(2) Up-Front Interest Rebate*

You may receive an up-front interest rebate on your loan. The rebate is equal to a percentage of the

loan amount that you borrow. This is the same amount that would result if the interest rate on your loan were lowered by a specific percentage, but you receive the rebate up front. The correspondence that you receive about your loan will tell you if you received an up-front interest rebate.

To keep an up-front interest rebate that you receive on your loan, you must make all of your first 12 required monthly payments on time when your loan enters repayment. “On time” means that we must receive each payment no later than 6 days after the due date.

You will lose the rebate if you do not make all of your first 12 required monthly payments on time. If you lose the rebate, we will add the rebate amount back to the principal balance on your loan account. This will increase the amount that you must repay.

12. **Disbursement (how your loan money will be paid out).** Generally, your school will disburse (pay out) your loan money in more than one installment, usually at the beginning of each academic term (for example, at the beginning of each semester or quarter). If your school does not use academic terms, it will generally disburse your loan in at least two installments, one at the beginning of the period of study for which you are receiving the loan, and one at the midpoint of that period of study.

In most cases, if the Direct Subsidized Loan or Direct Unsubsidized Loan that you are receiving is your first student loan under either the Direct Loan Program or the Federal Family Education Loan (FFEL) Program, you must complete entrance counseling before your school can make the first disbursement of your loan.

Your school may disburse your loan money by crediting it to your account at the school or may give some or all of it to you directly by check or other means. The Direct Loan Servicing Center will notify you in writing each time your school disburses part of your loan money.

If your school credits your loan money to your account and the amount credited is more than the amount of your tuition and fees, room and board, and other authorized charges, the excess amount is called a credit balance. Unless you authorize your school to hold the credit balance for you, your school must pay you the credit balance within the following timeframes:

- If the credit balance occurs after the first day of class of a payment period (your school can tell you this date), your school must pay you the credit balance no later than 14 days after the date the balance occurs.
- If the credit balance occurs on or before the first day of class of a payment period, your school must pay you the credit balance no later than 14 days after the first day of class of the payment period.

13. **Canceling your loan.** Before your loan money is disbursed, you may cancel all or part of your loan at any time by notifying your school. After your loan money is disbursed, there are two ways to cancel all or part of your loan:

- If your school obtains your written confirmation of the types and amounts of Title IV loans that you want to receive for an award year before crediting loan money to your account at the school, you may tell the school that you want to cancel all or part of that loan within 14 days after the date the school notifies you of your right to cancel all or part of the loan, or by the first day of your school’s payment period, whichever is later (your school can tell you the first day of the payment period). If the school does not obtain your written confirmation of the types and amounts of loans you want

to receive before crediting the loan money to your account, you may cancel all or part of that loan by informing the school within 30 days of the date the school notifies you of your right to cancel all or part of the loan. In either case, your school will return the cancelled loan amount to us. You do not have to pay interest or the loan fee on the part of your loan that you tell your school to cancel within these timeframes. If you received an up-front interest rebate on your loan, the rebate does not apply to the part of your loan that you tell your school to cancel. Your loan will be adjusted to eliminate any interest, loan fee, and rebate amount that applies to the amount of the loan that was cancelled.

If you ask your school to cancel all or part of your loan outside the timeframes described above, your school may process your cancellation request, but it is not required to do so.

- Within 120 days of the date your school disbursed your loan money (by crediting the loan money to your account at the school, by paying it directly to you, or both), you may return all or part of your loan to us. Contact the Direct Loan Servicing Center for guidance on how and where to return your loan money. You do not have to pay interest or the loan fee on the part of your loan that you return within 120 days of the date that part of your loan is disbursed. If you received an up-front interest rebate on your loan, the rebate does not apply to the part of your loan that you return. Your loan will be adjusted to eliminate any interest, loan fee, and rebate amount that applies to the amount of the loan that you return.

14. **Grace period.** You will receive a six-month grace period on repayment of each Direct Subsidized Loan and Direct Unsubsidized Loan that you receive. Your six-month grace period begins the day after you stop attending school or drop below half-time enrollment. You do not have to begin making payments on your loan until after your grace period ends.

If you are called or ordered to active duty for more than 30 days from a reserve component of the U.S. Armed Forces, the period of your active duty service and the time necessary for you to re-enroll in school after your active duty ends are not counted as part of your grace period. However, the total period that is excluded from your grace period may not exceed three years. If the call or order to active duty occurs while you are in school and requires you to drop below half-time enrollment, the start of your excluded period. If the call or order to active duty occurs during your grace period, you will receive a full six-month grace period at the end of the excluded period.

15. **Repaying your loan.** The repayment period for each Direct Subsidized Loan and Direct Unsubsidized Loan that you receive begins on the day after your grace period ends. The Direct Loan Servicing Center will notify you of the date your first payment is due.

You must make payments on your loan even if you do not receive a bill or repayment notice. Billing information is sent to you as a convenience, and you are obligated to make payments even if you do not receive a notice or bill.

You may choose one of the following repayment plans to repay your loan:

- ***Standard Repayment Plan*** – Under this plan, you will make fixed monthly payments and repay your loan in full within 10 years (not including periods of deferment or forbearance) from the date the loan entered repayment. Your payments must be at least $50 a month and will be more, if necessary, to repay the loan within the required time period.

- ***Graduated Repayment Plan*** – Under this plan, you will usually make lower payments at first, and your payments will gradually increase over time. You will repay your loan in full within 10 years (not including periods of deferment or forbearance) from the date the loan entered repayment. No single payment will be more than three times greater than any other payment.
- ***Extended Repayment Plan*** – Under this plan, you will repay your loan in full over a period not to exceed 25 years (not including periods of deferment or forbearance) from the date the loan entered repayment. You may choose to make fixed monthly payments or graduated monthly payments that start out lower and gradually increase over time. If you make fixed monthly payments, your payments must be at least $50 a month and will be more, if necessary, to repay the loan within the required time period. You are eligible for this repayment plan only if (1) you have an outstanding balance on Direct Loan Program loans that exceeds $30,000, and (2) you had no outstanding balance on a Direct Loan Program loan as of October 7, 1998 or on the date you obtained a Direct Loan Program loan after October 7, 1998.
- ***Income Contingent Repayment Plan*** – Under this plan, your monthly payment amount will be based on your annual income (and that of your spouse if you are married), your family size, and the total amount of your Direct Loans. Until we obtain the information needed to calculate your monthly payment amount, your payment will equal the amount of interest that has accrued on your loan unless you request a forbearance. As your income changes, your payments may change. If you do not repay your loan after 25 years under this plan, the unpaid portion will be forgiven. You may have to pay income tax on any amount forgiven.
- ***Income-Based Repayment Plan (effective July 1, 2009)*** – Under this plan, your required monthly payment amount will be based on your income during any period when you have a partial financial hardship. Your monthly payment amount may be adjusted annually. The maximum repayment period under this plan may exceed 10 years. If you meet certain requirements over a specified period of time, you may qualify for cancellation of any outstanding balance on your loans.

If you can show to our satisfaction that the terms and conditions of the above repayment plans are not adequate to meet your exceptional circumstances, we may provide you with an alternative repayment plan.

If you do not choose a repayment plan, we will place you on the Standard Repayment Plan.

The chart at the end of this Borrower's Rights and Responsibilities Statement ("Repaying Your Loans") allows you to estimate the monthly and total amounts you would repay under the Standard, Graduated, Extended, and Income Contingent repayment plans based on various initial loan amounts.

You may change repayment plans at any time after you have begun repaying your loan. There is no penalty if you make loan payments before they are due or pay more than the amount due each month.

Except as provided by the Act for payments made under the Income-Based Repayment Plan, we apply your payments and prepayments in the following order: (1) late charges and collection costs first, (2) outstanding interest second, and (3) outstanding principal last.

When you have repaid a loan in full, the Direct Loan Servicing Center will send you a notice telling you that you have paid off your loan. You should keep this notice in a safe place.

16. **Late charges and collection costs.** If you do not make any part of a payment within 30 days after it is due, we may require you to pay a late charge. This charge will not be more than six cents for each dollar of each late payment. If you do not make payments as scheduled, we may also require you to pay other charges and fees involved in collecting your loan.
17. **Demand for immediate repayment.** The entire unpaid amount of your loan becomes due and payable (on your MPN this is called “acceleration”) if you:
    - Receive loan money, but do not enroll at least half-time at the school that determined you were eligible to receive the loan;
    - Use your loan money to pay for anything other than expenses related to your education at the school that determined you were eligible to receive the loan;
    - Make a false statement that causes you to receive a loan that you are not eligible to receive; or
    - Default on your loan.
18. **Defaulting on your loan.** Default (failing to repay your loan) is defined in detail in the Terms and Conditions section of your MPN. If you default:
    - We will require you to immediately repay the entire unpaid amount of your loan.
    - We may sue you, take all or part of your federal and state tax refunds and other federal or state payments, and/or garnish your wages so that your employer is required to send us part of your salary to pay off your loan.
    - We will require you to pay reasonable collection fees and costs, plus court costs and attorney fees.
    - You may be denied a professional license.
    - You will lose eligibility for other federal student aid and assistance under most federal benefit programs.
    - You will lose eligibility for loan deferments.
    - We will report your default to national credit bureaus (see #19, “Credit bureau notification”).
19. **Credit bureau notification.** We will report information about your loan to one or more national credit bureaus. This information will include the disbursement dates, amount, and repayment status of your loan (for example, whether you are current or delinquent in making payments).

If you default on a loan, we will also report this to national credit bureaus. We will notify you at least 30 days in advance that we plan to report default information to a credit bureau unless you resume making payments on the loan within 30 days. You will be given a chance to ask for a review of the debt before we report it.

If a credit bureau contacts us regarding objections you have raised about the accuracy or completeness of any information we have reported, we are required to provide the credit bureau with a prompt response.

20. **Deferment and forbearance (postponing payments)** If you meet certain requirements, you may receive a **deferment** that allows you to temporarily stop making payments on your loan. If you cannot make your scheduled loan payments, but do not qualify for a deferment, we may give you a **forbearance**. A forbearance allows you to temporarily stop making payments on your loan, temporarily make smaller payments, or extend the time for making payments.

### Deferment

You may receive a deferment while you are:

- Enrolled at least half-time at an eligible school;
- In a full-time course of study in a graduate fellowship program;
- In an approved full-time rehabilitation program for individuals with disabilities;
- Unemployed (for a maximum of three years; you must be diligently seeking, but unable to find, full-time employment); or
- Experiencing an economic hardship (including Peace Corps service), as determined under the Act (for a maximum of three years).
- Serving on active duty during a war or other military operation or national emergency or performing qualifying National Guard duty during a war or other military operation or national emergency and, if you were serving on or after October 1, 2007, for the 180-day period following the demobilization date for your qualifying service.

Effective October 1, 2007, if you are a member of the National Guard or other reserve component of the U.S. Armed forces (current or retired) and you are called or ordered to active duty while you are enrolled at an eligible school or within 6 months of having been enrolled, you are also eligible for a deferment during the 13 months following the conclusion of your active duty service, or until you return to enrolled student status, whichever is earlier.

You may be eligible to receive additional deferments if, at the time you received your first Direct Loan, you had an outstanding balance on a loan made under the Federal Family Education Loan (FFEL) Program before July 1, 1993. If you meet this requirement, you may receive a deferment while you are:

- Temporarily totally disabled, or unable to work because you are required to care for a spouse or dependent who is disabled (for a maximum of three years);
- On active duty in the U.S. Armed Forces, on active duty in the National Oceanic and Atmospheric Administration (NOAA), or serving full-time as an officer in the Commissioned Corps of the Public Health Service (for a combined maximum of three years);
- Serving in the Peace Corps (for a maximum of three years);
- A full-time paid volunteer for a tax-exempt organization or an ACTION program (for a maximum of three years);
- In a medical internship or residency
- Teaching in a designated teacher shortage area (for a maximum of three years);
- On parental leave (for a maximum of six months); or
- A working mother entering or re-entering the workforce (for a maximum of one year).

You may receive a deferment based on your enrollment in school on at least a half-time basis if (1) you submit a deferment request form to the Direct Loan Servicing Center along with documentation of your eligibility for the deferment, or (2) the Direct Loan Servicing Center receives information from the school you are attending that indicates you are enrolled at least half-time. If the Direct Loan Servicing Center processes a deferment based on information received from your school, you will be

notified of the deferment and will have the option of canceling the deferment and continuing to make payments on your loan.

For all other deferments, you (or, for a deferment based on active duty military service or qualifying National Guard duty during a war or other military operation or national emergency, a representative acting on your behalf) must submit a deferment request form to the Direct Loan Servicing Center, along with documentation of your eligibility for the deferment. In certain circumstances, you may not be required to provide documentation of your eligibility if the Direct Loan Servicing Center confirms that you have been granted the same deferment for the same period of time on a FFEL Program loan. The Direct Loan Servicing Center can provide you with a deferment request form that explains the eligibility and documentation requirements for the type of deferment you are requesting. You may also obtain deferment request forms and information on deferment eligibility requirements from the Direct Loan Servicing Center's web site.

If you are in default on your loan, you are not eligible for a deferment.

You are not responsible for paying the interest on a Direct Subsidized Loan during a period of deferment. However, you are responsible for paying the interest on a Direct Unsubsidized Loan during a period of deferment.

### Forbearance

We may give you a forbearance if you are temporarily unable to make your scheduled loan payments for reasons including, but not limited to, financial hardship and illness.

We will give you a forbearance if:

- You are serving in a medical internship or residency program, and you meet specific requirements;
- The total amount you owe each month for all of the student loans you received under Title IV of the Act is 20 percent or more of your total monthly gross income (for a maximum of three years);
- You are serving in a national service position for which you receive a national service award under the National and Community Service Trust Act of 1993. In some cases, the interest that accrues on a qualified loan during the service period will be paid by the Corporation for National and Community Service;
- You are performing service that would qualify you for loan forgiveness under the teacher loan forgiveness program that is available to certain Direct Loan and FFEL program borrowers;
- You qualify for partial repayment of your loans under the Student Loan Repayment Program, as administered by the Department of Defense; or
- You are called to active duty in the U.S. Armed Forces.

To request a forbearance, contact the Direct Loan Servicing Center. The Direct Loan Servicing Center can provide you with a forbearance request form that explains the eligibility and documentation requirements for the type of forbearance you are requesting. You may also obtain forbearance request forms and information on forbearance eligibility requirements from the Direct Loan Servicing Center's web site.

Under certain circumstances, we may also give you a forbearance without requiring you to submit a

request or documentation. These circumstances include, but are not limited to, the following:

- Periods necessary for us to determine your eligibility for a loan discharge;
- A period of up to 60 days in order for us to collect and process documentation related to your request for a deferment, forbearance, change in repayment plan, or consolidation loan (we do not capitalize the interest that is charged during this period); or
- Periods when you are involved in a military mobilization, or a local or national emergency.

You are responsible for paying the interest on both Direct Subsidized Loans and Direct Unsubsidized Loans during a period of forbearance.

21. **Discharge (having your loan forgiven).** We will discharge (forgive) your loan if:
    - You die. The Direct Loan Servicing Center must receive acceptable documentation of your death, as defined in the Act.
    - Your loan is discharged in bankruptcy. However, federal student loans are not automatically discharged if you file for bankruptcy. In order to have your loan discharged in bankruptcy, you must prove to the bankruptcy court that repaying the loan would cause undue hardship.
    - We determine that you are totally and permanently disabled (as defined in the Act), based on a physician's certification, and you meet additional requirements during a 3-year conditional discharge period. During that period, your earnings from work must not exceed the poverty line amount for a family of two, and you must not receive any additional loans under the Direct Loan, FFEL, or Federal Perkins Loan programs. You may not receive a discharge due to total and permanent disability based on a condition that existed before your loan was made, unless a doctor certifies that the condition substantially deteriorated after the loan was made.

    In certain cases, we may also discharge all or a portion of your loan if:

    - You could not complete a program of study because the school closed;
    - Your loan eligibility was falsely certified by the school;
    - A loan in your name was falsely certified as a result of a crime of identity theft; or
    - The school did not pay a refund of your loan money that it was required to pay under federal regulations.

    We may forgive a portion of any student loans you received under the Direct Loan or FFEL program after October 1, 1998 if you teach full time for five consecutive years in certain low-income elementary and/or secondary schools and meet certain other qualifications, and if you did not owe a Direct Loan or FFEL program loan as of October 1, 1998, or as of the date you obtain a loan after October 1, 1998.

    A public service loan forgiveness program is also available Under this program, the remaining balance due on your eligible Direct Loan Program loans may be cancelled after you have made 120 payments on those loans (after October 2, 2007) under certain repayment plans while you are employed in certain public service jobs.

    To request a loan discharge based on one of the conditions described above (except for discharges due to death or bankruptcy), you must complete a loan discharge application that you may obtain

from the Direct Loan Servicing Center.

In some cases, you may assert, as a defense against collection of your loan, that the school did something wrong or failed to do something that it should have done. You can make such a defense against repayment only if the school's act or omission directly relates to your loan or to the educational services that the loan was intended to pay for, and if what the school did or did not do would give rise to a legal cause of action against the school under applicable state law. If you believe that you have a defense against repayment of your loan, contact the Direct Loan Servicing Center.

We do not guarantee the quality of the academic programs provided by schools that participate in federal student financial aid programs. You must repay your loan even if you do not complete the education paid for with the loan, are unable to obtain employment in the field of study for which your school provided training, or are dissatisfied with, or do not receive, the education you paid for with the loan.

22. **Loan consolidation.** A Direct Consolidation Loan Program is available that allows you to consolidate (combine) one or more of your eligible federal education loans into one loan. Consolidation allows you to extend the period of time that you have to repay your loans, and to combine several loan debts into a single monthly payment. This may make it easier for you to repay your loans. However, you will pay more interest if you extend your repayment period through consolidation, since you will be making payments for a longer period of time. Contact the Direct Loan Servicing Center for more information about loan consolidation.
23. **Department of Defense and other federal agency loan repayment.** Under certain circumstances, military personnel may have their federal education loans repaid by the Secretary of Defense. This benefit is offered as part of a recruitment program that does not apply to individuals based on their previous military service or to those who are not eligible for enlistment in the U.S. Armed Forces. For more information, contact your local military service recruitment office.

Other agencies of the federal government may also offer student loan repayment programs as an incentive to recruit and retain employees. Contact the agency's human resources department for more information.

24. **AmeriCorps program education awards.** Under the National and Community Service Act of 1990, you may receive an education award that can be used to repay a Direct Subsidized Loan or Direct Unsubsidized Loan if you successfully complete a term of service in an AmeriCorps program. For more information, contact an official of your program.

### 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.

### Collection of Fees

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

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

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.

## 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 the seventh (7th) calendar 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 11:59pm PST on the sixth (6th) 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

The Federal Return of Title IV Funds Refund Policy specifies the differences between earned and unearned portion of Title IV aid, in relation to the length of the term and the length of time the student was enrolled for that term. Students who are enrolled beyond 60% of the term are considered to have earned 100% of the Title IV aid awarded for that term.

A student who withdraws prior to completing more than 60% of the term will earn a percentage of the Title IV aid awarded based on the number of calendar days from the start of the term to the last date

of attendance in the term. The student's withdrawal date is the date the institution determined the student was no longer attending. Please see the *Institutional Refund Policy*.

The formula for calculating the percentage of Title IV earned is as follows:

**In a credit hour program –** The number of days from the start date to the last date of attendance in the term divided by the total days in the term equals the percentage of aid earned.

The percentage of aid earned is then multiplied by the total Title IV Aid disbursed or could have been disbursed to equal the amount of aid the student actually earned.

All unearned portions of federal aid are returned to the appropriate programs in the following order:

1. Federal Unsubsidized Stafford Loans
2. Federal Subsidized Stafford Loans
3. Federal Parent Loan for Undergraduate Students (PLUS Loan)
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant

**Post-withdrawal disbursements**

If an eligible student receives less Federal Student Aid than the amount earned, the school will calculate the amount of aid that was not received. The school will post, based on Federal guidelines, any available grant funds before available loan funds. Available grant or loan funds refer to Title IV program assistance that could have been disbursed to the student but was not disbursed as of the date of the institution's determination that the student withdrew. In accordance with Federal Regulations, **the school must obtain written confirmation from a student, or parent for a parent PLUS loan, before making any disbursement of loan funds from a Post-withdrawal disbursement.**

If applicable, refunds to Title IV programs will be made within 45 days of the date the student is determined to have withdrawn. Notification will be sent to the students of all refunds made. Upon request, the institution will make readily available to enrolled and prospective students copy of this Federal Return of Title IV Refund Policy.

A student who withdraws prior to completing more than 60% of the term will earn a percentage of the Title IV aid awarded based on the number of calendar days from the start of the term to the last date of attendance in the term. The student's withdrawal date is the date the institution determined the student was no longer attending. Please see the *Institutional Refund Policy*.

The formula for calculating the percentage of Title IV earned is as follows:

**In a credit hour program –** The number of days from the start date to the last date of attendance in the term divided by the total days in the term equals the percentage of aid earned.

The percentage of aid earned is then multiplied by the total Title IV Aid disbursed or could have been disbursed to equal the amount of aid the student actually earned.

All unearned portions of federal aid are returned to the appropriate programs in the following order:

1. Federal Unsubsidized Stafford Loans

2. Federal Subsidized Stafford Loans
3. Federal Parent Loan for Undergraduate Students (PLUS Loan)
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant

### Post-withdrawal disbursements

If an eligible student receives less Federal Student Aid than the amount earned, the school will calculate the amount of aid that was not received. The school will post, based on Federal guidelines, any available grant funds before available loan funds. Available grant or loan funds refer to Title IV program assistance that could have been disbursed to the student but was not disbursed as of the date of the institution's determination that the student withdrew. In accordance with Federal Regulations, **the school must obtain written confirmation from a student, or parent for a parent PLUS loan, before making any disbursement of loan funds from a Post-withdrawal disbursement.**

If applicable, refunds to Title IV programs will be made within 45 days of the date the student is determined to have withdrawn. Notification will be sent to the students of all refunds made. Upon request, the institution will make readily available to enrolled and prospective students copy of this Federal Return of Title IV Refund Policy.

The Technology Fee and Retake Fee are non-refundable. The institutional refund policy generally allows the institution to earn 100% of the institutional charges from students who complete 67% or more of the term. The student's withdrawal date is the date the institution determined the student was no longer attending. The institution may take up to 14 days from the last date of attendance to make the determination that the student was no longer attending.

If applicable, refunds to agencies, private loans, scholarships, and to the student will be made within 45 days of the date the student is determined to have withdrawn. Notification will be sent to the students of all refunds made.

| Last date of attendance as % of the payment period for which the student was obligated | Portion of tuition and fees obligated and charged that are eligible to be retained by the institution |
|---|---|
| 1st week of class (if submitted in writing) | 0% |
| After 1st day but still within 10% (if written withdrawal not submitted within 1st week of class) | 10% |
| After 10% but still within 25% | 50% |
| After 25% but still within 50% | 75% |
| After 50% | 100% |

Although the staff cannot advise students on when to withdraw from their program the students are encouraged to become familiar with the refund policies, make their own decisions and take the appropriate actions.

Upon request, the institution will make readily available to enrolled and prospective students copy of this Institutional Refund Policy.

### Maryland Residents Refund Policy:

The minimum refund that Brookline College will pay to a Maryland resident who withdraws or is terminated after completing only a portion of a term/payment period is as follows:

| Portion of Term Completed as of Date of Withdrawal or Termination | Tuition Refund |
|---|---|
| Less than 10% | 90% refund |
| 10% up to but not including 20% | 80% refund |
| 20% up to but not including 30% | 60% refund |
| 30% up to but not including 40% | 40% refund |
| 40% up to but not including 60% | 20% refund |
| More than 60% | No refund |

In cases where the refund policy of a state differs from the Institutional Refund Policy, students receive the more favorable refund.

### Nursing Assistant Refund Policy:

Students in the nursing assistant program will fall under this refund policy:

| Portion of Term Completed as of Date of Withdrawal or Termination | Tuition Refund |
|---|---|
| Drop on or before 1st day of class | 100% refund |
| Drop after 1st day of class – End of week 1 | 50% refund |
| Drop after start of week 2 – End of week 2 | 25% refund |
| Drop after start of week 3 – End of week 5 | 0% refund |

### New Mexico Residents Cooling Off Period:

Students who have signed an enrollment agreement and/or made an initial deposit are entitled to a cooling off period of at least three workdays from the date of signature and/or deposit to withdraw and all payments shall be refunded.  Pursuant to 5.100.2.20 (A) NMAC.

