



# **STUDENT CATALOG**

January 2017 - December 2017



**STANBRIDGE  
UNIVERSITY**

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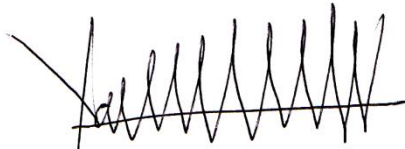


**We are as strong as you make us.**

This catalog is current as of the time of publication and effective from January 1, 2017 to December 31, 2017 unless superseded. From time to time, it may be necessary or desirable for Stanbridge University to make changes to this catalog due to the requirements and standards of the school's accrediting body, other governmental agencies, or the U.S. Department of Education, or due to market conditions, employer needs or other reasons. The catalog shall be updated and issued at least annually in accordance with the requirements of state regulations. Any updates may be made by the use of supplements or inserts accompanying the catalog with electronic notification to current students.

## Letter from the President

For almost two decades, we at Stanbridge University have been working to provide quality education that bridges the gap between where people are and where they dream to be. As we rise to meet new challenges, we are reminded that it is our student body, beautifully diverse and unflinchingly bold, that makes our institution strong. Their stories, strengths and tenacity breathe life into our philosophy: that every person has the potential to soar, and when given the right tools, can learn to believe not only in themselves, but in others. This personal metamorphosis is what changes the world for the better, and we as educators are thrilled and honored to be a part of it.



A handwritten signature in black ink, consisting of a series of sharp, vertical strokes that resemble a stylized 'Y' followed by a series of 'W' characters. A horizontal line is drawn across the middle of the signature.

Yasith Weerasuryia | President & CEO

Stanbridge University reserves the right to make changes at any time to any provision of this catalog, including academic programs and courses, course and program schedules, school policies and procedures, faculty and administrative staff, the school calendar and other dates, and other provisions. Stanbridge University will notify students of any of the foregoing changes via email at the time the changes are made and in accordance with the requirements of accrediting and governmental regulatory agencies. The catalog will be provided either in writing or electronically to a prospective student or to any person upon request. Any program specific brochures shall also be disclosed to any interested person upon request.

Stanbridge University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec 1101 et seq.)

This institution is a private Institution and has been approved to operate by the Bureau for Private Postsecondary Education. Stanbridge University is granted approval to operate under the terms of California Education Code (CEC) section 94890(a) (1) until March 1, 2020 per CEC section 94890(b). For more information, contact the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

Stanbridge University is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The Accrediting Commission of Career Schools and Colleges (ACCSC) is a recognized accrediting agency by the U.S. Department of Education.

The Vocational Nursing Program is approved by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT). The BVNPT is located at 2535 Capitol Oaks Drive Suite 205, Sacramento, CA 95833 and can be reached at (916) 263-7800. Their website is [www.bvnpt.ca.gov](http://www.bvnpt.ca.gov).

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) through 2018/2019. AOTA is located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org).

The Physical Therapist Assistant program at Stanbridge University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; Phone: (703) 706-3245; Fax: (703) 684-7343; Email: [accreditation@apta.org](mailto:accreditation@apta.org); Website: <http://www.capteonline.org>.

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The Associate of Science in Veterinary Technology degree program is accredited by the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA) 1931 North Meacham Road, Suite 100 Schaumburg, IL 60173-4360; phone: 800.248.2862; [www.avma.org](http://www.avma.org).

The Baccalaureate Degree in Nursing at Stanbridge University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. <http://www.aacn.nche.edu/ccne-accreditation>.

Accreditation – The Associate of Science in Nursing degree is accredited by the California Board of Registered Nurses.

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- Stanbridge University does not discriminate on the basis of race, color, sex, national origin, age, religion and disability. Stanbridge University is an equal opportunity provider.

## HISTORY

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Stanbridge University was founded in June of 1996 as Executive 2000. Our organization officially changed its name from Executive 2000, Inc. to Stanbridge College in August of 2004, then to Stanbridge University in January of 2017. We have operated from our present location since September 1997. Our curriculum began in 1996 with certificate programs in Information Technology and has since expanded to include programs in Nursing, Occupational Therapy Assistant and Physical Therapist Assistant as well as associate and baccalaureate degrees in Information Technology and Nursing and master's degrees in Nursing and Occupational Therapy.

## MISSION STATEMENT

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Stanbridge University asserts that a high quality, accessible, and relevant education is the right of every individual. The central purpose of all programs and services offered by Stanbridge University is to prepare people for occupations and professions. As such, we are dedicated to meeting the learning needs of our students. To these ends, we offer and commit to the allocation of resources in support of a variety of programs. These programs are offered in ways that recognize the needs of a diverse, changing population. Stanbridge University's programs provide an educational environment that allows students to meet their long-term learning needs. In a time of dynamic technological change, students are encouraged to address the impact of information systems on their academic and occupational planning.

## DIVERSITY STATEMENT

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Stanbridge University takes great pride in its recognition as an institution of higher learning, and is dedicated to maintaining a campus which honors and values diversity. As evidenced by our motto, "Strength through Diversity," Stanbridge University encourages and celebrates the diverse nature of our faculty, staff, students, and the communities we all serve in a variety of ways.

The University recognition of diversity is evident in the following Diversity Statement, which can be found in the University Catalog:

Diversity of students, administration, faculty and staff:

The University strives to support and celebrate diversity with recognition of the rights and abilities of all members of the University community, to include religion or philosophical thought, age, ethnicity, sexual orientation, and gender. Our institutional mission, values, and commitments are best evidenced through the diverse nature of the populations of which we are constituted.

Diversity in the teaching, promotion of student cultural awareness, and scholarly efforts:

The University values the academic, intellectual, and experiential background of our administration and instructional faculty, and encourages the ways in which they lend this expertise to the benefit of cultural and intellectual awareness to our student population. This is accomplished through our curriculum, in which we expand students' conceptual framework as they research and acquire the skills and competencies in the subject areas for the programs to which they have committed, with a focus on the importance of viewing their work through a lens which acknowledges and honors diversity.

Diversity in styles of leadership, mentoring, and strategic development:

The University benefits from the variety of cultural and philosophical differences that constitute the wide range of governance, leadership, and management that makes up this higher education environment. The strength and direction provided by leadership at all levels is dependent on the organizational contributions of each member.



# ABOUT STANBRIDGE

## INSTRUCTIONAL FACILITY

The school's mailing address is:  
2041 Business Center Drive, Suite 107  
Irvine, CA 92612

The school's physical address is: 2041 Business Center Drive, Suite 107, Irvine, CA 92612. Starting in 2011, the campus has expanded to include classrooms and labs in other buildings in the complex at 2021 Business Center Drive and 2061 Business Center Drive. Our telephone number is (949) 794-9090. Our fax number is (949) 794-9094. The school's website is: [www.stanbridge.edu](http://www.stanbridge.edu)

### ADDRESSES WHERE INSTRUCTION IS OFFERED

Stanbridge University provides instruction for on-campus courses at 2021, 2041 and 2061 Business Center Drive, Irvine, CA 92612. The university provides instruction for clinical and fieldwork courses in off-campus facilities that are contracted by the university for this purpose.

Stanbridge University also offers online education not offered in real time. Coursework is completed at a location determined by the student. Stanbridge University delivers some courses in an online format with the first class session only held on campus, two days of instruction on campus, and/or a clinical component.

### CLASSROOM/LAB CAPACITY

Capacity	Classroom 2021-102 35 Students	Classroom 2021-104 50 Students	Classroom 2021-201 40 Students	Classroom 2021-202 35 Students	Classroom 2021-203 52 Students	Classroom 2021-204 30 Students
Capacity	Classroom 2021-205 35 Students	Classroom 2021-206 25 Students	Classroom 2021-207 35 Students	Classroom 2021-208 35 Students	Classroom 2021-209 35 Students	Classroom 2021-210 35 Students
Capacity	Classroom 2021-212 25 Students	Classroom 2041-201 40 Students	Classroom 2041-202 48 Students	Classroom 2041-203 48 Students	Classroom 2041-205 45 Students	Classroom 2061-202 55 Students
Capacity	Therapy Lab 1 18 Students	Therapy Lab 2 18 Students	Therapy Lab 3 36 Students	Therapy Lab 4 28 Students	Therapy Lab 5 32 Students	Therapy Lab 6 32 Students
Capacity	Nursing Skills Lab 1 30 Students	Nursing Skills Lab 2 30 Students	Nursing Skills Lab 3 45 Students	A&P/ Micro Lab 1 32 Students	Cadaver Lab 25 Students	VR Lab 18 Students
Capacity	Learning Resource Center 35 Students	Vet Tech Lab 1 35 Students	Vet Tech Lab 2 35 Students	Simulation Lab 20 Students		

All of the classrooms except the A&P/Microbiology, Cadaver, Nursing Skills, Simulation Labs, Virtual Reality, and Therapy Labs contain the following at each student station: desk, chair, and desktop computer or laptop with appropriate hardware and operating system configurations to allow the use of lab scenario training and study resources. Classrooms are equipped with audio/visual equipment for training DVDs and a SMARTboard. The computers also provide access to the online exam station for computerized testing.

The Learning Resource Center lab offers computers with access to study resources.

The clinical skills labs offer LCD monitors or a Smart Board for watching training videos while performing clinical procedures, fully electric hospital beds, anatomically correct manikins, sinks, and various medical equipment, ranging from feeding pumps to suction machines. The high-fidelity simulation lab contains 7 high fidelity manikins and the software and hardware to run the manikins in a variety of clinical scenarios.

The school also offers an Online Library consisting of over 12,000 books and additional journals for homework, research, and casual reading. The Online Library can be accessed anywhere and at any time with a PC and an Internet connection.

### **COURSES WITH SECONDARY OBJECTIVES**

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Although Stanbridge University offers courses with secondary objectives, these courses are not within the university's scope of accredited programs. The courses with secondary objectives are prefixed with the acronym CE or EXT and currently include the following: CE 1005 Skin Problems in the Elderly (Wound Care), EXT 1004 Tracheostomy and Oxygen Delivery Devices, EXT 1002 Respiratory Ventilator Competency, EXT 1004 Tracheostomy and Oxygen Delivery Devices, EXT 1005 Introduction to Wound Care (Formerly Skin Problems in the Elderly), EXT 1007 Hospice Care, EXT 1032 Reimbursement Maze for Rehabilitation Services, EXT 1033 Rules to Splint By: Hands-on Static Splinting, EXT 1009 Dementia Care, EXT 1007 Hospice Care, EXT 1005 Introduction to Wound Care (Formerly Skin Problems in the Elderly), EXT 1006 Infection Prevention and Control, EXT 1033 Rules to Splint By: Hands-on Static Splinting, EXT 1034 Pediatric Feeding Therapy for the Occupational Therapy Professional, EXT 1035 Tai Chi and Yoga for Therapists, EXT 1036 How We Got Hired at Kaiser Permanente & Memorial Care: Q&A with Stanbridge LVN Alumni, and EXT 1037 Advancing Your Career: Q&A with Panel of Experts in Physical and Occupational Therapy.

## ADMISSION POLICIES

### HIGH SCHOOL DIPLOMA REQUIREMENT

#### All Applicants

All applicants must hold a high school diploma or equivalent, such as a GED. A copy of the diploma or GED documentation must be provided and it will be retained in the applicant's file. High School diplomas must be granted by an institution (or program in the case of a home-schooled applicant) recognized by the Department of Education in the state in which he or she resides or an institution accredited by an accrediting agency, such as the Western Association of Schools and Colleges (WASC) or a similar accrediting agency (MSA, NEASC, NCA, SACS, NWAC). Bachelor's Degrees will be accepted in lieu of a high school diploma. Bachelor's Degrees must be granted by an Institution accredited by an accrediting agency recognized by the United States Department of Education. Transcripts for degrees and diplomas awarded by foreign schools must be translated and evaluated for U.S. high school education equivalency (at applicant expense) before they may be accepted. Stanbridge University does not provide courses in ESL (English as a Second Language). All classes at Stanbridge University are taught in English. International students should refer to the admission requirements for International Students, below. The school complies with the Americans with Disabilities Act of 1990. If you are interested in attending the School but are in need of reasonable accommodations, you should schedule an appointment with the Vice President of Instruction, who coordinates compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. ADA policies are addressed in the Policies section of this catalog

### ASSESSMENT TESTING

#### Diploma Program Applicants

##### Vocational Nurse Program Applicants

The ACCUPLACER Test of the University Board is administered to Vocational Nurse applicants for admission to the program. Minimum scores for admission are:

Vocational Nurse Program	Acceptable Score
ACCUPLACER Reading Comprehension	52
ACCUPLACER Arithmetic	32

The applicant may take each of the Accuplacer tests required for admission to a program up to three (3) times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three (3) attempts, the applicant must wait three (3) months before retaking the failed test(s). After the three (3) month waiting period, the applicant may take the failed Accuplacer test(s) up to three (3) more times. If the applicant does not achieve a passing score after these three (3) attempts, the applicant must wait one (1) calendar year before retaking all of the Accuplacer tests required for admission to the program. The applicant will be allowed to take each of the Accuplacer tests up to three (3) times after the one (1) calendar year waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three (3) attempts, the applicant will not be able to take the Accuplacer tests again for admission to a program at the university.

##### Associate and Baccalaureate Program Applicants

Applicants will be admitted to the associate or baccalaureate degree programs if they achieve the following minimum scores on the ACCUPLACER tests of the College Board administered at the university:

Reading Comprehension	52*
Sentence Skills	54
Arithmetic	32*
Elementary Algebra	26

\*Applicants to the ADN program must achieve a minimum Reading Comprehension score of 90 to be eligible for the ATI Critical Thinking Assessment Exam. A minimum ATI Critical Thinking Assessment Entrance Exam score of 68% will be needed to eligible for an interview.

The applicant may take each of the Accuplacer tests required for admission to a program up to three (3) times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three (3) attempts, the applicant must wait three (3) months before retaking the failed test(s). After the three (3) month waiting period, the applicant may take the failed Accuplacer test(s) up to three (3) more times. If the applicant does not achieve a passing score after these three (3) attempts, the applicant must wait one (1) calendar year before retaking all of the Accuplacer tests required for admission

to the program. The applicant will be allowed to take each of the Accuplacer tests up to three (3) times after the one (1) calendar year waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three (3) attempts, the applicant will not be able to take the Accuplacer tests again for admission to a program at the university.

## **Associate of Science in Nursing (ADN) Applicants**

Applicants to the Associate of Science in Nursing (ADN) program must meet each of the following requirements for admission:

1. Complete an online application for the Associate of Science in Nursing degree program and submit it to Admissions via email at [eriepma@stanbridge.edu](mailto:eriepma@stanbridge.edu) or fax it to 877-752-8234.
2. Attend an information session about the ADN program prior to starting the admissions process.
3. Meet with an Admissions Representative to discuss the requirements for admission to the program.
4. Schedule and attend a meeting with a Financial Aid Officer.
5. Submit an official transcript of record showing possession of a high school diploma or its equivalent, such as a (GED), from an accredited secondary school or an associate's degree or higher from an accredited college or university.
6. Take the Accuplacer examination and achieve the following minimum scores on each test of this examination: Reading Comprehension: 90; Sentence Skills: 54; Arithmetic: 46; and Elementary Algebra: 26.
7. Submit the Transfer of Credit Request form and related documentation for evaluation of possible transfer credit. Transfer credit will only be granted under the following conditions:
  - The course is equivalent to one required in the ADN program.
  - Required prerequisite science courses must have been completed within three (3) years of the date of enrollment. Prerequisite English and math courses must be completed prior to the date of enrollment. Nursing courses must have been completed within three (3) years of the date of enrollment.
  - The grade in a prerequisite course in science (Human Anatomy, Physiology, General Microbiology) is 2.5 or higher; in another prerequisite course (English Composition, University Algebra I) or general education course (Introduction to Sociology, Developmental Psychology, Speech Communication) is 2.0 or higher; or in an RN nursing course is 3.0 or higher.
  - An applicant may receive competency-based credit for an ADN nursing course by passing a written examination on the theory objectives and a skills demonstration on the clinical objectives of the course. The Program Director will administer this process.
8. Complete a background check.
9. Write an essay and have an interview with the Program Director or designate.
  - The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's essay and responses during the interview according to a departmental rubric. The interviewer will also award points according to the departmental rubric for the applicant's score on the Accuplacer examination; completion of an academic degree; completion of relevant prerequisite courses; grade point average for the completed prerequisite courses; and current certificates and/or work experience or volunteer work. The interviewer will combine these points with the points awarded for the interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.
  - The thirty (30) applicants who have met the minimum requirements for admission to the ADN program, and who have the highest number of combined points awarded according to the departmental rubric, will be accepted for admission to the current cohort. Should an opening occur, the applicant who has the next highest number of combined points may be accepted for admission. If there are more than thirty (30) individuals qualified for admission to a given cohort, those who are not admitted to the current cohort may reapply to be considered for admission to a subsequent cohort.
10. Read all policies and procedures in the university's catalog for the ADN program prior to enrollment.
11. File all required documents with Admissions at least two (2) calendar weeks prior to the interview with the Program Director or designate and ensure all required proof of a physical examination, immunizations, and a valid CPR card is submitted to Admissions seven (7) days prior to the start of orientation.
12. Provide an official transcript of record demonstrating proficiency in English if the applicant obtained a high school diploma or postsecondary degree in a non-English speaking country. For this purpose, applicants must obtain the minimum score on one of the tests listed below in this catalog.
13. Applicants will be notified of admission to the program by a letter of invitation. An applicant may only decline the letter of invitation twice and must repeat steps 2-10 above if he or she reapplies for admission to the program.

14. Applicants who are not admitted to the ADN program may reapply for admission by repeating steps 2-10.
15. Applicants reapplying for admission only have to resubmit official transcripts of record if they have taken additional courses since the previous application for admission.

## ASSOCIATE DEGREE IN NURSING (ADN) APPLICANTS WITH CRIMINAL CONVICTIONS

### **Background Check and Licensure**

California law allows for the denial of registered nursing licensure on the basis of any prior convictions substantially related to nursing practice. The California Board of Registered Nursing (BRN) requires that all convictions be reported, except for minor traffic violations on applications for licensure. Both misdemeanor and felony convictions must be reported. This includes "driving under the influence". Convictions must be reported even if they have been expunged. All prior or current disciplinary action against a health-care related license must be reported, whether it occurred in California or in another state or territory. The BRN reviews all prior convictions substantially related to the qualifications, functions, or duties of a registered nurse. Each application for licensure is evaluated on a case-by-case basis. See the California Board of Registered Nursing website at <http://www.rn.ca.gov/applicants/lic-faqs.shtml#disc> for further information.

### **Background Check and Clinical Facilities**

Some clinical facilities require background checks for all employees, volunteers, and students working in the facility, independent of the required licensure background check (see below). Students will be required to submit their personal information for a background check in order to attend clinical sessions.

- Each facility judges the background of student nurses with misdemeanors or felonies on an individual basis. Denial of admission to the ADN program for students with convictions will be based on a pattern of convictions, felonies, or certain misdemeanors which will bar a student from completing a clinical rotation.
- Failure to disclose a previous conviction is typically viewed as seriously as the conviction itself, if not more so.
- Some clinical facilities may require submission of fingerprints as part of the background check.

## **Bachelor of Science in Nursing (Degree Completion) Applicants**

Applicants will be admitted to the Bachelor of Science in Nursing (Degree Completion) program after filling out an application; speaking to an admissions representative (before or after filling out the application); submitting an official transcript of record from an accredited institution that shows completion of the required associate's degree; and providing proof of RN licensure. Applicants for admission to the Bachelor of Science in Nursing (Degree Completion) program must provide proof of RN licensure from the state in which they practice and completion of an associate's degree (Associate of Arts or Associate of Science) program from an accredited institution. Applicants who possess an AA or AS degree from a foreign college or nursing program must provide a translation and an evaluation of their degree prior to consideration for admission.

## **Occupational Therapy Assistant Applicants**

- To be eligible for admission to the OTA program an applicant must first meet the minimum admission policies for an associate degree program, as described above in this catalog.
- In addition to meeting the minimum admission policies for an associate degree program, each applicant must complete a questionnaire and have an interview with a designated member of the OTA faculty. The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's responses on the questionnaire and in the interview according to a departmental rubric.
- The interviewer will also award points according to the departmental rubric for the applicant's scores on the Accuplacer examination, other examinations, or a grade point average earned for a degree or diploma. The interviewer will combine these points with the points awarded for the questionnaire and interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.
- The 35 applicants who have met the minimum admission policies for an associate degree program and, who have the highest number of combined points awarded for the questionnaire, interview, and examination scores or grade point average, will be accepted for admission to the current cohort. Should an opening occur, the applicant who has the next highest number of combined points may be accepted for admission. If there are more than 35 individuals qualified for admission in a given cohort, those who are not admitted to the current cohort will be considered for admission into a subsequent cohort.