Textbooks, materials and supplies which have been removed from their original packaging cannot be returned for a refund and/or adjustment, regardless of condition.

### Return of Tuition Assistance for Military Students

The College abides by the Department of Defense policy, which stipulates that the Institution must refund the unearned portion of Tuition Assistance (TA) for students who withdrew from their program.

For payment periods with TA "payments/paid benefits/disbursement" received:

- Students withdrawing from the College after the cancellation period will receive a pro rata unearned TA refund if the student has completed 60% or less of the scheduled days in the program's payment period through the last day of attendance.
- If the student has completed more than 60% of the payment period of attendance for which the student received TA benefits, the TA is considered earned, and the student will receive no unearned refund.

This policy ensures that the College meets all compliance standards regarding the refund of TA when students change their enrollment status to withdrawn. Additionally, this policy aligns with standard practices for institutions that offer military tuition assistance to ensure that funds are refunded in a manner consistent with federal guidelines.

## 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 N. Market Blvd., Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are 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 or 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 even that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## SCHOLARSHIPS & GRANTS

All institutional scholarships and grants are offered with the expectation that students will enroll on a full-time basis and remain enrolled for the semester, term or payment period for which they were intended. If a student is enrolled less-than-full time in any semester or term, the award will be forfeited for that payment period*.  Estimated offers will be disbursed to student accounts at the end of each semester, term, or payment period, and will be proportionately reduced for students who withdraw prior to completion. For withdrawals, the estimate will be reduced by the percentage specified in the institutional pro-rata refund policy.

*except for Yellow Ribbon Program match

### Alumni Grant MA – PN or BSN

This grant is available to graduates of Brookline College’s Medical Assisting (MA) program who enroll in either Brookline College’s pre-licensure Practical Nursing (PN) program or Bachelor of Science in Nursing (BSN) program. This grant is awarded based on financial need and requires the completion of the Free Application for Federal Student Aid (FAFSA). Financial need is defined as (Cost of Attendance – Estimated Financial Assistance – Student Aid Index).

The maximum amount of this grant is $1,200, awarded proportionately each term or semester. There is no cash value for this grant. Students who withdraw prior to completing the program will forfeit unearned amounts. This grant may only be used once, either for the PN or BSN program, but not both.

### Alumni Grant PN – BSN

This grant is available to graduates of Brookline College's pre-licensure Practical Nursing (PN) program who enroll in Brookline College's Bachelor of Science in Nursing (BSN) program. This grant is awarded based on financial need and requires the completion of the Free Application for Federal Student Aid (FAFSA). Financial need is defined as (Cost of Attendance – Estimated Financial Assistance – Student Aid Index).

The maximum amount of this grant is $10,000, awarded proportionately each semester ($5,000/$5,000). There is no cash value for this grant. Students who withdraw prior to completing the program will forfeit unearned amounts.

### Alumni Grant: ST/PT/OT to BSN

This grant is available to graduates of Brookline College's Associate Degree programs in Surgical Technology, Physical Therapy, or Occupational Therapy who enroll in Brookline College's Bachelor of Science in Nursing (BSN) program. This grant is awarded based on financial need and requires the completion of the Free Application for Federal Student Aid (FAFSA). Financial need is defined as (Cost of Attendance – Estimated Financial Assistance – Student Aid Index).

The maximum amount of this grant is $5,000, awarded proportionately each semester. There is no cash value for this grant. Students who withdraw prior to completing the program will forfeit unearned amounts.

### Brookline BSN Merit Scholarship

Merit-based scholarship available for students enrolled in the BSN program at Brookline College who do not reside in Arizona and who have earned a score of 64 or above on the Test of Essential Academic Skills (TEAS) entrance test or 66 on the HESI A2. The score must be earned within 24 months prior to program start date.

The scholarship will be awarded proportionately each semester as noted below. Students must maintain full-time enrollment to receive the scholarship. Full-Time enrollment is a minimum of 12 credits per semester.

Award Amount per full-time semester: $2,225. Max Scholarship $20,025

Students must remain continuously enrolled, maintain a full-time schedule (12+ credits), and meet Satisfactory Academic Progress standards as detailed in the student catalog. Students who withdraw without completing the program will forfeit future semester awards.

To apply, students must submit an application to the campus Financial Aid Office. This scholarship may not be combined with any other institutional tuition reduction programs.

### Healthcare Opportunity Grant

Need-based grant available for students who have limited access to external lending options. Students must demonstrate need by exhausting federal funding options and private loan denial(s) prior to the start of the academic year.

Awards offered per academic year but may be renewed for subsequent academic years if student maintains minimum 2.5 CGPA and applies for renewal federal aid and private loan. Funds are limited. Award amounts may vary based on unfunded gap and availability of funds. Unfunded gap determined

based on actual tuition and fee charges for the academic year less other sources of eligible aid. To apply, students must submit an application to the campus Financial Aid Office detailing their efforts to obtain external funding. Applications will be reviewed by committee which will include representation from the academic, operations, and finance departments. Committee decisions are final and may not be appealed. Not all who apply will receive an award. This grant may not be combined with any other institutional tuition reduction programs. Award amounts may vary based but will not exceed $2,500 per academic year.

### MA Summer Bridge Grant

This grant is available to students who enrolled in the Medical Assisting program at Brookline College prior to August 15, 2026. It is intended to bridge the difference between the tuition rate on enrollment agreements signed for September 2026 start cohorts prior to the published rate increase effective 9/1/26. The amount of the grant is $3,361. Grant amounts will be disbursed proportionately for each payment period. There is no cash value for this grant. Students who withdraw prior to completing the program will forfeit unused disbursements.

### Prior Education Grant

The College provides grant credit for prior learning for students entering the Practical Nursing program at the College. To receive the grant, students must provide appropriate documentation of prior learning to the campus Registrar prior to starting the program. The total grant amount shown below will be awarded proportionately each term. There is no cash value for this grant. If a student withdraws prior to program completion, unearned portions of the grant will be forfeited.

| Prior Education | Total Grant Amount | Notes |
|---|---|---|
| CNA | $265 | Based on foundational clinical expedience |
| Partial BSN | $500 | For students with select BSN coursework (≤ 7 credit hours) |
| Extensive BSN | $750 | For students with multiple aligned BSN courses (≥ 8 credit hours) |

### Yellow Ribbon Program

Brookline College is committed to assisting Veterans succeed in higher education. Brookline offers Yellow Ribbon funding to qualifying Post-9/11 GI Bill funded students enrolled at our campuses. The program matches contributions by the Department of Veterans Affairs to cover all tuition and required fees not fully covered by the Post-9/11 GI Bill® for admitted students who are classified in the VA's maximum benefit category of eligibility. Contact your campus Financial Aid Office for more information.

## 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. Acceptable forms of proof include:

- Copy of a US High School Diploma or transcript from a state approved or US Department of Education approved school*
- Copy of a G.E.D. certificate
- Copy of homeschooling completion certificate
- Copy of an 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 and 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 and Credential Records, Evaluation and 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/<br>See website for list of approved evaluators |
| National Association of Credential Evaluation Services (NACES) | www.naces.org<br>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

### 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

### Applicants with a Deferred Action for Childhood Arrivals (DACA) Immigration Status (C33)

As of the date of this publication, current law in the state of New Mexico allows individuals with a Deferred Action for Childhood Arrivals (DACA) immigration status (C33) to apply for or become licensed in the state. Therefore, DACA recipients are eligible to enroll in educational programs at the Brookline College campus in New Mexico which lead to professional state licensure. However, Brookline College cannot guarantee that the law will remain the same during the duration of your program or upon graduation. In addition, most states currently prohibit DACA recipients from becoming licensed; therefore, if you leave New Mexico, there is a probability that you will not be able to be licensed in the state you choose to move to.

Current law in the state of Arizona does not allow individuals with a Deferred Action for Childhood Arrivals (DACA) immigration status (C33) to apply for or become licensed in the state. Therefore, DACA recipients are not eligible to enroll in any educational program at the Brookline College campuses in the state of Arizona which leads to professional state licensure, which includes the Bachelor of Science in Nursing 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 seven (7) or more calendar days from the first attempt.
- An applicant failing the second attempt may retake the exam beginning sixteen weeks (16) from the first.
- An applicant failing the third attempt may re-apply to the college after one full year from the first attempt.
- An entrance exam attempted after one full year from the first attempt will be treated as a new "first attempt" such that the retake policy will apply from step 1 again.

Students applying for enrollment in certain programs (see below) must achieve a passing score on the "Scholastic Level Exam – Q" (SLE-Q). Passing scores are as follows:

| Programs | Minimum Score |
|---|---|
| Occupational Therapy Assistant | 18 |
| Practical Nursing | 17 |
| Surgical Technology | 16 |

### Bachelor's Degree Programs

Additionally, applicants may be considered for enrollment into a Bachelor's degree program to complete the 3rd and 4th academic years, if they meet the following criteria:

1. The applicant must have completed an Associate degree with a minimum of 60 semester credits or 90 quarter credits from a nationally or regionally accredited school recognized by the U.S. Department of Education or the Council for Higher Education Administration.
2. Coursework completed must have earned a minimum of a "C" grade.
3. The applicant must have earned at least a 2.0 grade point average (GPA) on a 4.0 scale.
4. If the conferred degree is not in a related field of study, the student may be required to take additional courses to satisfy program requirements. The number of courses and their discipline is dependent upon a thorough review of the student's transcripts.
5. If the conferred degree does not contain a minimum of 15 semester credits or 22.5 quarter credits in general education courses, the student will be required to take general education courses to satisfy the General Education requirement.

Each Associate degree will be reviewed to ensure the above criteria has been met. Though there is no time limit to accepting an Associate degree as a bulk transfer into a Bachelor's degree program, the student may be required to take additional courses. This is at the discretion of the Director of Education or another official designee.

### Master's Degree Programs

All applicants enrolling into a Master's degree program must have evidence of completion of a Baccalaureate degree from an institution accredited by an accrediting agency recognized by the U.S. Department of Education.

### Interview

All applicants must have a personal interview with Brookline College admissions representative. During this interview, a potential student's eligibility is confirmed, and career goals are discussed, identified, and matched with potential educational objectives.

**Online / Hybrid Program Applicants** must meet all applicable criteria listed in the *Admissions* section of this catalog. In addition, all online / hybrid program applicants must meet the online computer requirements and complete the online New Student Orientation Tutorial course in the learning management system, before beginning any credit earning courses.

### Distance Education Consortium Agreement

Brookline College allows students enrolled in a program of study to complete coursework at Brookline College Campus and/or through distance education under the Distance Education Consortium Agreement. Students who are enrolled as a blended student at a campus, must take at least one course at their "Home" institution. The "Home" institution is defined as the institution that awards the academic degree. The coursework completed at the "Host" institution will be included in the program coursework used to award the degree from the "Home" institution. For more information on this agreement, please see the Director of Education at your institution.

### Non-Degree Seeking (NDS) Students

Occasionally an individual wish to take single courses at Brookline College without seeking admission as a student desiring to pursue a degree or diploma objective. Such a student may enroll for a single course as a 'Non-Degree Seeking' (NDS) student, and must provide proof of completion of 12th grade education prior to the class start date (as described earlier in the general Admittance Requirements section of the catalog).

Such non-degree seeking students are not eligible for any form of financial assistance. They must comply with all policies and procedures contained in the College Catalog. Re-enrollment as a non-degree seeking student may be denied if the student's GPA falls below 2.0. A maximum of 12 semester credits taken as a non-degree seeking student may be applied toward a Brookline College degree or diploma, however taking courses as a non-degree seeking student does not constitute admission to a program or imply later, applicability of those courses toward a degree or diploma. See Credit for Previous Education section of the College Catalog for transfer credit policies.

Tuition charges for non-degree seeking students are based on total credit hours. All tuition and fees must be paid in full within the add/drop period. Cost per credit is $400, up to 12 semester credits, plus fees and materials.

### 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 college educational program.

### Proof of English Language Proficiency

All international student applicants must provide Brookline College with proof of English language skills to pursue enrollment with the College. International students can either: a) provide, in the form of official transcripts, successful completion of coursework from an accredited high school or English language school certified with SEVP, b) take either of the approved proficiency exams. The TOEFL (Test of English as Foreign Language) and IELTS (International English Language Test System) are the approved proficiency exams. The assessments are used only as a tool to assist students in academic success, not as an admissions standard. Students will be admitted under the Eligibility section under Admittance Requirements policy for the College.

If the native language of the international student is English, then the student is not required to complete any assessments.

### Financial Affidavit or Proof of Financial Support

International students must provide proof of financial support or financial affidavit that tuition and living expense can be covered. The following are acceptable proofs:

- Bank statements or letters from sponsors showing said evidence that tuition can be covered including living expenses for a minimum of one (1) year.
- Completed financial affidavit signed by the prospective international student and sponsor(s).

### Transfer of Credits from Postsecondary School

International students requesting transfer of credits from a postsecondary school must have official transcript evaluated and translated (if applicable) from a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators, Inc. (AICE).

### Course Enrollments

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

Note: Applicants who are missing required science general education prerequisites may complete the College's approved general education science courses at a tuition rate of $250 per credit hour. Please see Tuition and Fees section of the Catalog. These courses are not eligible for financial aid.

* General Education Course Enrollment for ABSN, ST, OTA, PTA: $250.00/ per credit and book charges may apply

### Benefits for Military Students and Family

Brookline College offers a great reduction in tuition to military, members, veterans, and dependents. A reduced cost per credit has been set up for those students that meet the criteria of military or veteran affairs.

*Students enrolling into an Undergraduate degree receive a 20% reduction in tuition.  Technology fees and other fees are not included in the tuition pricing.

**This tuition benefit does not apply to the following programs:*

*-Bachelor of Science in Nursing*

*-Bachelor of Science in Nursing for Baccalaureate Degree Graduates*

*-Master of Science in Nursing*

*-Master of Science in Nursing- Health Systems Administration*

*-Diploma and certificate programs*

Students are required to submit proof of military service by one of the following documents:

- Letter from Commanding Officer
- DD-214 (Discharge of Duties)
- VA Letter Certifying Military Service
- Benefit Documentation (TA form, COE, VA from 1905)
- Copy of Military Orders
- Military Transcripts

### Tuition Benefits

Tuition Benefits – whether military, employee partnership, corporate partnership, or other discount – cannot be used in conjunction with any other institutional tuition benefit.

### 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 on their application for enrollment. Student location is used for state authorization purposes and may differ from the student's state of legal residence. Subsequent to initial enrollment, student location will only be updated after a formal receipt of a change of location. Formal receipt is when a student provides notice to the college by submitting an address change on the student portal at https://unitekregistrarsupport.zendesk.com/hc/en-us

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.

Students seeking enrollment for a program in a licensure or certification are made aware of any restrictions to licensure or certification through the general disclosures which are included on the College's website and during the enrollment process. These disclosures include:

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.

Students who are not located in a state in which a Unitek Learning institution is authorized to enroll students or is otherwise exempt from authorization will not be enrolled. Additionally, the College does not enroll prospective students who are physically located in a state where the College has determined a program does not meet the state educational requirements for licensure or credentialing.

If an enrolled student relocates to a state where the College has determined that the program's curriculum does not meet licensure or credentialing requirements; the College will directly disclose to the student that completion of that program will not be sufficient to meet licensure or certification requirements within 14 calendar days after a determination that the student's location has changed to another state. The College will also directly disclose to students, within 14 calendar days, if it has determined that the program no longer satisfies the original determination of meeting state requirements made at the time of enrollment and will result in the student being withdrawn from the College. Students who are withdrawn from the College due to relocation will be subject to all applicable tuition and financial aid refund policies, as detailed in the "Refund Policy" section of the catalog.

## 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

** *May not be compatible with all educational program applications.*

### 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 (A.A.S)

In addition to General College Admission Requirements:

Up to 24.5 semester hours may be transferred into the program from an Allied Health diploma program completed at an accredited institution. Official transcripts documenting the conferral of an Allied Health diploma program must be provided. Students holding Allied Health diplomas with less than 24.5 semester credit hours will be required to select from identified electives to meet the requirement for completion of 61.5 semester credit hours for graduation.

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

In addition to the school's general admissions policies, applicants to the pre-licensure Bachelor of Science in Nursing program must meet the following requirements (all campuses):

Applicants may qualify for admission by meeting any one of the following pathways:

### 1. Readiness Assessment Pathway

- HESI A2 weighted composite score of 65% or higher
  OR
- TEAS composite score of 58.7 or higher

### 2. Academic Achievement Pathway

- High school cumulative GPA of 3.0 or higher
  OR
- Completion of at least 24 college credits with a cumulative GPA of 2.5 or higher
  OR
- Completion of at least 12 science credits with a cumulative science GPA of 2.5 or higher
  OR
- Completion of a bachelor's degree in a related field

### 3. Combined Assessment Pathway

- HESI A2 score of 60–64.9
  OR
- TEAS score of 55–58.6
  AND
- High School GPA of 2.75 or higher

GED credentials are accepted.

### Educational Attainment

- Bachelor of Science in Nursing applicants must have a high school diploma, evidence of completion of a home-schooling program, or a General Education Development (GED) certificate as recognized by the US Department of Education presented to the admissions representative.
- Applicants with a previously-conferred Bachelors degree may apply for a "bulk" credit transfer of 28 semester credits. Such applicants must have a conferral of a baccalaureate degree and have official transcripts from all colleges attended including that which documents the conferral of the baccalaureate degree and completion of all required pre-requisite courses.
- In order to be accepted into the "Accelerated BSN" (ABSN) track, an applicant must transfer 53 semester credits (including all required General Education courses) via bulk transfer as described above or through course-by-course transcript evaluation.

### Bachelor of Science in Nursing (BSN) Admissions Requirements

### Entrance Assessment Exams – TEAS & HESI A2 (AZ Campuses):

### TEAS Exam:

Applicants for Arizona programs who have previously taken the TEAS exam may use those scores for admission consideration if the exam was taken within twenty-four (24) months of the tentative

program start date. TEAS exams taken at any authorized ATI-proctored location will be accepted for review according to the admission requirements.

Applicants who wish to take the TEAS exam through the College will be allowed three (3) attempts within a twelve (12) month period.

### HESI A2 Exam:

The HESI A2 exam assesses basic knowledge in Science, Reading Comprehension, Math, and Vocabulary.

| SUBJECT | WEIGHT |
|---|---|
| Anatomy and Physiology | 5% |
| Reading Comprehension | 35% |
| Vocabulary and General Knowledge | 35% |
| Math | 25% |

### HESI A2 Exam (New Mexico campus only)

Applicants to the Bachelor of Science in Nursing (BSN) program at the New Mexico campus must have a high school or college cumulative GPA of 2.75 and a minimum weighted composite score of 60% on the HESI A2 Admissions Exam. GPA requirements will be waived if the HESI A2 weighted composite score is ≥ 75% or if the applicant is a graduate of a healthcare program from Eagle Gate, Provo College, Unitek College, Unitek Training, or Brookline College. GED's are also accepted.

The HESI A2 exam will assess basic knowledge in Science, Reading Comprehension, Math and Vocabulary. The College uses a weighted scoring system to calculate the composite score:

| Subject | Weight |
|---|---|
| Anatomy and Physiology | 5% |
| Reading Comprehension | 35% |
| Vocabulary and General Knowledge | 35% |
| Math | 25% |

### HESI A2 Retake Option Through the College:

- Applicants who after their first attempt do not meet admission requirements on their first HESI A2 attempt may re-take the HESI A2 exam as a second attempt 7 or more calendar days after their first attempt.
- Applicants scoring below 60% on their second attempt are not admitted to the program
- Applicants who after their second attempt do not meet admission requirements may attempt a

third attempt offered 16 weeks or more after the first attempt.

- A fourth attempt may be offered 12 months from the first attempt.
- The weighted scoring system will be applied to each attempt.

### Total Retake Options Through the College:

**The College will allow no more than three total test attempts (TEAS and HESI A2) through the College. As an example, if the College administers the first entrance exam attempt of the TEAS exam and the second exam attempt is on the HESI A2 exam, these will be considered two attempts.**

### 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. Clear results are defined as not including any of the following:

- Any inclusions on sex offender registries or any sex-related offenses
- Any inclusions on the Homeland Security watch list or any Federal exclusion lists
- Felony Convictions (of any type or age of the conviction)
- Warrants that exist within any state
- Misdemeanors (of any age) that include violent crimes, deadly conduct, fraud, concealed weapons, sex crimes, murder, attempted murder, abduction, assault, identify theft, robbery, arson, extortion, burglary, pandering, abuse/neglect of any vulnerable population, harassment/threats, indecent exposure, stalking, trespassing, terrorism, illegal drug substances, any crime against a person/ their property, or aggravated DUI.
- **ANY misdemeanors within the past 3 years** (unless attorney letter stating that expungement is in progress)
- **Misdemeanors involving drugs or alcohol within the past 7 years**

### Interview

Personal interview with a representative of Brookline College.

### Clinical and Immunization Requirements

The clinical and immunization requirements for the Bachelor of Science in Nursing (BSN) Program assist in decreasing risks and ensuring student and patient safety. During the nursing course, students will be rotating at a clinical site that requires completion and supporting documentation of the certain requirements. There are no exceptions to these clinical and immunization requirements.

All students must provide proof of clinical and immunization requirements before their on-ground course start date. Failure to comply with the clinical and immunization requirements may result in losing your seat in the BSN Core Program.

If accepted, all nursing students will need the following at least one month before beginning clinical experiences:

- MMR (Measles/rubeola, mumps, rubella)
  - Required to have two-step MMR with at least one being titers
- Varicella
  - Required to have two step Varicella with at least one being titer
- Tetanus/Diphtheria/Pertussis (Tdap)
  - A one-time adult dose of Tdap (age 19 or older) followed by a Td booster every 10 years.
- Tuberculosis (TB) – 2 step
  - Must be 1-3 weeks following the initial. Any positive requires a CXR showing 'clear' with a note from the physician stating you are free of active TB disease symptoms.
- Hepatitis B
  - Proof of completion of three (3) Hepatitis B injections or HbsAB antibody titer
- Influenza Vaccine (10/1 – 3/31)
- COVID-19 vaccination (all doses)
- CPR-BLS (Basic Life Support) with American Heart Association Guidelines
- Fingerprint Clearance Card – Level 1
- Negative Drug Screen – Pick up the authorization form from the front desk of the nursing department.

It is the responsibility of each nursing student to obtain these required immunizations one month prior to the first clinical experience. Failure to obtain such immunizations may result in a student not having clinical placement and therefore unable to complete a clinical course. All students are encouraged to begin now getting immunizations completed so when the time comes, they have all of their documentation to turn in to the clinical coordinator.

## SCREENING APPLICANTS WITH A HISTORY OF PREVIOUS NURSING PROGRAM DISMISSAL

Applicants will be asked to complete a form used to identify reasons for dismissal. Four categories will be used (1) course grades, (2) work life/family issues, (3) professional conduct, and (4) other – applicant to provide a written explanation for dismissal related to "other". Disclosure of dismissal reason does not guarantee admission or denial to the nursing program. Admission to the program will be determined based on the applicant's reason for dismissal and a personal interview with the Dean of Nursing or Dean designee. If the applicant is granted admission into the nursing program, mandatory meeting with his or her faculty advisor is required and will be monitored by the Dean of Nursing for compliance. The purpose of this additional monitoring is to assist the student in being successful in their program, aiding in time management, referrals to resources (i.e. tutoring), and guiding the student in the transition back into school.

## ESSENTIAL FUNCTIONS

All nursing students must meet the following **MINIMUM** mental and physical qualifications throughout **the *onsite BSN*** nursing program:

- Frequently work in a standing position and do frequent walking.
- Lift and transfer patients up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
- Lift and transfer patients from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
- Physically apply up to 10 pounds of pressure to bleeding sites, or in performing CPR.
- Respond and react immediately to auditory instructions/requests/monitor equipment and perform auditory auscultation without auditory impediments.
- Physically perform up to a twelve-hour clinical laboratory experience.
- Perform close and distance visual activities involving objects, persons, and paperwork, as well as discriminate depth and color perception.
- Discriminate between sharp/dull and hot/cold when using hands.
- Perform mathematical calculations for medication preparation and administration.
- Communicate effectively, both orally and in writing, using appropriate English grammar, vocabulary and word usage.
- Make appropriate and timely decisions under stressful situations.

In carrying out the nondiscrimination policy of the Department of Nursing with regard to students and applicants with disabilities, the Department of Nursing will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be considered through the Dean's office.

*Strict regulations for background checks exist for the safety of the public and the patients being cared for by Registered Nurses. The Arizona State Board of Nursing is required to deny applications from those persons who have a felony or undesignated offense conviction (< 5 years). Other types of offenses (theft, DUI, Drug charges, etc.) may also result in the Board denying a license to a nursing graduate. In addition, many local hospitals require stringent background verifications before attending clinical. Failure or a background check for clinical would disqualify a student from attending that clinical and thus, attending and completing the nursing program. For these reasons, Brookline College nursing program adheres to the same stringent requirements to ensure community and patient safety.

## ADMISSIONS: OCCUPATIONAL THERAPY ASSISTANT (A.A.S.)

In addition to General College Admission Requirements, to be considered for enrollment in the Occupational Therapy Assistant (OTA) program applicants must:

1. Score of at least 18 on the "Scholastic Level Exam -Q" (SLE-Q).
2. Submit a written application that includes documentation of experience, professional references, writing a personal statement, and answering questions about an assigned video.
3. Complete a formal interview with the OTA leadership team.

4. Complete medical clearance including documentation of a negative drug screen and submit proof of immunization requirements including the covid vaccine. The clinical and immunization requirements for the OTA Program assist in decreasing risks and ensuring student and patient safety. During the OTA program, students will be rotating at clinical sites that require complete and supporting documentation of immunization requirements. There are no exceptions to these clinical and immunization requirements. All students must provide proof of immunization and drug screen requirements by the end of the students first semester of the OTA program. Failure to comply with this requirement may result in losing your seat in the OTA Core Program. Students need the following:
    - MMR (Measles/ Mumps/ Rubella)
    - Varicella
    - Tdap (Tetanus/ Diphtheria/ Pertussis)
    - Hepatitis B
    - Covid 19
    - Influenza Vaccine (October-March)
    - TB test or negative chest x-ray
5. Complete criminal background check with “clear” status status no later than the 7th day of the students first semester. A clear criminal background check is required to attend clinical courses. Students failing to obtain a clear criminal background check may be terminated from the program. Clear results include an absence of the following:
    - Any inclusion on sex offender registries or any sex related offenses
    - Any inclusions on the Homeland Security watch list or any Federal exclusion list
    - Felony convictions (of any type of age of the conviction)
    - Warrants that exist within any state.
    - Misdemeanors that include violet crimes, deadly conduct, fraud, concealed weapons, sex crimes, murder, attempted murder, abduction, assault, identity theft, arson, extortion, burglary, abuse/neglect of any vulnerable population, harassment, stalking, terrorism, or aggravated DUI.
    - In Arizona, students must also submit a fingerprint clearance check card.
6. Maintain current healthcare provider CPR certification.

## ADMISSIONS: PHYSICAL THERAPIST ASSISTANT PROGRAM

In addition to the General College Admission Requirements, applicants must meet the requirements below to enroll in the program. 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.
    1. A minimum TEAS score of 58.7% is required.

2. The minimum GPA of 2.5 on previous college course work is required. If the student does not have 12 college credit hours, the high school GPA is used.
3. Prospective students that do not work in a rehab/physical therapy environment are required to complete 30 hours of observation at any physical therapy setting(s) and submit the PTA Clinical Observation found on the program website.

### 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.

### Clinical and Immunization Requirements

The clinical and immunization requirements for the Physical Therapist Assistant Program assist in decreasing risks and ensuring student and patient safety. During the PTA program, students will be rotating through clinical sites that require completion and supporting documentation of the requirements. All students must provide proof of immunization requirements before the end of the 3rd semester.

These requirements include:

- MMR (Measles/rubeola, mumps, rubella)
- Varicella
- Tetanus/Diphtheria/Pertussis (Tdap) within the last 10 years.
- Tuberculosis (TB) – 2-step Must be 1-3 weeks following the initial. Any positive requires a CXR showing 'clear' with a note from the physician stating you are free of active TB disease symptoms.
- Hepatitis B vaccination series of 3 doses
- Annual Seasonal Influenza Vaccine
- COVID-19 vaccination
- CPR-BLS (Basic Life Support) with American Heart Association Guidelines
- Fingerprint Clearance Card – Level 1
- Negative Drug Screen

### Essential Functions:

Students are required to be physically and mentally able to provide safe patient interventions in

clinical practice settings. Students are expected to participate fully in all activities required by the physical therapist assistant program. This includes, but is not limited to, the following abilities:

- Lifting 50 or more pounds
- Performing psychomotor skills necessary for carrying out physical therapy interventions
- Possessing sufficient hearing, visual acuity, and depth perception to perform physical therapy interventions.
- Lifting, moving, and operating equipment used in the treatment of patients.
- Possessing psychological stability to perform physical therapy interventions safely and effectively in stressful situations and to exercise critical thinking, reasoning, and judgment in patient intervention situations

## ADMISSIONS: PRACTICAL NURSING PROGRAM

1. A score of at least 17 on the "Scholastic Level Exam – Q" (SLE-Q).
2. A clear criminal background check*
3. Completion of an interview with the Program Director or Designee with a passing score.
4. A physical examination, including immunizations and TB testing, must be completed within the three (3) months prior to the start date of the first clinical rotation in Semester 2 of the program. The examination must be conducted by a licensed physician, licensed physician's assistant or nurse practitioner establishing sound health.
5. Attendance in two academic orientation sessions prior to the programs start date.

**Please note:**

- A student enrolled in the PN program must attend mandatory orientation sessions which will be scheduled prior to beginning the program. If a student does not attend these sessions, the student's enrollment will be cancelled. Details regarding academic orientations attendance are available from your Admissions Representative.
- Although a student can begin the Practical Nursing program at age 17, he/she must be 18 years of age on or before the start date of clinical rotations

* 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 they will be withdrawn, if the background check is returned without being deemed "clear".

## 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 may 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 elect not to be vaccinated, you may not be able to continue in your educational program as placement is not guaranteed. Please see Academic Leadership for additional information on site requirements and required immunizations.

## 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.

Students in the following programs must complete a background check as part of the college admission process:

- Bachelor of Science in Nursing for Baccalaureate Degree Graduates
- Associate of Applied Science in Occupational Therapy Assistant
- Associate of Applied Science in Physical Therapist Assistant
- Associate of Applied Science in Surgical Technology
- Diploma in Practical Nursing
- Diploma in Sterile Processing

Certain programs require background check prior to externship, these are site specific and vary by program. Students are responsible for the cost associated with background checks* that are linked to externship sites. The cost to the students will vary based on the level of background checks the site is

requiring.

**The Surgical Technician and Sterile Processing programs excluded.*

All students must acknowledge that any negative activity that may appear on any background check completed on a student may prevent them from being placed at an externship/practicum/clinical site, thus preventing them from completing their program of study. They must further acknowledge that they understand that any information of this type that appears on any background check may also prevent them from working in their field of study or sitting for any certification/licensure examinations that may be available or a requirement of their field of study

Requirements of externship/practicum/clinical site partners as well as registration or certification requirements for taking and passing examinations are not controlled by the College and are subject to change by the controlling agency without notice to the College. As a consequence, the College cannot and does not guarantee that graduates will be eligible to take certification examinations, regardless of their eligibility status upon enrollment. Programs for which adverse backgrounds prohibit or are likely to prohibit placement at externship/practicum/clinical sites and/or certification/licensure includes but are not limited to: Dental Assistant, Nursing, Medical Laboratory Science, Physical Therapist Assistant, Occupational Therapy Assistant, Phlebotomy Technician, Patient Care Technician, Medical Laboratory Technician, and Surgical Technology. Applicants who have questions regarding how these issues may affect their externship/practicum/clinical placement and/or eligibility for certification/licensure should discuss this matter with the College prior to starting their program.

### ARIZONA

In the state of Arizona misdemeanors including the following may prohibit attendance at clinical rotation, cause a delay in licensure or result in a lack of eligibility for licensure:

- **Assault and Related Offenses:** Including but not limited to domestic violence, touch with the intent to injure, intentional touching, striking or contact with another person that is harmful or offensive whether or not injury occurs, battery, abuse, threat of violence or harm to somebody else, threatening and harassment, violation of an order of protection, attempt to do violence or harm, disorderly conduct, criminal damage, illegal possession or sale of weapon, other weapon laws violations;
- **Theft and Related Offenses:** Including but not limited to larceny, stealing, taking or the attempted taking of someone else's property without permission, receiving stolen property, identity theft, shoplifting, burglary, embezzlement, looting, robbery, trespassing, intrusion, fraud (theft by deception), criminal conversion, criminal bad check, unlawful entry;
- **Fraud, Deceit and Related Offenses:** Including but not limited to identity theft, mail fraud, credit card fraud, insurance fraud, welfare fraud, fraudulent schemes, misrepresentation;
- **Abuse, Neglect, Exploitation of a Child or Vulnerable Adult and Related Offenses:** Including but not limited to child abuse, elder abuse, abandonment, physical abuse, emotional abuse, extortion, endangerment, mistreatment;
- **Sexual and Related Offenses:** Including but not limited to rape, sexual abuse, molestation, unwanted touch, sexual harassment, pornography, prostitution, solicitation, fondling, sex with a

minor, incest, statutory rape, abduction, assault with intent to commit rape, indecent assault, contributing to the delinquency of a child involving sexual misconduct, sodomy, indecent exposure, indecent liberties with children, carnal knowledge of children, soliciting or enticing or otherwise communicating with a child for immoral purposes, vagrancy involving immoral or sexual misconduct;

- **Drug and/or Alcohol Related Offenses:** Including but not limited to driving under the influence of alcohol or drugs, prescription fraud, theft of drugs, sale of drugs, use of drugs, distribution of drugs, manufacturing, growing, possession of drugs, paraphernalia, public intoxication, liquor law violations;
- **Arson and Related Offenses:** Including the deliberate setting of a fire(s);
- **Animal Abuse, Cruelty and Related Offenses:** Including but not limited to causing unjustified injury or death to an animal.

In addition, while in the Brookline College Nursing program of study, conviction of any of the above will require Board of Nursing notification within 10 working days of charges being filed.

https://www.azbn.gov/discipline-and-complaints/defining-discipline

https://www.azbn.gov/discipline-and-complaints/reporting-criminal-charges

Strict regulations for background checks exist for the safety of the public and the patients being cared for by Registered Nurses. The Arizona State Board of Nursing is required to deny applications from those persons who have a felony or undesignated offense conviction (< 5 years). Other types of offenses (theft, DUI, Drug charges, etc.) may also result in the Board denying a license to a nursing graduate. In addition, many local hospitals require stringent background verifications before attending clinical. Failure or a background check for clinical would disqualify a student from attending that clinical and thus, attending and completing the nursing program. For these reasons, Brookline College nursing program adheres to the same stringent requirements to ensure community and patient safety.

### NEW MEXICO

In the state of New Mexico, misdemeanor charges are addressed on a case by case basis and may or may not be a cause for non-acceptance for clinical rotation attendance, a delay in licensure or a lack of eligibility for licensure.

https://nmbon.sks.com/uploads/files/Part_01_General_Provisions.pdf

### Drug Screen

Students may be subject to additional background checks, and possibly drug screening, at any time if requested by the College, a clinical facility, employer, or externship site. Failure to pass any background check or drug screen requested by the College, a clinical facility, employer, or externship site may prevent a student from going to that Externship or Clinical Site, may put their program completion at risk, and/or may be grounds for termination from the program. Clear background

checks are required for registration in clinical nursing courses. Should a student's educational progress be interrupted, a new background check will be required upon readmission to the program. A student may be denied access to clinical facilities based on offenses appearing on the criminal record even though such offenses may have occurred more than seven years ago.

## ACADEMIC POLICIES

Some programs may require licensure and/or certification for employment. Registration or certification requirements for taking and passing exams are not controlled by the College and are subject to change by the controlling agency without notice to the College. As a consequence, the College cannot and does not guarantee that graduates will be eligible to take certification exams, regardless of their eligibility status upon enrollment.

### Associate of Applied Science in Physical Therapist Assistant

In order to progress from semester to semester in the Physical Therapist Assistant program, students must complete and pass all coursework in all prior semesters (unless approved by the Program Director or Director of Education due to extenuating circumstances). Additionally, the following requirements must be met:

1. All skills assessments must be passed in 2 attempts, with a third attempt approved upon discretion of the Program Director.
2. All skills assessments within a course must be passed in order for the student to progress to the practical examination at the conclusion of the lab course.
3. All skills assessments and practical examinations must be passed in order for the student to progress to the next semester within the PTA technical courses.

Due to the nature of the program, failed courses may not be repeatable for significant periods of time. Failing or withdrawing from a course may alter a student's graduation date.

### Associate of Applied Science in Occupational Therapy Assistant

In order to progress from semester to semester in the Occupational Therapy Assistant program, students must complete and pass all coursework in all prior semesters (unless approved by the Program Director or Director of Education due to extenuating circumstances). Additionally, the following requirements must be met:

- All skills assessments must be passed in 2 attempts, with a third attempt approved upon discretion of the Program Director.
- All skills assessments within a course must be passed in order for the student to progress to the practical examination at the conclusion of the lab course.
- All skills assessments and practical examinations must be passed in order for the student to progress to the next semester within the OTA technical courses.

Due to the nature of the program, failed courses may not be repeatable for significant periods of time. Failing or withdrawing from a course may alter a student's graduation date.

### Bachelor of Science in Medical Laboratory Science

In order to progress from semester to semester in the Medical Laboratory Science program, students must complete and pass all coursework in all prior semester (unless approved by Program Director or Director of Education due to extenuating circumstances.)

Due to the nature of the program, failed courses may not be repeatable for significant periods of time. Failing or withdrawing from a course may alter a student's graduation date.

### Associate of Applied Science in Surgical Technology

In order to progress from semester to semester in the Surgical Technology program, students must complete and pass all coursework in all prior semesters (unless approved by the Program Director or Director of Education due to extenuating circumstances).

Due to the nature of the program, failed courses may not be repeatable for significant periods of time. Failing or withdrawing from a course may alter a student's graduation date.

Note: The followings programs are non-competency-based programs. These programs are meant to improve opportunities for individuals by providing graduates with a well-rounded curriculum that introduces them to general education and management theories to assist in their career advancement.

- Associate of Applied Science – Allied Health
- Bachelor of Science – Health Care Administration
- Bachelor of Science – Health and Wellness

## ACADEMIC TERMINOLOGY AND CLASSIFICATION OF STUDENT

Grading periods are defined within each program. Brookline College defines an **Academic Year** as a minimum of 30 weeks and 24 semester credits.

### Semester credit definitions are as follows:

15 hours lecture = 1 semester credit hour

30 hours lab = 1 semester credit hour

45 hours clinical = 1 semester credit hour

### Contact hours are defined as follows:

50 minutes of instruction = 1 contact hour

### Student Status:

12 credits or more per semester/payment period= Full time student

Fewer than 12 credits per semester/pay period= Less than full time student

Instructional methods may include one or more of the following: lecture, case studies, skills

demonstration, software exercises, role-play, brainstorming, problem-solving, research projects.

**For degree programs**, students will be required to spend a minimum of two (2) hours on out-of-class work for everyone (1) hour spent in the lecture portion of each class. Out-of-class work may include but is not limited to: reading assignments, library research and other types of assigned "homework" or projects. Course-specific details are outlined on the syllabus and topical outline for each course.

**For diploma programs**, students will be required to participate in in-class activities as well as complete out-of-class work. In-class work may include, but is not limited to, scheduled meeting times devoted to: lecture, laboratory/clinical skills practice, demonstrations and hands-on practice. Course-specific details are outlined on the syllabus and topical outline for each course.

## Course Numbering System and Sequence

- Allied Health Diploma programs are comprised of Modules.
- Associate degrees include 100- level and 200- level courses (i.e., lower division courses).
- Academic years three and four of the bachelor's degree are comprised of 300- and 400- level courses (i.e., upper division courses).
- Courses and modules may be taken in any order. Any exceptions are noted as prerequisites/co-requisites in the individual course description. A student may petition the Director of Education to permit an exception to a prerequisite/co-requisite rule. The prerequisite system, as listed in the course description section of this catalog, identifies the proper qualification of students for any given course. Course sequencing is based on prerequisites and scheduling options.

## Add/Drop Period

For all programs, the add/drop period is defined as the first week of the semester (ending Sunday midnight). All schedule changes for the full semester must occur during the add/drop period, which is defined as the first full week of the semester. During this period, students may add or drop classes, but may not withdraw from school without penalty. New students may be admitted during this period provided they attend at least one scheduled class during the add/drop period. Students will not be enrolled after the add/drop period.

## Termination Based on Failed Courses

Students may be terminated (dropped) based on the maximum allowable "Course Fails" or "Same-Course Fails" indicated below:

| Programs | Total Program Credits | Course Fails Resulting in a Drop | Number of Same Course Fails Resulting in a Drop |
|---|---|---|---|
| Medical Assistant (MA) Diploma | 27.5 | 3 | 2 |
| Allied Health (AH) Associate of Applied Science | 61.5 | 5 | 2 |

Students may be terminated (dropped) from the programs listed below based on failing 25% of the total program credits AND the number of same-course fails indicated below:

| Programs | Total Program Credits | 25% of the Total Program Credits | | Number of Same Course Fails Resulting in a Drop |
|---|---|---|---|---|
| Surgical Technology (ST) Associate of Applied Science | 71.5 | 18 | Credits | 2 |
| Occupational Therapy Assistant (OTA) Associate of Applied Science | 72 | 18 | Credits | 2 |
| Physical Therapist Assistant (PTA) Associate of Applied Science | 73 | 18 | Credits | 2 |
| Healthcare Administration – (HCA) Bachelor's Degree | 120 | 30 | Credits | 3 |
| Healthcare Administration (HCA) Master's Degree | 36 | 9 | Credits | 3 |
| Public Health (PH) Master's Degree | 36.5 | 9 | Credits | 3 |
| Health and Wellness (HW) Bachelor's Degree | 120 | 30 | Credits | 3 |

## 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, college-level AP courses, and vocational training during the enrollment process. All requests, including transcripts, must be received on or before the Friday prior to 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 to the campus designee, no later than the Friday prior to the first day of class. To be considered official, transcripts must be sent 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 official transcript translation (if applicable) and evaluation from a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES).*

Students are required to either submit official transcripts on or before the Friday prior to 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 on or before the Friday 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. Students who fail to submit official transcripts prior to the final day of the first term/semester may be denied transfer credit.

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.

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 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:

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

**Core Courses in 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 Courses in the Practical Nursing Program:**

- Minimum grade of “C” as calculated by the granting institution will be will be accepted.
- All core courses must be taken within the last year (1) year of program enrollment to be eligible for transfer credit.
- Any non non-core courses must be taken within the last seven (7) 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 Courses in the Bachelor of Science in Nursing Program:**

- 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
- 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 Courses in 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

### 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.

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) All Colleges | Allowed Retakes |
|---|---|---|---|
| BIO200 | Anatomy & Physiology I | 7 | 1 |
| BIO200L | Anatomy & Physiology I Lab | 7 | 1 |
| BIO215 | Anatomy & Physiology II | 7 | 1 |
| BIO215L | Anatomy & Physiology II Lab | 7 | 1 |
| BIO225 | Pathophysiology | 7 | 1 |
| CHM215 | General Chemistry | 7 | 2 |
| CHM2152L | General Chemistry Lab | 7 | 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 | 7 | 1 |
| MICL | Microbiology Lab | 7 | 1 |
| MTH100 | Intermediate Algebra | N/A | 2 |
| MTH215 | Statistics | N/A | 2 |

| | | | |
|---|---|---|---|
| NUT100 | Nutrition | 7 | 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 |

**PN**

| Course # | Course Name | Recency (in years) All Colleges | Allowed Retakes |
|---|---|---|---|
| BIO200 | Anatomy & Physiology I | 7 | 1 |
| BIO200L | Anatomy & Physiology I Lab | 7 | 1 |
| BIO215 | Anatomy & Physiology II | 7 | 1 |
| BIO215L | Anatomy & Physiology II Lab | 7 | 1 |
| MCT100 | Medical Terminology | 7 | 1 |
| NUT100 | Nutrition | 7 | 1 |
| PSY115 | Lifespan Development | N/A | 2 |

**OTA AAS, PTA AS and AAS, MLT AAS, ST AAS, AH AAS, HCA BS, HW BS**

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

| Course # | Course Name | Recency (in years) All Colleges | Allowed Retakes |
|---|---|---|---|
| BIO165 | Introduction to Biology | 7 | 1 |
| BIO200 | Anatomy & Physiology I | 7 | 1 |
| BIO200L | Anatomy & Physiology I Lab | 7 | 1 |
| BIO215 | Anatomy & Physiology II | 7 | 1 |
| BIO215L | Anatomy & Physiology II Lab | 7 | 1 |
| CHM215 | General Chemistry | 7 | 1 |

| | | | |
|---|---|---|---|
| ENG114 | English Composition | N/A | 2 |
| ENG100 | English Composition | N/A | 2 |
| ENG115 | Public Speaking | N/A | 2 |
| HA100 | Medical Terminology | 7 | 1 |
| MCR130 | Introduction for Microbiology | 7 | 1 |
| MH140 | College Algebra | N/A | 1 |
| 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 Occupational Therapy Assistant and 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.

- **Occupational Therapy Assistant (OTA) and Physical Therapist Assistant (PTA) Associate Degree Programs** – A maximum of 25% of the total credits within the program may be
  - Only credits for general education courses will be
- **Bachelor & Master's Degree Programs** – A maximum of 50% of the total credits within the program may be granted.
  - Credit for externship/practicum courses will not be

**Nursing Programs:**

- **Practical and Vocational Nursing Diploma Program:** A maximum of 29% of the program credits may be granted, with no more than 19% being general education credits and no more than 6% being core 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

- **Second Degree Bachelor of Science in Nursing (BDG) Program:** A maximum of 51% of the program credits may be granted towards the completion of the program, with no more than 46% being general education credits and no more than 5% being core nursing
- **Master's Entry Program in Nursing (MEPN):** 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

**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
2. Minimum scores must be achieved for any exam to receive

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 |

## NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

*A note on Regional vs National accreditation:*

You may encounter schools, employers, or other entities with policies relating to their acceptance of credits / credentials earned at schools labeled as “regionally accredited” vs. “nationally accredited”. The “regional” and “national” labels were used for many years until, in 2019, the US Department of Education removed them, effectively making all approved accrediting agencies “national” (i.e. unrestricted to certain geographic regions). Unfortunately, some schools, employers, and other entities still have policies based on these outdated categories. It is important to understand that while the acceptance of credits / credentials is always up to the receiving entity, the use of “regional accreditation” and “national accreditation” are no longer valid on their own. Specific accrediting agencies should be identified by any entity using the regional/national distinction as a criteria for accepting or not accepting credits or credentials.

## PROGRAM, SCHEDULE, AND CAMPUS CHANGE

For any enrollments into Nursing, Physical Therapy Assistant (PTA), Medical Laboratory Technician (MLT), Medical Laboratory Science (MLS), or Occupational Therapy Assistant (OTA) programs, changes to the schedule of core course are not permitted due to the length, credit load and clinical scheduling of these courses. If an extenuating circumstance should arise, students can talk to their Campus Dean or Program Director.

Students in non-nursing programs may request a program and/or schedule change through the Office of the Registrar. Program changes may not occur more than one time per academic year and each program change requires a new enrollment agreement to be signed.

Admitted Bachelor of Science in Nursing students ***may not*** change programs to the Accelerated Bachelor of Science in Nursing (ABSN) track upon completion of any general education coursework. Due to the accelerated nature of the ABSN track students ***may*** opt to move to the traditional Bachelor of Science in Nursing track. Students are encouraged to speak with their program dean before making any program or track changes.

Students may request a campus transfer to another Brookline College Campus. The request must be made through the Office of the Registrar at the "Home" institution (campus of initial enrollment) to begin the process. Final acceptance into the transfer campus will be made by the Directors of Education or designees at both the "Home" and transfer campuses. Campus changes may not occur more than one time in a student's program of study (unless required to maintain compliance with the distance education consortium agreement policy). Students must sign the campus transfer addendum and change of status form.