## **OCCUPATIONAL THERAPY ASSISTANT APPLICANTS – APPLICANTS WITH CRIMINAL CONVICTIONS**

Applicants to the OTA program are required to complete a background check form and pay the background check fee at least one business day prior to the start of classes.

Many clinical facilities will not permit OTA applicants (or employees/volunteers) in the facility with certain felony or misdemeanor convictions as part of an overall employment policy. Stanbridge University cannot admit OTA applicants who cannot attain the mandated requirement of 640 level 2 fieldwork hours. Accordingly, applicants for admission with a felony conviction will not be granted admission to the university. Certain types of convictions, regardless of whether felony or misdemeanor, will result in denial of admission. These types of convictions include drug/substance abuse offenses, violent crimes and offenses requiring mandatory reporting, such as elder abuse or child abuse.

Graduates of the Occupational Therapy Assistant program must pass the certification exam administered by the National Board for the Certification of Occupational Therapy (NBCOT) in order to work as an occupational therapy assistant. Applicants must be aware that felony convictions and other character issues could disqualify them from taking the NBCOT exam, as well as individual state licenses. The NBCOT describes the nature of the questions asked on exam candidate applications as follows:

*Individuals applying for the NBCOT Certification Examination for CERTIFIED OCCUPATIONAL THERAPY ASSISTANT COTA® (COTA) must answer each of the following questions on the examination application:*

- 1. Have you ever been charged with or convicted of a felony? (NOTE: Applicants must answer affirmatively if records, charges, or convictions have been pardoned, expunged, released or sealed.)*
- 2. Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?*

3. *Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?*

4. *Have you ever been suspended and/or expelled from a college or university?*

For more information regarding this and other certification questions, or to obtain an Early Determination Review prior to starting your program, please contact the NBCOT.

Credentialing Services at NBCOT

12 S. Summit Avenue, Suite 100, Gaithersburg, Maryland 20877.

Phone: (301) 990-7979. Email: [character.review@nbcot.org](mailto:character.review@nbcot.org)

Individual State regulatory boards that issue licenses for the practice of occupational therapy must be contacted individually to inquire about certification questions or restrictions.

### **Physical Therapist Assistant Applicants**

To be eligible for admission to the PTA program, an applicant must first meet the minimum admission policies for an associate degree program, as described above in this catalog.

- In addition to meeting the minimum admission policies for an associate degree program, each applicant must complete a minimum of twenty (20) hours of documented paid or volunteer work experience or observation in a physical therapy facility or related setting with a licensed PT or PTA. Additionally each applicant must complete a questionnaire immediately prior to an interview with the Program Director or designate. The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's responses in the interview according to a departmental rubric.
- The interviewer will also award points according to the departmental rubric for the applicant's scores on the Accuplacer examination, other examinations, or a grade point average earned for a degree or diploma. The interviewer will combine these points with the points awarded for the questionnaire and interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.
- The 48 applicants who have met the minimum admission policies for an associate degree program, and who have the highest number of points awarded for the questionnaire, interview and examination scores or grade point average, will be accepted for admission to the current cohort. Should an opening occur, the applicant who has the next highest number of combined points may be accepted for admission. If there are more than 48 individuals qualified for admission in a given cohort, those who are not admitted to the current cohort will be considered for admission into a subsequent cohort in the following calendar year.

### **PHYSICAL THERAPIST ASSISTANT APPLICANTS – APPLICANTS WITH A CRIMINAL HISTORY**

Applicants to the PTA program are required to complete a background check form and pay the background check fee at least one business day prior to the start of classes. Individuals with a criminal history may be considered for admission. Stanbridge University will consider the nature and the severity of the acts or crime; time that has elapsed since the commission of the act/crimes; the extent to which the applicant has complied with any terms or conditions of the probation imposed; and any other relevant evidence of rehabilitation. Permission, however, to take the two examinations required for licensure – the National Physical Therapy Examination for Physical Therapist Assistants (NPTE for PTAs) and the California Law Examination (CLE) – after graduating from an accredited PTA program is determined by the Physical Therapy Board of California (PTBC) and involves the mandatory disclosure of any and all criminal offenses as part of the application process.

The following is an excerpt from the PTBC website and is provided for clarification:

**“ANY AND ALL CONVICTIONS OF CRIMINAL OFFENSES MUST BE DISCLOSED** including a citation, misdemeanor and/or felony, etc. Convictions following a plea of nolo contendere **MUST** be disclosed. If your plea or verdict has been dismissed pursuant to Section 1203.4 of the California Penal Code and Section 2661 of the Business and Professions Code, you are required to disclose the conviction(s) on your application.

## ADMISSION

Serious traffic convictions such as reckless driving, driving under the influence of alcohol and/or drugs, hit, and run, evading a peace officer, failure to appear, driving while the license is suspended or revoked MUST be reported. This list is not all-inclusive. If in doubt as to if a conviction should be disclosed, it is better to disclose the conviction on the application.

Failure to submit proper documents of conviction(s) and/or disciplinary action(s) may delay processing of your application. Applicants with prior conviction(s) (citation, infraction, misdemeanor and/or felonies, etc.), must submit the following documents:

- A descriptive written explanation, written by the applicant, of the circumstances surrounding the conviction or disciplinary action.
- Certified copies of the arresting agency report. (If the arresting agency has purged documents, provide a letter from the arresting agency with explanation.)
- Certified copies of the court documents to include the final disposition and order. (If the court has purged documents, provide a letter from the court with explanation.)
- Copies of letters from substance related programs verifying successful completion or evidence of current participation of a personal recovery program (such as Alcoholics/Narcotics Anonymous) and other recovery support and relapse prevention groups.
- Documentation of substance assessment discharge records, intake/exit interviews and summaries of counselor's notes, or similar types of evaluations from the program you attended.
- Compliance letters from probation officers.
- Documentation of successful completion of any other court ordered programs.

In deciding whether you qualify for a license, the PTBC will consider the nature and the severity of the acts or crime; time that has elapsed since the commission of the act/crimes; the extent to which the applicant has complied with any terms or conditions of the probation imposed; and any other relevant evidence of rehabilitation.”

“The Physical Therapy Board of California's primary responsibility is consumer protection. To that end, the Physical Therapy Board of California has the authority to deny a license due to a conviction of a crime or offense substantially related to the qualifications, functions, or duties of a licensee. Per Section 1399.21 of the California Code of Regulations, the Physical Therapy Board of California will determine if the applicant has met the rehabilitation criteria for denial and reinstatement of licensure.”

For more information regarding this and other certification questions, please contact the PTBC.

**Physical Therapy Board of California**

2005 Evergreen Street, Suite 1350

Sacramento, CA 95815

Telephone: (916) 561-8200

Fax: (916) 263-2560

<http://www.ptbc.ca.gov/>

**Veterinary Technology Applicants**

- To be eligible for admission to the Veterinary Technology program, an applicant must first meet the minimum admission policies for an associate degree program, as described above in this catalog.
- In addition to meeting the minimum admission policies for an associate degree program, each applicant must complete a minimum of twenty (20) hours of documented paid or volunteer experience or observation in a veterinary clinic or other animal care setting, a questionnaire and an essay, and have an interview with the Program Director or designate. The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's questionnaire, essay, and responses in the interview according to a departmental rubric.
- The interviewer will also award points according to the departmental rubric for the applicant's scores on the Accuplacer examination, other examinations, or a grade point average earned for



a degree or diploma. The interviewer will combine these points with the points awarded for the questionnaire, essay, and interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.

The 35 applicants who have met the minimum admission policies for an associate degree program, and who have the highest number of points awarded for the questionnaire, essay, interview and examination scores or grade point average, will be accepted for admission to the current cohort. Should an opening occur, the applicant who has the next highest number of combined points may be accepted for admission. If there are more than 35 individuals qualified for admission in a given cohort, those who are not admitted to the current cohort will be considered for admission into a subsequent cohort.

Applicants to the veterinary technology program are required to complete a background check form and pay the background check fee at least one business day prior to the start of classes.

- Individuals with a criminal history may not be able to obtain licensure from the California Veterinary Medical Board. Licensure is required to work in this field. Without a license, you will not be able to obtain a job as a Veterinary Technician.
- The University does not determine whether persons with a criminal history are eligible for licensure. California state law requires a criminal background check be conducted on anyone applying for licensure as a registered veterinary technician. Determination of eligibility is made on a case-by-case basis by The California Veterinary Medical Board. The Board determines licensure eligibility at the time you apply for licensure, following a required criminal background check. State law requires that the background check be conducted on anyone applying for licensure as a registered veterinary technician.
- Individuals with a criminal history may be considered for admission to the Veterinary Technician Program on a case-by-case basis.
- Stanbridge University will consider the nature and the severity of the acts or crime, the time that has elapsed since the commission of the act/crimes, the extent to which the applicant has complied with any terms or conditions of the probation imposed, and any other relevant evidence of rehabilitation.
- Admission to the Veterinary Technician Program is NOT a guarantee that the California Veterinary Medical Board will determine that an individual is qualified for licensure.
- Internship facilities may require release of background check data and criminal convictions may affect the ability of the Veterinary Technology program to place the student in an internship and, thus, may delay the student's graduation date or affect the student's ability to complete the program.

The following is an excerpt from the Veterinary Medical Board RVT application instructions document and is provided for clarification:

Section 144(b) of the Business and Professions Code authorizes the Veterinary Medical Board (Board) to collect fingerprints for background checks of applicants for registration. Fingerprints must be submitted electronically via Live Scan pursuant to Penal Code Section 11077.1. Fingerprinting is required to take the RVT Examination; the results from Live Scan must be received by the Board prior to examination.

Criminal Offender Record Information (CORI) is information identified through fingerprint submission to the California Department of Justice (DOJ). CORI information includes criminal history information maintained by California local law enforcement, the DOJ, the Federal Bureau of Investigation (FBI) and other state law enforcement. CORI information is confidential and used solely for the purpose of determining whether an applicant has criminal history that would be grounds for denial of an application, or suspension or revocation of a registration pursuant to Section 475 – 499 of the Business and Professions Code.

Candidates must disclose on the application whether or not there has been any disciplinary action taken against any registration, license, or certificate as a veterinary technician or any veterinary related license including revocation, suspension, probation, voluntary surrender, or any other proceeding in any state, territory or province. A separate letter explaining the action is required.

Candidates who have been convicted of, or pled no contest to, any violation of any law of the United States, any state or local jurisdiction, or any foreign country, must attach a letter of explanation that includes the type of violation, the date, circumstances and location, and the complete penalty received. Also include certified copies of arrest records and court documents. You must include all misdemeanor and felony convictions, regardless of the age of the conviction, including those which have been set aside and/or

dismissed under Penal Code Section 1000, 1203.4 or 1210.1. (Traffic violations involving driving under the influence, injury to persons or providing false information must be reported).

For more information regarding Live Scan, please refer to the "Fingerprinting Requirements" information in this package, or the Board's web site ([www.vmb.ca.gov/applicants/examinations.shtml](http://www.vmb.ca.gov/applicants/examinations.shtml)). Your fingerprints must be processed at a Live Scan facility, and service must include both the DOJ and the FBI. Fingerprint processing fees are paid directly to the Live Scan facility.

## **Vocational Nurse Applicants**

### **AGE REQUIREMENT**

Vocational Nurse applicants must be at least 17 years old.

### **VOCATIONAL NURSE APPLICANTS WITH CRIMINAL CONVICTIONS**

Applicants to the Vocational Nurse Program are required to complete a background check form and pay the background check fee at least one business day prior to the start of classes. Applicants with criminal convictions should refer to the Supplement for Vocational Nurse Applicants on page 42 for information on BVNPT licensing policies.

Many clinical facilities will not permit applicant nurses (or employees/volunteers) in the facility with certain felony or misdemeanor convictions as part of an overall employment policy. Stanbridge University cannot admit VN applicants who cannot attain the state mandated requirement of 954 clinical instruction hours. Accordingly, applicants for admission with a felony conviction will not be granted admission to the university. Certain types of convictions, regardless of whether a felony or misdemeanor, will result in denial of admission. These types of convictions include drug/substance abuse offenses, violent crimes and offenses requiring mandatory reporting, such as elder abuse or child abuse.

Applicants with misdemeanor convictions, other than those listed above, may be asked to provide additional information regarding the conviction in order for university administration to make a decision on admission based on the type, age, and gravity of the offense.

## **Master of Science in Nursing and Master of Science in Occupational Therapy Applicants**

Applicants will be admitted to the master's degree programs after filling out an application, speaking to an admissions representative (before or after filling out the application), and submitting an official transcript of record that shows completion of the required bachelor's degree at an institution of higher education accredited by an accreditation agency that is recognized by the U.S. Department of Education. Transcripts for degrees awarded by foreign schools must be translated (if the transcript is not in English) and evaluated for equivalency to those awarded by accredited institutions in the United States (at applicant expense) before the applicant can be admitted to a master's degree program.

### **Master of Science in Nursing Applicants**

Applicants applying for the Master of Science in Nursing program must possess an associate's degree in nursing with a bachelor's degree in healthcare administration or related field or a Bachelor of Science in Nursing degree from an accredited institution and provide proof of their degree. Applicants seeking admission to the Master of Science in Nursing program will also have to show proof of unencumbered RN licensure (RN license not in denied, revoked, probationary or suspended status) from the state in which they practice.

### **Master of Science in Occupational Therapy Applicants**

Applicants applying for the Master of Science in Occupational Therapy program must meet the following requirements:

1. A baccalaureate degree or its equivalent from an accredited institution with a cumulative GPA of 3.0 or higher. All prerequisites must be completed. Prerequisites:
  - Human Anatomy (with laboratory) \*
  - Physiology\*
  - Introduction to Statistics
  - One course in Anthropology or Sociology
  - Abnormal Psychology
  - Lifespan or Developmental Psychology

\*If Human Anatomy and Physiology are taken as a combined course, they must be taken for two consecutive terms and must have a laboratory course in each term.

2A. **For General Applicants:** Successful completion of all prerequisite courses with a grade of C or higher. Each prerequisite course must be equivalent to 3 semester or 4.5 quarter credits and must have been completed within five years of the date of planned enrollment.

2B. **For Applicants Bridging from Other Healthcare and Human Services Fields:** Some time limits on prerequisites may be waived if applicants have been continually employed or licensed/certified in certain healthcare or human services fields (OTA, PTA, Chiropractor, Acupuncturist, Athletic Trainer, etc.) since completion of the undergraduate program. Applicants will need to provide documentation for admission to the MSOT program.

3. An official **Graduate Record Exam** report with the following preferred minimum scores (GRE School Code 3642) is required of all applicants who do not have a master's or doctoral degree:

- Quantitative 144 or higher
- Verbal 150 or higher
- Analytical Writing 3.5 or higher

4. A minimum of thirty (30) hours of documented volunteer experience or observation in an occupational therapy-related or other health care setting. At least sixteen (16) of the thirty (30) total hours must be in direct observation of an Occupational Therapist Registered/Licensed (OTR/L) in a practice setting. This criterion is waived for applicants who are Certified Occupational Therapy Assistants.

5. An application essay to be submitted as a writing sample. The content of the application essay will be specified during the application process.

6. Successful completion of an interview with the Program Director or designate. After January 1, 2015 applicants will also be required to successfully complete an essay at the conclusion of the interview.

7. Three letters of recommendation from faculty members, therapists, and employers.

8. Applicants who have earned their baccalaureate degree from an institution of higher education in a non-English speaking country must provide an official transcript of record demonstrating proficiency in English. For this purpose, applicants must obtain the minimum score on one of the examinations listed below: TOEFL, Kaplan English, AOI University of Languages, Step Eiken Test, American Language Program, GEOS English Academy.

## OCCUPATIONAL THERAPY APPLICANTS – APPLICANTS WITH CRIMINAL CONVICTIONS

Applicants to the Master of Science in Occupational Therapy (OT) program are required to complete a background check form and pay the background check fee at least one business day prior to the start of classes.

As part of an overall employment policy many clinical facilities will not permit student occupational therapists (or employees/volunteers) in the facility who have or who acquire certain felony or misdemeanor convictions. Stanbridge University cannot admit OT applicants who cannot attain the mandated 960 level 2 fieldwork hours. Accordingly, applicants for admission with a felony conviction will not be granted admission to the university. Certain types of convictions, regardless of whether a felony or misdemeanor, will result in denial of admission. These types of convictions include some drug/substance abuse offenses, violent crimes and offenses requiring mandatory reporting, such as elder abuse or child abuse.

Applicants with misdemeanor convictions, other than those listed above, may be asked to provide additional information regarding the conviction in order for university administration to make a decision on admission based on the type, age, and gravity of the offense. Students who acquire certain types of felony or misdemeanor convictions during their program may be dismissed.

Some fieldwork facilities require background checks for all employees, volunteers and students working in the facility, independent of the required felony questions on the NBCOT application and the Live Scan for state regulatory boards. Students will be required to submit their personal information for a background check in order to attend fieldwork sessions at these facilities.

Since Stanbridge has no input in the decision of the facility to accept a student or not, and since the university cannot predict how all facilities will decide upon a less than favorable result of a background check, the university cannot offer any definitive answer as to the possible barring of a student from a fieldwork facility. As some types of experience are limited to a single facility, a student could potentially be prevented from completing his or her education if the facility denies the fieldwork experience to the student.

Failure to disclose a previous conviction is typically viewed as seriously as the conviction itself, if not more so.

In addition to the background check for fieldwork facilities, a second background check of California Department of Justice and FBI records must be completed prior to licensure. This background check is not satisfied by the preadmission check.

More advanced background checks, such as Live Scan, may be required for some fieldwork placements.

Multiple background checks/Live Scans may be required for certain fieldwork settings at the student's expense.

Graduates of the Occupational Therapy program must pass the certification exam administered by the National Board for the Certification of Occupational Therapy (NBCOT) in order to work as an occupational therapist. Applicants must be aware that felony convictions and other character issues could disqualify them from taking the NBCOT exam, as well as from receiving individual state licenses. The NBCOT describes the nature of the questions asked on exam candidate applications as follows:

*Individuals applying for the NBCOT Certification Examination for OCCUPATIONAL THERAPIST REGISTERED OTR® (OTR) must answer each of the following questions on the examination application:*

- 1. Have you ever been charged with or convicted of a felony? (NOTE: Applicants must answer affirmatively if records, charges, or convictions have been pardoned, expunged, released or sealed.)*
- 2. Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?*
- 3. Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?*
- 4. Have you ever been suspended and/or expelled from a college or university?*

For more information regarding this and other certification questions, or to obtain an Early Determination Review prior to starting your program, please contact the NBCOT.

Credentialing Services at NBCOT  
12 S. Summit Avenue, Suite 100, Gaithersburg, Maryland 20877.  
Phone: (301) 990-7979. Email: [character.review@nbcot.org](mailto:character.review@nbcot.org)

Individual state regulatory boards that issue licenses for the practice of occupational therapy must be contacted individually to inquire about certification questions or restrictions.

## **INTERNATIONAL STUDENT TOEFL REQUIREMENT**

Stanbridge University defines an "International Student" as a student attending college while on a student visa or as a student attending one of the university's distance education, i.e. online programs, while not residing in the United States. Stanbridge University does not provide courses in ESL (English as a Second Language). All classes at Stanbridge University are taught in English. Accordingly, in order to be admitted to a program offered by the university, all International students must obtain the minimum score on one of the following examinations or provide the applicable official transcript of record:

The Wonderlic Scholastic Level Examination (SLE)	17 (composite score)
ERI Nurse Entrance Test	50 Reading Comprehension
TOEFL Exam (Test Of English As A Foreign Language)	470 Paper-based format
	150 Computer-based format
	52 Internet-based format
Step Eiken Test	Step level 2A
Kaplan English	Level 6 and recommendation

# ADMISSION

American Language Program (UCLA-Extension)	Level 105 and recommendation
AOI University Of Languages	Level 6 and certificate
GEOS English Academy	Level 6 and recommendation
University Level English Or Writing	Passing score and transcript
Graduation From An Accredited US High School	Transcript

## CREDIT FOR PREVIOUS EDUCATION

### Diploma and Degree Programs

Students may request an evaluation of their previous coursework for possible transfer credit, provided that before the beginning of their program at Stanbridge University, they give the Registrar of the university proof of satisfactory completion (such as an official transcript from a school that is regionally or nationally accredited, PACE and DANTES courses or a course of study or training in the Armed Forces of the United States or American Council on Education (ACE) credit recommendation) and equivalency of the coursework to the Stanbridge University course. Students requesting evaluation of their transcripts must provide a description from the school catalog for each course for which transfer credit is requested. If the course description from the school catalog is not sufficient by itself to evaluate whether the course is equivalent, a course syllabus or outline of each course for which transfer credit is requested will be required. ACE credit recommendations will be considered only for General Education course credit, not technical or core course credit or ADN program prerequisite science course (SCI prefix) credit.