## ATTENDANCE POLICY

Attendance is required of each student and is necessary for the successful completion of each program of study. Attendance records are reported daily for each class. Absences are reported regardless of reason. Any student not in attendance for 14 consecutive calendar days (excluding scheduled breaks and holidays) may be withdrawn from the College. Individual programs may have additional requirements.

### Add/Drop Period

The College allows applicants and enrolled students in degree programs to enroll in a program or 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 Persistence Specialist 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.

Students enrolling in the Medical Assistant Program must complete all enrollment requirements, including orientation, prior to participation in the program's first lab session. For schedules where the first lab session is on Day 1, the enrollment deadline is the first day of the program, prior to the start of the lab session. For program schedules where the first lab session is on Day 2, students may enroll and complete orientation no later than the second day of the program, prior to the start of the lab session, and must attend the first lab session on the second day. Attendance at the first scheduled lab session is mandatory. Students who do not attend the first lab day will not be permitted to continue in the program and may be required to re-enroll in a future cohort.

There is no add/drop period for Vocational/Practical nursing programs or individual course enrollments.

### Residential Attendance Policy and Make-Up Work Policy for Non-Nursing Students

Students are expected to attend all scheduled class sessions. At the start of each course, the student will receive a course syllabus with the attendance requirements outlined. Absences do not relieve the student of the responsibility for missed assignments and exams. Students shall notify the instructor in advance, if possible, of any anticipated absences. Make-up work is only allowed under mitigating circumstances, such as military service, death of an immediate family member, or serious illness. All mitigating circumstances must be documented, and documentation must be provided to the Director of Education or Campus Director for approval.

Students enrolled in the Medical Laboratory Technician and Medical Laboratory Science programs will follow program-specific policies outlined in the programmatic student handbooks.

Students enrolled in the Physical Therapist Assistant program will follow program-specific policies outlined in the programmatic student handbooks.

Students attending externship, practicum, or clinical courses must meet the required externship, practicum or clinical hours defined by the college catalog. A student cannot complete or receive a passing grade in these courses without attending all hours required.

**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 written exams and lab competency checkoffs. 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.

### Residential Attendance Policy for BSN Students

Students are expected to attend all scheduled class sessions. Absences do not relieve the student of the responsibility for missed assignments and exams. Students shall notify the instructor in advance, if possible, of any anticipated absences. Prior arrangements must be made with each instructor for makeup work. Missed work may be made up at the instructor's discretion and in accordance with Brookline College policies. Specific attendance requirements for courses and course components are published in the Nursing Program Handbook. More than three (3) calendar days of absence in theory, in clinical (includes simulation), in skills lab or any combination of theory, clinical, or skills 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.

### Practical Nursing Program

Class attendance is critical to student academic success. Attendance is an important aspect of professionalism and is essential to mastering the theory and skills required to achieve competency as a licensed nurse. Good attendance is defined as completing graded activities in an asynchronous learning environment and as being physically present and mentally alert during lecture, group activities, skills practice, simulation, and clinical experience. Arriving late or leaving early on a regular basis can result in attendance difficulties, and excessive absenteeism can be grounds for dismissal from the program.

The Practical Nursing (PN) Program consists of three (3) Semester, and students are required to make up any and all clinical absences in their current semester before starting the next semester. 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.

#### Online Asynchronous Education in the PN Program (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 or be withdrawn 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.

Absence in online asynchronous courses is defined as not completing graded assignments. 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 or the PN Program Director to discuss their options.

A student taking an online asynchronous course or a blended course (online and on ground) who fails to significantly participate in courses, as evidenced by online assignment completion and on ground course attendance during the first seven (7) calendar days of the program will be canceled from the course.

**Residential (On Ground) Attendance Policy**

Classroom Attendance:

Students are expected to attend all scheduled on-campus classroom sessions. There are no excused absences in the program and missed work must be made up. Students must notify the instructor in advance of an anticipated or unanticipated absence. Students enrolled in the PN program who do not attend at least 80% of the scheduled synchronous (on ground) lecture hours will not pass the course and must retake the course regardless of the grade received.

Clinical Experiences (Direct Patient Care)

Students attending clinical courses must meet the required hours as defined by the curriculum. Students must notify the instructor in advance of an anticipated or unanticipated absence. Required clinical hours must be made up prior to the end of the course or, if there is a semester break, within one week of the course end date provided that clinical spots are available. Students missing more than one (1) scheduled clinical experience within the same course may not pass the course and may be withdrawn from the program. If a student is absent, all course objectives and course hours must be completed.

Laboratory Attendance:

Students are expected to attend all scheduled on-campus classroom sessions. There are no excused absences in the program and missed work must be made up. Students must notify the instructor in advance of an anticipated absence. Students must notify the instructor in advance of an anticipated or unanticipated absence. Students enrolled in the PN program missing more than one (1) scheduled synchronized laboratory may not pass the course and must retake the course regardless of the grade received. If a student is absent, all course objectives and course hours must be completed.

Simulation Attendance:

Students are expected to attend all scheduled on-campus simulation sessions. There are no excused absences in the program and missed work must be made up. Students must notify the

instructor in advance of an anticipated or unanticipated absence. Students enrolled in the PN program missing more than one (1) scheduled synchronized (on ground) simulation experience may not pass the course and must retake the course regardless of the grade received.

Late Arrivals:

Students who arrive late or leave early from an on-campus theory, direct patient care clinical, laboratory, or simulation experience will be marked absent for the time missed and will be required to complete make-up. If a student is late, all course objectives and course hours must be completed. Late Arrival: Student will be allowed one 10-minute grace period for on-campus theory, direct patient care clinical, laboratory, or simulation courses per 8-week session.

**Overall Attendance Summary:**

*On Campus Theory*: Maximum of 20% per 8-week course session

*Clinical*: No more than 1 absence per 8-week course session

*Simulation*: No more than 1 absence per 8-week course session

*Laboratory (Skills)*: No more than 1 absence per 8-week course session

*Note:* Absences due to extenuating or emergency situations will be reviewed by the Program Director. The Program Director can determine whether an exception is warranted

### Attendance: Occupational Therapy Assistant (OTA) and Physical Therapy Assistant (PTA) programs

Students enrolled in the OTA or PTA programs who do not attend at least 85% of the scheduled synchronized or in class lecture and laboratory hours will have to retake the course regardless of the grade received.

Students attending externship, practicum, or clinical courses must meet the required hours as defined by the programs national accrediting body.  Students cannot receive a passing grade in these courses without attending ALL required hours.

### Excessive Absences

Attending class regularly is critical to the successful completion of courses, and therefore, students are expected to attend all scheduled class sessions. At the start of each course, the student will receive a course syllabus with the attendance requirements outlined. Students should notify the instructor in advance, if possible, of any anticipated absences. Prior arrangements must be made with each instructor to complete work in advance or arrange makeup work. Students are responsible for communicating with the instructor to make up any missed work due to absence. Missed work may be made up at the instructor’s discretion and in accordance with Brookline College policies. In addition, students enrolled in Externship, Practicum, or Clinical courses must meet the required hours as defined by the college catalog to receive a passing grade.

After fourteen consecutive days of absence in all classes including externships/practicums/clinicals, a student may be withdrawn from the College. Any action taken due to excessive absences may affect financial aid and graduation dates. Nursing student attendance requirements are published in the Nursing Program Handbook.

### Tardiness

Brookline College encourages students to develop habits that are necessary to be successful in an employment setting. Punctuality is therefore emphasized. Excessive tardiness may result in poor grades, which may subsequently lead to probation, loss of financial aid and/or termination from the College.

### Attendance Records

Official attendance records are maintained for each class by student. These records become a permanent part of each student's academic database record. As required by Federal Regulation (34 CFR 668.24) Brookline College maintains all student records for a minimum of five years from the last award year that aid was disbursed after the student is no longer enrolled.

### 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 or be withdrawn 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.

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.

Attendance is captured for students attending asynchronous online courses by completing at least one course related activity within the online learning management system. Such interactions include:

- Submissions to an assignment, quiz or exam
- Substantial participation (posts or replies) in an introduction or discussion post within the course
- 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 submission for students via the LTI standard to be considered a qualifying attendance event. Examples of external tool types: MindTap, Connect, ALEKS

### Allied Health Diploma Programs

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.

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

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

### Student Individual Conference

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

### Remediation

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

### 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 three (3) 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:** Once the module ends, no extensions will be allowed.

**Standard grading scale applies to all courses/modules except as noted in the program specific grade scales listed below:**

Grades are earned in each course and recorded on the student's permanent record. 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.

Minimum passing grades for specific courses within a program are as follows:

**AAS Allied Health:**

Required minimum passing grade: 70%

**AAS Occupational Therapy Assistant:**

Required minimum passing grade: 75%

**AAS Physical Therapist Assistant:**

Required minimum passing grade: 75%

**AAS Medical Laboratory Technician:**

Required minimum passing grade for General Education: 75%

Required minimum passing grade for MLT Core: 77%

**BS Medical Laboratory Science:**

Required minimum passing grade for General Education: 75%

Required minimum passing grade for MLS Core: 77%

**BS Healthcare Administration:**

Required minimum passing grade: 70%

**BS Health and Wellness:**

Required minimum passing grade: 70%

**BS in Nursing:**

Required minimum passing grade for General Education: 75%

Required minimum passing grade for Nursing Core: 77%

**Practical Nursing Diploma Program:**

Required minimum passing grade: 75%

Letter grades for the programs listed above are assigned as follows:

| Letter Grade | Percentages | Grade Point |
|---|---|---|
| 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 | 3.00 |
| C+ | 77-79.00 | 2.50 |
| C | 75-76.99 | 2.30 |
| C- | 70-74.99 | 2.00 |
| D+ | 67-69.99 | 1.50 |
| D | 64-66.99 | 1.00 |
| D- | 60-63.99 | 0.70 |
| F | 0-59.99 | 0.00 |

**Medical Assisting Program:**

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:

| Letter Grade | Percentages | Grade Point |
|---|---|---|
| A | 90-100 | 4.00 |
| B | 80-89.99 | 3.00 |
| C | 70-79.99 | 2.oo |
| F | 0-69.99 | 0.00 |
| P | Pass | N/A |
| NP | Non-Pass | N/A |

### Surgical Technology Program (Effective July 6th, 2026)

| Letter Grade | Percentages | Grade Point |
|---|---|---|
| A | 90-100 | 4.00 |
| B | 80-89.99 | 3.00 |
| C | 70-79.99 | 2.oo |
| F | 0-69.99 | 0.00 |

### Applicable to All Programs

At the end of each course, a cumulative grade point average (CGPA) is calculated, which is the average of the grades for all courses completed in the program. The equivalent grade points from the grading tables above are used to calculate the CGPA.

Other grades that may appear on the transcript include the following:

**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 CGPA. 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 CGPA. 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.

**WF** (Withdrawal/Failing) is considered a 0.00 GPA which does affect CGPA. Based on student circumstances, a grade of "W" may be awarded instead of a WF at the discretion of the Chief Academic Officer.

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

**I** (Incomplete) 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 three (3) weeks from the last day of the Professional Development course to remediate and retake the exit exam.

**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 CGPA.

**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).

**CR** (Test Out) indicates the student has tested out of a course. A **CR** has no effect on the CGPA.

**P** (Pass) is not included in the CGPA.

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

### Nursing (BSN) Course Progression

In order to progress from semester to semester, students must complete and pass all coursework in all prior semesters. 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 program:

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

### All Programs

A student is permitted to obtain a letter grade of “W” if they withdraw from a course prior to no greater than 50% of the scheduled classroom hours having elapsed and all assignments have been submitted up to the point of a request for a withdrawal being made.  Failure to attend or complete any class from which the student has not been officially withdrawn through a written request process will result in the grade earned in the course being that which includes all work completed up to that point and any missed worked.  Students that officially withdraw after 50% of the classroom hours have elapsed will take a “WF” grade. The “WF” grade is calculated as credits attempted and carries a grade point value of 0.0 for the purposes of determining Satisfactory Academic progress.  Both “R” and “W” grades will be calculated as courses attempted for the purposes of determining Satisfactory Academic Progress and will not have any point value.

### Grade Point Average

A student’s term and cumulative grade point averages (CGPA) are computed on based on all completed courses taken at the College. The CGPA is computed by dividing the weighted cumulative

total course grade points accumulated by the total number of credit hours attempted in the program (see Grading System—all grades are calculated into the CGPA except grades with a grade value of ***).

### I Grade Policy

An Incomplete (I) grade is only intended as an interim course mark. A grade of "I" signifies that not all 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. Course NUR410 may be granted up to eight (8) weeks to complete course requirements. Granting of a Contract for Success in any course is the discretion of the instructor for that course. If the request for an "I" is granted, a Contract for Success must be filled out and signed by both the faculty member and the student.

"TC" designates transfer credits awarded for previous successful completion of academic coursework. "CR" denotes credit granted based upon CLEP/DSST/ACE or challenge test procedures. "NP" and "P" are used in courses designated as "pass (P)/no pass (NP)". Students must meet all stated course requirements to receive credit or a passing grade. Pass/no pass grades are calculated into credit hours attempted; however, grade points are not awarded and therefore have no effect on the student's cumulative grade point average. "NA" designates a course for which a student was scheduled but did not attempt. This grade is not calculated into credit hours attempted and grade points are not awarded. Therefore, the "NA" grade has no effect on the student's cumulative grade point average.

### Course Repetitions and Withdrawals

The grade earned by a student retaking a course as a regular student becomes the recorded grade for that course. If a course is repeated (due to failure) the original grade is changed to "R" which is used to denote a repeated class and will not count in the calculation of the student's CGPA but will remain on the transcript. The credits attempted in both courses will be considered calculated credits hours attempted for the purpose of determining Satisfactory Academic Progress (SAP).

For students enrolled in an allied health modular program for the first time, one retake will be allowed at no additional charge.* Students who graduate from an allied health modular program and enroll into another allied health modular program will be allowed one retake at no additional charge in each concurrent enrollment. If a student withdraws or is terminated from their original program and enters another allied health modular program, the student is not eligible for a free retake in their program. Any additional courses that are retaken will be billed on a per credit hour basis. Retakes in the Surgical Technology program are $750.00 per module. Students will be charged for all retakes that are listed on their transcript. Students enrolled in an Associate of Applied Science or Bachelor of Science program will be charged on a per credit hour basis for each retaken course. Retake fees will be billed to the student's account. If the retakes cannot be covered with Title IV funds, the student is responsible for making payment arrangements. Students may only repeat the same course or module one time within each program of study, unless otherwise outlined in the College Catalog or

program handbook.

A student is required to submit a written request to officially withdraw from Brookline College. Written requests must be presented to the Office of the Registrar. Non-attendance does not constitute official withdrawal. Brookline College may withdraw a student who has not filed a written request based on the last date of attendance. If the student doesn't notify Brookline College of their intention to withdraw or fails to attend school based on the attendance policy of the College, the student may also be withdrawn. Financial obligations are based on the last date of attendance per agreement signed by the student and Brookline College.

**Nursing Students**: Scheduling course repetitions due to failure or course withdrawal will be done in accordance with waitlist and ranking practices published in the Nursing Program Handbook, under "Academic Progression".

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.

*This policy does not apply to the Medical Assisting program, for which tuition is not charged for repeating failed courses.

## LATE WORK POLICY

### LATE SUBMISSIONS, QUIZZES AND EXAMS

In our commitment to fostering a supportive and inclusive learning environment, Unitek Learning institutions recognize that students may encounter unforeseen challenges that impact their ability to meet deadlines. We uphold the principle of accountability while also promoting empathy and understanding. Our late work policy is designed to provide flexibility and clarity, ensuring that all students have equitable opportunities to demonstrate their knowledge and skills.

#### Treatment of Late Assignments

#### General Guidelines

Point Deductions:

- 5% will be deducted per day for a late submission of an assignment or quiz for up to three (3) days, during which the ability to complete the assignment or quiz will remain open.

- After three (3) days, late assignments and quizzes will receive a zero. Students are still encouraged to complete the work for knowledge.
- No assignments or quizzes will be accepted after the end of a course.
- Make-up exams must be approved by the campus Dean or Program Director. All make-up exams must be completed within seven (7) days of the missed exam. Failure to make up the work within this time will result in a zero.

**Documented Extenuating Circumstance**

- If approved by the Instructor, Dean or Program Director, students may submit late work without penalty up to seven (7) days after the due date.
- ***Documentation supporting the circumstance must be provided.*** Examples of documented extenuating circumstances include but are not limited to:
  - **Medical Emergencies:** Serious illness or injury affecting the student or an immediate family member.
  - **Mental Health Issues:** Significant mental health crises requiring immediate attention.
  - **Natural Disasters:** Events such as floods, hurricanes, or wildfires that disrupt living conditions or access to resources.
  - **Family Emergencies:** Death or serious illness in the family, or other significant family crises.
  - **Military Deployment:** Unexpected military obligations or active-duty requirements.
  - **Jury Duty:** Mandated service that conflicts with assignment deadlines.
- Lack of internet or reliable computer(s) are not considered extenuating circumstances as this is a requirement of all students upon enrollment.
- If a student experiences technological issues accessing, submitting an assignment, taking or submitting a Quiz or Examination, the student **must** notify the CANVAS helpdesk and get a ticket number at coursesupport@unitek.com. Emailing course faculty does not serve as obtaining CANVAS technical support and getting a ticket number. No Assignment, Exam or Quiz will be reset without a thorough review of the case.

**Specific Assignments**

- **Discussion Posts:** Late discussion posts will not be accepted after the due date. Students should plan accordingly and participate early and often.
- **For Medical Assisting Diploma students**: Only one (1) lab day per module can be made up if prior arrangements have been approved by instructor.

**Final Notes**

- All late work policies are enforced consistently across all programs, students and sections.
- This combined policy for all courses and programs aims to create a balanced approach that supports students while maintaining academic integrity and standards.

## 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.

## ACCIDENTAL NEEDLE STICKS

According to the CDC, Healthcare is the fastest-growing sector of the U.S. economy, employing over 18 million workers. Women represent nearly 80% of the healthcare work force. Healthcare workers face a wide range of hazards on the job, including sharps injuries, harmful exposures to chemicals and hazardous drugs, back injuries, latex allergy, violence, and stress. Although it is possible to prevent or reduce healthcare worker exposure to these hazards, healthcare workers continue to experience injuries and illnesses in the workplace. Cases of nonfatal occupational injury and illness with healthcare workers are among the highest of any industry sector.

If you experience an accidental needle or sharps injury, either on campus or at a clinical or externship site, there are immediate steps that need to be taken. These steps include:

Wash the affected area immediately with soap and water

Flush splashes to the nose, mouth or skin with water

Irrigate eyes with clean water, saline or sterile irrigates

Report the incident to your site supervisor and Program Director immediately

All incidents must be reported using the campus incident report form. All incidents must be immediately reported to the Campus Director.

## AUDIT/REFRESHER COURSEWORK

### Auditing a Course

Current students who are midway through their program and former graduates may be allowed to audit a course that they have successfully completed. While auditing a course a student is not attempting credits, nor will a Grade Point Value be calculated.

A student's request to audit may be granted as space allows with the approval of an academic administrator. All school policies are applicable to students while auditing a course.

Students requesting to audit a course are required to purchase their own textbook(s), scrubs, and other course materials needed for the audit course. Also, depending on the course being audited, a student may need to complete blood borne pathogens and OSHA training and provide proof before attending an audit course. Although there are no tuition charges associated with auditing a course, any change in a student's schedule has the potential to impact financial aid. Students are required to meet with a member of the Financial Aid department prior to submitting a formal audit request to the Registrar. In addition to completing the formal audit request form, a former graduate must also complete the Waiver of Liability form.

## ACADEMIC FREEDOM

Brookline College, as an institution of higher learning, upholds a policy of academic freedom. Instructors are free to explore whatever research topics are of interest to them, including controversial and unpopular ideas, as directed by their scholarship, research, and objectivity, without regard to the opinions of the staff, administrators, institutional benefactors, community leaders, politicians, or churchmen. The academic leadership at Brookline College likewise asserts the view that academic freedom fosters creativity and excitement in the learning process, attracting excellent faculty who ardently want to teach, and serious students who want to learn. The academic leadership at Brookline College reserves the right to set minimum standards for curricular content, the use of learning outcomes measurements, and course work performance requirements.

## 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 or a white board (depending on campus discretion) 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

## EXTERNSHIPS & CLINICAL TRAINING

Brookline College offers day and evening educational services Monday through Saturday. Externships/practicums/clinical experiences may be scheduled to meet any day, Monday through Sunday based upon site assignment. Externships and practicums are typically only scheduled during the day. Evening and/or weekend externs/practicums are not typically available or scheduled. Externships/practicums/clinicals are scheduled to meet on at least a weekly basis, has an assigned instructor, and is directly supervised by Brookline College.

Arrangements for externships/practicums/clinicals may also be made such that the student will be required to commute in excess of three (3) hours each way. In extreme circumstances, the student may be required to commute up to five (5) hours each way. Brookline College is not responsible for housing costs, transportation costs, such as gas, mileage, meals, and/or other fees that might be associated with the student completing the required externship/practicum/clinical. Because they are developed and scheduled as part of the academic program, externships/practicums/clinicals are arranged and scheduled by the college. Students are expected to attend as scheduled by the college or assigned site. Any questions should be directed to the Program Director, Director of Education, or Dean of Nursing.

If a student is dropped from externship/practicum/clinical for unprofessional conduct, the student may be dismissed from Brookline College. In some cases, students may be removed from sites and, if available, placed at a second externship/practicum/clinical. Any previously completed externship/practicum/clinical contact hours may need to be repeated at the new site. A retake fee may be charged for failing the first externship/practicum/clinical site.

### 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.
- PTA students are responsible for their own health and medical expenses. It is required to provide proof of medical insurance coverage by the beginning of the second semester, as well as completing all pre-clinical requirements.
- Incoming students who do not currently have health insurance may obtain information about free or low-cost health care from the Student Wellness Coach by contacting the Student Services Department. 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.

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:

- complete all required clinical externship hours,
- complete all required asynchronous externship course hours and course assignments,
- submit a completed Final Student Evaluation from the Site Supervisor with a 70%+ grade, and
- submit a completed Student Survey of the Externship site.

### Allied Health Programs

In order to participate in externships, the following are required:

- 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 time
- Complete American Heart Association First Aid and CPR components by the set deadline.*
- Attend any site-specified orientations, interviews or drug testing
- Students must provide or arrange for their own transportation during the externship period
- Review & sign the extern performance agreement form
- Review the Externship Checklist, obtain all required signatures & return the form to the externship coordinator or instructor
- Keep an accurate time sheet & submit it weekly to Career Services
- All students must return to campus as scheduled for class
- Adhere to instructions & objectives in the Externship courses syllabus
- Assist their site supervisor in timely completion of evaluations & assure that they are returned to the College upon completion. The point of contact to facilitate communication with the externship sites is the Career Services
- Comply with the standards of dress, conduct & attendance as established by the college
- Comply with additional standards of professional behavior, conduct, policies & procedures as established by the clinical facility.

*Please note that the First Aid and CPR component must be completed prior to students beginning their externship. Certification is restricted to American Heart Association. Any other nationally recognized First Aid and CPR certification will not be accepted (i.e. American Red Cross, ASHI, National Safety Council).

## 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
- Relocation to a state for which the College is not approved to operate

### Returning Student Policy (Re-Entry and Re-enrollment)

Students who have been terminated or have voluntarily withdrawn may apply for re-entry by going to our website and completing the student re-entry form:

- Re-Entry Form

The following policies are applicable to all programs. Additional policies are outlined below for specific programs:

- Students are permitted one opportunity to return to the program from which they were terminated or withdrew. If a student applies to return to the same program for a second or more time, their application must be approved by the Regional or National Dean or Program Director of their program.
- Re-Entry into a specific term or start date may be dependent upon course availability, availability of seats within a class cohort, and / or clinical or externship site availability.
- Students must meet Financial Aid requirements to return which may include securing funding for future classes or making a minimum payment on past due balances. As each student's situation differs, a Financial Aid Team member will discuss requirements with applicants.
- Students wishing to return to school immediately into a clinical or externship must apply for reentry and be approved at least 30 days prior to starting class to allow enough time to secure the site and complete site requirements.
- If returning into clinical or externship, the student must complete all clinical or externship site requirements prior to starting the clinical or externship or their return will be cancelled.
- Students returning to school must sign a new Enrollment Agreement (EA) for their program. 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.
- If involuntarily dismissed from the program for failure of courses, course progression, Academic Standing, Code of Academic Violation, or Academic Integrity violation, the student must wait at least one module or term before they can be readmitted to school. Otherwise, students may re-enter when the next module or term of courses they need is available.
- Students who were dismissed for the above reasons are not required to appeal to return unless they were dismissed for reaching SAP Probation status. Students on SAP Probation must appeal and the campus Appeal Committee will review. If approved, student will return into SAP Probation status and will be provided with an Academic Plan by the committee.
- Students who were dismissed for the above reasons except for failing to meet Satisfactory Academic Progress and are permitted to return to their program will be placed on Academic Probation until successfully completing and passing all scheduled courses in the first term or module. These students will be provided with an Academic Plan for that term or module.
- Students with an Academic Plan must meet the terms of that plan or will be dismissed. Any student dismissed after their first term or module after returning to class must submit an appeal, which will be reviewed and must be approved by appeal committee, if they wish to return a third time.
- Students withdrawn due to violation of the Code of Conduct or Academic Integrity policy may be eligible for re-entry; no appeal is required. However, students who were dismissed for the following behaviors and lack of professionalism will not be allowed to re-enter and the re-entry cannot be appealed:
  - Drug or Alcohol possession on campus.
  - Third instance of plagiarism
  - Patient safety with break of safety standards

- Falsification/misrepresentation of self or documents
- Any behavior that results in removal from a clinical site and for which the site refuses to allow the student to return.
- Selling or distributing test exams, CMS or other test materials.
- Assault or battery of a student, staff or faculty.

- Students withdrawn due to violation of the Drug-Free Schools Policy may be eligible for re-entry. However, students who were dismissed due to this policy must provide proof of negative drug screening results dated within 7 days prior to the re-entry start date. Random additional testing may be required during time of enrollment and prior to clinical/externship placement. The cost of the testing and all fees associated with the testing prior to re-entry will be the responsibility of the student.

### Additional Policies for Re-Entry into Nursing Programs

Re-entry must be no later than one year from their last date of attendance; otherwise, the student will be enrolled as a new student, must complete all admissions requirements, and must complete all courses from the beginning of their program.

Vocational Nursing students who wish to re-enter later than one year from their last date of attendance must also retake and pass Pre-Requisite Courses. Pre-requisite retake is not required if re entering within one year from last date of attendance in the Vocational Nursing program.

Nursing students may be charged an ATI Reactivation fee for their ATI assessment program.

### Additional Policies Re-Entry into the Medical Assisting Program

Students who are terminated (dismissed) for reaching the course failure limit of their programs will not be eligible for re-entry. Please see section Termination Based on Failed Courses below.

Re-Entry must be no later than six months from the withdrawal date. If a student returns after six months from their last date of attendance, they will be required to pass an assessment to determine what, if any, modules must be repeated. If a returning student does not pass the assessment within two attempts or students returning two years or longer from the original withdrawal date must complete all modules for the program from the beginning.

### Additional Policies for Re-Entry into Physical Therapist Assistant Program

PTA students must satisfy the following to be eligible for Reentry/Readmission:

1. Students must take and pass the didactic comprehensive exam with a 75% or higher.
2. Upon passing the didactic comprehensive exam, students entering Semester 3,4 or 5 must also take the skills competency exam and pass with a 75% or higher.
3. Students may attempt to pass the didactic and/or skills competency exams 2 times. Failure to pass will require the student to begin their program from the very beginning.
4. All testing must be completed prior to the start of the desired return date.

### 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.

**Termination Based on Failed Courses (non-Nursing Programs)**

**Diploma Programs:** Students will be terminated (dismissed) if they reach the course failure limit indicated for their program. Students terminated under this policy are not eligible for re-entry.

**Degree Programs:** Students will be terminated (dismissed) if they either (1) reach the maximum number of allowable course failures, or (2) fail courses totaling 25% or more of the program's total credits. Students terminated under this policy are not eligible for re-entry.

The table below outlines the specific course and credit failure thresholds for each program.

| **Diploma Programs** | **Total Program Credits** | **Total Course Fails Resulting in Termination** | **Same-Course Fails Resulting in Termination** |
|---|---|---|---|
| Medical Assisting (MA) | 28 | 3 | 2 |
| | | | |
| **Degree Programs** | **Total Program Credits** | **25% of Total Credits** | **Same-Course Fails Resulting in Termination** |
| Allied Health (AAS) | 61.5 | 15 | 2 |
| Healthcare Administration (BS) | 120 | 30.0 | 3 |
| Healthcare Administration (MHA) | 36 | 9.0 | 3 |
| Occupational Therapy Assistant (AAS) | 72 | 18.0 | 2 |
| Physical Therapist Assistant (AAS) | 73 | 18.3 | 2 |
| Surgical Technology (AAS) | 71.5 | 17.9 | 2 |

## ACADEMICS: SATISFACTORY ACADEMIC PROGRESS

Satisfactory academic progress applies to all students and is necessary in order to maintain eligibility for enrollment at the institution. Satisfactory academic progress is also necessary in order to maintain eligibility for financial aid programs and VA education benefits. Satisfactory Academic Progress is measured at the end of each payment period for all programs. A student's failure to meet these standards will result in the student being placed on financial aid/academic warning, financial aid/academic probation, and/or dismissal from the College or dismissal of participation in the financial aid programs.

The following applies to all students enrolled at Brookline College:

1. The qualitative and quantitative standards of satisfactory academic progress will be evaluated at the end of each academic term/module. The length of an academic term/module can vary depending on the academic credential to be earned and/or session attending:

| **Academic Credential/Session** | **Length of Academic Term/Module** |
|---|---|
| Degree (Nursing programs, PTA, OTA) | 16 weeks |
| Degree (AS, AAS, and BS not listed above) | 15 weeks |
| Diploma (Medical Assisting) | SAP is evaluated at the end of the 5th module and upon graduation |

2. Students must be progressing at a pace of completion in their educational program consistent with the maximum timeframe permitted for his or her program of study. The maximum time frame is a period of time that is no longer than 1.5 times the published length of the educational program as measured in credit hours. For example, a program requiring 120 credit hours for graduation would allow the student a maximum of 180 credit hour attempts (120 x 1.5 = 180) to complete the program of study.
3. Students must successfully complete a cumulative minimum of 67% of attempted credits and earn at least a cumulative grade point average (CGPA) of 2.0 at each evaluation point to be considered in good academic standing. Students enrolled at the Graduate-level must maintain a cumulative GPA of 3.0 or higher. See the grading scale sections of this catalog for the impact of each grade SAP calculations.
4. Transfer credit hours that are accepted toward a student's program of study and Test Out credits are counted as both credit hours attempted and credit hours earned in the pace of completion.
5. Incomplete grades (I), Withdrawals (W), and course repetitions (R), are counted as credits hours attempted but not credits hours earned in pace of completion. Incomplete grades (I), Withdrawals (W), course repetitions (R), no pass (NP), pass (P) and not attempted (NA) are not counted towards a student's CGPA.
6. No pass (NP) counts towards credits attempted, but not credits earned. Pass (P) is counted as credit hours attempted and earned.
7. Brookline College does offer foundational courses. These are not calculated in the student's GPA or pace of completion as they do not count towards a program of study.

8. All periods of enrollment, regardless if a student is receiving Title IV funds or VA education benefits, are counted towards Satisfactory Academic Progress (SAP).
9. If it is determined that the student can no longer graduate within a defined maximum timeframe, the student's Title IV eligibility will be discontinued.

## Cumulative Grade Point Average (CGPA) – Qualitative Standard

One aspect of academic progress is the student's cumulative grade point average (CGPA). Students must be advancing toward or maintaining a 2.0 or above CGPA for all Brookline College coursework to maintain good academic standing and to meet the requirements for graduation. Students enrolled at the Graduate-level must maintain a cumulative grade point average of 3.0 or higher.

### Effect of Grades on SAP – All Programs

| Grade | Grade Point Value | Included in CGPA | Credit Attempted |
|---|---|---|---|
| A | 4.0 | Yes | Yes |
| B | 3.0 | Yes | Yes |
| C^ | 2.0 | Yes | Yes |
| C | 2.0 | Yes | Yes |
| D | 1.0 | Yes | Yes |
| D* | 0.0 | Yes | Yes |
| F | 0.0 | Yes | Yes |
| AU | None | No | No |
| NP | None | No | Yes |
| P | None | No | Yes |
| R | None | No | Yes |
| W | None | No | Yes |
| TC | None | No | Yes |
| CR | None | No | Yes |
| I | None | No | Yes |
| NA | None | No | No |
| WF | 0.0 | Yes | Yes |

**Grade of D is not applicable in Graduate Programs. **Grade of C^ is only applicable to the Bachelor of Science in Nursing (BSN) programs.*

## Pace of Completion – Quantitative Standard

To ensure all students are progressing towards graduation, an additional measurement is utilized to calculate satisfactory progress. The additional measurement, called pace of completion, calculates a student's academic progress by the percentage of credit hours earned compared to the total credit hours attempted in their program of study. All students at Brookline College must complete their program without exceeding 150% of the published length of their program measured in credit hours. Students must maintain a minimum cumulative 67% pace of completion at any evaluation point to be considered in good standing.

## Changing/Additional Programs

If a student changes programs, only those courses that apply toward the new program will be counted in calculating CGPA and the number of credits attempted. If a graduate of Brookline College enrolls in a new program at the College, only those courses that apply toward the new program will be counted in calculating the CGPA and number of credits attempted. See the Transfer of Credit within Brookline College Policy for specifics.

## Financial Aid/Academic Warning

At the end of each evaluation period, if the student falls below either required minimum at any evaluation point the student will be placed on financial aid/academic warning during which time their CGPA must be brought to the required minimum of 2.0 (3.0 or higher for Graduate-level students) and cumulative pace of completion to a minimum of 67%. Students may continue to receive financial aid during this warning period assuming all other requirements are met. If a student meets the minimum standards at the evaluation point at the end of the warning period, the student will be notified and removed from financial aid/academic warning. If a student does not meet the minimum standards at the evaluation point at the end of the warning period, the student will be terminated, and the student's financial aid discontinued. A student may appeal to the college for academic reinstatement and to regain eligibility to receive financial aid by following the written appeal process, including all deadlines, for reinstatement within the add/drop period of the new semester. A student placed on financial aid/academic warning who fails to meet the minimum standards at the end of their warning period will be notified in writing by the Director of Education or designee. The Financial Aid/Academic Warning status is not appealable.

## Financial Aid/Academic SAP Appeal Process

The Appeals Committee acts upon requests for exceptions to existing academic policies and requirements that are brought forth due to extenuating or mitigating circumstances. Mitigating circumstances can include, but are not limited to, death in the family, court obligations, military duties and responsibilities, and medical issues. The committee works to find equitable and reasonable solutions supported by evidence,

1. For a Formal Appeal, the student must complete and submit a student appeals form. A student must complete an appeal form which can be obtained from the Registrar and submit it along with a letter to the Director of Education or designee within seven (7) calendar days from when the situation the student wishes to appeal has occurred. The letter must describe, in detail, the circumstances which the student feels an egregious violation of policy or error has occurred.
2. The Appeals Committee, composed of a member from each of the following departments: Financial

Aid, Nursing (as appropriate if the student is in a Nursing program), Faculty, Career Services, and a Program Director will convene to review the student's appeal.

3. The Committee will evaluate the appeal based on the following.
    1. The Committee will review the appeal and supportive documentation
    2. Review student academic performance
    3. Evaluate the impact of significant non-academic issues
    4. Interview the student, if she/he desires to present her/his case to the committee
    5. Review documentation provided by the student
    6. A written response will be given to the student within 10 calendar days from date of receipt of their appeal letter. While a student's appeal is being considered, there will be no change in the status under the appeal. Students whose appeals are granted must abide by any terms and conditions set out in the committee's letter granting the appeal.
4. A member of the appeals committee will be appointed to keep a log of the discussion that take place regarding each individual student appeal and document the reasoning behind any decision made. This person will also file all supporting documentation in the appeals file.
5. If the student disagrees with the decision of the Appeals Committee, she/he may request a review by the Chief Compliance Officer. A written response will be given to the student within 10 calendar days from the date of receipt of their appeal letter by the Chief Compliance Office. While a student's appeal is being considered, there will be no change in the status under the appeal.

There may be times that students are unable to meet the requirements of the program due to issues beyond their control such as jury duty, military reasons, medical reasons or other extenuating circumstances. If a student appeals due to extenuating circumstances and the appeal is granted, the school will allow a one probationary period of enrollment for that student. The school is not eliminating, or disregarding grades or hours attempted in the SAP calculation nor is the student's permanent academic record being modified. When the appeal is granted, the school acknowledges that because of the documented extenuating circumstances, the student continues to be eligible for financial aid even though the student has fallen below the school's satisfactory academic progress standards. When the period is over the student must again be meeting the satisfactory academic progress standards.

**Financial Aid/Academic Probation**

Financial aid/academic probation is a status assigned to a student who fails to meet satisfactory academic progress standards and whose appeal has been approved. Written notification will be sent to all students being placed on probation. Students must raise their CGPA to at least 2.0 (3.0 or higher for graduate-level students) and raise their pace of completion to a minimum of 67% by the end of the probation period and meet the academic recovery plan. This probationary period will not interrupt the student's enrollment or the receipt of any financial aid. The student remains eligible for financial aid for one payment period. If a student meets the minimum standards at the evaluation point at the end of the probation period, the student will be notified and removed from financial aid/academic probation. If the student has not successfully satisfied the requirements by the next evaluation point, the student will be terminated and his or her participation in the financial aid programs discontinued. The student will be notified in writing by the Director of Education.

A student on warning who does not meet the terms of his/her academic recovery plan by the stated time frame will be ineligible for financial aid. A student who has successfully appealed and is placed

on probation who does not meet the terms of his/her academic recovery plan by the end of the stated timeframe will be ineligible for financial aid.

### Financial Aid and Academic Reinstatement

A student who is academically dismissed and not reinstated will automatically be ineligible for future financial aid until such time that he/she is reinstated to the college by successfully appealing SAP ineligibility. A student that has been reinstated and placed on Financial Aid and Academic probation must achieve the minimum cumulative grade point average (2.0 or 3.0 for Graduate-level students) and successfully completing 67% of attempted hours to keep pace with program completion or complete the terms of an academic recovery plan.

### Extended Enrollment

A student not making satisfactory progress may file an appeal to be placed in extended enrollment status. A student placed in extended enrollment status is not eligible for financial aid. All credits attempted while in the extended enrollment status count toward the 150 percent of the normal program length. Grades earned during the extended enrollment status may replace failing grades. A student with an approved appeal who exceeds one and one-half times the standard time frame of their program of study as a regular student or in an extended enrollment status may receive the original credential for which he or she enrolled.

### Concurrent/Dual Enrollment

Brookline College does not allow concurrent or dual enrollment.

## 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 (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.

## STUDENTS TRAVELING OUTSIDE OF THE COUNTRY

### Students Traveling Outside of the Country

Active students attending courses and programs are encouraged to maintain consistent engagement with course activities and assignments, even when temporarily traveling outside of the United States. The College has established procedures and responsibilities for students in such situations.

Students intending to be out of the United States while enrolled in classes must notify the College at least three (3) weeks in advance. As such, notification should be submitted to your Program Director and Student Persistence Specialist at least three (3) weeks prior to departure. The notification must include name, student ID number, and contact information; duration of absence; reason for being out of the country; and country or countries of travel. Students will not be granted access for more than a 30-consecutive-day period.

Upon receipt of the notification, the College will review the request for completeness and eligibility. Students enrolled in on-ground courses will need to meet with your Student Persistence Specialist to discuss adherence with applicable policies prior to approval. Access to online systems will be denied for students traveling outside of the United States to a country sanctioned by the Office of Foreign Assets Control (OFAC).

If approved and while abroad, students must ensure access to necessary technological resources (e.g., reliable internet connection); adhere to course deadlines, participation requirements, and academic integrity standards; and maintain communication with instructors and respond to college communications promptly. Additionally, students are responsible for understanding any potential limitations or restrictions that may affect their ability to fully participate in classes while abroad, such as time zone differences and internet access.

Students must comply with local laws and regulations of the country they are visiting, including visa requirements and internet usage policies. The college reserves the right to revoke approval if there is a breach of policy, if continued participation in classes from abroad is deemed impractical or disruptive, or the student does not return to the United States in the allocated time period.

## GRADUATION REQUIREMENTS

Undergraduate students that have met all requirements for graduation and have earned a cumulative grade point average of 3.5 or higher will graduate with honors.

In order to graduate, undergraduate students must meet the following criteria:

1. Achieve a cumulative GPA of 2.0 or higher
2. Met all specific program requirements as listed in the academic catalog

Bachelor of Science in Nursing students must meet the following criteria in order to graduate:

1. Achieve a cumulative GPA of 2.0 or higher
2. Meet all specific program requirements as listed in the academic catalog
3. Attend all required workshops and review sessions/courses

Physical Therapist Assistant students must meet the following criteria in order to graduate:

1. Pass the comprehensive exam within 3 attempts in PTB210.
2. Achieve entry-level clinical competence
3. Successful completion of all PTA core courses with a 75% or greater.

Occupational Therapy Assistant students must meet the following criteria in order to graduate:

1. Achieve a cumulative GPA of 2.5 or higher
2. Meet all specific program requirements as listed in the academic catalog
3. Attend all required workshops and review sessions/courses

### All Nursing Programs:

- Students that earn a passing score on the exit exam are eligible to participate in commencement exercises
- Students that fail to earn a passing score on their exit exams are not eligible to participate in commencement exercises

### All Allied Health Programs (Degree and Diploma)

- All students must be labeled as 'graduate status' in the SIS in order to participate in commencement exercises.

For students in all programs: Prior to receiving an official transcript, diploma, or degree all institutional indebtedness must be satisfied.

## STUDENT RECORDS & TRANSCRIPTS

### Student Records Retention

As required by Federal Regulation (34 CFR 668.24) Brookline College maintains all student records for a minimum of five years from the last award year that aid was disbursed after the student is no longer enrolled. Transcripts and applicable financial aid documents are maintained indefinitely as noted in the Federal Regulation (34 CFR 668.24).

### Transcripts and Diplomas

The College offers one transcript at no charge upon meeting all graduation requirements. Additional requests for transcripts are subject to a charge of $10 per transcript. One diploma or degree certificate will be issued at no cost to each student who has met all financial and academic obligations required of Brookline College. A fee of $10 will be assessed for each replacement copy of a diploma or degree.

## 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 elects and votes on a class representative.

The elected Student Class Representatives are 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 attend Student Representative Meetings and other meetings as scheduled and requested by Academic Leadership.

The purpose of the Class Representative is to:

- Continuously improve the student learning experience in partnership with Academic Leadership 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:

- Gather the collective opinions/concerns of students in the cohort and present these views during meetings with Leadership to ensure positive resolution.
- Promote and foster positive communications between faculty and students while ensuring chain of command.
- Speak professionally about peers, staff & faculty, the college, and the program they are representing
- Offer mentoring and support to others, leading study groups, and encouraging positive study environments or reviews.
- Assist with New Student Orientation and Student Activities held on campus

## STUDENT RIGHTS AND RESPONSIBILITIES

### Clothing and 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. The College is not responsible for damage or loss of personal property that occurs in a parking lot. Lots are provided as a convenience, and vehicles are parked at the owner's risk.

## 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 to the learning environment
  - Verbal and physical altercations
  - Threats of any kind, including violence and intimidation
  - Bullying and harassment

    - Any form of hazing activity
    - Inappropriate on-camera behavior (includes but is not limited to driving, completing personal tasks, and distracting or disruptive environment)
- Theft or larceny
- Acts of insubordination against faculty or staff, including the use of profanity
- Property damage
- Social Media and online activity deemed to be offensive or unbecoming of a student representing the College
- 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
- Failure of a required drug screen or health screen
- Violations of Academic Integrity
- Other behavior deemed inappropriate by the College in an on-campus, clinical or externship setting, including public displays of affection, inappropriate touching or groping, etc.

*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 President, Program Director, and/or the Academic Dean. Instructors receiving a complaint or witnessing bullying are required to make a report to the Campus President, 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 a Wellness Coach 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 President, 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 President, 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 President.

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 THE INSTRUCTIONAL ENVIRONMENT

When students are in class or in a lab or clinical 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.

Use of devices that have photographic or video recording capabilities, including the use of Artificial Intelligence (AI) glasses, are strictly prohibited in any setting where recording is not allowed, including the classroom, lab, clinical and testing environment.  Any students caught using such devices to record instructional activities will be subject to disciplinary action, up to and including withdrawal from the program.

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. **Exception:** Students are permitted to wear Unitek branded outerwear (e.g., jackets, hoodies, sweaters) purchased from the official online store in *classroom settings only*. This policy *excludes* labs, SIM environments, and clinicals.

**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 (including clear) are not permitted for the 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 they are covered by a

high neck undergarment. Please note: Infection Control Policies at individual clinical facilities may prohibit the use of ANY jewelry.

No Jewelry is permitted in the Surgical Technology program. All Jewelry must be removed prior to all ST courses (including extern).

**Tattoos:** The College recognizes and respects individual expression, including tattoos. However, to maintain a professional and inclusive environment—especially in clinical and educational settings—certain guidelines must be followed:

- Clinical Site Policies: Specific clinical sites may have their own appearance or dress code policies, including restrictions on visible tattoos. Students are expected to comply with any site specific rules while participating in clinical rotations or other site-related activities.
- Objectionable Tattoos: The College may require that tattoos be covered if they are deemed objectionable or inappropriate for a professional or educational setting. This includes, but is not limited to:
  - Hate group symbols (e.g., swastika)
  - Gang-related imagery
  - Obscene or sexually explicit content
  - Profanity or vulgar language
  - Depictions of weapons, graphic violence, or gore
- Examples of Tattoos Generally Not Considered Objectionable (unless they also contain or are associated with hate speech or offensive content):
  - National, State, or Patriotic symbols (e.g., flags of countries or U.S. states)
  - Political statements or slogans (e.g., peace sign, “don’t tread on me”)
  - Artistic designs (e.g., flowers, animals, abstract patterns)
  - Religious symbols
  - Military branch imagery

The College reserves the right to determine what is considered inappropriate in the context of its educational and clinical environments. Students are expected to present themselves in a manner consistent with the College’s professional standards.

**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 not appeal their dismissal/withdrawal from the College for academic dishonesty.

## 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.
6. **Protection of Confidential Information:** Students are prohibited from entering or uploading any patient information, protected health information, clinical partner information, facility data, or any other confidential or proprietary information into generative AI tools. Students are expected to

maintain patient privacy, institutional confidentiality, and compliance with all applicable privacy laws, regulations, and clinical agency requirements at all times.

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

### Copyright and Peer-to-Peer File Sharing

The College recognizes and complies with all copyright and fair use guidelines and regulations regarding ownership, use, and control of copyrightable materials. Students are required to comply with all copyright and fair use guidelines and regulations regarding peer-to-peer file sharing of copyrighted material, distribution of others' copyrighted works, and illegal downloading. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). Unauthorized peer-to-peer file sharing of copyrighted material, distribution of others' copyrighted works, and illegal downloading violate federal copyright law.

Students found violating the College's copyright policies are subject to civil and criminal penalties and disciplinary action up to and including dismissal from the College. Penalties for copyright infringement can include the following civil and criminal penalties:

- Actual or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed
- Damages of up to $150,000 per work infringed for "willful" infringement
- Court costs and attorney's fees
- Criminal penalties, including up to five years in prison and fines up to $250,000 per offense

More information can be found in Title 17, United State Code, Sections 504, 505 and at www.copyright.gov/help/faq._Legal alternatives to unauthorized downloading can be found at http://www.educause.edu/legalcontent.

## 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.

## HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule creates national standards to protect individuals' medical records and other personal health information. Health plans, health care clearinghouses, and health care providers who perform certain financial and administrative transactions electronically must follow the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule.

## 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.

### Service Animals

Individuals with disabilities who require the assistance of a service animal are encouraged to contact DisabilityServices@UnitekCollege.edu regarding applicable procedures and the required request forms. A Service Animal request is a separate process than what is stated below. Under the Americans with Disabilities Act (ADA), a service animal is generally a dog that has been individually trained to perform work or tasks for the benefit of an individual with a disability. The work or tasks performed by the animal must be directly related to the individual's disability.