Transfer credit will be granted only for those courses:

- for which a grade of “C” or better (“C+” in prerequisite science courses and “B” for nursing courses in the ADN program) was earned or proof of passing a vendor’s certification examination is provided; and
- which are determined to be equivalent in content and academic level to those required in the student’s program at Stanbridge University.
- Certain courses in specific programs may have to be completed within 2 – 5 calendar years of the date of the student’s start of coursework at the university in order to be accepted for transfer credit.

Stanbridge University recognizes credits for CLEP exams as detailed in the following chart. Credits granted for CLEP exams are shown as transfer hours on the student’s transcript and are included in the hours completed toward a degree. An official CLEP test result is required to award CLEP credit.

CLEP Examination	Required Score	Quarter Hour Credit Granted	Equivalent Course
College Composition	50	4.0	ENG 1010
College Composition	50	4.5	ENG 1060
Algebra	50	4.0	MATH 1010
Precalculus	50	4.0	MATH 1010
Biology	50	4.0	BIO 1010
Chemistry	50	4.0	CHM 1010
Psychology, Introductory	50	4.0	PSY 1004
American Government	50	4.0	GOV 1010
Sociology, Introductory	50	4.5	SOC 1010

Advanced Placement credit may be granted for non-core courses (General Education courses) with an examination grade of 3 or better. Courses requiring laboratory will not be eligible for transfer credit based on Advanced Placement examinations.

Transfer credit will be granted for the Diploma in Information Technology program offered at Stanbridge University toward the Associate of Science in Information Technology program offered at the university or for either of these two programs toward the Bachelor of Science in Information Technology program offered at

the university provided that the program for which transfer credit is being sought was completed in its entirety at Stanbridge University.

If either the Diploma in Information Technology or Associate of Science in Information Technology program offered at the university has not been completed in its entirety at the university, the student will only receive transfer credit for those courses in which a "C" grade or better was earned or for which proof of passing a vendor's certification examination is provided.

Official transcripts can be mailed directly from a school or delivered in person by the student and must be sent or given to the Registrar of Stanbridge University. To be considered official, a transcript must be received by the Registrar of the university in an envelope with an unbroken seal, and the transcript must bear the official seal and/or signature of the Registrar of the school sending the transcript. For military veterans, the DD214 and accompanying documentation will serve as a transcript for the evaluation of a course of study or training in the Armed Forces. Courses for which a grade was not awarded, but for which a certification exam was satisfactorily completed may be awarded transfer credit upon satisfactory completion of a proficiency examination given by the university. Under no circumstances will an unofficial transcript be accepted for evaluation of possible transfer credit.

### **Vocational Nurse Program**

Vocational Nurse students who have been admitted to the program must indicate all previous coursework taken at other institutions on Stanbridge University's "Request for Transfer or Competency-based Credit" form. Students may request an evaluation of their previous coursework for possible transfer credit, provided that before the beginning of their program at Stanbridge University, they provide the Registrar of the university with an official transcript of record from a school that is:

- regionally or nationally accredited;
- or a program that is approved or accredited by a state board of practical, vocational, or registered nursing;
- or a course of study or training in the Armed Forces of the United States.

In addition, students requesting evaluation of their transcripts must provide a course syllabus or outline for each course for which transfer credit is requested.

Transfer credit will be granted only for those courses:

- which have been completed within the last five calendar years;
- for which a grade of "C" or better was earned; and
- which are determined to be equivalent in credit hours, content, and academic level as those required in the student's program at Stanbridge University.

Students will not be required to take an examination to determine whether transfer credit will be granted if transfer credit is granted. A student, however, may be tested to determine whether specific deficiencies still exist that require remediation.

Official transcripts can be mailed directly from a school or delivered in person by the student and must be sent or given to the Registrar of Stanbridge University. To be considered official, a transcript must be received by the Registrar of the university in an envelope with an unbroken seal, and the transcript must bear the official seal and/or signature of the Registrar of the school sending the transcript. For military veterans, the DD214 and accompanying documentation will serve as a transcript for the evaluation of a course of study or training in the Armed Forces. Under no circumstances will an unofficial transcript be accepted for evaluation of possible transfer credit.

If a student chooses to decline credit for any course for which the student is eligible to receive transfer credit, the student will document the declination of credit on the "Declination of Equivalent Credit" form to be filed in the student's record. The student must accept or decline transfer credit before commencing the program for which transfer credit was requested.

Competency-based credit will be granted on the basis of a written examination for theory courses and a demonstration of the mastery of clinical objectives and a written examination for clinical courses. Each student requesting credit for previous work experience will meet with the Director of Nursing, who will describe the specific tasks, work environment, and timeframes for the written examinations for theory courses and the written examinations and demonstration of mastery of clinical objectives for clinical courses. The amount of credit which is granted will be determined on a case-by-case basis and documented in the students' record.

Prior to taking written examinations or demonstrating mastery of clinical objectives to determine whether competency-based credit can be granted, students will be charged a one-time, non-refundable fee of \$50 for each written examination and a one-time, nonrefundable fee of \$100 for each demonstration of the mastery of clinical objectives. A student may appeal a denial of competency-based credit by providing a written appeal to the Director of Nursing within 3 business days after a notification of denial of credit. The Director of Nursing will review the appeal and provide the student with a copy of the decision in writing within 3 business days after receipt of the appeal. The decision of the Director of Nursing is final.

### **Associate of Science in Nursing (ADN) Program**

Prior to enrollment a student desiring entry into the Associate of Science in Nursing (ADN) program and LVN-to-ADN programs may receive transfer credit for courses in Anatomy, Physiology and Microbiology for health pre-professionals or Biology majors taken previously at another institution as long as the student has achieved a minimum GPA of 3.0 or greater in these courses. The courses must include a laboratory component, and have been taken in the last two years.

Prior to enrollment a student desiring entry into the LVN 45 Unit Option may receive transfer credit for courses in Physiology and Microbiology designed for health pre-professionals or Biology majors taken previously at another institution as long as the student has achieved a minimum GPA of 3.0 or greater in these courses. The courses must include a laboratory component, and have been taken in the last two years.

Competency-based credit will be granted on the basis of a written examination for nursing theory courses and a demonstration of the mastery of clinical objectives and a written examination for clinical courses.

Any student who wishes to challenge a nursing course (with an NUR prefix), the Anatomy and Anatomy Lab, Physiology and Physiology Lab or Microbiology and Microbiology Lab courses to earn academic credit by examination must successfully complete the culminating examination appropriate to the course. In the nursing theory or non-clinical courses the terminal measures are often a final examination and/or term paper. In the case of the challenge examination the student must receive a passing grade of 80% or higher to receive credit. In the nursing clinical laboratory classes students must demonstrate competent clinical care by way of a return demonstration for all skills listed in the course syllabus being challenged. In the clinical courses where critical or life-threatening maneuvers are required, the student must perform the demonstration with 100% skill and accuracy.

Prior to taking written examinations or demonstrating mastery of clinical objectives to determine whether competency-based credit can be granted, students will be charged a one-time, non-refundable fee of \$50 for each written examination and a one-time, nonrefundable fee of \$100 for each demonstration of the mastery of clinical objectives.

### **Awarding of Credit for Previous Education or Competency-Based Credit, Including Military Education and Experience**

Stanbridge University will conduct an evaluation of previous education and training for all veterans and will grant appropriate credit, shorten the training period proportionately, and notify the VA and student accordingly.

Stanbridge University complies with California Board Registered Nursing regulations SB 466 as follows:

1. The University Student Catalog shall include a section referring to Awarding of Credit for Previous Education or Competency-Based Credit, Including Military Education and Experience for all students, including those that have served or are serving in the United States Armed Forces.
2. The University Associate of Science in Nursing webpage shall provide a link identified as "Transfer Credit for Military Experience" that directs to the policy.
3. A form outlining the procedures will be provided and kept as a record in the student's file.
4. The student's file will reflect the awarding of credit on the student transcript.

### **EXPERIENTIAL LEARNING CREDIT**

Stanbridge University does not offer experiential or competency-based learning credit, except in the VN and ADN programs.

### **RESIDENCY REQUIREMENT**

Students may transfer in no more than 25% of the total credits required by their program at Stanbridge University.

## ADMISSION PROCEDURES

Applicants seeking admission to programs delivered on-campus must meet with an admissions representative to receive an overview of their desired program and information on the minimum requirements for admission to the program, including, if applicable, the assessment exam score requirement. Applicants seeking admission to programs delivered online must fill out an application and speak to an admissions representative (before or after filling out the application) in order to have any questions answered about the overview of their desired program and information on the minimum requirements for admission to the program.

During their in-person meetings on campus or telephone conversations for online programs:

- Applicants are given an overview of the programs and courses of interest to them, including the length, cost, policies, student and career services and fields of employment relevant to the program.
- Applicants are asked to schedule a time to take the assessment exam in the Test Center for those programs requiring an assessment exam and if the exam is applicable to the student.
- Applicants are required to submit a copy of a high school diploma or equivalent or an official transcript of record from an accredited postsecondary institution showing completion of the required postsecondary degree or credits and coursework, according to the requirements of the program. Applicants seeking admission to the Bachelor of Science in Nursing (Degree Completion) and Master of Science in Nursing programs will also have to show proof of unencumbered RN licensure.
- Vocational Nurse applicants must have a physical, immunizations, background check and drug screen prior to enrollment and attend an interview with the Director of Nursing, Assistant Director of Nursing or a current Stanbridge faculty nursing instructor.
- OTA and PTA applicants must complete a questionnaire and have an interview prior to admission. VT applicants must complete a questionnaire and an essay and have an interview prior to admission. MSOT applicants must complete an interview and submit an essay and three letters of recommendation prior to admission. After January 1, 2015 applicants will also be required to successfully complete an essay at the conclusion of the interview. ADN applicants must submit an essay and have an interview prior to admission. HDT applicants must complete a questionnaire prior to admission to their program.
- Students in an online program must complete a readiness assessment prior to enrollment in a program conducted online, and they must complete the ORI 1000 Orientation to Online Learning and Edverum course prior to participation in an online program in order to address the skills, competencies, and access to technology necessary to succeed in a distance education environment.

### Associate of Science in Nursing (ADN) Applicants

In addition to meeting the requirements for admission as stated above under ADMISSION POLICIES, applicants to the Associate of Science in Nursing (ADN) program must provide the following prior to admission to the program:

#### Physical Exam

- Proof of Health Exam signed by a medical provider (MD, NP, or PA) with no restrictions.

#### Immunizations

- MMR: Students must submit a titer or proof of immunization.
  - If previously immunized, the student should get a titer drawn before being immunized again (The titer will be positive if the student is immune to the disease.)
  - If the titer is negative, the student needs to be vaccinated.
  - Students who have had Measles, Mumps and Rubella do not need to be immunized. (Most students will not have had the disease and will need to submit proof of immunization.)
- Varicella: The student must submit a titer or proof of immunization.
  - If previously immunized, the student should get a titer drawn before being immunized again. (The titer will be positive if the student is immune to the disease.)
  - If the titer is negative, the student needs to be vaccinated.
  - Students who have had chickenpox do not need to be immunized, but need to submit proof of having the disease.
- TDaP: Students must submit proof of immunization within the last 5 years.
- Hepatitis B: Students must submit proof of a 3-shot series of immunization (or proof the series has been started.)
  - If the student wishes to decline the Hepatitis B vaccine series, he/she must sign a declination form provided by Stanbridge University.
  - The student may also present a titer if previously immunized for Hepatitis B.



- PPD: Students must submit proof of a PPD skin test within one year.
  - If the student has a previous positive PPD or BCG vaccine, the student will have to submit results from a current chest X-ray.
- Influenza Vaccine or Form Declining: Students must submit proof of influenza vaccine.
  - If the student wishes to decline the influenza vaccine series, he/she must sign a declination form provided by Stanbridge University. Students should be aware that declining the influenza vaccine may result in inability to attend clinical education at some facilities and may lead to delay of graduation.

### **BLS/CPR Card**

A BLS/CPR card must be obtained from the American Heart Association. Students are responsible for maintaining the currency of their BLS/CPR card during the entire duration of the program.

### **Vocational Nurse Students Admitted Under Alternate Status**

Vocational Nurse program students admitted under “Alternate” status are allowed to attend class until the first clinical experience session at a clinical facility. No more than 10% of the authorized number of students for a class will be enrolled under alternate status. If these students cannot be accommodated with clinical facility experience due to lack of space, they will be given preference for regular admission to the next program start. Students enrolled under alternate status will be charged for (and issued) courseware and supplies necessary for the on-campus portion of the curriculum. If classroom space permits, and the student converts to regular status, tuition will be due immediately. If classroom space precludes enrolling the alternate status student for the remainder of the Term, they will be enrolled in the next cohort to start at the beginning of the program and tuition (less the amount for courseware and supplies) becomes due for the new program.

## **NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION**

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The transferability of credits you earn at Stanbridge University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate, diploma, or degree you earn in the Associate of Science in Information Technology, Bachelor of Science in Information Technology, Associate of Science in Associate of Occupational Science in Occupational Therapy Assistant, Master of Science in Occupational Therapy, Associate of Science in Physical Therapist Assistant, Vocational Nurse, Associate of Science in Nursing, Bachelor of Science in Nursing (Degree Completion), Master of Science in Nursing, or Associate of Science in Veterinary Technology program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or certificate, diploma, or degree in the Associate of Science in Information Technology, Bachelor of Science in Information Technology, Associate of Science in Associate of Occupational Science in Occupational Therapy Assistant, Master of Science in Occupational Therapy, Associate of Science in Physical Therapist Assistant, Vocational Nurse, Associate of Science in Nursing, Bachelor of Science in Nursing (Degree Completion), Master of Science in Nursing, or Associate of Science in Veterinary Technology program that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Stanbridge University to determine if your credits or certificate, diploma, or degree will transfer.

## **ARTICULATION AGREEMENTS**

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This institution has not entered into any transfer or articulation agreements with any other school for the currently offered programs.

# TUITION AND FINANCIAL AID

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## FINANCIAL AID

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### GENERAL INFORMATION

Stanbridge University is an eligible institution participating in federal and state financial aid programs and private educational lending programs. Financial aid is available to those who qualify.

### FINANCIAL AID PROCEDURE

The process of determining eligibility for financial aid uses standard formulas and standard student budgets. The Financial Aid Office recognizes that some students have unusual or special circumstances that may not be reflected in the standard process of determining eligibility. While funds are limited and it is not always possible to fund students to their maximum eligibility for financial aid, students with special circumstances are encouraged to contact the Financial Aid Office for review of these special circumstances. Assistance in filing private loan applications is available from the Financial Aid office.

Each student is processed for financial aid based on the standard enrollment status, as defined by Stanbridge University for each program. Eligibility and disbursements of financial aid may change based on enrollment status. Because of federal financial aid regulations (excluding Pell), students whose enrollment status is less than half-time will have zero financial aid eligibility for that period. A change from full-time enrollment status could cause a loss of financial aid and create a cash pay situation for some students.

Please consult the Financial Aid Office with any questions regarding enrollment status and financial aid eligibility.

To be eligible for federal and state student financial aid programs, students must:

- Be U.S. Citizens or eligible Non-Citizens;
- Be admitted to the university;
- Be enrolled at least half-time (6 units) in a program leading to a degree or certificate;
- Be making satisfactory academic progress toward their educational objectives;
- Be registered with the Selective Service, if required;
- Not be in default on a Title IV student loan or owe a refund on a Title IV student grant;
- Demonstrate financial need for need based programs through the defined application process of the university; and
- Attend an Entrance Interview if applying for student loans.

Students (and parents of dependent students) will be asked to fill out a FAFSA form to establish eligibility for federal financial aid.

### FINANCIAL AID PROGRAMS

The following is a description of the financial aid programs available at Stanbridge University. Additional information can be obtained through the Financial Aid Office.

#### Federal Pell Grant:

The Federal Pell Grant program provides a foundation of assistance to which other forms of aid may be added. Eligibility for the Federal Pell Grant program is determined by a standard formula that is revised and approved every year by the federal government. Unlike loans, grants do not have to be paid back

#### Federal Direct Loan Program:

Federal Direct Loan Programs are administered by the Department of Education. Qualified students and their parents can borrow money for school through federally subsidized, low interest loans. The Federal Direct Stafford, Federal Direct Unsubsidized Stafford, and Federal Direct PLUS loans are available through this program.

#### Federal Direct Subsidized Stafford Loan:

Federal Direct Subsidized Stafford Loans are available to students with financial need. Students may borrow up to \$3,500 for their first academic year at a fixed interest rate of 3.76 percent, which is established annually by the Department of Education. The interest is paid by the federal government while students are in school and for six months after students cease their enrollment. Regular payments begin six months after students cease enrollment or fail to carry at least half the normal, full-time school workload.

#### Federal Direct Unsubsidized Stafford Loan:

Unsubsidized Stafford Loan programs are available for students to borrow for additional education costs. Students can borrow up to \$6,000 for their first academic year as a combined total with the Federal Direct Subsidized Stafford Loan, at a fixed interest rate of 3.76 percent. With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the regular Direct Federal Stafford Loan program. Interest

## TUITION AND FINANCIAL AID

payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six months after students cease enrollment or fail to carry at least half the normal, full-time school workload.

**Time Limitation on Direct Subsidized Loan Eligibility for First-Time Borrowers on or after July 1, 2013.**  
There is a limit on the maximum period of time (measured in academic years) that a student can receive Direct Subsidized Loans. In general, a student may not receive Direct Subsidized Loans for more than 150% of the published length of the program. This is called the “maximum eligibility period”. The published length of any program of study is found in the Stanbridge University student catalog.

The maximum eligibility period is based on the published length of the current program in which a student is enrolled. As a result, a change in program may affect maximum eligibility. If Direct Subsidized Loans were received for one program and then a program change occurs, the Direct Subsidized Loans received for the earlier program will generally count against the new maximum eligibility period.

**Federal Direct Parent Loans for Undergraduate Students (PLUS):**  
Federal Direct Parent Loans for Undergraduate Students (PLUS) provide additional funds for creditworthy parents to help pay for students’ educational expenses. The interest rate for these loans is 6.84 percent and the repayment schedule differs.

<b>Federal Direct Student Loans 2016-2017 Interest Rates Effective for Loans First Disbursed on or after July 1, 2016 and prior to July 1, 2017</b>				
<b>Loan Type</b>	<b>Borrower Type</b>	<b>Index 10-Year Treasury Note</b>	<b>Add-On</b>	<b>Fixed Interest Rate</b>
Direct Subsidized Loans	Undergraduate Students	1.71%	2.05%	3.76%
Direct Unsubsidized Loans	Undergraduate Students	1.71%	2.05%	3.76%
Direct Unsubsidized Loans	Graduate/Professional Students	1.71%	3.60%	5.31%
Direct PLUS Loans	Parents of Dependent Undergraduate Students and Graduate/Professional Students	1.71%	4.60%	6.31%

**Calculating Pell Grant Lifetime Eligibility Used**  
The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by a new federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100%, the six-year equivalent is 600%.

**How is my Pell Grant Lifetime Eligibility Used calculated?**  
Scheduled Award: The maximum amount of Pell Grant funding you can receive is calculated for an “award year.” An award year is a period from July 1 of one calendar year to June 30 of the next calendar year. Your “scheduled award” is partially determined by using your expected family contribution (EFC) that is calculated from the information you (and your family) provided when you filed your FAFSA. Your scheduled award is the maximum amount you would be able to receive for the award year if you were enrolled full-time for the full school year. Your scheduled award represents 100% of your Pell Grant eligibility for that award year.

## TUITION AND FINANCIAL AID

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Percent Used: To determine how much of the maximum six years (600%) of Pell Grant you have used each year, the Department compares the actual amount you received for the award year with your scheduled award amount for that award year. Of course, if you receive the full amount of your scheduled award, you will have used 100%. Some students do not receive their entire scheduled award for an award year. There are a number of reasons for this, the most common of which are that the student was not enrolled for the full year or that the student was not enrolled full-time, or both.

If you did not receive the full amount of your scheduled award, we calculate the percentage of the scheduled award that you did receive. For example, if your scheduled award for an award year is \$5,000, but because you were enrolled for only one semester you received only \$2,500, you would have received 50% of the scheduled award for that award year. Or if you received only \$3,750 for the award year because you were enrolled three-quarter-time and not full-time, you would have received 75% for that year.