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

| Campus | Name | Telephone | Email |
|---|---|---|---|
| Albuquerque | Jamie Alvey (MA) | (208) 701-6022 | JAlvey@eaglegatecollege.edu |
| Albuquerque | Elizabeth Elsman (OTA) | (505) 5510-8542 | EElsman@brooklinecollege.edu |
| Albuquerque | Stephanie Saucedo (Nursing) | (505) 510-8629 | ssaucedo@brooklinecollege.edu |
| Phoenix | Mark Alvarez (Nursing) | (602) 491-2869 | malvarez@brooklinecollege.edu |
| Phoenix | Jane Jackson (PTA) | (602) 838-5898 | JJackson@brooklinecollege.edu |
| Phoenix | Michelle Moore (OTA) | (602) 838-6570 | MiMoore@brooklinecollege.edu |
| Phoenix | Jamie Alvery (MA) | (208) 701-6022 | JAlvey@eaglegatecollege.edu |
| Phoenix | Tracy Banks (MLT/MLS) | (602) 844-1210 | TRBanks@brooklinecollege.edu |
| Phoenix – Online | Dena Robinson | (986) 201-0264 | drobinson@unitekcollege.edu |
| Tempe | Kara Jennings (ST) | (602) 858-6359 | KJennings@brooklinecollege.edu |
| Tucson | Vangie Dowling (Nursing) | (520) 415-9428 | VDowling@brooklinecollege.edu |
| Tucson | Maria Balderas (OTA) | (520) 415-9427 | MBalderas@brooklinecollege.edu |
| Tucson | Jamie Alvey (MA) | (208) 701-6022 | JAlvey@eaglegatecollege.edu |
| Tucson | Vanessa Maldonado (ST) | (520) 518-8044 | vmaldonado@brooklinecollege.edu |

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

### Non-Discrimination

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

Additionally, the College is 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. Students who are pregnant, or have a pregnancy-related condition, are entitled to reasonable accommodations to allow the student to continue their educational pursuits as long as such accommodations do not create an undue hardship on the program/department or fundamentally alter the nature of the program. Therefore, reasonable accommodations 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 accommodations and complete the necessary documentation.

### Sexual Harassment

The college will respond promptly upon actual knowledge of sexual harassment against a person in the United States in an education program or activity in a manner that is not deliberately indifferent. Sexual harassment is defined as conduct on the basis of sex that satisfies one or more of the following:

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

The college considers harassment a serious offense, and any violation of this policy which is determined through the investigation process will constitute cause for disciplinary action. Investigations are conducted by individuals who receive training on the issues related to sexual harassment, domestic violence, dating violence, sexual assault and stalking. Specific disciplinary action will be based on the severity of the incident and/or the degree to which repeated incidents have occurred. Such disciplinary actions for employees may include, but are not limited to, verbal

warnings, letters of reprimand, suspension with or without pay, and termination. Such disciplinary actions for students may range from counseling to suspension and/or expulsion.

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

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

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

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

In accordance with the provisions of Title IX of the Education Amendments of 1972 and 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, and sexual assault and is committed to fostering an environment of awareness and prevention. To that end, the College will investigate and/or execute disciplinary actions for all offenses of dating violence, domestic violence, stalking and 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 and 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

17901 Von Karman Ave. Suite 950 Irvine, CA 92614

(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 |
|---|---|---|---|
| Albuquerque | Justine Martinez | (505) 230-0048 | JuMartinez@brooklinecollege.edu |
| Phoenix | Daniel Stern | (480) 400-1037 | DStern@unitek.com |
| Tempe | Daniel Stern | (480) 400-1037 | DStern@unitek.com |
| Tucson | Vangie Dowling | (520) 415-9428 | VDowling@brooklinecollege.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. Unitek Learning also understands there may be instances when a student disagrees with an academic decision or action resulting from a violation of policy and/or standard of academic integrity. To address these grievances, the 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.

Regarding an appeal for grades, the grievance and appeal process applies to final course and module grades, and students may file a grievance and appeal for personal extenuating circumstances only. As clarification, a student may not file a grievance and appeal on behalf of his/her class. Additionally, disagreement with an established college policy is not a valid reason for grievance and appeal. 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:** The Student Appeal Request form can be accessed at: Student Complaint Process at Brookline 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 Campus Appeal – Campus Committee Hearing**

- 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 in writing.
- If the grievance and appeal request is determined to be in accordance with College policy (valid), 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)
  - Campus President
  - The team lead or one full-time faculty member from the student's respective program (not involved in the Level 1 appeal)
  - At least one non-academic representative (Registrar, Student Services, Financial Aid, etc.)
- 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 Program Director/Academic Dean 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 campus Program Director/Academic Dean, and the Campus President.
  - Following the Committee's hearing and/or extended review as described in the "Exception" section above, the Program Director/Academic Dean will discuss the outcome of the **Level 2** 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 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 National Academic Dean.

**Level 3 – Appeal to the National Academic Dean**

- A Level 3 appeal may only be initiated if a Level 2 appeal was performed but did not resolve the grievance.
  - The student may request a **Level 3** appeal by contacting the respective National Academic Dean, in the manner described above, if the grievance is not resolved at **Level 2.**
  - 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 reviewing the information, the National Academic Dean determines that the request for appeal was thoroughly addressed during the **Level 2** appeal process and the outcome was justified.
  - If the National Academic Dean concludes that the student has grounds for a **Level 3** 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 3 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 Bureau of Health Education Schools (ABHES)

6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
Telephone 301-291-7550
Facsimile 709-917-4109
Website: www.abhes.org

A complaint form and description of ABHES complaint process is available online here: https://complaintsabhes.com/

Commission on Accreditation in Physical Therapy Education (CAPTE)

3030 Potomac Ave., Suite 100

Alexandria, Virginia 22305-3085

Telephone: 800-999-2782

Email: accreditation@apta.org

Website: http://www.capteonline.org

Accreditation Council for Occupational Therapy Education (ACOTE)

7501 Wisconsin Avenue, Ste 510E

Bethesda, MD 208149

Phone: (301) 652-AOTA

Website: www.acoteonline.org

Arizona State Board for Private Postsecondary Education

1740 W Adams, 3rd floor

Phoenix, AZ 85007

Phone: 602-542-5709

Website: http://ppse.az.gov

Arizona State Board of Nursing

1740 W Adams, Suite 2000

Phoenix, AZ 85007

Phone: 602-771-7800

Website: https://www.azbn.gov/

New Mexico Board of Nursing

6301 Indian School Rd NE Suite 710

Albuquerque, New Mexico 87110

Phone: 505.841.8340

Website: https://nmbon.sks.com/discipline-and-complaints.aspx

New Mexico Higher Education Department, Private Postsecondary Schools Division

2044 Galisteo St, Suite 4

Santa Fe, NM 87505-2100

Phone: 505-476-8442 or 505-476-8416

Website: http://www.hed.state.nm.us/institutions/complaints.aspx

Nursing students may also contact:

The Commission on Collegiate Nursing Education:

655 K Street, NW, Suite 750,

Washington, DC 20001

Telephone: (202) 887-6791

## 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 College's review process prohibits student representatives (e.g., family members, friends, attorneys, etc.) from attending investigative meetings or inquiries.

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.

### 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 the 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 the catalog.

### General Complaint Procedure

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

## STUDENT COMPLAINT PROCEDURE

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 President 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 President). 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 president 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.unitek.ethicspoint.com.

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

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

Accrediting Bureau of Health Education Schools

6116 Executive Blvd., Suite 730

North Bethesda, MD 20852

Telephone 301-291-7550

A copy of the Accrediting Bureau of Health Education Schools' Complaint Form is available at the College and may be obtained by contacting the Registrar's office.

Complaints may be made to the following applicable agencies:

The Commission on Accreditation in Physical Therapy Education (CAPTE)

Prospective students and parents, and enrolled students of the Physical Therapist Assistant program should address complaints about the PTA Program using the College student complaint procedure. Clinical education sites, employers of graduates and the general public may file a complaint about the PTA Program through the PTA Program Director or Campus Director. 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/

Accreditation Council for Occupational Therapy Education (ACOTE)

6116 Executive Boulevard, Suite200

North Bethesda, MD 20852-4929

Phone: (301) 652-AOTA

Website: www.acoteonline.org

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must Contact the State Board for further details.

Arizona State Board for Private Postsecondary Education

1740 W Adams, 3rd floor

Phoenix, AZ 85007

Phone: 602-542-5709

Website: http://ppse.az.gov

Arizona State Board of Nursing

1740 W Adams, Suite 2000

Phoenix, AZ 85007

Phone: 602-771-7800

Website: https://www.azbn.gov/

New Mexico Board of Nursing

6301 Indian School Rd NE Suite 710

Albuquerque, New Mexico 87110

Phone: 505.841.8340

Website: https://nmbon.sks.com/discipline-and-complaints.aspx

New Mexico Higher Education Department, Private Postsecondary Schools Division

2044 Galisteo St, Suite 4

Santa Fe, NM 87505-2100

Phone: 505-476-8442 or 505-476-8416

Website: http://www.hed.state.nm.us/institutions/complaints.aspx

Nursing students may also contact:

The Commission on Collegiate Nursing Education:

655 K Street, NW, Suite 750,

Washington, DC 20001

Telephone: (202) 887-6791

## GENERAL COMPLAINT PROCEDURE

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

## MISREPRESENTATION

Brookline College has procedures in place to ensure that it does not misrepresent the nature of its educational programs including but not limited to false, erroneous, or misleading statements concerning the particular type, specific source, nature and extent of its institutional, programmatic, or specialized accreditation.

Brookline College’s procedures ensure that it will not misrepresent whether a student may transfer credits earned at the institution to any other institution or the conditions under which it will accept transfer credits earned at another institution.

Brookline College’s procedures ensure that it will not misrepresent whether successful completion of a course of instruction qualifies a student for acceptance to a labor union or similar organization or to

receive, to apply to take or to take the examination required to receive, a local, State, or Federal license, or a nongovernmental certification required as a precondition for employment, or to perform certain functions in the States in which the educational program is offered, or to meet additional conditions that the institution knows or reasonably should know are generally needed to secure employment in a recognized occupation for which the program is represented to prepare students.

Brookline College's procedures ensure that it will not misrepresent the requirements for successfully completing the course of study or program and the circumstances that would constitute grounds for terminating the student's enrollment.

Brookline College's procedures ensure that it will not misrepresent whether its courses are recommended or have been the subject of unsolicited testimonials or endorsements by vocational counselors, high schools, colleges, educational organizations, employment agencies, members of a particular industry, students, former students, or others; or governmental officials for governmental employment.

Brookline College's procedures ensure that it will not misrepresent Its size, location, facilities, or equipment; the availability, frequency, and appropriateness of its courses and programs to the employment objectives that it states its programs are designed to meet; the nature, age, and availability of its training devices or equipment and their appropriateness to the employment objectives that it states its programs and courses are designed to meet; or the number, availability, and qualifications, including the training and experience, of its faculty and other personnel.

Brookline College's procedures ensure that it will not misrepresent the availability of part-time employment or other forms of financial assistance; the nature and availability of any tutorial or specialized instruction, guidance and counseling, or other supplementary assistance it will provide its students before, during or after the completion of a course; or the nature or extent of any prerequisites established for enrollment in any course.

Brookline College's procedures ensure that it will not misrepresent the subject matter, content of the course of study, or any other fact related to the degree, diploma, certificate of completion, or any similar document that the student is to be, or is, awarded upon completion of the course of study; whether the academic, professional, or occupational degree that the institution will confer upon completion of the course of study has been authorized by the appropriate State educational agency. This type of misrepresentation includes, in the case of a degree that has not been authorized by the appropriate State educational agency or that requires specialized accreditation, any failure by an eligible institution to disclose these facts in any advertising or promotional materials that reference such degree; or any matters required to be disclosed to prospective students under §§ 668.42 and 668.43 of this part.

Brookline College's procedures ensure that it will not misrepresent the nature of its financial charges including but not limited to false, erroneous, or misleading statements concerning offers of scholarships to pay all or part of a course charge; or whether a particular charge is the customary charge at the institution for a course.

Brookline College's procedures ensure that it will not misrepresent the cost of the program and the institution's refund policy if the student does not complete the program; the availability or nature of any financial assistance offered to students, including a student's responsibility to repay any loans,

regardless of whether the student is successful in completing the program and obtaining employment; or the student's right to reject any particular type of financial aid or other assistance, or whether the student must apply for a particular type of financial aid, such as financing offered by the institution.

Brookline College's procedures ensure that it will not misrepresent the employability of its graduates including but not limited to false, erroneous, or misleading statements concerning the institution's relationship with any organization, employment agency, or other agency providing authorized training leading directly to employment; the institution's plans to maintain a placement service for graduates or otherwise assist its graduates to obtain employment; or the institution's knowledge about the current or likely future conditions, compensation, or employment opportunities in the industry or occupation for which the students are being prepared.

Brookline College's procedures ensure that it will not misrepresent Whether employment is being offered by the institution or that a talent hunt or contest is being conducted, including, but not limited to, through the use of phrases such as "Men/women wanted to train for * * *," "Help Wanted," "Employment," or "Business Opportunities"; government job market statistics in relation to the potential placement of its graduates; or other requirements that are generally needed to be employed in the fields for which the training is provided, such as requirements related to commercial driving licenses or permits to carry firearms, and failing to disclose factors that would prevent an applicant from qualifying for such requirements, such as prior criminal records or preexisting medical conditions.

## STUDENT SERVICES

Student Services includes Student Services Advising, Wellness Coaching, faculty advising, NCLEX Success Coaching, tutoring, career advising, placement assistance, online library, learning resource center, technical support, course support, and academic record support.

### Student Services Advising

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

Students experiencing personal life challenges that are impacting their success at school may meet with a Student Wellness Coach over the phone or video conferencing to receive coaching and guidance. Wellness Coaches can provide students with external resources for mental health concerns, low-cost medical care, personal financial challenges, housing, and family or domestic concerns. Wellness Coaches are not licensed professionals but are equipped to coach and guide students towards professional services if needed.

### 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.

### Library/Learning Resource Center

Each College campus has a Library/Learning Resource Center (LRC), which supports the educational and professional needs of the students. Hours of operation are posted at each facility. The LRC provides a place where students can study, research information, and work on projects for their classes.

LRCs provide a wide range of core reference materials such as online databases and search engines, instructional and resource CDs, books, and pertinent trade, professional and academic periodicals. In addition, LRCs are equipped with computers featuring a variety of software and a high-speed Internet connection, giving students access to a multitude of tools and information to assist them in all aspects of their education.

The Library/Learning Resource Center's electronic resources may be accessed online. Instructions and passwords for access to these resources are changed regularly, with students being updated accordingly. These resources are available and required for completing research assignments online.

Each LRC is staffed with a professionally trained librarian who not only maintains the LRC inventory, but also assists students and conducts orientations designed to train them to effectively find, retrieve and integrate the information they need to solidify their learning.

If desired, students may check out books from the LRC (with the exception of reference books), with the understanding that they are financially responsible for any books borrowed. If books are not returned, the cost will be charged to the student's account.

The ultimate goal of faculty and staff at Brookline College is to help students successfully complete their academic program and support the students in whatever way possible to achieve that goal. Here are some of the services Brookline College provides as well as other student information:

There are many things that can impact a student's success while in school. We we strive to offer whatever support we can to assist students. This may include tutoring, referring students to community agencies, and bus passes at discounted prices, depending on the campus location. Students are strongly encouraged to meet with the Student Persistence Specialist, Director of Education, Program Chair, Program Director/Dean, and/or Extern Coordinator if they are encountering difficulties.

### Online Student Identity Authentication and Privacy

The College Learning Management System (LMS) for online students is a restricted access and password protected electronic environment. Prior to entering the LMS, an online student's identity must be verified by way of an assigned unique login and password that is provided to each student upon enrollment and class registration. Verification of student information is provided at no extra

cost to the student. Student identity will be maintained in a private format by the College in accord with established institutional privacy and confidentiality policies with access provided only to agents of the College who require immediate and necessary use of the information in order to fulfill the various academic activities of the College. It is the student's responsibility to strictly preserve the privacy of their login and password information. Students are prohibited from sharing login and password information. Any such intentional compromise of the integrity of the privacy of a student's login and/or password (i.e., sharing of this information) will result in the student being subject to immediate termination from the College. In the event a student believes the privacy associated with their login and password information has been compromised, they are required to contact school officials for an immediate reset of their information. This is also done at no extra cost to the student.

## 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.

## SUMMARY OF CHANGES

**October 16th, 2026**

- Added Alumni Grant: ST/PT/OT to BSN

**October 13th, 2026**

- Occupational Therapy Assistant details added to the following sections:
  - Academic Polices
  - Academic Terminology and Classification of Student

**October 6th, 2026**

- Updated Admissions Policies – Course Enrollments – general education courses added tuition rate of $250 per credit hour for general education courses.

**October 5th, 2026**

- Updated transfer credit recency for Core Courses in the Practical Nursing Program
- Updated Course Descriptions
  - BIO215 & BIO215L – Removal of prerequisites

**September 16th, 2026**

- Added Additional Approvals – VA approved programs by campus

**September 2nd, 2026**

- Updated PTA Admissions Requirements

**August 28th, 2026**

- Updated Scholarships & Grants section
  - Added Healthcare Opportunity Grant

**August 19th, 2026**

- Updated Students with Disabilities section
  - Added Service Animals verbiage

**August 17th, 2026**

- Updated Scholarships & Grants
  - Added MA Summer Bridge Grant
- Updated Title IX Responsible Employee List
- Updated MA Tuition and Fees effective 9/1/2026

**August 5th, 2026**

- Updated Academic Grievance and Appeals Policy
  - New Levels of Appeals
  - New Student Appeals Request Form (ACA 5.0a)

**July 13th, 2026**

- Updated Admissions: Physical Therapist Assistant
  - Removed TEA's and SmartPrep Option
  - Added more clarification on immunization requirements and essential Functions information
- Removed Sterile Processing Program from the Tucson campus

**July 13th, 2026**

- Updated Online Readiness – Hardware Specifications
- Updated Cancellation Policy
- Updated ADA Coordinators

**June 17th, 2026**

- Updated Brookline (AZ Campuses) Eligible Entry Exams for BSN to include HESI A2 *and* TEAS exams

**June 15th, 2026**

- Updated Medical Assisting Re-Entry Policy
- Updated Externship Requirements
- Updated Grading Scale for Surgical Technology Program – Effective July 6th, 2026

**June 1st, 2026**

- Updated Grading Scale for Surgical Technology Program
- Updated Add/Drop – Late Enrollments

**May 18th, 2026**

  - The previous TEAS exam requirement admissions to the Occupational Therapy Assistant program has been replaced with a minimum score of 18 on the "Scholastic Level Exam – Q" (SLE-Q).
  - Intersession Grant removed from Scholarships and Grants.

**April 23rd, 2026**

- Removed Prior Education from the Practical Nursing Admissions Requirements

**March 30th, 2026**

- Update to Management and Staff
- Updated Scholarships and Grants
  - Disbursement of Institutional Aid

**March 12, 2026**

- Updated PN Admission Requirements

    - Prior Education requirement added
- Updated Medical Assisting Program (29 credits)
    - Previous version moved to Legacy Section (28 credits)
- Updated Management and Staff
- Updated Faculty
- Updated Scholarships and Grants
    - Alumni Scholarships
    - Intersession Grant
- Removal of Installment Loan
- Updated Transfer Credit Policy
- Updated Student Location Policy
    - Relocation added as a reason for dismissal
- Updated Code of Conduct
- Updated language regarding CPR and First Aid for Allied Health Programs (American Heart Association)

**January 1st, 2026**

- Updated Holiday Schedule
- Updated Catalog Effective Date

**December 15th, 2025**

- Correction to length of time for remediation on course Completion/Incomplete Grades
- Revision to transfer credit policy criteria
- Added exception to the Dress Code policy regarding Outerwear
- Updated Re-Entry Language regarding EA for Returning Students
- Updated Academic Integrity – Consequences of Academic Dishonesty
- Updated Student Code of Conduct – Behavioral Misconduct
- Adding requirements to the reentry section based on Drug Policy
- Updated Complaint Procedure Section
- Updated ADA Coordinators
- Updated OTA Admission requirements – Drug Screen, Immunizations and Background Check timing
- Updated Management and Staff
- Updated PN Course Descriptions and Course Codes

**October 6th, 2025**

- Updated MA Course Descriptions

- Updated Tattoo Policy
- Updated bullets under Behavior Misconduct in the Code of Conduct section
- Update Re-Entry Policy
- Updated Attendance Policy
- Updated 2026 Pricing under Tuition and Fees
- VA's CH35 Dependents Educational Assistance (DEA) added to VA Additonal Policies
- Medical Office Administration Program moved to the Legacy Section
- Updated Management and Staff
- Updated Faculty at the Tucson Campus
- Updated Facilities – Added Separate Education Centers
- Removed Fall Break for PN program under Scheduled Program Breaks
- Removed SLE for Allied Health Programs

**September 8, 2025**

- Updated Re-Entry Termination based on Failed Courses (non-nursing)
- Updated Legacy Programs
- Updated Student Services – removal of outdated contact information
- Updated Credit for Prior Education

**August 4th, 2025**

- Updated Re-Entry Form link
- Chromebook distribution discontinued
- Addition of the Brookline Workforce Mobility Scholarship
- Updated Management and Staff

**July 14th, 2025**

- Added the Return of Tuition Assistance for Military Students to the Refund Policy Section

**July 1st, 2025**

- Added Clothing and Personal Property Damaged Language
- Updated Roles and Responsibilities of Student Representative in Academic: Student Governance

**June 2nd, 2025**

- Updated: Student Services Title to Student Persistence Specialist
- Updated ADA Coordinator List
- Updated Legacy Programs to include the following Programs:

    - Phlebotomy Technician
    - Medical Laboratory Science
    - Medical Laboratory Technician
    - Updated Program Offerings
- Updated Accreditation and Approvals:  Accreditation Council for Occupational Therapy Education (ACOTE) is now separated by campus for where the program is offered.

**May 1st, 2025**

- Updated Admissions: BSN Program
    - SLE Score Requirement removed
- Updated Course Codes
    - OTA 252 and OTA 253
    - MLS 451

**April 11th, 2025**

- Updated Academics: Honors Program
    - Honors designation
- Updated Academics: Grading
    - Cumulative Grade Point Average Language (CGPA)
- Updated Graduation Requirements
- Updated Admissions: Bachelor of Science in Nursing (BSN)
    - Removal of Grade Point Average Requirement

**April 2nd, 2025**

- Updated Rules Governing Classrooms/Labs to Rules Governing The Instructional Environment
- Updated Title IX Related Polices: Nondiscrimination, Sexual Discrimination, and Sex-Based Harassment
- Updated Faculty and Staff
- Updated BSN Programmatic Admission Policies (Albuquerque Campus Only)
    - HESI Exam replacing the TEAS Exam

**March 3rd, 2025**

- Updated Student Services
    - Removed 3rd Party Counseling (WellConnect)
    - Added Student Wellness Coaching

**February 17th, 2025**

- Updated Transferability of Hours/Credentials Earned section to include a note regarding Regional vs National accreditation

**February 4th, 2025**

- Updated Faculty
- Updated Students with Disabilities to reflect new ADA Coordinators
- Updated Termination Based on Failed Courses Table
  - 25% of total credits allowed for the Allied Health Program went from 15.4 to 16
- Updated PN Program Admissions to include the following:
  - Although a student can begin the Practical Nursing program at age 17, he/she must be 18 years of age on or before the start date of clinical rotations.