Lifetime Eligibility Used (LEU): The Federal Department of Education keeps track of your LEU by adding together the percentages of your Pell Grant scheduled awards that you received for each award year. You can determine how much Pell you have used and what you have remaining at <http://www.studentaid.ed.gov/>

### Supplemental Educational Opportunity Grant

The Supplemental Educational Opportunity Grant is one of the Campus Based Programs. Stanbridge University determines which students receive this grant based on students with the lowest Expected Family Contribution (EFC), starting with students with a "\$0" EFC.

The maximum award for a full academic year in the SEOG program is \$4000. The minimum amount is \$100. The amount of awards that Stanbridge may give depends in large part on the amount of money we receive from the Federal Government for this program. For the 2016-2017 Award Year, Stanbridge University has determined that it will award each student in the amount of \$100 per Academic Year. The SEOG award is given in two disbursements per Academic Year, and Stanbridge University is required to provide a 25% non-federal share as a method to match each SEOG award.

### Loss of Eligibility for Federal Financial Aid if convicted of a controlled substance offense

Students are advised that if they are convicted under federal or state law of an offense involving the possession or sale of a controlled substance while they are enrolled in an institution of higher education and while they are receiving federal financial aid, they may lose eligibility for such federal assistance.

### Private Education Loans

Stanbridge University offers private loans to students through various lending institutions. Private loans, which are privately insured, cover educational expenses beyond what is covered by the federal direct loans. The student must be a U.S. Citizen, a U.S. National, or Permanent Resident and must be creditworthy. Students may be enrolled full- or half-time. If the student has no credit or a poor credit history, he/she may still qualify for a loan by applying with a creditworthy co-borrower.

- If Stanbridge University authorizes payments in an installment agreement, it is attached as an addendum to the enrollment agreement. If interest is charged, all terms and conditions comply with the Federal Truth-in-Lending requirements.
- After 30 days of delinquency on a student account, the student may be withdrawn from school and the refund policy will be applied. The student and/or financial sponsors agree to and are notified that the account may be turned over to a collection agency. The student and/or financial sponsors will be responsible for all costs associated with collections.
- Stanbridge University complies with the Federal Truth in Lending Act pursuant to Title 15 of the United States Code.
- (FTC) Notice: I may request that the initial disclosures prescribed in the Truth in Lending Act (15 United States Code §§ 1601 through 1666) be provided in Spanish before signing any loan documents.

## CAL GRANT POLICY

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Cal Grants are awarded by the California Student Aid Commission (CSAC). There are three different Cal Grants.

Cal Grant A is awarded to students who are attending one of the 4-year colleges or universities in California, based on financial need and GPA.

## TUITION AND FINANCIAL AID

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The Cal Grant B Program is intended to help students from low-income families. At Stanbridge University, Cal Grant B awards are up to \$7,560 per academic year.

The Cal Grant C Program is for students in vocational/technical programs only and may not be used to pursue a four-year degree. The Cal Grant C is \$4,012 at Stanbridge University.

Each category of Cal Grants may be renewed, but each has a different renewable policy:

- Cal Grant C is for a maximum of 2 years
- Cal B is determined by CSAC based on where the student is in his/her college career at the time of the Cal Grant award and
  - Can be awarded for 4, 3, 2, or 1 years; and
  - Depends on how many units a student takes per semester. Example: A student taking 9 quarter credit hours for Fall and Spring will extend the years of eligibility because he/she ends up using only 50% of his/her eligibility per year if the student is half-time.

Cal Grants are no longer automatically renewed. Students must be eligible based on the established income and asset eligibility requirement and information based on the results of a current Free Application for Federal Student Aid.

To apply for a Cal Grant, students must complete the Free Application for Federal Student Aid (FAFSA) and turn in any additional documentation needed to complete the file. In addition, students must submit a Grade Point Average Verification form, as follows:

- Students who have completed at least 36 quarter credit hours and/or 900 clock hours through Fall for March 2nd and through Summer for Sept 2nd at Stanbridge University and who have attended no other colleges need do nothing. Stanbridge University will send the GPA's of all such students to CSAC.
- Students who have completed at least 36 total quarter credit hours and/or 900 clock hours through Fall for March 2nd and through Summer for Sept 2nd but who have attended other colleges must take the GPA Verification form (available in the Financial Aid Office) to Admissions and Records. Be sure to plan ahead. Transcripts must be on file and it takes some time to calculate the GPA and certify the form.
- Students who have not yet completed 36 quarter credit hours and/or 900 clock hours of college coursework, must have the GPA Verification form filled out by their high school. In this case, too, the student is advised to plan ahead.
- For complete instructions on submitting your GPA or appropriate test scores, contact the Financial Aid Office.

Both the FAFSA and the GPA Verification form must be mailed by March 2nd, to meet the Cal Grant deadline. If you miss that deadline, there is still a chance (although much less of one) to qualify for a Cal Grant provided that both forms are submitted by September 2nd.

If a student has a Cal Grant award, the student is required to complete at least half the term to receive this Aid.

### **CAL GRANT REFUND POLICY**

Cal Grant policies state that if a student is charged tuition that meets or exceeds the Cal Grant award, the Cal Grant does not need to be adjusted based on a withdrawal or leave of absence. However, Cal Grant recipients may want to rescind their Cal Grant and notify the California Student Aid Commission of their leave or withdrawal in order to preserve their eligibility for a future term. Students can process a leave of absence request with the California Student Aid Commission online at [www.csac.ca.gov](http://www.csac.ca.gov) and click the link "WebGrants4Students." In this case, the student would be responsible for covering the tuition balance on his/her student account. If a student is dismissed or withdraws from school, all unearned Title IV funds will be refunded to the Department of Ed, and any unearned funds will be returned to Cal Grant or State Funds and lastly, to Private Loans accordingly.

### **FEDERAL WORK STUDY PROGRAM POLICY**

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The Federal Work Study Program is a financial aid program funded by the Federal Government and is intended to provide part-time employment opportunities for eligible students who need additional financial resources to pursue a college education.

# TUITION AND FINANCIAL AID

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*ISIR*: Institutional Student Information Report. An electronic record received by Stanbridge University from the Federal Government when the student files a FAFSA form (Free Application for Federal Student Aid).

*EFC*: Expected Family Contribution. The eligibility value delivered on the ISIR.

Financial Need equals the cost of attendance minus the federal Expected Family Contribution.

*Unmet need*: The amount remaining after the total financial aid resources and awards have been awarded to the student to meet financial need. The formula for calculating FWS is as follows: COA- EFC- PELL- SUB- UNSUB- PLUS- SEOG= Remaining unmet need.

## Eligibility:

A student must apply for financial aid each year with the **Free Application for Federal Student Aid (FAFSA)** to become eligible. Students who have applied for financial aid through the FAFSA application process and have been awarded Federal Work Study funds may participate. To be eligible, a student must demonstrate need that meets or exceeds the award amount authorized by the Financial Aid office. Students may reduce their student loan eligibility to be eligible for FWS. Students must be currently enrolled at least half time (9 units) to be eligible to participate

FWS employment must be suspended or terminated in all cases where a student no longer meets federal requirements for financial aid or campus requirements for employment. A student's FWS employment must be terminated by the last day of the pay period in which his/her award expires. If a student becomes ineligible to participate in the Federal Work Study Program, the employer immediately becomes responsible to pay the full earnings of the student. The employer is also responsible for paying student earnings once the full federal work study award has been earned.

## Awarding

Funds are limited and not all eligible students will be able to participate in the program. Employment and funding are awarded on a first-come, first-served basis. Priority is given to students who demonstrate the highest need and who applied for financial aid on or before the priority deadline of March 2nd. Federal Work Study award amounts will be determined by the Financial Aid Office to maximize program effectiveness. Awards will continue to be awarded until all funds have been exhausted. FWS awards may be withdrawn or reduced according to fund availability. Students should plan on working their scheduled hours and **cannot earn** more than their allocated FWS award.

## Job Placement

Students are responsible for finding employment on campus through Career Services or in Federal Work Study approved off-campus positions. Job placement is not guaranteed.

## Employment Guidelines

The wages for the student will meet the minimum wage guidelines for the state of California, i.e. \$10/hr. Eligible Federal Work Study (FWS) students earn money by working a limited number of hours per week. During non-enrollment periods, such as semester breaks, FWS students may work up to a maximum of 40 hours per week. There are no exceptions to allow a student to work during the time they should be in class. Under no circumstance can a student be authorized to earn over-time pay. Wages earned during a period of non-enrollment (excluding winter and spring breaks) must be used to cover costs associated with educational expenses for the next period of enrollment. (34 CFR 375.25b)

No campus department shall charge a student's employment to the FWS program without the approval of the Financial Aid Office. The FWS program will be administered in accordance with all Stanbridge University Human Resources policies and procedures. All standards of employment will be met including, but not limited to, job descriptions, pay rates, hours of employment, payroll certification and other HR requirements.

Stanbridge University will offer employment both on and off campus. In accordance with federal regulations, Stanbridge University establishes contracts with non-profit agencies that serve a community need. A contract will be developed with each agency employing FWS students that outlines the responsibilities of the agency, including any administrative fees that may be applicable as well as the employer's share of student payroll.

# TUITION AND FINANCIAL AID

## TUITION SUMMARY CHART

PROGRAM	BOOKS/ EBOOKS	FEES	VOUCHERS/ SUPPLIES/ LABSIM LICENSE	TUITION	THE TOTAL CHARGES FOR A PERIOD OF ATTEN- DANCE <sup>1</sup>	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCA- TIONAL PROGRAM	NONREFUN- DABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCA- TIONAL PROGRAM WITH NONREFUN- DABLE STRF <sup>2</sup>
Vocational Nurse (Full Time)	\$240.00	\$0	\$2,390.00	\$33,365.00	\$12,890.48	\$35,995.00	\$-	\$35,995.00
Vocational Nurse (Part Time)	\$240.00	\$0	\$2,390.00	\$33,365.00	\$8,092.41	\$35,995.00	\$-	\$35,995.00
Diploma in Hemodialysis Technician	\$136.00	\$0	\$399.00	\$11,460.00	\$4,662.60	\$11,995.00	\$-	\$11,995.00
Associate of Science in Information Technology	\$2,646.00	\$0	\$2,670.00	\$30,679.00	\$5,174.47	\$35,995.00	\$-	\$35,995.00
Associate of Science in Physical Therapist Assistant	\$1,730.00	\$0	\$950.00	\$52,315.00	\$12,391.17	\$54,995.00	\$-	\$54,995.00
Associate of Occupational Science in Occupational Therapy Assistant	\$980.00	\$0	\$905.00	\$58,110.00	\$9,670.07 (Full Time) \$7,226.64 (Part Time)	\$59,995.00	\$-	\$59,995.00
Associate of Science in Veterinary Technology	\$1,950.00	\$0	\$1,305.00	\$36,740.00	\$10,323.49	\$39,995.00	\$-	\$39,995.00
Associate of Science in Nursing (including Prerequisite courses)	\$2,005.00	\$0	\$2,570.00	\$65,420.00	\$15,395.66	\$69,995.00	\$-	\$69,995.00
Bachelor of Science in Information Technology	\$3,608.00	\$0	\$5,690.00	\$53,697.00	\$5,527.18	\$62,995.00	\$-	\$62,995.00
Bachelor of Science in Nursing (Degree Completion) - Online	\$2,600.00	\$0	\$0	\$14,995.00	\$3,706.67	\$17,595.00	\$-	\$17,595.00
Master of Science in Occupational Therapy	\$1510.00	\$0	\$835.00	\$92,650.00	\$9,977.34	\$94,995.00	\$-	\$94,995.00
Master of Science in Nursing - Online	\$1,980.00	\$0	\$410.00	\$14,995.00	\$5,201.56	\$17,385.00	\$-	\$17,385.00

<sup>1</sup>The "PERIOD OF ATTENDANCE" delineated here is "THE CURRENT PERIOD OF ATTENDANCE" in the Enrollment Agreement for each program. The data in this column is only for a specific cohort in the program that enrolls on a particular start date. The data may change for other cohorts in the program that enroll on other start dates. The data in this column may also differ for those who are not required to pay the California Student Tuition Recovery Fund (STRF) fee.

<sup>2</sup>The data in this column may differ for those who are not required to pay the California Student Tuition Recovery Fund (STRF) fee.

### IT Programs

#### PLEASE NOTE

**THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF** does not include the following, if applicable: Additional Official Transcript Fee \$5, 24-Hour Official Transcript Fee \$10, Urgent Official Transcript Fee \$25, Return Check Fee \$25, Retake Tuition (as described in the catalog), and Additional Fees (if applicable).

### VN Program

# TUITION AND FINANCIAL AID

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## PLEASE NOTE

***In addition to the NONREFUNDABLE Background Check Fee of \$45, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Additional Official Transcript Fee \$5, 24-Hour Official Transcript Fee \$10, Urgent Official Transcript Fee \$25, Return Check Fee \$25, Additional Immunizations and Titters, Retake Tuition (as described in the catalog), Non-Attendance at Clinical Remediation Sessions (as described in the catalog), and Additional Fees (if applicable).***

*Near the completion of the Vocational Nurse program, students will be expected to pay for the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) Application for Vocational Nurse Licensure, Live Scan Background Check, NCLEX-PN licensing exam registration fee, and BVNPT license fee in order to apply for authorization to take the national licensing examination, register for and take the national licensing examination, and obtain a license from the BVNPT.*

## ADN Program

### PLEASE NOTE

***In addition to the NONREFUNDABLE Background Check Fee of \$45, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Additional Official Transcript Fee \$5, 24-Hour Official Transcript Fee \$10, Urgent Official Transcript Fee \$25, Return Check Fee \$25, Additional Immunizations and Titters, Retake Tuition (as described in the catalog), Non-Attendance at Clinical Remediation Sessions (as described in the catalog), and Additional Fees (if applicable).***

*Near the completion of the Associate of Science in Nursing (ADN) program, students will be expected to pay for the Board of Registered Nursing (BRN) Application for Registered Nurse Licensure, Live Scan Background Check, NCLEX-RN licensing exam registration fee, and BRN license fee in order to apply for authorization to take the national licensing examination, register for and take the national licensing examination, and obtain a license from the BRN.*

## OTA Program

### PLEASE NOTE

***In addition to the NONREFUNDABLE Background Check Fee of \$45, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Additional Official Transcript Fee \$5, 24-Hour Official Transcript Fee \$10, Urgent Official Transcript Fee \$25, Return Check Fee \$25; Live Scan Background Investigation Fee, Drug Test, Additional Immunizations and Titters, and Chest X-Ray per site; Special Uniforms at specific Clinical Facilities that may be required, Retake Tuition (as described in the catalog), and Additional Fees (if applicable).***

*After completion of the Occupational Therapy Assistant program, students will be expected to pay for the NBCOT application fee, certification exam registration fee, and NBCOT certification fee in order to apply for authorization to test, take the national certification exam and obtain certification from the California Board of Occupational Therapy.*

## PTA Program

### PLEASE NOTE

***In addition to the NONREFUNDABLE Background Check Fee of \$45, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Additional Official Transcript Fee \$5, 24-Hour Official Transcript Fee \$10, Urgent Official Transcript Fee \$25, Return Check Fee \$25; Live Scan Background Investigation Fee, Drug Test, Additional Immunizations and Titters, and Chest X-Ray per site; Special Uniforms at specific Clinical Facilities that may be required, and Additional Fees (if applicable).***

*After completion of the Physical Therapist Assistant program, students will be expected to pay for the Physical Therapy Board of California (PTBC)-required Live Scan, the PTBC application fee, National Physical Therapy Exam for Physical Therapist Assistants (NPTE for PTA) exam registration fee, and California Law Exam fee in order to apply for authorization to take the national and state licensure exam and obtain licensure from the PTBC.*



# TUITION AND FINANCIAL AID

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## HDT Program

### PLEASE NOTE

**In addition to the NONREFUNDABLE Background Check Fee of \$45, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF** does not include the following, if applicable: Additional Official Transcript Fee \$5, 24-Hour Official Transcript Fee \$10, Urgent Official Transcript Fee \$25, Return Check Fee \$25, Retake Tuition (as described in the catalog), and Additional Fees (if applicable).

After completion of the Hemodialysis Technician program, students will be expected to pay a certification examination fee to one of the following agencies in order to take the examination required for certification: California Dialysis Council; Nephrology Nursing Certification Commission (NNCC); Board of Nephrology Examiners for Nursing and Technology (BONENT); or the National Nephrology Certification Organization (NNCO). After passing one of these examinations AND SUCCESSFUL COMPLETION OF ALL PROGRAM REQUIREMENTS, students are eligible to apply to the California Department of Public Health to become a Certified Hemodialysis Technician (CHT). Note: Currently, there are no fees for this application. This, however, is subject to change, and if so, any fees will become the responsibility of the applicant.

## BSN and MSN – Online Programs

### PLEASE NOTE

**THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF** does not include the following, if applicable: Additional Official Transcript Fee \$5, 24-Hour Official Transcript Fee \$10, Urgent Official Transcript Fee \$25, Return Check Fee \$25, Retake Tuition (as described in the catalog), and Additional Fees (if applicable).

## Veterinary Technology Program

### PLEASE NOTE

**In addition to the NONREFUNDABLE Background Check Fee of \$45, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF** does not include the following, if applicable: Additional Official Transcript Fee \$5, 24-Hour Official Transcript Fee \$10, Urgent Official Transcript Fee \$25, Return Check Fee \$25, Additional Immunizations and Titters, Retake Tuition (as described in the catalog), Non-Attendance at Clinical Remediation Sessions (as described in the catalog), and Additional Fees (if applicable).

Near the completion of the Veterinary Technology program, students will be expected to pay for the California Veterinary Medical Board (VMB) examination Application fee, the separate Examination fee, and the LiveScan Background Check fee in order to apply for authorization to take the Registered Veterinary Technician Examination. In addition, graduates must pay the American Association of Veterinary State Boards Examination Application fee to take the Veterinary Technician National Examination. Upon passing both examinations, the student will be required to pay a licensing fee to the California VMB in order to obtain a license.

## MSOT Program

### PLEASE NOTE

**In addition to the NONREFUNDABLE Background Check Fee of \$45, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF** does not include the following, if applicable: Additional Official Transcript Fee \$5, 24-Hour Official Transcript Fee \$10, Urgent Official Transcript Fee \$25, Return Check Fee \$25; Live Scan Background Investigation Fee, Drug Test, Additional Immunizations and Titters, and Chest X-Ray per site; Special Uniforms at specific Clinical Facilities that may be required, Retake Tuition (as described in the catalog), and Additional Fees (if applicable).

After completion of the MSOT program, students will be expected to pay for the Live Scan, NBCOT application fee, certification exam registration fee, and NBCOT certification fee in order to apply for authorization to test, take the national and state licensure exam, and obtain certification from the California Board of Occupational Therapy.

# TUITION AND FINANCIAL AID

## TUITION GUIDELINES

- Students are not charged a registration fee.
- Tuition changes do not affect registered and paid students.
- Replacement books, eBooks, and supplies (for lost or stolen ones OR for retaken courses will not be provided without cost to students. Students will be charged for all replacement items.
- Make-Up and Review Sessions, Student Central Access, Learning Resource Center Usage, and Career Placement Services are provided to all students.

## RETURNS

- For hygienic reasons used or opened OTA, MSOT, PTA, and ASVT Student Supply Kits, and Gait Belts and worn “TOPS OR PANTS”, if applicable, are not returnable.
- Books, laptops, software, medical supplies, and uniforms are not returnable unless they are received in a NEW, UNOPENED and RETURNABLE format. No returns of these items will be accepted after midnight of the seventh day after receipt.
- No returns of eBooks will be accepted after midnight of the seventh day after receipt.
- Tuition, Book, Ebook, ATI Nurse’s Touch, Shadow Health Digital Clinical Experience, Certification Examination voucher and/or Labsim license charges are mandatory—they are not optional.
- ATI Nurse’s Touch and Shadow Health Digital Clinical Experience charges are for Bachelor of Science in Nursing students only. For the BSN and MSN programs, the cost of the books, eBooks, and supplies is to be borne by the student and is nonrefundable.
- Certification Examination voucher and/or Labsim license charges are for Information Technology students only. The Certification Examination vouchers and Labsim license are nonrefundable upon issue because they are considered used when they are issued to the student.
- Should a student decide to cancel his/her enrollment agreement, items which a student seeks to return will be thoroughly inspected by the university. If an item is deemed to be in a condition that is not new, unopened, and returnable, the student is personally responsible for paying for the items if the tuition has still not been paid or if the loan tendered does not cover the cost of the items.
- If a student fails to return the books/supplies in a new, unopened and returnable format, Stanbridge University will offset against the refund the documented cost of those books/supplies. The student shall be liable for the amount, if any, by which the documented cost of books/supplies exceeds the prorated refund amount.
- If any portion of the tuition was paid from the proceeds of a loan, the refund shall be sent to the lender or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid program from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

## TUITION

- Students may pay tuition via personal or bank check or through private loans or federal aid (for those programs which qualify).
- The lending companies are not affiliated with the school and award loans to those who qualify.
- Those paying with a loan must have signed loan paperwork submitted before attending the program.
- Students whose entire tuition and fees are paid by a third-party organization are not entitled to receive a refund for the tuition and fees; the organization providing the funding receives any refund.

## TITLE IV FEDERAL FUNDS

- This school complies with Title IV of the federal Higher Education Act of 1965.

## STUDENT LOAN INFORMATION

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

## TUITION AND FINANCIAL AID

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- (1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- (2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

### CANCELLATION AND REFUND

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#### STUDENT'S RIGHT TO CANCEL

1. You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled hours in your program through the last day of attendance.
2. Cancellation may occur when the student provides a written notice of cancellation at the following address:  
2041 Business Center Drive, Suite 107,  
Irvine, CA 92612.  
This can be done by mail or by hand delivery.
3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
5. If the Enrollment Agreement is cancelled by the student or the prospective student is not accepted for enrollment the school will refund the student any money he/she paid, less a registration or administration fee not to exceed \$250.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.
6. If the program is cancelled before instruction begins the school will refund the student any money he/she paid, less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.
7. All Federal Title IV aid refunds shall be calculated according to the Department of Education Guidelines. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. The refund is to be paid within 45 days of withdrawal.

#### ONLINE (i.e. DISTANCE) EDUCATION PROGRAMS

##### STUDENT'S RIGHT TO CANCEL

This Institution offers distance educational programs where the instruction is not offered in real time. The Institution shall transmit the first lesson and any materials to any student within seven days after the Institution accepts the student for admission.

The student has the right to cancel the agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date the written notice of cancellation is sent to: Stanbridge University, 2041 Business Center Drive, Suite 107, Irvine, CA 92612. If the Institution sent the first lesson and materials before an effective cancellation notice was received, the Institution shall make a refund within 45 days after the student's return of the materials.

Cancellation must occur prior to the receipt of the first lesson and materials, which will occur within seven days after the Institution accepts the student for admission.

This Institution shall transmit all of the lessons and other materials to the student if the student (a) has fully paid for the educational program; and (b) after having received the first lesson and initial materials, requests in writing that all of the material be sent. If the Institution transmits the balance of the material as the student requests, the Institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on

## TUITION AND FINANCIAL AID

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lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

### RETURN TO TITLE IV FUNDS POLICY

If a recipient of an FSA grant or loan funds cancels or is dismissed from school after beginning attendance, the amount of FSA grant or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, s/he is eligible to receive a post dismissal/cancellation disbursement of the earned aid that was not received.

The law specifies how your school must determine the amount of Federal Student Aid (FSA) assistance that you earn if you cancel or are dismissed from school. The FSA programs that are covered by this law are: Federal Pell Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), Federal Perkins Loans and in some cases, certain state grant aid (LEAP/SLEAP).

When you cancel during your payment period or period of enrollment (your school can define these for you and tell you which one applies), the amount of FSA program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post dismissal/cancellation disbursement. If the disbursement includes loan funds, you may choose to decline the loan funds so that you do not incur additional debt. Your school may automatically use all or a portion of your post-dismissal/cancellation disbursement (including loan funds, if you accept them) for tuition, fees, and room and board charges (as contracted with the school). For all other school charges, the school needs your permission to use the post-dismissal/cancellation disbursement. If you do not give your permission (which some schools ask for when you enroll), you will be offered the funds. It may be in your best interest, however, to allow the school to keep the funds to reduce your debt at the school.

There are some FSA funds that you were scheduled to receive that you cannot *earn* once you cancel because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before dismissal/cancellation, you will not earn any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30<sup>th</sup> day. If you receive (or your school or parent receive on your behalf) excess FSA program funds that must be returned, your school must return a portion of the excess equal to the lesser of

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds.

The school must return this amount even if it did not keep this amount of your FSA program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds that you must return is called an *overpayment*. The amount of a grant overpayment that you must repay is half of the unearned amount. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for FSA program funds when you cancel or are dismissed are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any FSA program funds that the school was required to return.

Cancellation and Refund Policies are also provided in the Enrollment Agreement.

In the Catalog, please refer to the Policies section for Withdrawal Policy, Leave of Absence Policy, and Dismissal Policy.

## STUDENT TUITION RECOVERY FUND

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## TUITION AND FINANCIAL AID

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You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. 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 either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

# ACADEMIC CALENDAR

## SCHEDULE OF PROGRAMS: START DATES/ORIENTATION DATES

<u>Occupational Therapy Programs</u>	<u>Orientation Start Date</u>
Associate of Occupational Science in Occupational Therapy Assistant	April 5, 2017 July 31, 2017 November 29, 2017
Master of Science in Occupational Therapy	August 22, 2017
<u>Physical Therapist Assistant Program</u>	
Associate of Science in Physical Therapist Assistant	March 8, 2017 August 30, 2017
<u>Nursing Programs</u>	
Vocational Nurse Full-Time	March 6, 2017 June 12, 2017 September 18, 2017 November 13, 2017
Part-Time	February 28, 2017 June 5, 2017 August 15, 2017 October 30, 2017
Associate of Science in Nursing (ADN)	February 21, 2017 June 5, 2017 October 2, 2017
Bachelor of Science in Nursing (Degree Completion) -Online	February 13, 2017 August 14, 2017
Master of Science in Nursing -Online	February 13, 2017 August 14, 2017
<u>Veterinary Technology Program</u>	
Associate of Science in Veterinary Technology	February 6, 2017 May 30, 2017 September 18, 2017

Stanbridge University reserves the right to reschedule the start of a program, when necessary or when beneficial to student success, for a period of no greater than 4 weeks. Students will receive a refund should they not wish to attend the rescheduled program.

## CLOCK AND CREDIT HOURS

A clock hour is defined as 50 minutes of instruction in a 60 minute period of time.

A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement for academic activities as established by the institution comprised of the following units: didactic learning environment; supervised laboratory setting of instruction; externship; and out-of-class work/preparation.

One quarter credit hour equals 30 units comprised of the following academic activities:

- One clock hour in a didactic learning environment = 2 units
- One clock hour in a supervised laboratory setting of instruction = 1.5 units
- One hour of externship = 1 unit
- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student's achieved competency relative to the required subject matter objectives = 0.5 unit

# ACADEMIC CALENDAR

## HOLIDAYS

2017 School Holidays

February 20, 2017

May 29, 2017

July 4, 2017

Sep 4, 2017

November 23-24, 2017

December 25, 2017 – January 7, 2018

Washington's Birthday

Memorial Day

Independence Day

Labor Day

Thanksgiving

Christmas/New Years

Note: The Learning Resource Center lab hours may change during holiday periods. Enrolled students will be notified via email of computer lab hours during holidays.

## CLASS HOURS

Students must refer to their schedule for the actual class dates.

- IT Evening/Weekend Programs: Tues/Thurs or Mon/Wed 6:00 – 10:00 p.m. and one Saturday per course 8:30 a.m. – 5:30 p.m.
- Occupational Therapy Assistant – Theory classes are three or four days per week, depending on term: (Monday through Thursday or Tuesday through Friday). Theory class schedule is 8:00AM to 2:30PM (Tutorial periods for theory classes are scheduled between 2:30PM and 4:30 PM). OTA Laboratory days are 8:00AM to 4:30PM. Students must complete fieldwork days and hours based on the practices at each individual location, which is typically Monday through Friday from 8:00am to 4:30pm. Students must be prepared to follow earlier or later starts as required by the particular practices of the location. Typically, fieldwork days are Monday through Friday from 8:00am to 4:30pm (Terms 3, 4, 5, and 6). Part-Time OTA evening classes are Tuesday and Thursday evenings or Monday and Wednesday evenings from 6:00PM to 10:00PM and Saturdays from 8:00AM to 2:30PM. Part-time OTA Laboratory (Saturdays) days are 8:00AM to 4:30PM. Part-Time OTA students must complete fieldwork days and hours based on the practices at each individual location, which is typically Monday through Friday from 8:00am to 4:30pm. Students must be prepared to follow earlier or later starts as required by the particular practices of the location. Typically, fieldwork days are Monday through Friday from 8:00am to 4:30pm.
- Master of Science in Occupational Therapy – Two or three days per week (depending on term), with theory classes starting at 11:30PM or later. Laboratory and theory sessions continue in the evening, and conclude by 9:30PM. Students must complete the Fieldwork Review Course and fieldwork days and hours based on the practices at each individual location, which is typically Monday through Friday from 8:00am to 4:30pm. Students must be prepared to follow earlier or later starts as required by the particular practices of the location.
- Physical Therapist Assistant – Theory classes are four to five days per week, depending on term. Theory class schedule is 8:00AM to 2:30PM, except for Therapeutic Exercise, which ends at 3:00PM. (Tutorial periods for theory classes may be scheduled between 2:30PM and 3:30 PM). PTA Laboratory classes are one day per week in Terms 2, 3 and 4 with a schedule from 8:00AM to 4:30PM. (Tutorial periods for laboratory classes may be scheduled between 4:30 and 5:30 PM.) Clinical education courses are five days per week (Monday through Friday) in Terms 3, 4, and 5 and are held from 8:00AM to 4:30PM (may vary according to clinical site schedule).
- Veterinary Technology Program: Four days per week (depending on term) Monday through Friday from 8:00M and concluding on or before 4:30PM. Internship hours total 320 hours over 13 weeks with the hours determined by the facility or practice attended.
- VN Part-Time Program: Tuesdays & Thursdays 6:00 – 10:00 p.m. or Mondays & Wednesdays 6:00 – 10:00 p.m.; Clinical: Sat 7:00 a.m. – 3:30 p.m. and selected Sundays 7:00AM – 3:30PM  
Tutorial sessions occur after class from 1:30 p.m. - 3:30 p.m. for full-time students and before class from 5 p.m. - 6 p.m. for part-time students. Students should plan to attend each tutoring session accordingly. NCLEX Review is conducted Monday through Friday from 8:00AM to 4:30PM one week near the end of the program. It is the student's responsibility to arrange for a leave from work or other obligations to attend the NCLEX review.
- VN Full-Time Program: Mondays through Fridays 7:00AM to 1:30PM for Theory Classes and 7:00AM to 3:30PM for Clinical Education. (Tutorial periods for theory classes are scheduled between 1:30PM and 3:30 PM).
- Associate Degree in Nursing (ADN): Monday through Friday 8:00AM to 3:30PM for theory classes and skills labs. Clinical education may occur on any day of the week, including weekends, and may include morning, afternoon, and evening sessions.

## ACADEMIC CALENDAR

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- The Bachelor of Science in Nursing (Degree Completion), and Master of Science in Nursing programs are delivered online. Online education is not offered in real time. Coursework is completed at a location determined by the student. Classroom hours are determined by the student and the due date of assignments. The Bachelor of Science in Nursing (Degree Completion) program is offered online with two days of instruction on campus and a clinical component.

Note: Alternate days or different shifts may be required for certain ADN or VN clinical education, HDT clinical practicums, Veterinary Technician facility labs and Internship, MSOT/OTA fieldwork experiences, or PTA clinical practicums and affiliation courses due to clinical facility student census restrictions or facility availability. Some clinical education or fieldwork may be offered on a 10 or 12 hour shift to match clinical facilities' schedules.

### STUDENT RECORDS RETENTION POLICY

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This institution permanently retains the transcripts of students as required by the Standards of Accreditation of ACCSC and section 94900(b) of the California Education Code. At a minimum, the institution maintains current records on campus for 3 years after a student's completion or withdrawal and maintains pertinent student records off campus for 5 years after a student's date of completion or withdrawal. In addition, the institution maintains records relating to federal financial aid programs as provided by federal law. The institution stores all records on or off campus in a manner secure from damage or loss.

#### Confidentiality of Student Records

Stanbridge University ensures that student academic records and personal information are protected within the guidelines of FERPA. A policy has been established to provide the institution with a written commitment to this responsibility.

Upon receiving academic records or personal information, Stanbridge University personnel assume the responsibility of maintaining the security and privacy of these records. To assure this security and privacy, it is the responsibility of the campus Registrar to allow only campus personnel with specific needs (determined by job function) access to this information.

In instances where an individual or organization outside Stanbridge University (other than those with specified legal permission) request access to student academic records or personal information, the campus Registrar must obtain a written authorization from the student for the release of the information. *Please Note: In the case of a student who is above the age of eighteen, "individual" does include the student's parents, regardless of their financial relationship with the institution or student.*



## ATTENDANCE

### **ATTENDANCE REQUIREMENT: ALL ON-CAMPUS PROGRAMS**

Stanbridge University's attendance policy is as follows:

- Consistent attendance is a requirement for graduation. Absences are recorded and become part of the student's permanent record regardless of the reason for the absences.
- In order to graduate, students must complete all units and all courses of a program.
- Students absent from three consecutive sessions for reasons of illness must provide a physician's release to be allowed to return to classes or clinical education.
- Students dismissed from school will receive a refund as described in the Financial Aid policy section of this catalog.
- Students not returning after 14 consecutive days of absence (starting from the last date of attendance) will be dismissed.

### **ATTENDANCE REQUIREMENT: PREGNANT STUDENTS**

Students who are or who become pregnant during their program must inform their Program Director and provide a Stanbridge University Pregnancy Release Form signed by their Healthcare Provider prior to attending theory classes or performing the essential functions and abilities of the job in laboratory classes or clinical/fieldwork rotations.

Accommodations for students who are pregnant must be requested by the student in advance of the anticipated need, and no accommodation will be granted retroactively. Pregnant students must actively communicate with the Program Director and Program Administration in order to plan for possible interruptions during the program.

### **ATTENDANCE REQUIREMENT: ALL ONLINE COURSES**

Students enrolled in online courses will have attendance monitored by participation in scheduled threaded discussions before or on the due date of the discussion. An attendance period for online classes is defined as 12:01AM on Monday through 11:59PM on the following Sunday. Those not participating for 14 consecutive days of absence (starting from the last date of attendance) will be dismissed.

### **Additional Attendance Requirements: IT Core Courses**

Students are expected to attend 100% of scheduled class hours. Students are required to notify the school of reasons for absences in advance of the absence when possible and as soon as practicable after an absence. Remediation of graded course material is to be completed within 7 days of the absence.

### **Additional Attendance Requirements: Degree Program General Education Courses**

With the approval of the program director, students in a degree program may drop a General Education course if the dropped course is not a prerequisite to another course in the program. The student will no longer be required to attend the dropped course but will still remain in the program. In order for the student to complete the program, the dropped course must be completed. Retake tuition will be charged for the next attempt to complete the course. A grade of Incomplete will be assigned to the course and zero grade points will be assigned. In addition, the student must attend the first session of the course that follows the dropped course in order to maintain attendance and registration in the program. If a General Education course is a prerequisite to a program core course or another General Education course, failure to attend the prerequisite course will result in dismissal from the program.

### **Additional Attendance Requirements: Occupational Therapy Assistant**

In support of the requirements for OTA programs, OTA students may not graduate without completing the objectives for theory classes, performing fieldwork objectives and completing a minimum of two weeks of Level I fieldwork and 16 full-time weeks of Level II fieldwork.

#### Remediation and Limit of Theory Absences

Absences from theory classes will be remediated by completion of an assignment associated with the theory objectives for the day of absence. A maximum of 3 sessions of theory absence may be remediated in a single term.

#### Remediation and Limit of Fieldwork and Lab Absences

Absences from Level I fieldwork will be remediated by performing fieldwork assignments on a day-for-day basis for each absence. OT Lab absences will be remediated by demonstrating proficiency in the lab objectives for the day of absence. A maximum of two days of OT lab absence or Level I fieldwork absence,

a maximum of 3 days absence in a Level II placement may be remediated in a single term. Students are responsible for obtaining their remediation assignments from their lab instructor per the directions written on the Skills Checklist or the Academic Fieldwork Coordinator in conjunction with the fieldwork site supervisor(s).

Absences from Level II fieldwork will be remediated by performing additional fieldwork assignments on a day-for-day basis for each absence. Students are responsible for obtaining their remediation assignments from the Academic Fieldwork Coordinator in conjunction with the fieldwork site supervisor(s). Students are limited to remediating 3 days of Level II fieldwork in a Level II placement and 6 total days in both placements. Remediation of all absences incurred in the first Level II fieldwork must be remediated prior to commencing the second Level II fieldwork. Remediation of all second Level II fieldwork absences must be completed prior to graduation and recommendation to NBCOT for the student to be allowed to take the certification examination. Multiple tardies or early outs from fieldwork are possible grounds for dismissal and are evaluated on an individual basis in collaboration with site personnel. A no-show, no-call at a fieldwork site is also possible grounds for dismissal and is evaluated on an individual basis in collaboration with site personnel. Failure to submit fieldwork time sheets per the time sheet instructions is possible grounds for failure and dismissal. Failure to submit fieldwork-related assignments per the assignment instructions, including additional projects requested by fieldwork site personnel, is possible grounds for failure and dismissal.

### Makeup of Course Examinations Due to Absence

Any examination(s) missed due to absence from a theory class must be made up by the 7<sup>th</sup> day after the student returns to school or a grade of zero will be assigned to the examination. Regardless of the score achieved on the makeup exam, the maximum grade that will be entered into the student's grade record for any makeup examination in a theory class will be 75%.

### **Additional Attendance Requirements: Master of Science in Occupational Therapy**

In support of the requirements for MSOT programs, MSOT students may not graduate without completing the objectives for theory classes, performing fieldwork objectives and completing a minimum of three weeks of Level I fieldwork and 24 full-time weeks of Level II fieldwork.

Daily and on time attendance in the MSOT program is expected for all classes. Because of the nature of a laboratory class, 100% attendance is required. A student who must miss a theory and/or laboratory class due to extenuating circumstances is responsible for informing the instructor, Program Director and the MSOT Student Services Officer of the nature of the absence prior to missing class. An absence in 3 or more theory and/or laboratory sessions in one course will result in dismissal from the course.

Any examination(s) missed due to absence from a theory class must be made up within 48 hours of returning to campus or a grade of zero will be assigned to the examination. The examination will be scheduled by the MSOT Student Services Officer and taken in the Learning Resource Center. Regardless of the score achieved on the makeup exam, the maximum grade that will be entered into the student's grade record for any makeup examination in a theory class will be 75%.

### Limit of Fieldwork Absences

Absences from Level I fieldwork should be made up first with the site's Fieldwork Educator on a day-for-day basis for each absence, and the student must notify the Academic Fieldwork Coordinator of the absence. If days cannot be made-up at the site, then additional fieldwork assignments will be assigned on a day-for-day basis for each absence. A maximum of two days of Fieldwork Level I absence may be made up via additional fieldwork assignments in a single term. Students are responsible for obtaining their additional fieldwork assignments from the Academic Fieldwork Coordinator.

In order to be eligible for graduation from the MSOT program and to take the NBCOT® exam, students are required to complete two, full-time, minimum 12-week fieldwork experiences for a total of 480 hours of Level II fieldwork each. Circumstances requiring prolonged absences jeopardize the attendance requirement, and students may need to remain at the facility until the required number of weeks has been completed. This is determined by the fieldwork site supervisor and the Academic Fieldwork Coordinator. Students are limited to making up only 3 days of Level II fieldwork via additional assignments.

Absences from Level II fieldwork should be made up first with the site's Fieldwork Educator on a day-for-day basis for each absence, and the student must notify the Academic Fieldwork Coordinator of the absence. If days cannot be made up, then additional fieldwork assignments will be assigned on a day-for-day basis for each absence. Students are responsible for obtaining their additional fieldwork assignments from the Academic Fieldwork Coordinator. Additional assignments for all absences incurred in the first Level II fieldwork must be completed prior to beginning the second Level II fieldwork. Additional assignments for all

second Level II fieldwork absences must be completed prior to graduation and recommendation to NBCOT® for the student to be allowed to take the certification examination.

### **Additional Attendance Requirements: Physical Therapist Assistant**

The maximum number of allowed absences in a single term is three (3). In addition, three (3) tardies or early outs per term is equivalent to one absence.