**January 17th, 2025**

- Updated Management and Staff
- Updated Faculty
- Updated Determining Student Location
- Updated State Authorization Regarding Distance Education
- Removed Programmatic Admissions Requirement for the Associate of Applied Science in Surgical Technology
- Updated role to Student Wellness Coach

**January 1st, 2025**

- Updated Catalog Effective Date to reflect 2025
- Updated the 'Late Submission and Extension Policy' to the 'Late Policy'
- Updated Campus Schedules:
  - Holidays
- New Programmatic Admissions Policy Added:
  - Admissions: Associate of Applied Science in Surgical Technology
- Updated Credit for Prior Education
  - DSST Examinations approved for transfer: Removal of 'Ethics'
- Updated: Management and Staff
- Updated Tuition and Fees
  - GenEd: ASBN Added

**December 3rd, 2024**

- Updated Student Code of Conduct

**November 25th, 2024**

- Updated Tuition and Fees
  - 2025 Pricing
- Updated OTA Program
  - Added updated Course Progression and Remediation

**November 12th, 2024**

- Updated Attendance Policy
- Updated Admission Policy to the Practical Nursing Program
  - Attendance into two academic orientations sessions prior to the programs start date.
- Updated: Dress Code

**October 7th, 2024**

- Updated: Students With Disabilities ADA Coordinators
- Removal of the the MPA program
- Updated Attendance Policy
  - Online Asynchronous Education
  - Practical Nursing
- Updated: Academics: Honors Program
- Updated Campus Schedules
  - Winter Break
- Updated Admission Policy to the Practical Nursing Program
  - Attendance into two academic orientations sessions prior to the programs start date

**September 5th, 2024**

- Updated Online Readiness
- Updated Students with Disabilities
  - Lactation Policy
- 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: Attendance Policy
  - PN Attendance

**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
- Updated: PTA Program Progression
- Updated: Graduation Requirement
  - Added PTA program
- Updated: International Students
  - Removal of SEVIS
- Program Progression and Required Minimum Passing Grades added for the MLS and MLT 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: Dismissal, Withdrawal & Readmission
  - Re-Entry Form Link Added

**June 2024**

- Update: International Students
- Removed: Admittance Requirements for International Students/Update during COVID-19 Restrictions
- Removed: Visa and Immigrant Documentation

- Update: ACOTE Address throughout the catalog
- Updated: PTA Admission requirements regarding positive drug test
- Updated: Career Service
- Update: Admissions: Practical Nursing Program
- Updated: Title IX Coordinators

**May 6, 2024**

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

**April  5,2024**

- Update: VA Benefit Information
- Update: VA Approved programs
- Update: Campus Addresses added to cover page
- Update: Admissions: Allied Health (A.A.S)
- Removed: Admissions: Health Information Technology (A.A.S.)
- Updated: Academics: Grading Scales
- Created: Legacy: Grading Scales
- Update: Late Submission and Extension Policy: BSN
- Update: NM BON Approval for BSN
- Update: Externships and Clinical Training (Health and Liability Insurance for Nursing Students)
- Update: Background Checks & Drug Screening
- Update: Admissions: Bachelor of Science in Nursing (BSN) TEAS Exam
- Update: BSN Alumni Scholarship
- Update: Credit for Prior Education

**March 12,2024**

- Addition: Late Submission and Extension Policy: BSN
- Update: Applicants with a Deferred Action for Childhood Arrivals (DACA) Immigration Status (C33) – *New Mexico Only*
- Updated: Surgical Technology Additional Information section

**February 22,2024**

- Update:  Late Submission and Extension policies
- Updated: BSN Profile to include ABSN in Albuquerque
- Removed: BSN/BDG Tuition Forgiveness Program
- Added: ABSN Tuition Forgiveness Program

- Added ABSN Tuition
- Added: Program change information for BSN and ABSN students
- Removed: BSN/BDG Profile Albuquerque
- Update: BSN Transfer credit
- Update: Course Descriptions

**February 9,2024**

- Update: BSN program for Albuquerque only (New curriculum)
- Update: Course Descriptions for new BSN curriculum

**February 6,2024**

- Update: Transfer Credit Recency Rules
- Academic Policy: “Termination Based on Failed Courses (non-Nursing Programs)”
- AAS Physical Therapist Assistant tuition has been added to Tucson Campus
- Update: Dismissal, Withdrawal & Readmission policy for PTA students
- Update: AAS OTA Admission requirements (TEAS)
- Update: Grievance and Appeal policy clarification
- Update: Student Code of Conduct

**December 27, 2024**

- Updated Tucson program list to include AAS PTA
- Updated BS Healthcare Administration Program
- Added previous BS Healthcare Administration Program to Legacy Programs
- Updated BS Health and Wellness Program
- Added previous BS Health and Wellness Program to Legacy Programs
- Updated AAS Allied Health Program
- Updated AAS Allied Health Admission Requirements
- Added previous AAS Allied Health Program to Legacy Programs
- Updated Sterile Processing Diploma Program
- Added previous Sterile Processing Diploma to Legacy Programs
- Updated Grading Scale Added
- Updated Holiday and Program Break Schedule
- Updated Catalog Cover with 2024 dates

**December 11, 2023**

- Updated Admissions Polices: Applicants with a Deferred Action for Childhood Arrivals (DACA) Immigration Status (C33) Added

- Update Academic Policies: Credit for Prior Education
- Update Student Finance Policy: Collections

**November 3, 2023**

- Updated Tuition – effective 01/01/2024
- Added BSN-BDG Scholarship block
- Removed NC-SARA references

**October 13th, 2023**

- Updated Plagiarism Policy: AI Student Policy Added

**October 2nd, 2023**

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

**September 5th, 2023**

- Updated Background Checks and Drug Screening
- Updated Management and Staff
- Updated Tuition and Fees – Practical Nursing
- Updated Admissions: Practical Nursing
- Updated Practical Nursing Program
- Added Legacy Program: Practical Nursing
- Updated Course Repetitions and Withdrawals: Retake Fees for Medical Assisting Program Clarified
- Updated Academics: Satisfactory Academic Progress: Frequency of SAP Evaluations for Medical Assisting Program Clarified
- Additional BSN Attendance language added
- Updated Academics: Appeals & Grievances: Grade Appeals

**August 7th, 2023**

- Updated Admissions: Bachelor of Science in Nursing (BSN): TEAS Exam
- Updated Private 3rd Party Funding
- Updated Tuition and Fees

**August 1st, 2023**

- Updated Tuition and Fees
- Updated Background Checks & Drug Screening – PCT Program

**July 5th, 2023**

- Updated Physical Conditions Admission statement
- Updated Management and Staff
- Updated Campus Schedules
- Updated Tuition and Fees

**June 20th, 2023**

- Updated Accreditation and Approvals
- Updated Admissions: Bachelor of Science in Nursing (BSN): TEAS Exam
- Updated ADA Coordinators
- Updated Management and Staff

**June 8th, 2023**

- Updated Title IX Responsible Employees
- Updated ADA Coordinators
- Updated Accreditations

**June 5th, 2023**

- Added Ranking System for Reentry to Externship
- Updated Management and Staff

**May 15th, 2023**

- Updated Course Descriptions

**May 10th, 2023**

- Updated Tuition and Fees

**May 1st, 2023**

- Removed Legacy Program: Management
- Removed Legacy Program: Medical Assistant
- Updated Medical Assisting course code acronym to ASYNC/LAB
- Updated Management and Staff
- Updated Leave of Absence Policy

**April 24th, 2023**

- Added Add/Drop Period
- Added Medication Math Policy

**April 3rd, 2023**

- Updated Administrative LOA Policy

**March 6th, 2023**

- Updated Financial Aid – Misrepresentation & Fraud added
- Added PTA Grading Scale
- Updated Admission Policies

**February 20th, 2023**

- Updated Admissions: Occupational Therapy Assistant (A.A.S.)

**February 8th, 2023**

- Updated Physical Therapist Assistant Course Acronyms (PTB)
- Updated Externships & Clinical Training

**February 6th, 2023**

- Removed Legacy Program: Management
- Student Non-Fraternization Policy Added
- Updated Academics: Appeals & Grievances

**January 20th, 2023**

- Updated Tuition and Fees

**January 4th, 2022**

- Updated Bachelor of Science in Nursing for Baccalaureate Degree Graduates

**December 12th, 2022**

- Updated Student Code of Conduct
- Updated Academic Integrity
- Updated Drug and Alcohol-Free Environment
- Updated Tuition and Fees – General Education Course Enroll
- Updated Physical Therapist Assistant Courses and course descriptions

**December 5th, 2022**

- Updated Faculty

**November 15th, 2022**

- Updated Tuition and Fees
- Updated Programs

- Added Legacy Program: Medical Insurance Billing and Coding
- Added Legacy Program: Pharmacy Technology

**November 4th, 2022**

- Updated Management and Staff
- Updated Attendance Policy:  Practical Nursing
- Updated Admissions Polices:
  - Admissions: Bachelor of Science in Nursing (BSN)
    - TEAS Exam Retake Option
    - Removal of Conditional Enrollment via SmartPrep Course

**October 6th, 2022**

- Updated Management and Staff
- Updated Financial Aid
- Updated Occupational Therapy Assistant Program

**September 6th, 2022**

- Updated Title IX Responsible Employees
- Updated ADA Coordinators
- Credentialing information updated in the MLT and MLS program descriptions
- Updated MA and MOA program descriptions
- Removal of Block Credit Transfer for Phoenix Campus (BSN program)
- Removal of the NSTO policy

**September 1st, 2022**

- Accrediting Bureau of Health Education Schools (ABHES) address updated
- Resubmission Policy: General Education added
- Late Submission and Extension Policy: General Education added

**August 12th, 2022**

- Updated Nursing (BSN) Program and Course Descriptions
- Updated Course Credit:
  - MLT 100 Introduction to MLT
  - MLT 145 MLT Preparatory Lab
- Updated Scholarships & Discounts: BSN Alumni Scholarship

**August 1st, 2022**

- Updated Attendance Policy: Practical Nursing
- Updated Facility Description: Tucson Campus
- Updated Student Services

**July 15th, 2022**

- Updated AZ-SARA link in Academic Appeals and Grievances
- Updated Attendance Policy for Allied Health Diploma Programs
- Updated Student Services
- Updated Refund Policy

**July 5th, 2022**

- Added Addendum: July 2022
  - Updated Medical Assisting course names (Tempe & Tucson campuses)
- Updated General Education Course Descriptions in the following programs: MLT, MLS, OTA, PN, and PT

**June 6th, 2022**

- Updated Proof of Graduation Foreign Evaluation Services
- Updated Complaint Procedures

**May 20th, 2022**

- Updated Family Educational Rights & Privacy Act (FERPA) & Personally Identifiable Information (PII)
- Updated Tuition and Fees
- Updated Admission Policies – Purchasing Books & Supplies
- Updated Admissions Polices to the TEAS test in the following programs:
  - Bachelor of Science in Nursing (BSN)
  - Physical Therapist Assistant Program
  - Occupational Therapy Assistant Program
- Removal of Legacy Program: Business (A.A.S.)

**May 1st, 2022**

- Updated Faculty
- Updated Calendar Start Dates
- Updated Practical Nursing Grading Table
- EthicsPoint Added
- Updated Program section

**April 18th, 2022**

- Updated Admission Policies: Practical Nursing – Background Check
- Updated Faculty

**April 1st, 2022**

- Updated VA G.I. Registered Trademark Logo
- Updated POG Requirement
- Updated ADA Coordinators
- Updated Faculty

**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 4, 2022**

- Business Program, Criminal Justice Program and Management Program moved to Legacy section.
- Chiropractic Assistant/Technician Program removed.
- Updated Faculty section.
- Updated Management and Staff section.

**February 21, 2022**

- Clarification to Background Check process in BSN program

**February 3, 2022**

- Updated Faculty – PHX
- Updated ADA Coordinators
- Updated Title IX Responsible Employees
- Update to Management and Staff
- OTA added to Background and Drug Screen section
- OTA added to VA Benefit Section in Financial Aid.

**December 22, 2021**

- General Education Course: CP103 Statistics and Data Sheets added to Course Descriptions
- Maximum Federal Pell Grant and Federal Supplemental Educational Opportunity Grant FSEOG updated in Financial Aid.
- Physical Therapist Assistant Admission requirements updated in Admissions
- Plagiarism Policy updated
- Removal of the ASS BS program offering from the Tucson Campus (Programs & Tuition and Fees

Sections)

- Official name change  of the Medical Assistant Program to Medical Assisting Program

**November 17, 2021**

- Updated PTA Course Descriptions/Prerequisites
- Removal of RN-BSN Program

**October 29, 2021**

- Removal of the extra BSN grade scale

**October 26, 2021**

- Update to Refund Policy for MA Hybrid enrollments after 11/1/2021

**October 25, 2021**

- Added Chromebook information to Medical Assisting Admissions & Refund Policies

**October 15, 2021**

- Added MLT/MLS programs to Admissions Policies, Background Check & Drug Screen and Program, Schedule, and Campus Change sections
- Update to Medical Assistant Program
- Update to Medical Assistant Courses
- Legacy Medical Assistant program added
- Benefits for Military Students and Family added
- Update to Campus Schedule (Breaks)
- Update to Faculty

**September 22, 2021**

- Removal of SLE-Q Assessment for non-programmatically accredited programs as an admissions requirement in the Admission Policy.

**September 15, 2021**

- Updated CLEP / International Credits policy

**September 10, 2021**

- COVID-19 vaccination (all doses) added to Immunizations Policy
- Removal of the RN-BSN program
- Removal of Information Technology Program
- Removal of Bachelor of Science – Health Information Management Program
- Removal of Nursing Assistant Certificate Program

- Updated Medical Laboratory Technician Program Courses
- Updated Online Readiness criteria to include Technical Specifications

**August 31, 2021**

- Update to Credits for Prior Education

**August 11, 2021**

- Added policy on Determining Student Location under Misc. Policies
- Removal of the MSN program
- Removal of the MSN Health Systems Administration program
- State Licensing Disclosers updated

**July 30, 2021**

- Added to Misc. Policies: Recording of Lectures and Other Educational Content
- Located Dress Code policy within Student Code of Conduct
- Updates to Physical Therapist Assistant program and course hours

**July 22, 2021**

- Added Occupational Therapist Assistant (OTA) program
- Updated TEAS exam policy for BSN program admissions

**July 14, 2021**

- Removal of the AS Paralegal Studies program

**July 12, 2021**

- BSN Course Progression policy

**July 8, 2021**

- PN Program Admission Revision

**June 22, 2021**

- Audit/Refresher Coursework
- Program, Schedule and Campus Change

**June 9, 2021**

- BSN TEAS
- Background Check Process and Drug Screen
- Residential Attendance Policy

- Make-up Policy
- Tuition
- Master of Science Public Health, Credits/Hours/Weeks

**June 7, 2021**

- Residential Attendance Policy and Make Up Work Policy for Non-Nursing Students

**May 25, 2021**

- HESI Testing cost removed

**April 21, 2021**

- Plagiarism Policy
- Credit for Prior Education

**February 15, 2021**

- Grievance and Appeals Policy
- Addition of Practical Nursing Diploma program
- Course Enrollments
- Add/Drop Period
- Grade Appeals

**January 8, 2021**

- Proof of High School Graduation
- Course Repetitions and Withdrawals
- Removal of Wonderlic Testing Fee
- Tuition for Bachelor of Science Nursing for Baccalaureate Degree, Phoenix Campus

**January 5, 2021**

- Title IX Sexual Harassment and Misconduct Policy and Procedures
- Tuition for Bachelor of Science Nursing, Phoenix Campus

## 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.

## HEALTH AND WELLNESS

| | |
|---|---|
| Program Title | Health and Wellness |
| Credential Awarded | Bachelor of Science |
| Semester Credits | 120 |

| | |
|---|---|
| Instructional Hours | 1845 |
| Program Length | 130 Weeks |
| Instructional Method | Online |
| Program Overview | The Bachelor of Science in Health and Wellness program teaches students various aspects of overall health and well-being including behavioral and physical health, public policy, nutrition, wellness education, interpersonal communication, fitness and exercise, community health, and health psychology. This degree provides a diverse and in-depth curriculum that will prepare students for a rewarding career as a health and wellness professional who provides support, encouragement, and education to people looking to lead healthier lives and prevent illness or injury. Graduates of this program may work in business, community, or health care settings, helping people improve and maintain their health and well-being. |
| Learning Outcomes/ Educational Objectives | Upon completion students will:<br>• Examine basic concepts of health psychology and physiology.<br>• Identity best practices, strategies, and principles that promote overall health and well-being.<br>• Examine how fitness and kinesiology support overall health and well-being.<br>• Identify best practices for effective communication, leadership, and infrastructure in diverse business, community, and health and wellness organizations. |
| Corresponding Occupational Outcomes | Graduates are prepared to gain employment as entry-level Community Health Coordinator (CIP code 34.0103, SOC code 21-1091.00) |

**Required Courses**

| Program Courses | Method of Delivery | Credit Hours | Lecture Hours | Lab Hours | Externship/ Clinical/ Practicum |
|---|---|---|---|---|---|
| HA100 Medical Terminology | Online | 3 | 45 | 0 | 0 |
| HA209 Diversity & Culture in Healthcare | Online | 3 | 45 | 0 | 0 |
| HA211 Healthcare Marketing and Customer Service | Online | 3 | 45 | 0 | 0 |
| HA220 Interpersonal Communication in Healthcare | Online | 3 | 45 | 0 | 0 |
| HA240 Medical Office Administration | Online | 3 | 45 | 0 | 0 |
| HA300 Wellness Education | Online | 3 | 45 | 0 | 0 |
| HA303 Public Policy in Healthcare | Online | 3 | 45 | 0 | 0 |
| HA310 Public Health and Health Promotion | Online | 3 | 45 | 0 | 0 |
| HA400 Healthcare Planning and Implementation | Online | 3 | 45 | 0 | 0 |
| HA401 Organizational Behavior and Leadership | Online | 3 | 45 | 0 | 0 |
| HW300 Introduction to Health & Wellness | Online | 3 | 45 | 0 | 0 |
| HW304 Fitness for Health and Wellbeing | Online | 3 | 45 | 0 | 0 |
| HW310 Health Psychology | Online | 3 | 45 | 0 | 0 |
| HW322 Health Information and Problem Solving | Online | 3 | 45 | 0 | 0 |
| HW330 Exercise Physiology | Online | 3 | 45 | 0 | 0 |
| HW360 Health Behaviors | Online | 3 | 45 | 0 | 0 |
| HW400 Fitness for Life I | Online | 3 | 45 | 0 | 0 |
| HW401 Fitness for Life II | Online | 3 | 45 | 0 | 0 |
| HW410 Introduction to Kinesiology | Online | 3 | 45 | 0 | 0 |
| HW420 Capstone | Online | 3 | 45 | 0 | 0 |
| **General Education Courses** | **Method of Delivery** | **Credit Hours** | **Lecture Hours** | **Lab Hours** | **Externship/ Clinical/ Practicum** |
| BIO175 Anatomy & Physiology I | Online | 3 | 45 | 0 | 0 |
| BIO180 Anatomy and Physiology II | Online | 3 | 45 | 0 | 0 |
| BIO205 Pathophysiology | Online | 3 | 45 | 0 | 0 |
| CHM100 General Chemistry | Online | 3 | 45 | 0 | 0 |
| CO415 Multicultural Communications | Online | 3 | 45 | 0 | 0 |
| CP100 Word Processing and Presentations | Online | 3 | 30 | 30 | 0 |
| CP103 Statistics and Data Sheets | Online | 3 | 30 | 30 | 0 |
| EN144 English Composition | Online | 3 | 45 | 0 | 0 |
| ENG115 Public Speaking | Online | 3 | 45 | 0 | 0 |
| MH140 College Mathematics | Online | 3 | 45 | 0 | 0 |
| NTR302 Nutrition and Metabolism | Online | 3 | 45 | 0 | 0 |
| PD299 Professional Development | Online | 3 | 45 | 0 | 0 |
| PH330 Decision Making | Online | 3 | 45 | 0 | 0 |
| PH410 Ethics | Online | 3 | 45 | 0 | 0 |
| PS135 Introduction to Psychology | Online | 3 | 45 | 0 | 0 |
| PS137 Human Growth and Development | Online | 3 | 45 | 0 | 0 |
| QN220 Essential Statistical Thinking | Online | 3 | 45 | 0 | 0 |
| SO170 Introduction to Sociology | Online | 3 | 45 | 0 | 0 |
| SS100 Student Success | Online | 3 | 45 | 0 | 0 |
| STA400 Statistics for Life Science | Online | 3 | 45 | 0 | 0 |

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

## MEDICAL LABORATORY TECHNICIAN

| | |
|---|---|
| Program Title | Medical Laboratory Technician |
| Credential Awarded | Associate of Applied Science (AAS) |
| Semester Credits | 62.5 |
| Instructional Hours | 1420 |
| Program Length | 64 Weeks |
| Instructional Method | Blended |
| Program Overview | The role of the Medical Laboratory Technician is critical in providing results that aid the physician in the detection, diagnosis and treatment of disease. In addition to learning techniques related to the collection and processing of samples, students will learn the purpose and procedures for routine laboratory tests in the areas of blood bank, chemistry, hematology, microbiology, urinalysis and serology. Graduates will be prepared for entry level positions in a variety of healthcare settings |
| Learning Outcomes/Educational Objectives | Graduates of the Medical Laboratory Technician Associate in Applied Science Degree Program will be able to:<br>• Demonstrate professionalism as expected of a health care worker by: adhering to regulations, including safety and confidentiality, as required by federal, state and local laws and the institutions for which they are employed; acting with integrity; employing ethical standards and behaviors; communicating and collaborating with other members of the health care team, patients and the public; adhering to acceptable hygiene and appearance standards; and working within established standards of practice.<br>• Safely and accurately collect and process various biological samples for analysis. Perform, monitor, and apply quality control and quality assurance principles in the workplace. Perform and demonstrate entry-level technical skills for routine laboratory procedures in the pre-analytical, analytical, and post-analytical components of chemistry hematology/hemostasis, blood bank, microbiology, immunology, urinalysis/body fluids, and phlebotomy and laboratory operations.<br>• Recognize and apply results of laboratory analysis of normal, abnormal, and unexpected results as required of an entry-level medical laboratory technician and take appropriate actions with regard to reporting results using repeating policies and procedures. Evaluate and take action on results of routine laboratory analyses following predetermined protocols and using effective critical thinking skills. |
| Corresponding Occupation Outcome | Graduates are prepared to gain employment as entry-level Medical Laboratory Technologists (CIP code 51.1004, SOC code 29-2011.00) |
| **Required Courses** | |

| Program Courses | Method of Delivery | Credit Hours | Lecture Hours | Lab Hours | Externship/ Clinical/ Practicum |
|---|---|---|---|---|---|
| MLT 100 Introduction to MLT | Blended | 2 | 30 | 0 | 0 |
| MLT 101 Urinalysis | Blended | 3 | 30 | 30 | 0 |
| MLT 105 Microbiology I | Blended | 4 | 45 | 30 | 0 |
| MLT 110 Microbiology II | Blended | 4 | 45 | 30 | 0 |
| MLT 115 Routine Hematology | Blended | 4 | 45 | 30 | 0 |
| MLT 120 Clinical Chemistry I | Blended | 4 | 45 | 30 | 0 |
| MLT 130 Immunohematology | Blended | 4 | 45 | 30 | 0 |
| MLT 135 Clinical Chemistry II | Blended | 4 | 45 | 30 | 0 |
| MLT 145 MLT Preparatory Lab | Residential | 5 | 0 | 165 | 0 |
| MLT 170 Introduction to Immunology | Blended | 2 | 30 | 0 | 0 |
| MLT 215 Hematology of Disease | Blended | 3 | 30 | 30 | 0 |
| MLT 251 MLT Clinical Experience | Residential | 8.5 | 0 | 0 | 400 |
| **General Education** | **Method of Delivery** | **Credit Hours** | **Lecture Hours** | **Lab Hours** | **Externship/ Clinical/ Practicum** |
| BI165 Introduction to Biology | Online | 3 | 45 | 0 | 0 |
| ENG100 English Composition | Online | 3 | 45 | 0 | 0 |
| MTH100 Intermediate Algebra | Online | 3 | 45 | 0 | 0 |
| PSY100 Introduction to Psychology | Online | 3 | 45 | 0 | 0 |
| CHM 215 General Chemistry | Online | 3 | 45 | 0 | 0 |

All course descriptions can be found in the “Course Description” section of the catalog
**Program Progression:** To progress from semester to semester in the MLT program, students must complete and pass all MLT coursework with a minimum of 75% for general education and 77% for MLT core courses.

| | |
|---|---|
| Additional Information | Programmatic Mission Statement:<br>In support of the College mission, the Medical Laboratory Technician and Medical Laboratory Science Programs are dedicated to preparing highly qualified entry-level medical laboratory technicians and medical laboratory scientists with relevant skills and knowledge that meet the needs of the profession and are prepared for continuous education, career mobility, and full participation in the community life.<br>The MLT and MLS curricula are based upon verified roles and responsibilities of entry-level practitioners providing opportunities for integration and application of learned concept, attitudes, values, and skills in real-life learning experiences within clinical and simulated laboratories.<br>The Brookline College – Phoenix Campus Medical Laboratory Technician program has been granted accreditation by the:<br>National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)<br>5600 N. River Road, Suite 720<br>Rosemont, IL 60018<br>Telephone: 773-714-8880<br>Website: www.naacls.org |

## NURSING (BSN) PROGRAM

The program version below has ceased enrollment due to updates reflected in the currently-offered Bachelor of Science in Nursing program described in the main body of the catalog.

### Credential Awarded: Bachelor of Science in Nursing

122 credits – 2310 CONTACT hours – 128 Weeks

The Bachelor of Science in Nursing program is designed to prepare graduates for entry-level professional nursing positions that will require them to assess, plan, implement, and evaluate nursing care within a variety of clinical settings, including hospitals, community health agencies and clinics. This eight-semester program includes both upper and lower division general education and pre-professional nursing coursework. Nursing courses that consist of classroom and laboratory activities are integrated with clinical experiences. Students are provided with opportunities to analyze a variety of issues in professional nursing practice as they develop the skills and competencies necessary for positions which will require them to provide nursing care across the health care continuum.

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

The curriculum for the Bachelor of Science in Nursing (BSN) program at Brookline College has been designed to meet the educational licensure requirements in Arizona and New Mexico as well as prepare students to apply to the Arizona State Board of Nursing or the New Mexico Board of Nursing to sit for the NCLEX license exam in the States of Arizona and New Mexico (see https://www.azbn.gov/ or http://wwnmbon.sks.com/ for more information regarding licensure in Arizona or New Mexico). 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 Brookline College BSN degree to secure licensure in any state other than Arizona or New Mexico will need to review the professional licensure disclosures in those states pertaining to their program and consult with the applicable state nursing licensing board. For more information, see https://www.brooklinecollege.edu/disclosures/program-licensure/ for a

listing of state nursing licensing boards and determinations made by the College by state of whether the BSN curriculum meets licensure requirements, does not meet licensure requirements or where a determination has not been made.

NOTE: Graduates who become licensed in Arizona or New Mexico may subsequently apply for licensure in another state. Ask your Academic Dean about Nursing reciprocity agreements.

**Student Learning Outcomes:**

Upon completion of the Bachelor of Science in Nursing program, graduates will be able to:

- Utilize the nursing process and critical thinking as tools to make culturally sensitive patient-centered clinical decisions in all health care settings within systems-based environments.
- Collaborate with patients and other members of the healthcare team in the planning, coordination, and provision of competent care. Integrate evidence-based findings into nursing and collaborative practice.
- Promote patient and staff safety utilizing the process of quality improvement based on available evidence.
- Use information and technology for communication, knowledge development, and clinical decision making.
- Demonstrate leadership behaviors and professionalism when providing care to patients across the lifespan in all health care settings.
- Integrate legal, ethical, and professional standards into nursing practice.

| Program Concentration – 68 Credits – 1485 Contact Hours | Credit Hours | Lecture Hours | Lab Hours | Practicum/Clinical |
|---|---|---|---|---|
| NMH 100 Nursing Medication Math | 1.0 | 15 | 0 | 0 |
| NUR 201 Introduction to Professional Nursing | 3.0 | 45 | 0 | 0 |
| NUR 202 Fundamentals of Nursing | 5.0 | 45 | 30 | 45 |
| NUR 302 Health Assessment | 3.0 | 30 | 30 | 0 |
| NUR 303 Information and Technology in Nursing Practice | 3.0 | 45 | 0 | 0 |

| | | | | |
|---|---|---|---|---|
| NUR 304 Gerontological Nursing Care | 3.0 | 30 | 0 | 0 |
| NUR 305 Adult Health I | 7.0 | 60 | 30 | 90 |
| NUR 306 Pharmacology I | 3.0 | 45 | 0 | 0 |
| NUR 307 Psychiatric Nursing | 3.0 | 30 | 0 | 45 |
| NUR 308 Obstetrical Nursing | 3.0 | 30 | 0 | 45 |
| NUR 310 Evidence Based Practice | 3.0 | 45 | 0 | 0 |
| NUR 401 Adult Health II | 7.0 | 60 | 30 | 90 |
| NUR 402 Pediatric Nursing | 3.0 | 30 | 0 | 45 |
| NUR 403 Community Health Nursing | 4.0 | 45 | 0 | 45 |
| NUR 404 Pharmacology II | 3.0 | 45 | 0 | 0 |
| NUR 405 Health Care Law and Ethics | 3.0 | 45 | 0 | 0 |
| NUR 406 Leadership in Nursing Practice | 3.0 | 45 | 0 | 45 |
| NUR 407 Clinical Integration Capstone | 4.0 | 15 | 0 | 135 |
| NUR 410 Nursing Concepts Synthesis | 3.0 | 45 | 0 | 0 |

| General Education – 36 Credits – 540 Contact Hours | Credit Hours | Lecture Hours | Lab Hours | Practicum/Clinical |
|---|---|---|---|---|
| BI165 Introduction to Biology | 3.0 | 45 | 0 | 0 |
| EN144 English Composition | 3.0 | 45 | 0 | 0 |
| CO415 Multi-Cultural Communications | 3.0 | 45 | 0 | 0 |
| LI310 Contemporary Literature | 3.0 | 45 | 0 | 0 |
| MH140 College Mathematics | 3.0 | 45 | 0 | 0 |
| MH 240 Intermediate College Mathematics | 3.0 | 45 | 0 | 0 |
| PH330 Decision Making | 3.0 | 45 | 0 | 0 |
| PO 136 Introduction to Political Science | 3.0 | 45 | 0 | 0 |
| PS135 Introduction to Psychology | 3.0 | 45 | 0 | 0 |
| QN220 Essential Statistical Thinking | 3.0 | 45 | 0 | 0 |
| SO170 Introduction to Sociology | 3.0 | 45 | 0 | 0 |
| SO 365 Socializations and Societal Development | 3.0 | 45 | 0 | 0 |

| Additional Course Requirements – 18 Credits – 270 Contact Hours | Credit Hours | Lecture Hours | Lab Hours | Practicum/Clinical |
|---|---|---|---|---|
| BIO 175 Anatomy & Physiology I | 3.0 | 45 | 0 | 0 |
| BIO 180 Anatomy & Physiology II | 3.0 | 45 | 0 | 0 |
| BIO 205 Pathophysiology | 3.0 | 45 | 0 | 0 |
| MCR 130 Introduction to Microbiology | 3.0 | 45 | 0 | 0 |
| PS 137 Human Growth and Development | 3.0 | 45 | 0 | 0 |
| NTR 200 Principles of Nutrition | 3.0 | 45 | 0 | 0 |
| TOTAL | 122.0 | 1545 | 120 | 630 |

*Some courses may be completed/required to be completed via the online delivery method.

The Baccalaureate in Nursing program at Brookline College are accredited by the Commission on

Collegiate Nursing Education:
655 K Street, NW, Suite 750,
Washington, DC 20001
Telephone: (202) 887-6791

### Credential Awarded: Bachelor of Science in Nursing for Baccalaureate Degree Graduates (Albuquerque only)

122 credits – 2295 CONTACT hours – 64 Weeks

Brookline College's Second-degree Bachelor of Science in Nursing program allows graduates to be eligible to take the registered nurse licensure examination after only 15-16 months of full-time study. In this program, college graduates' transition into entry-level nursing roles in a compressed timeframe. Clinical experiences in the hospital, laboratory, and community supplement classroom learning as students develop the skills and competencies to provide nursing care across the

healthcare continuum.

**Bachelor of Science in Nursing (BSN) Licensure Disclosure:**

The curriculum for the Bachelor of Science in Nursing (BSN) program at Brookline College has been designed to meet the educational licensure requirements in Arizona and New Mexico as well as prepare students to apply to the Arizona State Board of Nursing or the New Mexico Board of Nursing to sit for the NCLEX license exam in the States of Arizona and New Mexico (see https://www.azbn.gov/ or http://wwnmbon.sks.com/ for more information regarding licensure in Arizona or New Mexico). 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 anytime. Students who intend to use their Brookline College BSN degree to secure licensure in any state other than Arizona or New Mexico will need to review the professional licensure disclosures in those states pertaining to their program and consult with the applicable state nursing licensing board. For more information, see https://www.brooklinecollege.edu/disclosures/program-licensure/ for a listing of state nursing licensing boards and determinations made by the College by state of whether the BSN curriculum meets licensure requirements, does not meet licensure requirements or where a determination has not been made.

NOTE: Graduates who become licensed in Arizona or New Mexico may subsequently apply for licensure in another state. Ask your Academic Dean about Nursing reciprocity agreements.

**Student Learning Outcomes:**

- Upon completion of the Bachelor of Science in Nursing program, graduates will be able to:
- Utilize the nursing process and critical thinking as tools to make culturally sensitive patient-centered clinical decisions in all health care settings within systems-based environments.
- Collaborate with patients and other members of the healthcare team in the planning, coordination, and provision of competent care.
- Integrate evidence-based findings into nursing and collaborative practice.
- Promote patient and staff safety utilizing the process of quality improvement based on available evidence.
- Use information and technology for communication, knowledge development, and clinical decision making.
- Demonstrate leadership behaviors and professionalism when providing care to patients across the lifespan in all health care settings.
- Integrate legal, ethical, and professional standards into nursing practice.

**Residential; Blended Program Requirements:**

| Program Concentration – 68 Credits – 1485 Contact Hours | Credit Hours | Lecture Hours | Lab Hours | Practicum/Clinical |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| NMH 100 Nursing Medication Math | 1.0 | 15 | 0 | 0 |
| NUR 201 Introduction to Professional Nursing | 3.0 | 45 | 0 | 0 |
| NUR 202 Fundamentals of Nursing | 5.0 | 45 | 30 | 45 |
| NUR 302 Health Assessment | 3.0 | 30 | 30 | 0 |
| NUR 303 Information and Technology in Nursing Practice | 3.0 | 45 | 0 | 0 |
| NUR 304 Gerontological Nursing Care | 3.0 | 30 | 0 | 0 |
| NUR 305 Adult Health I | 7.0 | 60 | 30 | 90 |
| NUR 306 Pharmacology I | 3.0 | 45 | 0 | 0 |
| NUR 307 Psychiatric Nursing | 3.0 | 30 | 0 | 45 |
| NUR 308 Obstetrical Nursing | 3.0 | 30 | 0 | 45 |
| NUR 310 Evidence Based Practice | 3.0 | 45 | 0 | 0 |
| NUR 401 Adult Health II | 7.0 | 60 | 30 | 90 |
| NUR 402 Pediatric Nursing | 3.0 | 30 | 0 | 45 |
| NUR 403 Community Health Nursing | 4.0 | 45 | 0 | 45 |

| | | | | |
|---|---|---|---|---|
| NUR 404 Pharmacology II | 3.0 | 45 | 0 | 0 |
| NUR 405 Health Care Law and Ethics | 3.0 | 45 | 0 | 0 |
| NUR 406 Leadership in Nursing Practice | 3.0 | 45 | 0 | 45 |
| NUR 407 Clinical Integration Capstone | 4.0 | 0 | 0 | 135 |
| NUR 410 Nursing Concepts Synthesis | 3.0 | 45 | 0 | 0 |
| **General Education – 36 Credits – 540 Contact Hours** | **Credit Hours** | **Lecture Hours** | **Lab Hours** | **Practicum/Clinical** |
| PRQ 277 General Education Prerequisites** | 36.0 | 540 | **0** | **0** |
| **Additional Course Requirements – 18 Credits – 270 Contact Hours** | **Credit Hours** | **Lecture Hours** | **Lab Hours** | **Practicum/Clinical** |
| BIO 205 Pathophysiology | 3.0 | 45 | 0 | 0 |
| PRQ 177 Program Course Prerequisites*** | 15.0 | 225 | 0 | 0 |
| **TOTAL** | **122.0** | **1545** | **120** | **630** |

*Some courses may be completed/required to be completed via the online delivery method.

**Subject areas permissible for PRQ 277 course credit include:

Humanities: including, literature, philosophy, logic, foreign language, art, music appreciation, and communications, including rhetoric, composition, and speech; but excluding business communications, spelling, letter writing, and word study; Mathematics and the Sciences: including

biology, chemistry, physics, geology, astronomy, and mathematics theory and analysis, including algebra, trigonometry, geometry, calculus, and other advanced mathematics courses, but excluding business mathematics and basic computations, and Social Sciences: including, history, economics, political science, geography, sociology, anthropology, and general psychology, but
excluding courses such as practical psychology, selling techniques and social or business behavior.

***PRQ 177 Courses include the following: Anatomy and physiology (two courses), carrying a minimum of 6 semester credits; microbiology, a minimum of 3 semester credits; developmental or lifespan psychology, a minimum of 3 semester credits; statistics (in any field of study), a minimum of 3 semester credits.

The Baccalaureate in Nursing program at Brookline College are accredited by the Commission on Collegiate Nursing Education:
655 K Street, NW, Suite 750,
Washington, DC 20001
Telephone: (202) 887-6791

## PUBLIC HEALTH

| | |
|---|---|
| Program Title | Public Health |
| Credential Awarded | Master of Science |
| Semester Credits | 36 |
| Instructional Hours | 540 |
| Program Length | 60 Weeks |
| Instructional Method | Online |
| Program Overview | Public Health care workers investigate and describe the determinants and distribution of disease, disability, or health outcomes and work towards a means for prevention and control. They work within many different divisions of the health care field, they can work within the public sector (municipalities: usually at health departments for state and local governments), hospitals for data statistics, governmental (federal government by agencies such as the Centers for Disease Control and Prevention (CDC), and the insurance industries for health data statistics. Some do fieldwork to conduct interviews and collect samples for analyses. |

| | |
|---|---|
| Learning Outcomes/ Educational Objectives | Upon completion of the Public Health program, graduates will:<br>• Discuss current trends that effect society through programs, interventions and outcomes that relate to public health practice.<br>• Apply public health concepts, principles and methodologies obtained through formal course work to actual problems experienced in the community or work environment.<br>• Apply ethical standards and professional values as they relate to the practice of Public Health.<br>• Demonstrate fundamental knowledge in the public health sector within sub-divisions of biostatistics, epidemiology, health systems and public policy.<br>• Describe promoting community awareness in population health and population health crisis<br>• Identify and describe the interrelationships between a multitude of factors that can impact on a public health problem<br>• Discuss scientific, medical, environmental, cultural, social, behavioral, economic, political and ethical factors related to Public Health<br>• Understand the intellectual and practical skills for understanding health information and data<br>• Learn methods of discovering and investigating related evidence<br>• Learn methods of calculation of evidence through data system tracking<br>• Understand ethics and social justice as related to an individual rights and preferences within the greater public good<br>• Understand communication of health information to a wide range of audiences using all types of media and data<br>• Understand community preparedness with consideration regarding health emergencies and public disasters |
| Corresponding Occupational Outcomes | Graduates are prepared to gain employment as Medical and Health Services Managers (CIP code 51.2299, SOC code- 11-911.00) |
| **Required Courses** | |

| Program Courses | Method of Delivery | Credit Hours | Lecture Hours | Lab Hours | Externship/ Clinical/ Practicum |
|---|---|---|---|---|---|
| MPH 500 Introduction to Public Health Organizations, Management and Policy | Online | 3 | 45 | 0 | 0 |
| MPH 502 Clinical Effectiveness | Online | 3 | 45 | 0 | 0 |
| MPH 504 Health Policy | Online | 3 | 45 | 0 | 0 |
| MPH 505 Health Systems Delivery | Online | 3 | 45 | 0 | 0 |
| MPH 512 Clinical Effectiveness | Online | 3 | 45 | 0 | 0 |
| MPH 540 Health Management | Online | 3 | 45 | 0 | 0 |
| MPH 600 Global Health | Online | 3 | 45 | 0 | 0 |
| MPH 604 Health and Social Behavior | Online | 3 | 45 | 0 | 0 |
| MPH 610 Epidemiology | Online | 3 | 45 | 0 | 0 |
| MPH 620 Environmental and Occupation Health | Online | 3 | 45 | 0 | 0 |
| MPH 625 Biostatistics for Epidemiology | Online | 3 | 45 | 0 | 0 |
| MPH 630 Statistical Methods Capstone | Online | 3 | 45 | 0 | 0 |

## LEGACY: GRADING SCALES

### Academics: Grading

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

preferred).

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

### Student Individual Conference

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

### Remediation

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

### 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.

### Standard grading scale applies to all courses/modules except as noted in the program specific grade scales:

| Grade | Percentage | Grade Point | Grade Information |
|---|---|---|---|
| A | 90-100% | 4.0 | |
| B | 80-89% | 3.0 | |
| C | 70-79% | 2.0 | |

| Grade | Percentage | Grade Point | Grade Information |
|---|---|---|---|
| D | 60-69% | 1.0 | |
| D* | 60-69% | 0.0 | *A grade of "D*" in a program concentration course is considered unsatisfactory and the course must be repeated. ( Allied Health, Health Care, and Medical Laboratory Science and Technician programs)* |
| F | 0-59% | 0.0 | Fail |

### Additional Grades Applicable to all Programs.

| Grade | Percentage | Grade Point | Grade Information |
|---|---|---|---|
| AU | None | N/A | Audited Course |
| AC | None | N/A | Audit Course |
| R | None | N/A | Repeated Course |
| RW | None | N/A | Retake Withdrawal |
| NP | None | N/A | No Pass** |
| NS | None | N/A | Grade Not Submitted |
| P | None | N/A | Pass** |
| WF | None | 0.0 | Withdrawal/Failing<br>*Based on student circumstances a grade of W may be awarded instead of a WF at the discretion of the Chief Academic Officer.* |
| W | None | N/A | Withdrawal |
| TC | None | N/A | Transfer Credit |
| CR | None | N/A | Test Out |
| I | None | N/A | Incomplete |

### Program Grading System for

- **AAS Physical Therapist Assistants**
- **AAS Allied Health**
- **BS Healthcare Administration**

- **BS Health and Wellness**
- **Sterile Processing Diploma**
- **Practical Nursing Diploma Program**

| Letter Grade | Percentages | Grade Point | Grade Information |
|---|---|---|---|
| A | 94-100 | 4.00 | |
| A- | 90-93.99 | 3.70 | |
| B+ | 87-89.99 | 3.30 | |
| B | 84-86.99 | 3.00 | |
| B- | 80-83.99 | 2.70 | |
| C+ | 77-79.99 | 2.30 | |
| C | 75-76.99 | 2.00 | *Minimum passing grade for core courses* |
| C- | 70-74.99 | 1.70 | |
| D+ | 67-69.99 | 1.30 | |
| D | 64-66.99 | 1.00 | |
| D- | 60-63.99 | 0.70 | |
| F | 0-59.99 | 0.00 | |

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

### Physical Therapy Assistant Cohorts starting prior to May 2023

| Grade | Percentage | Grade Point | Grade Information |
|---|---|---|---|
| A | 90-100% | 4.0 | |
| B | 80-89% | 3.0 | |
| C^ | 75-79% | 2.0 | *Minimum required grade for PTA Core course* |
| C | 70-79% | 2.0 | *Minimum required grade for General Education Courses* |
| D* | 60-69% | 0.0 | *General Education courses with a percentage of less than 70%* |

| Grade | Percentage | Grade Point | Grade Information |
|---|---|---|---|
| F | 0-74% | 0.0 | Fail |

### Associate of Applied Science Occupational Therapy Assistant Program Grading System

| Grade | Percentage | Grade Point | Course Information |
|---|---|---|---|
| A | 90-100% | 4.0 | |
| B | 80-89% | 3.0 | |
| C | 75-79% | 2.0 | Minimum required grade for OTA Core Courses |
| F | 0-74% | 0.0 | Fail |

- A grade of less than 70% for general education courses is considered unsatisfactory and the course must be repeated.
- OTA courses are only offered once a year so failure of a course will result in the student begin dropped from the program.

### Bachelor of Science in Nursing Programs Grading System

| Grade | Percentage | Grade Point | Grade Information |
|---|---|---|---|
| A | 90-100% | 4.0 | |
| B | 80-89% | 3.0 | |
| C^ | 77-79% | 2.0 | Minimum required grade for Nursing Core Courses |
| C | 70-79% | 2.0 | Minimum required grade for General Education and Additional Course Requirements Courses |
| D | 60-76% | 1.0 | Failing grade for Nursing Core Courses |
| D* | 60-69% | 0.0 | General Education courses with a percentage of less than 70% |
| F | Below 60% | 0.0 | Failing |

### Nursing (BSN) Course Progression

In order to progress from semester to semester, students must complete and pass all coursework in all prior semesters. 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 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

### Practical Nursing Program Grading System (For starts prior to 10/30/2023)

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

| Grade | Percentages | Grade Point | Grade Information |
|---|---|---|---|
| A | 90% & Above | 4.0 | |
| B | 80% – 89.99% | 3.0 | |
| C | 75% – 79.99% | 2.5 | *Minimum required grade for Practical Nursing Courses |
| F | 74.99% & Below | 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 will be penalized 10% for every day that assignment is not turned in.

### All Programs

A student is permitted to obtain a letter grade of “W” if they withdraw from a course prior to no greater than 50% of the scheduled classroom hours having elapsed and all assignments have been submitted up to the point of a request for a withdrawal being made. Failure to attend or complete any class from which the student has not been officially withdrawn through a written request process will result in the grade earned in the course being that which includes all work completed up to that point and any missed worked. Students that officially withdraw after 50% of the classroom hours have elapsed will take a “WF” grade. The “WF” grade is calculated as credits attempted and carries a grade point value of 0.0 for the purposes of determining Satisfactory Academic progress. Both “R” and “W” grades will be calculated as courses attempted for the purposes of determining Satisfactory Academic Progress and will not have any point value.

### I Grade Policy

An Incomplete (I) grade is only intended as an interim course mark. A grade of “I” signifies that not all 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. Course NUR410 may be granted up to eight (8) weeks to complete course requirements. Granting of a Contract for Success in any course is the discretion of the instructor for that course. If the request for an "I" is granted, a Contract for Success must be filled out and signed by both the faculty member and the student.

"TC" designates transfer credits awarded for previous successful completion of academic coursework. "CR" denotes credit granted based upon CLEP/DSST/ACE or challenge test procedures. "NP" and "P" are used in courses designated as "pass (P)/no pass (NP)". Students must meet all stated course requirements to receive credit or a passing grade. Pass/no pass grades are calculated into credit hours attempted; however, grade points are not awarded and therefore have no effect on the student's cumulative grade point average. "NA" designates a course for which a student was scheduled but did not attempt. This grade is not calculated into credit hours attempted and grade points are not awarded. Therefore, the "NA" grade has no effect on the student's cumulative grade point average.

## Course Repetitions and Withdrawals

The grade earned by a student retaking a course as a regular student becomes the recorded grade for that course. If a course is repeated (due to failure) the original grade is changed to "R" which is used to denote a repeated class and will not count in the calculation of the student's CGPA but will remain on the transcript. The credits attempted in both courses will be considered calculated credits hours attempted for the purpose of determining Satisfactory Academic Progress (SAP).

For students enrolled in an allied health modular program for the first time, one retake will be allowed at no additional charge.* Students who graduate from an allied health modular program and enroll into another allied health modular program will be allowed one retake at no additional charge in each concurrent enrollment. If a student withdraws or is terminated from their original program and enters another allied health modular program, the student is not eligible for a free retake in their program. Any additional courses that are retaken will be billed on a per credit hour basis. Retakes in the Surgical Technology program are $750.00 per module. Students will be charged for all retakes that are listed on their transcript. Students enrolled in an Associate of Applied Science or Bachelor of Science program will be charged on a per credit hour basis for each retaken course. Retake fees will be billed to the student's account. If the retakes cannot be covered with Title IV funds, the student is responsible for making payment arrangements. Students may only repeat the same course or module one time within each program of study, unless otherwise outlined in the College Catalog or program handbook.

A student is required to submit a written request to officially withdraw from Brookline College. Written requests must be presented to the Office of the Registrar. Non-attendance does not constitute official withdrawal. Brookline College may withdraw a student who has not filed a written request based on the last date of attendance. If the student doesn't notify Brookline College of their intention to withdraw or fails to attend school based on the attendance policy of the College, the student may also be withdrawn. Financial obligations are based on the last date of attendance per agreement signed

by the student and Brookline College.

Nursing Students: Scheduling course repetitions due to failure or course withdrawal will be done in accordance with waitlist and ranking practices published in the Nursing Program Handbook, under “Academic Progression”.

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.

*This policy does not apply to the Medical Assisting program, for which tuition is not charged for repeating failed courses.