#### Remediation and Limit of Physical Therapist Assistant Theory Absences

Absences from theory classes will be remediated by completion of an assignment associated with the theory objectives for the day of absence. A maximum of 3 sessions of theory absence may be remediated in a single term. The faculty member teaching the theory course in which an absence occurs determines the type, nature, and extent of such remediation assignments. Tardy arrivals to or early departure from theory classes will be remediated with work assigned by the course instructor. For theory course absences and tardies, the student is required to complete the standard remediation procedures, which are to 1) complete a PTA Remediation Form, 2) complete the remediation assignment which is based on the material that was missed and the length of time that the student missed class, and 3) turn in to the instructor for grading the assignment stapled to a completed PTA Remediation Form. At his or her discretion the faculty member may change the remediation assignment from the standard procedure if necessary to meet the student's needs. In this case, the faculty member will determine the type, nature, and extent of such remediation assignments. Tardy arrivals to or early departure from theory classes will be remediated as outlined above. A tardy is defined as arrival after the scheduled start time of the class session, whether that is at the beginning of class, after lunch or after a designated break. Early out is defined as leaving after 11:00 AM for theory courses and after 12:00 PM for laboratory courses. An absence is defined as leaving theory class before 11:00 AM or leaving a laboratory class before 12:00 PM.

#### Remediation and Limit of Physical Therapist Assistant Lab and Clinical Education Absences

Remediation of PTA Lab absences and the associated clinical skills may be completed by performing, at minimum, a demonstration of proficiency for the lab objectives for each day of absence. It is the right and responsibility of the faculty member, however, in accordance with the institutional policy "Assignment and Grading of Remediation Assignments" to determine the type, nature, and extent of any remediation assignment as well as to evaluate and assign a grade for any remediation assignment for the students in the specific course that they are teaching. Tardy arrivals to or early departure from lab sessions will be remediated with work assigned by the course instructor. A tardy is defined as arrival after the scheduled start time of the lab session.

If a student misses a lab, it is his/her responsibility to contact the instructor to schedule the remediation of the missed coursework, such as the lab worksheet and clinical skills competency checklist. If a student misses a Clinical Skills Practical Examination ('Practical'), it is his/her responsibility to contact the instructor to schedule the remediation of the Practical and achieve a passing score (i.e. score of 4/5 (80%) or greater on each skill tested. If a student fails to perform a critical safety element, this will result in an automatic failure of the Practical Examination and the entire Practical Examination must be remediated. If a student fails a Practical Examination, the highest grade attainable for the course will be 80%. If a student fails to successfully remediate a Practical Examination, the student will fail the laboratory course. Failure of the laboratory course requires the student to take a comprehensive lab practical examination; this is taken at the end of the respective term. The student, however, is required to still participate in the remainder of the course. The student will have two opportunities to successfully remediate the laboratory course. Failure to successfully remediate the laboratory course will result in dismissal from the PTA program. The student must also demonstrate 100% compliance with critical safety elements. The student may re-take a Practical twice within this time period, if necessary, with a minimum of one day between each retake. The highest grade possible on a remediation Practical is 80%.

A maximum of two (2) days of PTA Lab absence may be remediated in a single term. An absence is considered missing greater than or equal to 50% of instructional time. It is the student's responsibility to notify the instructor prior to leaving class for any reason other than scheduled breaks. If a student leaves lab class after 12:00 PM, he/she will be recorded as having an "early out." This missed time must be remediated. A tardy is considered to be arriving after 8:00 AM or after the completion of a scheduled break. The student will be required to remediate the missed time for being tardy.

Absences from Clinical Practicums will be remediated by performing a clinical education assignment on a day-for-day, hour-for-hour basis for each absence. Students are responsible for obtaining their remediation assignments from the Academic Coordinator of Clinical Education (ACCE). Remediation of Clinical Practicum absences must be coordinated with the clinical education site.

A maximum of two (2) days of Clinical Practicum absence may be remediated in a single term. All absences incurred in Clinical Practicum I must be remediated and the course successfully completed prior to commencing Term 4 coursework. All absences incurred in Clinical Practicum II must be remediated and the course successfully completed prior to commencing Term 5 coursework.

Absences from Clinical Affiliations will be remediated by performing additional clinical education assignments on a day-for-day, hour-for-hour basis for each absence. Students are responsible for obtaining their remediation assignments from the ACCE and coordinating this with the Clinical Instructor (CI).

Students are limited to remediating three (3) days of Clinical Affiliation I or II or five (5) days total of both Clinical Affiliations. All absences incurred in Clinical Affiliation I must be remediated and the course successfully completed prior to commencing Clinical Affiliation II. All absences incurred in Clinical Affiliation II must be remediated and the course successfully completed prior to graduation and recommendation to the licensing agencies for the student to be allowed to take the licensure examination and, as applicable, law examination.

Should a student fail to demonstrate the required clinical skills during, or by the end of, a Clinical Practicum or Affiliation as identified by the student's Clinical Instructor (CI) in the institution's Clinical Performance Assessment (CPA) or Physical Therapist Assistant Clinical Performance Instrument (PTA CPI), respectively, the student will be assigned a failing grade for that course by the ACCE. The student will be required to remediate those skills and any other assigned work meant to propagate the achievement of the required skill level prior to repeating the course.

The process for remediation of technical skills identified during a Clinical Practicum or Affiliation course is as follows. The CI, ACCE, and student will meet in person or via a conference call to identify the specific areas of deficiency. The student and ACCE will then develop a learning contract that will delineate specific literature that must be read, questions to be answered, and/or skills to be practiced and tested, etc. in order to remediate the deficiencies. Each component identified in the learning contract must be completed and signed off by the ACCE or designate prior to the student starting the re-take of the clinical education course.

The ACCE will identify another clinical education site and CI in a comparable setting that is available for the student to repeat the clinical education course.

All skill deficits demonstrated in Clinical Practicum I must be remediated and the course successfully repeated and completed prior to commencing Term 4 coursework. All skill deficits demonstrated in Clinical Practicum II must be remediated and the course successfully repeated and completed prior to commencing Term 5 coursework. All skill deficits demonstrated in Clinical Affiliation I must be remediated and the course successfully repeated and completed prior to commencing Clinical Affiliation II. All skill deficits demonstrated in Clinical Affiliation II must be remediated and the course successfully repeated and completed prior to graduation and recommendation to the licensing agencies for the student to be allowed to take the licensure examination and, as applicable, law examination.

The student may fail and thus remediate only one (1) clinical education course in the program.

Should extenuating circumstances exist, e.g. interpersonal incompatibility between the CI and student, etc., further remediation strategies may be pursued, including reassignment to another CI and/or clinical education facility. This decision is at the discretion of the ACCE, Program Director, and ultimately, the University President.

#### Makeup of Course Examinations Due to Absence or Tardiness

Any examination(s) missed due to absence from a theory class must be made up within 48 hours upon return to campus or a grade of zero (0) will be assigned. The examination is to be scheduled by the PTA Student Services Officer and taken in the Learning Resource Center. In the case that a student is tardy and misses a quiz or an examination, the student must schedule to take the quiz or examination through the Student Services Officer after class and on the same day, or a grade of zero (0) will be assigned. Regardless of the score achieved on the makeup quiz or examination, the maximum grade that will be entered will be 75%.

## **Additional Attendance Requirements: Vocational Nurse**

In support of the state requirements for Vocational Nurse Programs, VN students may not graduate without completing the objectives for theory classes, performing the clinical objectives, and completing a minimum of 960 hours of clinical education. Students not returning after 14 consecutive days of (starting from the last date of attendance) will be dismissed.

The following rules govern the theory and clinical absences that a Vocational Nurse student may acquire during his/her program.

### **Remediation and Limit of Theory Absences**

The student is permitted to remediate a maximum of twenty-four (24) hours of theory absences per term. Documentation for an absence is no longer necessary and will not be collected as there are no "excused absences". An absence will simply count towards the maximum allowable twenty-four (24) hours permitted. Each absence will stand alone with or without documentation. All missed theory periods must be remediated by fulfilling course objectives through the completion of a specific assignment given to the student by his/her instructor, Director of Nursing, or other designated Stanbridge University staff member. Remediation assignments are due on the next class day, but in any case, not later than the 7<sup>th</sup> day after the assignment is issued to the student. Should the student not remediate each absence from theory sessions prior to the start of the new term, he/she will be dismissed from the program and will have the opportunity to request re-enrollment.

If the student accumulates greater than twenty-four (24) hours of absence, he/she will be dismissed from the program and will have the opportunity to request re-enrollment.

### **Tardiness for Theory Classes**

Students are tardy when they arrive 5 minutes late at the start of class or are 5 minutes late returning from any break. Students are tardy if they leave any class period prior to class being dismissed by the instructor. Tardy students may remain in class for the lecture, but will receive an assignment (before leaving class if arriving late and via email if leaving early) to ensure any missed material is presented to the student. The assignment is due at the next meeting for that theory class. If the assignment is not handed in at the next meeting, an additional assignment will be issued. Failure to turn in both assignments at the next session will result in issuance of a Notice of Deficiency, placement on Attendance Probation or, based on an accumulation of Notices of Deficiency, dismissal from the university.

### **Makeup of Course Examinations Due to Absence**

Any examination(s) missed due to absence from a theory class must be made up by the 7<sup>th</sup> day after the student returns to school or a grade of zero will be assigned to the examination. Regardless of the score achieved on the makeup exam, the maximum grade that will be entered into the student's grade record for any makeup examination in a theory class will be 75%.

### **Remediation and Limit of Clinical Absences**

The student is permitted to remediate a maximum of twenty-four (24) hours of clinical absences during terms 1-3. Clinical absences include pre-facility, laboratory, and clinical days. If a student accumulates greater than twenty-four (24) hours of absence, he/she will be dismissed from the program. Some clinical facilities have limited capacity to orient the student to the facility (which occurs only once per facility rotation). Students absent from such orientation may not attend clinical education at that facility. If an alternate facility or orientation opportunity cannot be obtained, the student may not attend clinical education and will be dismissed.

All clinical absences in a given term must be remediated within twenty-one (21) calendar days or prior to the start of the new term, whichever is shorter. Students may select and register to remediate a clinical absence within fourteen (14) days following the absence. If the student has not registered for the remediation date of their choice by the fifteenth (15th) day, the remediation day will be scheduled for the student by their Student Services Officer and the student will be informed of the scheduled date by email. Should a student not remediate each hour of absence from clinical sessions prior to the start of the new term, he/she will be dismissed from the program and will have the opportunity to request re-enrollment, and will have to repeat the course(s) for which the clinical experience was not completed.

## Non-Attendance at Clinical Remediation Sessions

There is no charge for remediation of clinical absences. Students who do not attend a scheduled remediation session will be deemed a “No call, no show”. “No call, no show” students will be charged a fee of \$50.00. A second (and subsequent) occurrence(s) of nonattendance at a scheduled remediation session during the remainder of the program will incur a fee of \$100.00. These fees must be paid prior to the university forwarding the student’s Record of Nursing Program form to the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

## Tardiness to Clinical Sessions

Students are tardy when they arrive 5 minutes late at the start of a skills lab session or a clinical facility preconference or are 5 minutes late returning from any break. Students are tardy if they leave any clinical session period prior to being dismissed by the instructor. Students who are tardy at a clinical rotation may be sent home and given an absence for the day.

## **Additional Attendance Requirements: Associate of Science in Nursing (ADN)**

### **Theory Attendance**

Regular and timely attendance in the classroom and clinical area is necessary for students to meet the stated objectives. Regular and timely attendance is necessary for students to meet the stated objectives of each course. Regular attendance demonstrates professional and responsible behavior.

A student may be absent one (1) day from the theory component of one (1) course in any quarter, except for the Mental Health course when the student may only be absent from the theory component of the course for a total of three (3) hours.

If a student accumulates greater than three (3) hours of absence from the theory component of the Mental Health course, or more than one (1) day of absence from the theory component of one (1) course in any other quarter, the student will be required to provide sufficient documentation to justify the absences. The administration may allow the additional absences if the documentation provided by the student is considered sufficient. If a student does not provide sufficient documentation to justify the additional absences, she/he will be dismissed from the program. The student may request to re-enroll in the program and repeat the course from which he/she was dismissed and continue with the sequence of other courses in the program.

### **Tardiness for Theory Classes**

Students are tardy when they arrive 5 minutes late at the start of class or after a break, or when they leave any class period prior to the class being dismissed by the instructor. Tardy students may remain in class for the lecture, but will be given a makeup assignment.

### **Makeup of Course Examinations Due to Absence**

It is possible that extenuating circumstances may arise that cause the student to miss an exam. Students must notify the instructor or director or assistant director prior to the scheduled exam time that they will not be present for the exam. Proof of the extenuating circumstances will be reviewed by the instructor in consultation with administration to determine whether the proof is sufficient to allow the student to make up the exam. If the student does not notify the instructor, the exam grade will be a zero. The course syllabus will contain specific makeup examination guidelines. Only one (1) makeup exam per class per quarter will be allowed. Regardless of the score achieved on the makeup exam, the maximum grade that will be entered into the student’s grade record for any makeup examination in a theory class will be 77%.

### **Clinical Attendance**

Students are encouraged to attend all clinical days. Students **MUST** attend the first hospital orientation day and electronic charting in-service for each clinical facility. Failure to attend the first clinical day and/or mandatory computer training will result in dismissal from the program.

No clinical hours may be missed in the Mental Health rotation due to the length of the rotation. If clinical hours are missed in the Mental Health rotation, the student will be dismissed from the program unless he/she provides sufficient documentation for the absences.

A student may make up only one (1) clinical absence in a quarter other than that in which the Mental Health course is offered, unless the Associate Degree in Nursing administration, upon receipt of documented justification, waives the limit.

Students must make up any clinical absence before progressing to the next quarter, or they will be dismissed from the program.

## **Tardiness for Clinical Sessions**

Tardiness results in unsafe patient care due to lack of or a curtailed shift report. Students are considered tardy if they arrive later than the designated start time at the designated location as defined by each clinical instructor or if they leave any clinical session period prior to being dismissed by the instructor. At the discretion of the clinical faculty, in consultation with the program administration, the student may be sent home and incur a makeup session.

## **Additional Attendance Requirements: Veterinary Technology**

### **Attendance/Tardiness**

The maximum number of allowable missed theory class sessions in a single term is nine (9). Students will be marked absent if they miss more than 50% of a class session at the beginning, during or towards the end of a session. Students not remediating theory class sessions prior to the start of the new term or exceeding the limit of missed class sessions will be dismissed from the program.

Absences and tardies for theory class sessions will be remediated by completion of an assignment associated with the objectives for the missed class sessions/tardy at the discretion of the course instructor.

Remediation assignments are due no later than the 7th day after the missed session. When a student misses a class session, it is his/her responsibility to contact the instructor to schedule the remediation of the missed coursework.

It is the student's responsibility to attend all clinical training sessions, both on and off campus in order to complete AVMA-required skills necessary for graduation.

One absence is allowed for any laboratory or clinical course per term with the exception of VET 2100C and VET2220C for which no absences are permitted. Students may remediate allowed absences with a 75% score. Students missing more than the allowed lab or clinical sessions per term are subject to dismissal from the program.

Laboratory or clinical absences will be remediated by completion of an assignment associated with the objectives for the missed session at the discretion of the course instructor.

Absences during VET 2300 Veterinary Internship and VET 2000 Veterinary Preceptorship must be remediated on an hour-for-hour basis with the clinical site prior to the end of the term.

### **Makeup of Course Quizzes or Examinations Due to Absence**

Any examination(s) missed due to absence from a theory class must be made up within 1 week from the date the examination was given or a grade of zero will be assigned to the examination. Regardless of the score achieved on the makeup exam, the maximum grade that will be entered into the student's grade record for any makeup quiz or examination in a theory class will be 75%.

**GRADING**

**GRADING REQUIREMENT: ALL PROGRAMS**

Stanbridge University’s grading policy is as follows:

- Students must pass all the courses within a program in order to graduate (or complete their studies).
- Students will only be graded once for each course. A student wishing to repeat a course to improve his/her grade must submit a written request to the Dean of Instruction. The original grade will be marked as “Retake”, and the new grade will be reflected on the student’s transcript, regardless of which is higher. Only one course may be repeated for grade improvement.
- Students who withdraw will receive a grade of “Incomplete” for courses in progress. Enrolled students who do not complete a course on time will receive a grade of “F” twenty-one (21) days after the conclusion of the course, if not remediated/completed by then.
- Transfer students will receive a notation of “XFR” for courses granted transfer credit.
- Diploma, Associate and Bachelor Degree students must have a cumulative grade point average of C (2.0) or above in order to graduate. Master’s Degree students must have a GPA of 3.0 in order to graduate
- Late submission of assignments, projects and papers will result in grade reductions.
- Students may check exam grades for on-campus courses by logging in to Student Central and clicking on the “Exam Scores” link and for online courses by logging into their course to view the course grade book.

**Qualitative Measure of Satisfactory Academic Progress (SAP)**

<b>Grade</b>	<b>Meaning</b>	<b>Grade-Point Value</b>
A+	97% - 100%	4.0
A	93% - 96%	4.0
A-	90% - 92%	3.7
B+	87% - 89%	3.3
B	83% - 86%	3.0
B-	80% - 82%	2.7
C+	77% - 79%	2.3
C	75% - 76%	2.0
C-	70% - 74%	1.7
D+	67% - 69%	1.3
D	65% - 66%	1.0
D-	60% - 64%	0.7
F	59% and below	0
PASS	Satisfactory Performance	4.0
FAIL	Unsatisfactory Performance	0.0
In Progress	Course not completed	0
XFR	Received Transfer Credit for coursework at another Institution	Not Computed in GPA

**Additional Grading Requirements: Information Technology**

IT students and associate degree students who do not meet the minimum passing requirement of 65% for a technical course will be placed on probation. They will be dismissed from school if they fail to remediate the failed technical course. Remediation of any failed technical course must be performed within twenty-one (21) days of the end of the course. The student will be expected to take an alternate exam on the material covered in the original end-of-term exam or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assignment.



Regardless of the score achieved on the alternate exam or assignment, the maximum grade that will be entered into the student's grade record for any remediated course will be 65%.

General Education courses that are failed must be successfully retaken in order to graduate from an associate's or bachelor's degree program.

Most technical IT courses include a Computer Lab and/or Online Learner participation requirement. These participation grades are calculated on the final date of the course and study may occur at any time during the duration of the course. Computer Lab participation may not be substituted for Online Learner participation, or vice versa without prior authorization. Students who pass the course final exam but receive a failing grade for the course due to deficient Computer Lab and/or Online Learner participation will be placed on probation and granted a two-week extension for makeup Computer Lab/Online Learner work.

### **Additional Grading Requirements: Occupational Therapy Assistant**

Occupational Therapy Assistant students must attain a cumulative grade point average of C (75%) in each course to graduate. If a course grade is below 75%, or clinical skills are not all successfully demonstrated, the OTA student is placed on Academic Probation and the deficiencies must be remediated within three (3) attempts and within sufficient time, as determined by the faculty/administration, to continue in the program without disruption of the program continuity. The OTA Program Exit Exam requires a score of 80% in order to pass the course and graduate.

### **Theory Course Remediation**

The length of the Occupational Therapy Assistant program renders retakes for remediation purposes impossible if the student is to continue in his/her program. Remediation actions for unsatisfactory academic progress are required to be allowed to continue in the program. The student will be expected to take an alternate exam on the material covered in the original course exam and/or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assignment. Regardless of the score achieved on the alternate exam or remediation assignment, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the posting of the failing course grade or prior to the start of the next term, whichever is shorter. Students may take up to three remediation attempts (if necessary), one per week during the remediation period. If a course is not successfully remediated, the student's failing grade will be recorded as the grade for the unremediated course and the student will be dismissed. An exception to this policy is the End of Program Examination for OTA Students. This exam has only one remediation attempt. Remediation of Term Exit Exams must occur prior to the start of the next term. Students who fail to successfully remediate a failed Term Exit Exam will be dismissed from the Occupational Therapy Assistant Program.

Students may not remediate more than 3 courses in a program. If a student fails a fourth (4<sup>th</sup>) course, the student will be dismissed. Students that are dismissed due to four (4) course failures will be limited to two (2) course failures upon re-enrollment. Students that are dismissed, re-enroll, and fail a second course will be dismissed and will have the opportunity to re-enter the program as a new student to repeat the entire program. The term review courses are counted as failed courses.

### **Laboratory Course Remediation**

Laboratory courses are Pass/Fail based on the student achieving a minimum number of points on the Skills Checklist, which includes demonstrated skills, completion of projects, and professionalism points. In the event that a student does not receive a passing laboratory grade due to a deficiency in professionalism points, the student must submit a written plan of correction to address the professionalism deficiencies to the laboratory instructors, program director, or program director's designate. The plan must demonstrate that the student understands what the deficits were and how the deficits will be corrected. The student will have one (1) opportunity to submit the plan of correction within seven (7) calendar days of the end of the laboratory course. An unsatisfactory plan of correction will result in a failing grade for the laboratory course, and the student will be dismissed from the occupational therapy assistant program.

### **Additional Grading Requirements: Master of Science in Occupational Therapy**

Students must pass all courses within a program in order to graduate. Students must achieve a grade of C or better to pass individual courses in the MSOT program. In order to achieve a passing grade, the student must complete all required assignments and meet attendance requirements for the course. Students in the MSOT program must maintain a grade point average of B (3.0) or above in order to graduate. Students failing a course in the MSOT program must repeat the course and are prohibited from taking courses where the failed course is a pre-requisite.

The Term Exit Exam and End of Program Examination exams are graded as PASS or FAIL. Students will have two attempts to pass the Term Exit Exam or End of Program Exams. If students fail the remediation attempt, they will need to meet with the Program Director for advisement. Students who fail to successfully remediate a failed Term Exit Exam or Program Exit Examination will be dismissed from the Master of Science in Occupational Therapy program. Students may only remediate one Level I fieldwork course and one Level II fieldwork course per enrollment.

Students who withdraw will receive a grade of "INC" for the course in progress. Enrolled students who do not complete a course on time will receive a grade of "F" within twenty-one (21) days after the conclusion of the course if assignments have not been completed.

Students may remediate only one of the three Level I fieldwork courses if one of the courses is failed. A student may remediate a failed Level II fieldwork course 1 time. Two failed Level I fieldwork courses will result in dismissal from the program. Two failed Level II fieldwork courses will result in dismissal from the program.

### **Additional Grading Requirements: Physical Therapist Assistant**

Physical Therapist Assistant students must attain 75% in each theory course and 80% in each PTA lab course in order to graduate. If a theory course grade is below 75%, a laboratory course grade is below 80%, or clinical skills are not all successfully demonstrated, the PTA student will be placed on Academic Probation and the deficiencies must be successfully remediated. The deficiencies will have been successfully remediated if the student achieves a minimum score of 75% for theory courses or 80% for laboratory courses, or a successful demonstration of clinical skills.

### **Theory Course Remediation**

The length of the Physical Therapist Assistant program renders retakes of an entire course for remediation purposes impossible if the student is to continue in the program. Remediation actions for unsatisfactory academic progress are required to be allowed to continue in the program. The progression into the clinical education coursework involved in the program is an exception to the rule. In general, the student may progress to clinical education experiences (PTA 2010, 2020, 2030, and 2040) if he/she has passed all PTA courses in the curriculum prior to any given clinical education course. This includes the demonstration of competency in performing the specific clinical skills that are appropriate for the level of coursework that has been completed up to the point of time in which the clinical education course is to occur. This policy operates in compliance with the current program guidelines on the "Clinical Skills Competency Checklist" found in the Clinical Education Handbook.

1. In order for a student to be eligible to take Clinical Practicum I (PTA 2010), he/she must successfully complete all coursework in Terms 1, 2 and 3. Because the Term 3 Review (PTA 1103) course and Term Exit Exam are not offered until after Practicum I, the course and associated exit exam will not be included in the determination of a student's competent progression into the clinical education coursework. Any course or competency that is not successfully completed must be successfully remediated prior to beginning PTA 2010.
2. In order for a student to be eligible to take Clinical Practicum II (PTA 2020), he/she must successfully complete all coursework in Terms 1, 2, and 3 and demonstrate competency in all clinical skills identified on the Clinical Skills Competency Checklist up to and including the final week before PTA 2020 is scheduled. Any course or competency that is not successfully completed must be successfully remediated prior to beginning PTA 2020.
3. In order for a student to be eligible to take Clinical Affiliation I (PTA 2030), he/she must successfully complete all coursework in Terms 1, 2, 3, and 4 and demonstrate competency in all clinical skills identified on the Clinical Skills Competency Checklist. Any course or competency that is not successfully completed must be successfully remediated prior to beginning PTA 2030.
4. In order for a student to be eligible to take Clinical Affiliation II (PTA 2040), he/she must successfully complete all coursework in Terms 1, 2, 3, and 4 and demonstrate competency in all clinical skills identified on the Clinical Skills Competency Checklist. The student must also successfully complete PTA 2030 prior to beginning the clinical education coursework for PTA 2040.

In regard to theory courses a student will be expected to take an alternate exam on the material covered in the course that was failed or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assignment.

Regardless of the score achieved on the alternate exam or remediation assignment, the maximum grade that will be entered into a student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the posting of the failing course grade or prior to the start of the next term, whichever is shorter. Students may not sit for the Term or Program Exit Examination until all courses in the respective Term are successfully remediated. Students may take up to three remediation examinations, if necessary, per failed course and with a maximum of one every two days during the remediation period. If a course is not successfully remediated, the student's failing grade will be recorded as the grade for the unremediated course and the student will be dismissed. An exception to this policy is the End of Program Examination for PTA Students. This exam has only one remediation attempt. Remediation of the Term Exit Exam must occur prior to the start of the next term. Students who fail to successfully remediate a failed Term Exit Exam will be dismissed from the Physical Therapist Assistant Program.

Students may not remediate more than three (3) courses in a program. If the student fails a fourth (4<sup>th</sup>) course, the student will be dismissed. End-of-Term cumulative exams are not counted as courses for the purpose of calculating the number of failed courses.

Lab practical examinations are given in sections. If a student fails a section of the lab practical, he or she need only remediate that section of the practical examination, not the entire examination. However, if a student fails to perform a critical safety element, the entire examination is failed, and the entire examination must be remediated. During PTA Lab I (PTA 2002) and PTA Lab II, (PTA 2003) a student has five (5) remediation attempts for any sections of the practical exams which must be remediated. In PTA Lab III, (PTA 2004) four (4) remediation attempts are available, due to the reduced number of sections tested.

All of the components on the Lab List or Clinical Skills Competency Checklist (CSCC) assigned each day within the PTA Lab course must be signed off by the course instructor or lab instructor in order for the student to achieve a passing grade in the course. The List or CCSC must be turned in prior to the following week's lab session in order for the student to earn full points on the assignment. Lab Lists or CSCCs turned in after that timeframe will be assigned a grade of zero (0). Lab Lists or CSCCs must be turned in to proceed in the course and to qualify to take the practical examinations and/or course remediations, even if they are submitted late. PTA students are limited to a maximum of three (3) competency attempts per skill on the CSCCs. Failure to complete CSCCs prior to the end date of the course will result in failure of the course and dismissal from the PTA program.

### **Additional Grading Requirements: Vocational Nurse**

Vocational Nurse students must attain a cumulative grade point average of C (75%) in each course to graduate. If a course grade is below 75%, or clinical skills are not all successfully demonstrated, the nursing student is placed on Academic Probation and the deficiencies must be remediated.

### **Theory Course Remediation**

The length of the Vocational Nurse program renders retakes for remediation purposes impossible if the student is to continue in his/her program. Remediation actions for unsatisfactory academic progress are required to be allowed to continue in the program. The student will be expected to take an alternate exam on the material covered in the original course exam and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam. Regardless of the score achieved on the alternate exam, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%.

Remediation of any failed course must be performed within twenty-one (21) days of the end of the course or prior to the start of the next term, whichever is shorter. Students may take up to three (3) remediation examinations (if necessary), one per week during the remediation period. If a remediation examination is not taken in one of the seven day periods after failing a course, the examination is forfeited and may not be taken. If a course is not successfully remediated, the student's failing grade will be recorded as the grade for the unremediated course and the student will be dismissed. An exception to this policy is the End of Program Examination for VN students. This exam has only one remediation attempt. Remediation of a Term Exit Exam must occur prior to the start of the next term. Students who fail to successfully remediate a failed Term Exit Exam will be dismissed from the Vocational Nurse program.

Students may not remediate more than 3 courses in a program after completing Term 1. If a student fails a fourth (4<sup>th</sup>) course, (counting from the first failed course after starting Term 2) the student will be dismissed. Students are also required to make up any examination(s) missed because of an absence from class. Any examination(s) missed due to absence from a theory class must be made up on the seventh (7<sup>th</sup>) day that the student returns to school. Regardless of the score achieved on the makeup exam, the maximum grade that

will be entered into the student's grade record for any makeup examination in a theory class will be 75%. The Term Exit Exam is not counted as a course for the purpose of calculating the number of failed courses.

## Clinical Objective Remediation

Students are required to complete remediation for any unmet clinical objectives: clinical experience not demonstrated during the normal clinical schedule must be performed in the skills lab or in the clinical facility within twenty-one (21) calendar days of the original clinical absence. In the event the objective cannot be physically performed (for example, the student is no longer in a Maternal or Pediatric environment), the Program Director will arrange for a suitable clinical environment (if available) or give a suitable assignment.

Students accomplishing technical clinical objectives but deficient in professional objectives, such as manner/attitude, effort, or respect for others, may be placed on probation as specified in this catalog. Probation requires written notification to the student of the deficiency, outlining actions necessary to be removed from probationary status and a date by which the actions must be completed.

Students re-enrolling after a leave of absence, withdrawal or dismissal will be required to complete academic and prerefacy requirements to ensure their retention of knowledge and safe nursing practice.

## **Additional Grading Requirements: Associate of Science in Nursing (ADN)**

**Note:** Regardless of the overall course grade, all assigned work must be completed in order to pass each nursing course. The theory and clinical components of each nursing course must be taken concurrently. In accordance with Associate Degree Nursing Program requirements, a student must pass both the theory and clinical components of a course to be allowed to continue within the program. If a student fails either the theory or clinical component of a nursing course, he/she must repeat both components of the course and successfully complete these components before progressing in the program. Students must have a cumulative grade point average of "C+" or above in order to graduate.

## **Theory Grades**

In accordance with the university's grading scale, a student will be given a grade from "A+" to "F" on all assignments, quizzes, presentations, and examinations in the theory component of each nursing course and in the prerequisite and co-requisite courses of the nursing program. Nursing students must earn a minimum grade of a "C+" in all prerequisite science courses and in the theory component of all nursing courses, and a grade of "C" in the prerequisite English and Algebra courses and the co-requisite (i.e. general education) courses in order to progress in the program.

## **Clinical Grades**

In accordance with the grading scale below, a student will be given a PASS or FAIL grade on the demonstration of clinical objectives in the clinical component of each nursing course.

## **Clinical Performance Requirements**

Performance and practice of clinical skills constitute a large portion of the student's time in the program. Evaluation of clinical performance is obtained through the objectives on the Clinical Performance Evaluation Tool. These evaluations are completed at mid-clinical and/or end-of-clinical evaluations. If the student is insufficiently prepared for the clinical experience, he/she will be asked to leave the clinical setting and time lost will be considered a clinical absence. Makeup of clinical absences for students will be determined on an individual basis.

## **Content Master Series (CMS) Examinations**

In addition to passing each course with the minimum passing grade, students must pass the program exit examination with a minimum score of 90% predicted probability of passing the NCLEX-RN on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

## **Additional Grading Requirements: Online Courses**

Online courses are delivered through Stanbridge University's Edverum platform, a modified Moodle modular course management system, providing students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course.

Assignments or projects received for online course credit will be graded and the evaluation or response to the submission will be provided within 5 business days. Late submission of assignments, with a grade penalty for late submission, may be allowed by individual instructors as specified in the course syllabus. Students in the

BSN (Degree Completion) program should review the BSN Program Catalog Supplement in the BSN Program section of this catalog for additional information regarding online submission of assignments.

### Remediation of Online Courses

Remediation actions for unsatisfactory course performance are required in the event an online course is failed. The student will be expected to take an alternate exam on the material covered in the original course exam or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assessment. Regardless of the score achieved on the alternate exam or assignment, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the end of the course or prior to the start of the next term, whichever is shorter. Students may take up to three remediation examinations or submit three assignments (if necessary). Exams may be taken or assignments submitted one per week during the remediation period. If an exam or assignment is not taken or submitted during one of the three weeks following the course, it is forfeited and may not be included as a remediation attempt. Note: BSN (Degree Completion) Program students may not remediate failed courses. Please see the BSN Program Catalog Supplement in the BSN Program section of this catalog.

### **Additional Grading Requirements: Veterinary Technology**

Veterinary Technology students must attain a cumulative grade point average of C (75%) in each course, including general education courses, to graduate excluding the program exit exams for which the requirements are listed under graduation requirements. If a course grade is below 75%, the course must be remediated. Students may not remediate more than three (3) courses in a program. If the student fails a fourth (4th) course, the student will be dismissed. End-of-Term cumulative exams are not counted as courses for the purpose of calculating the number of failed courses.

### **Remediation**

Remediation actions for unsatisfactory academic progress in a theory course are required for a student to continue in the program. If a student fails a course with a final grade below 75%, the student will be expected to remediate the course failure by taking an alternate cumulative examination on the material covered in the original course. The student will be considered to have successfully remediated the course if he/she achieves a passing score of 75% or higher on the alternate examination. Students will not be allowed to take a course Remediation Exam until all homework assignments for the course have been turned in and the student is cleared by the Instructor.

Students may attempt the alternate theory remediation examination three (3) times. Regardless of the score achieved on the alternate examination and completed homework assignments, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed prior to the start of the next term. If a course is not successfully remediated, the student's failing grade will be recorded as the grade for the unremediated course, and the student will be dismissed from the program.

Failure of a laboratory or clinical course cannot be remediated and will result in dismissal from the program.

### **Essential Skills Policies**

Students will receive a copy of the essential skills book in booklet form for their own reference. All successfully completed skills will be signed off by the course instructor and documented in each cohort's essential skills binder which is maintained in the ASVT office. All essential skills required for graduation must be completed with a "pass" score by the end of VET 2101.

**SATISFACTORY ACADEMIC PROGRESS**

The following describes Stanbridge University's satisfactory academic progress policy. The school's SAP policy for Title IV, HEA students is the same as the school's standards for students enrolled in the same educational programs who are not receiving Title IV aid.

Students will receive a monthly progress report, which will include a list of classes taken, grades received, hours/days missed, and total number of hours completed. It will also include warning messages to those who are not meeting the attendance and grade guidelines and who are either placed on probation or will be placed on probation if correctional steps are not taken. The following describes how satisfactory progress is monitored.

**QUANTITATIVE REQUIREMENT: PROGRAM COMPLETION TIME LIMIT AND GPA**

Students have a maximum of 1 ½ times beyond the normal length of the program to complete their chosen course of study (or program). Students not finishing by the extended timeframe will be dismissed. Students must meet attendance requirements established for their program.

Attainment of satisfactory progress (attendance, credit earned and GPA) is monitored at the completion of each term for MSOT, MSN, BSN (Degree Completion), ADN, VN, OTA, PTA, and VT students. Upon reaching 50% and 100% of original program completion, based on credit hours scheduled or weeks of classes completed for programs less than 40 weeks, the same will be monitored for BSIT, ASIT, DMAD and HDT students. At 50% of program completion, a minimum GPA and a minimum of 34% of total program credits must be earned. Students failing to meet these benchmarks will be placed on Probation. At the 100% mark of the original program the student must have accumulated 67% of the required program quarter hours of credit, the student's GPA must meet the required minimum and the student must be able to attain the required graduation GPA by 150% of original program length. Any student not able to meet the 150% benchmark must be dismissed.

DIPLOMA PROGRAMS Percent of Original Program Length	MINIMUM GPA	Credits Attained	Outcome if either benchmark not met
50%	1.5	34% of Program	Probation
100%	1.5	67% of Program	Probation
150%	2.0	100% of Program	Dismissal

**PROGRAMS GREATER THAN TWO YEARS IN LENGTH (EXCEPT MSN and MSOT\*)**

Percent of Original Program Length	MINIMUM GPA	Credits Attained	Outcome if either benchmark not met
100%	1.5	67% of Program	Probation
150%	2.0	100% of Program	Dismissal

\*The MSN and MSOT programs require a minimum GPA of 3.0 to graduate.

DEGREE PROGRAMS LESS THAN 2 YEARS IN LENGTH (ASIT) Percent of Original Program Length	MINIMUM GPA	Credits Attained	Outcome if either benchmark not met
50%	1.5	34% of Program	Probation
100%	1.5	67% of Program	Probation
150%	2.0	100% of Program	Dismissal

**Appeal of Determination of Unsatisfactory Progress (All Students)**

A student may appeal to the President for a reversal of a determination of unsatisfactory academic progress on the following grounds:

- Incorrect recording of attendance or examination grades;
- Incorrect assignment of grades for projects, assignments, or remediation work;
- Failure to meet satisfactory progress requirements based upon
  - The death of a relative of the student;
  - An injury or illness of the student; or
  - Other special circumstances.

The appeal must be filed in writing by the student. After review of the appeal, the decision of the President is final.

Removal of probationary status is based on remediation of absences, reestablishment of satisfactory academic progress by passing or remediating a failed course, or adhering to the Code of Conduct or professional clinical objectives.

### **Additional Satisfactory Academic Progress Requirements: Veterans Administration**

Veterans or eligible persons will be evaluated weekly to determine satisfactory progress. Students not meeting the 65% passing requirement will be placed on probation. Those not meeting the 65% passing requirement in the next week will have their benefits terminated.

### **Additional Satisfactory Academic Progress Requirements: Information Technology**

Tutorial sessions may be mandatory for students at risk of not meeting satisfactory academic performance requirements.

### **Additional Satisfactory Academic Progress Requirements: Occupational Therapy Assistant**

Tutorial sessions and meetings with the university's Academic Success Coordinator may be mandatory for students at risk of not meeting satisfactory academic performance requirements.

The level I and level II fieldwork portions of the OTA program are considered to be part of the entire curriculum and must be completed within a maximum of 1 ½ times beyond the normal length of the program. Students who do not finish level I and level II fieldwork within this time frame will be required to apply for admission and repeat the program as a new student. Tutorial sessions and meetings with the university's Academic Success Coordinator may be mandatory for students at risk of not meeting satisfactory academic performance requirements.

### **Additional Satisfactory Academic Progress Requirements: Master Of Science In Occupational Therapy**

Any student who receives less than a 3.0 GPA for a term will be placed on academic probation during the term following the receipt of the deficient grade point average. If the student receives a term grade point average during the term of academic probation that is not a minimum of 3.0 and is not sufficient to increase the student's cumulative grade point average to a minimum of 3.0, the student will be dismissed from the MSOT program.

Academic probation is only granted for one term of the MSOT program.

If the student receives a term or cumulative grade point average of less than 3.0 in the fifth term of the MSOT curriculum, the student is ineligible for Level II fieldwork and will be dismissed from the program.

### **Additional Satisfactory Academic Progress Requirements: Physical Therapist Assistant**

Clinical performance is assessed at the completion of Clinical Practicum I and II (PTA 2010 and 2020, respectively) via the clinical instructor's (CI) completion of the Clinical Performance Assessment tool. This information is found in the PTA program's Clinical Education Handbook.

At a minimum, clinical performance during Clinical Affiliation I and II (PTA 2030 and 2040, respectively) is assessed at the mid-term and final. The CI is required to complete the web-based Physical Therapist Assistant Clinical Performance Instrument (PTA CPI) at or near the completion of the third week of the clinical education experience and again at the completion of the course. The PTA CPI must be reviewed with the student to provide a progress report on his/her clinical performance. Any red flag issues that are identified before that point in time are to be brought to the attention of the ACCE, who may notify the student of the issue and its potential impact on his/her course grade.

### **Additional Satisfactory Academic Progress Requirements: Vocational Nurse**

Attainment of satisfactory progress (attendance, credit earned and GPA) is monitored at the completion of each term for VN students. Tutorial sessions may be mandatory for students at risk of not meeting satisfactory academic performance requirements.

### **Additional Satisfactory Academic Progress Requirements: Associate of Science in Nursing (ADN)**

Attainment of satisfactory progress (attendance, credit earned and GPA) will be monitored at the completion of each quarter. Students must achieve a "C+" or higher in the theory component and a Pass in the clinical component of each nursing course as well as a "C+" or higher in each of the prerequisite science courses and in the prerequisite English and algebra courses and the co-requisite (i.e. general education) courses in

order to progress in the program. Tutorial sessions may be mandatory for students at risk of not meeting course requirements. Students may also be referred to the Academic Success Coordinator in the Learning Resource Center for assistance with study skills and time management in order help the student make academic progress.

### **Class Retakes: Information Technology**

IT program students will be charged audit/retake tuition for any course that they audit for the purpose of review or repeat to improve their grade. Space in the course will be allotted on a space available basis with first priority being given to students who are taking the course for the first time.

### **Class Retakes: Vocational Nurse**

Vocational Nurse students who elect to repeat a previously passed course (due to dismissal/withdrawal and subsequent re-enrollment) will have the grade earned in the repeat course recorded on the official transcript.

### **Financial Aid Warning**

Stanbridge University evaluates SAP at the end of each payment period. Students who do not meet SAP measures described above will be put on Financial Aid Warning for one payment period. Students who are put on a Financial Aid Warning continue to receive Title IV aid for the next payment periods after they receive the warning status. The status will be conferred automatically without the student appealing the SAP status.

If a student falls below a 2.0 GPA, or if the student is not completing the required amount of clock hours to keep Pace with the requirements for graduation within the 150% time frame, will result in the student being placed on Financial Aid Warning for one payment period. A student who is put on a Financial Aid Warning can continue to receive Title IV, HEA funding for the next payment period after they receive the warning status.

If the student is not meeting Satisfactory Academic Progress at the end of the Financial Aid Warning Period, the student will be placed on Academic Development Status, with a loss of Title IV, HEA funding and will be required to meet specific criteria of an improvement plan to assist them in regaining SAP and Title IV, HEA eligibility. During this period the students will not be eligible to receive Title IV, HEA funds but he/she may continue on a cash pay basis with an approved payment plan. Arrangements for payment must be approved within 10 school days of notification of development status.

If a student is making SAP at the end of the Financial Aid Warning, they shall be returned to normal SAP status with no loss of Title IV eligibility.

### **APPEAL PROCESS**

Students who do not make SAP at the end of the Financial Aid Warning period lose their Title IV financial aid eligibility and will be placed on Academic Development Status, with a loss of Title IV, HEA funding, with the right to appeal. The student may have the opportunity to have their Title IV, HEA financial aid eligibility reinstated by appealing the Academic Development Status, with a loss of Title IV, HEA funding decision and placed on Financial Aid Probation if the appeal is granted.

Students may have the opportunity to have their financial aid eligibility reinstated by appealing the decision and being placed on Financial Aid Probation. Students have five (5) business days after being notified to institute an appeal. The appeal must be in writing and given to the Executive Director, who will meet with the Financial Aid Academic Appeals Committee to make a decision on the appeal.

The bases on which a student may file an appeal are: injury or illness; death of a relative; or other special circumstance. Students must provide supporting documents and describe in writing any unusual circumstances that warrant special consideration. Students must provide information as to why they did not make SAP and what has changed that will allow them to make SAP by the next evaluation point.

The Executive Director will provide a decision in writing within ten (10) business days.

### **FINANCIAL AID PROBATION**

If Probation Status is granted, students regain Title IV, HEA eligibility for the next eligible payment period only. Students must be making SAP at the end of the payment period to regain Title IV, HEA funding for the next payment period.



Students who regain SAP at the next reporting period regain full eligibility for Title IV, HEA funding. Students not making SAP continue to be ineligible to receive Title IV funds without the option to appeal.

### **REINSTATEMENT OF TITLE IV, HEA AID**

Reinstatement of aid is limited to the period under evaluation. Students making SAP by the conclusion of the Warning or Probation period will be removed from the warning/probation status and will regain eligibility for Title IV, HEA funding.

A former student requesting to be reinstated as an active student should do so in writing. Supportive documentation and/or information concerning any mitigating circumstances should be noted in the request. The requesting prior student shall be notified of the Reinstatement Review within five (5) business days following the decision of the Financial Aid Academic Appeals Committee.

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## LEAVE OF ABSENCE

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A student may request a Leave of Absence for a period of up to 90 days. An approved Leave of Absence will be granted when the absence is emergent or unforeseen and there is a reasonable expectation that the student will return to the university. The reasons for granting an approved Leave of Absence may include, but are not limited to, the student having serious medical problems, military duty, pregnancy, or jury duty. For an approved Leave of Absence, the student must provide a written request that is signed and dated and documentation that supports the reason for the request. Extensions may be requested if the student's circumstances warrant; the student, however, may be on approved Leave of Absence for a maximum of 180 days in any twelve month period. (Note: Extensions must be requested; they are not automatically granted if the student remains absent). The student will be dismissed from the university if he/she does not return at the conclusion of the approved Leave of Absence, unless an extension has been granted.

If a student does not return from an approved Leave of Absence on the expected return date, the student will be dismissed from the university and a Return of Title IV Funds calculation will be processed.

### Return of Title IV Funds

If the student is the recipient of a Title IV, HEA loan, failure to return from an approved Leave of Absence may result in changes to loan repayment terms, including exhaustion of some or all of the grace period. (If a student does not return from the Leave of Absence, the 6-month grace period is retroactively applied back to the beginning of the leave of absence date).

### Changes to Private Loans

The student is solely responsible for contacting any financial aid sources/lenders from which they may receive financial aid in order to determine any changes that may occur in any grace period or repayment schedule for financial aid based on the increased length of their program due to a Leave of Absence. The student must also contact any financial aid source or lender to determine whether interest on the loan(s) will continue to accrue while on Leave of Absence.

### Resumption of Classes

If the Leave of Absence is of sufficiently short duration, students will be allowed to rejoin their track and resume their studies. Remediation of theory course material per the requirements of the student's program is required, as is remediation of missed clinical education for Vocational Nurse students. Missed sessions during a Leave of Absence, however, will not be counted as absences for attendance purposes, and students will not be placed on Attendance Probation or dismissed for absent periods during a Leave of Absence.

If the leave is of longer duration, and the student cannot rejoin his/her original cohort, the student will be readmitted to the beginning of the course during which the leave commenced.

## PROBATION

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Students will be notified in writing once they are placed on probation. Students on probation will have a Notice of Probation placed in their permanent academic file and the probationary status noted on their official transcript. Students on probation will not be able to print unofficial transcripts or use the services of Career Services. Students placed on academic or conduct probation will not be eligible for the Dean's List for the term during which the probation was enforced. A Notice of Probation will be issued if:

### Attendance

- The student in the Occupational Therapy Assistant, Physical Therapist Assistant, or Vocational Nurse program fails to remediate a theory absence within 7 days of the absence being recorded.
- The student in the Occupational Therapy Assistant, Physical Therapist Assistant, or Vocational Nurse program fails to schedule a remediation date within 21 days of a clinical absence being recorded.
- The student in the Vocational Nurse program fails to turn in both the first and second assignments at the next class session after having failed to turn in the first assignment for tardiness in a theory class.

### Academic

- The student has failed a course, and has not remediated the course within 21 days.
- The student fails to meet the benchmarks for attainment of satisfactory progress as defined in the Satisfactory Academic Progress section of the school's catalog.
- The student fails to attend mandatory assigned tutoring.
- A student in the Master of Science in Occupational Therapy program who receives less than a 3.0 for a term will be placed on academic probation during the term following the receipt of the deficient grade point average.

### Conduct

- The student violates any of the terms in the school's Code of Conduct for students.
- A VN, OTA, PTA, VT, or MSOT student fails to demonstrate professional conduct in the clinical facility.

### Financial Aid Probation

- The student does not make Satisfactory Academic Progress at the end of a Financial Aid Warning Period, and successfully appeals the loss of Title IV financial aid eligibility.

## SUSPENSION

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A student will be suspended for a period of time, as determined by the university administration if the student is judged to have violated the Code of Conduct and his/her actions or expressions indicate remaining on campus or at a clinical facility can reasonably be expected to lead to further incidents. The period of suspension may encompass on-site lecture or off-campus (clinical education) activities. Students who are suspended must remediate absences as required in the attendance policy. Students will not have absences due to suspension counted against remediation limits for either theory or clinical education. A record of the suspension will be placed in the student's file.

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## WITHDRAWAL

You may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the scheduled hours in the current payment period of your program through the last day of attendance. The amount of that refund is “pro-rated” according to the not completed portion of the program less the cost of any equipment returned in good condition (good condition does not include equipment that has a broken seal, for which a log-on occurred, or that is marked or damaged in any way) and a registration or administration fee not to exceed \$250.00.

### Return To Title IV Funds Policy

This policy applies to students’ who withdraw officially, unofficially or fail to return from a leave of absence or are dismissed from enrollment at the School. It is separate and distinct from the School refund policy. (Refer to institutional refund policy)

The calculated amount of the Return of Title IV, HEA (R2T4) funds that are required to be returned for the students affected by this policy, are determined according to the following definitions and procedures as prescribed by regulations.

The amount of Title IV, HEA aid earned is based on the amount of time a student spent in academic attendance, and the total aid received; it has no relationship to student’s incurred institutional charges. Because these requirements deal only with Title IV, HEA funds, the order of return of unearned funds do not include funds from sources other than the Title IV, HEA programs.

Title IV, HEA funds are awarded to the student under the assumption that he/she will attend school for the entire period for which the aid is awarded. When student withdraws, he/she may no longer be eligible for the full amount of Title IV, HEA funds that were originally scheduled to be received. Therefore, the amount of Federal funds earned must be determined. If the amount disbursed is greater than the amount earned, unearned funds must be returned.

The Payment Period for Clock Hour Schools is one-half of the academic year or program length (whichever is less).

The Date of Determination is the date that the institution determines the student has withdrawn from the program. For schools that are required to take attendance, the date of determination is no longer than 14 days after the Last Date of Attendance. The Date of Determination starts the clock for timely refunds of Title IV funds, within 45 days after the “Date of Determination”.

The Withdrawal Date for schools required to take attendance is the Last Date of Attendance (LDA).

The institution has 45 days from the date that the institution determines that the student withdrew to return all unearned funds for which it is responsible. The school is required to notify the student if they owe a repayment via written notice.

The school must advise the student or parent that they have 14 calendar days from the date that the school sent the notification to accept a post withdraw disbursement. If a response is not received from the student or parent within the allowed time frame or the student declines the funds, the school will return any earned funds that the school is holding to the Title IV, HEA programs.

Post-withdraw disbursements will occur within 90 days of the date that the student withdrew.

### Withdrawal Policy

#### “Official” Voluntary Withdrawal

A student is considered to be “Officially” withdrawn on the date the student notifies the Financial Aid Director, Registrar, or School Director in writing of their intent to withdraw. The date of the determination for return and refund purposes will be the earliest of the following for official withdrawals:

1. Date student provided official notification of intent to withdraw, in writing.  
or
2. The date the student began the withdrawal from the School’s records.

A student will be permitted to rescind his notification in writing and continue the program, if so chosen. However, if the student subsequently drops, the student’s withdrawal date is the original date of notification of intent to withdraw.

Upon receipt of the withdrawal information the School will complete the following:

Determine the student's last date of attendance as of the last recorded date of academic attendance on the school's attendance record, and perform two calculations:

- The student's ledger card and attendance record are reviewed to determine the calculation of Return of Title IV, HEA funds the student has earned, and if any, the amount of Title IV, HEA funds for which the school is responsible. Returns made to the Federal Funds Account are calculated using the Department's Return of Title IV, HEA Funds Worksheets, scheduled attendance and are based upon the payment period.
- Calculate the school's refund requirement (see school refund calculation).

The student's grade record will be updated to reflect his/her final grade.

Stanbridge University will return the amount for any unearned portion of the Title IV, HEA funds for which the school is responsible within 45 days of the date the official notice was provided.

If applicable, the School will provide the student with a letter explaining the Title IV, HEA requirements. To include,

The amount of Title IV, HEA assistance the student has earned. This amount is based upon the length of time the student was enrolled in the program based on scheduled attendance and the amount of funds the student received.

Any returns that will be made to the Federal program on the student's behalf as a result of exiting the program. If a student's scheduled attendance is more than 60% of the payment period, he/she is considered to have earned 100% of the Federal funds received for the payment period. In this case, no funds need to be returned to the Federal funds.

Advise the student of the amount of unearned Federal funds and tuition and fees that the student must return, if applicable.

Supply the student with ledger card record noting outstanding balance due to the school and the available methods of payment. A copy of the completed worksheet, check, letter and final ledger card will be kept in the student's file.

In the event a student decides to rescind his or her official notification to withdraw, the student must provide a signed and dated written statement indicating he/she is continuing his or her program of study, and intends to complete the payment period. Title IV, HEA assistance will continue as originally planned. If the student subsequently fails to attend or ceases attendance without completing the payment period, the student's withdrawal date is the original date of notification of intent to withdraw.

### Unofficial Withdrawal

Any student that does not provide official notification of his or her intent to withdraw and is absent for more than 14 consecutive calendar days, fails to maintain satisfactory academic progress, fails to comply with the school's attendance and/or conduct policy, does not meet financial obligations to the school, or violates conditions mentioned in the School contractual agreement, will be subject to termination and considered to have unofficially withdrawn.

Within two weeks of the student's last date of academic attendance, the following procedures will take place.

- The Student Services office will make three attempts to notify the student regarding his/her enrollment status.
- Determine and record the student's last date of attendance as the last recorded date of academic attendance on the attendance record.
- The student's withdrawal date is determined as the date the day after 14 consecutive calendar days of absence.
- Notify the student in writing of their failure to contact the school and attendance status resulting in the current termination of enrollment.

- Stanbridge University calculates the amount of Federal funds the student has earned, and, if any, the amount of Federal funds for which the school is responsible.
- Calculate the school's refund requirement (see school refund calculation).
- Stanbridge University's Controller will return to the Federal fund programs any unearned portion of Title IV funds for which the school is responsible within 45 days of the date the withdrawal determination was made, and record on student's ledger card.
- If applicable, the School will provide the student with a refund letter explaining Title IV requirements:
  - The amount of Title IV aid the student has earned based upon the length of time the student was enrolled and scheduled to attend in the program and the amount of aid the student received.
  - Advise the student in writing of the amount of unearned Title IV, HEA aid and tuition and fees that he/she must return, if applicable.
  - Supply the student with final student ledger card showing outstanding balance due the school and available methods of repayment.
  - A copy of the completed worksheet, check, letter, and final ledger card will be kept in the student's file.

### Withdraw Before 60%

The institution must perform a R2T4 to determine the amount of earned aid through the 60% point in each payment period. The institution will use the Department of Education's prorate schedule to determine the amount of the R2T4 funds the student has earned at the time of withdrawal.

### Withdraw After 60%

After the 60% point in the payment period, a student has earned 100% of the Title IV, HEA funds he or she was scheduled to receive during this period. The institution must still perform a R2T4 to determine the amount of aid that the student has earned.

Stanbridge University measures progress in clock hours, and uses the payment period for the period of calculation.

The Calculation Formula:

Determine the amount of Title IV, HEA aid that was disbursed plus Title IV, HEA aid that could have been disbursed.

Calculate the percentage of Title IV, HEA aid earned:

Divide the number of clock hours scheduled to be completed (from the first day of class until the last date of attendance) in the payment period as of the last date of attendance in the payment period by the total clock hours in the payment period.

$$\frac{\text{HOURS SCHEDULED TO COMPLETE}}{\text{TOTAL HOURS IN PERIOD}} = \% \text{ EARNED} \quad (\text{rounded to one significant digit to}$$

the right of the decimal point, e.g. .4493 = 44.9%.)

If this percentage is greater than 60%, the student earns 100%.

If this percent is less than or equal to 60%, proceed with calculation.

Percentage earned from (multiplied by) Total aid disbursed, or could have been disbursed = AMOUNT STUDENT EARNED.

Subtract the Title IV aid earned from the total disbursed = AMOUNT TO BE RETURNED.

100% minus percent earned = UNEARNED PERCENT

Unearned percent (multiplied by) total institutional charges for the period = AMOUNT DUE FROM THE SCHOOL.

If the percent of Title IV aid disbursed is greater than the percent unearned (multiplied by) institutional charges for the period, the amount disbursed will be used in place of the percent unearned.

If the percent unearned (multiplied by) institutional charges for the period are less than the amount due from the school, the student must return or repay one-half of the remaining unearned Federal Pell Grant.

Student is not required to return the overpayment if this amount is equal to or less than 50% of the total grant assistance that was disbursed /or could have been disbursed. The student is also not required to return an overpayment if the amount is \$50 or less.

Stanbridge University will issue a grant overpayment notice to student within 30 days from the date the school's determination that student withdrew, giving student 45 days to either:

Repay the overpayment in full to Stanbridge University  
OR  
Sign a repayment agreement with the U.S. Department of Education.

### Order of Return

Stanbridge University is authorized to return any excess funds after applying them to current outstanding Cost of Attendance (COA) charges. A copy of the Institutional R2T4 work sheet performed on your behalf is available through the office upon student request.

In accordance with Federal regulations, when Title IV, HEA financial aid is involved, the calculated amount of the R2T4 Funds is allocated in the following order:

- Unsubsidized Direct Stafford loans (other than PLUS loans)
- Subsidized Direct Stafford loans
- Direct PLUS loans
- Federal Pell Grants for which a Return is required
- Federal Supplemental Educational Opportunity Grant
- Iraq and Afghanistan Service Grant for which a Return is required
- Other Title IV assistance
- State Tuition Assistance Grants (if applicable)
- Private and institutional aid
- The Student

### Earned AID:

Title IV, HEA aid is earned in a prorated manner on a per diem basis (clock hours) up to the 60% point in the semester. Title IV, HEA aid is viewed as 100% earned after that point in time. A copy of the worksheet used for this calculation can be requested from the financial aid director.

### Post Withdraw

If you did not receive all of the funds that you have earned, you may be due a post-withdraw disbursement. Stanbridge University may use a portion or all of your post- withdraw disbursement for tuition and fees (as contracted with the School). For all other school charges, the School needs your permission to use the post-withdraw disbursement. If you do not give permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

The post-withdrawal disbursement must be applied to outstanding institutional charges before being paid directly to the student. Both grants and loans must be disbursed within 180 days of the date of determination in a post-withdrawal disbursement.

### Institution Responsibilities

Stanbridge University's responsibilities in regards to Title IV, HEA funds follow:

- Providing students information with information in this policy;

- Identifying students who are affected by this policy and completing the return of Title IV funds calculation for those students;
- Returning any Title IV, HEA funds due to the correct Title IV programs.

The institution is not always required to return all of the excess funds; there are situations once the R2T4 calculations have been completed in which the student must return the unearned aid.

### Overpayment of Title IV, HEA Funds

Any amount of unearned grant funds that a student must return is called an overpayment. The amount of grant overpayment that you must repay is half of the grant funds you received. You must make arrangements with the School or Department of Education to return the amount of unearned grant funds.

### Student Responsibilities in regards to return of Title IV, HEA funds

Returning to the Title IV, HEA programs any funds that were dispersed to the student in which the student was determined to be ineligible for via the R2T4 calculation.

Any notification of withdraw should be in writing and addressed to the appropriate institutional official.

A student may rescind his or her notification of intent to withdraw. Submissions of intent to rescind a withdraw notice must be filed in writing. Either these notifications, to withdraw or rescind to withdraw must be made to the Registrar.

### Refund vs. Return to Title IV

The requirements for the Title IV, HEA program funds when you withdraw are separate from any refund policy that Stanbridge University may have to return to you due to a cash credit balance. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Stanbridge University may also charge you for any Title IV, HEA program funds that they were required to return on your behalf.

If you do not already know what the School refund policy is, you may ask your Schools Financial Planner for a copy.

Return to Title IV questions: If you have questions regarding Title IV, HEA program funds after visiting with your financial aid director, you may call the Federal Student Aid Information Center at 1-800-4-fedaid (800-433-3243). TTY users may call 800-730-8913. Information is also available on student aid on the web [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

## **ONLINE (i.e. DISTANCE) EDUCATION PROGRAMS**

### WITHDRAWAL FROM THE PROGRAM

You may withdraw from the school at any time and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. The refund will be less a registration or administration fee not to exceed \$250.00, and less any deduction for books, eBooks, and materials not returned in new condition as stated as refundable on the enrollment agreement. A refund will be made within 45 days of withdrawal.

If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund. All Federal Title IV aid refunds shall be calculated according to the Department of Education Guidelines.

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

- The student notifies the Institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The Institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the Institution; and/or failure to meet financial obligations to the Institution.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days or hours in the program), multiplied by the number of days or hours the student attended, or was scheduled to attend, prior to withdrawal. For distance education students scheduled days is based on a five-day week, which does not include Saturday



## **POLICIES**

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or Sunday, or any defined holiday as enumerated in Section 6700 of the California Government Code (specific holidays published in the catalog).

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

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## DISMISSAL

Dismissal from school will occur if:

- The student does not finish a program within the maximum number of credit hours allowed, i.e. the credit hours attempted exceed 1.5 times the credit hours required to complete the program.
- The student does not remediate a failed core or technical course in 3 attempts within 3 weeks or before the start of the next term, whichever is shorter.
- The student does not remediate a failed term or program exit exam.
- The student does not return from an approved Leave of Absence.
- The student grossly violates the university's Code of Conduct.
- The student fails to meet the terms stipulated in a Notice of Probation.
- The student is absent for more than 14 days without notifying the university.
- The student in a Vocational Nurse program accumulates more than 24 hours (3 days) of clinical absences in a term or fails to remediate clinical absences prior to the start of the next term.
- The student in a Vocational Nurse program accumulates greater than 24 hours (4 days in a full-time program and 6 sessions in a part-time program) of theory absence in a single term or fails to remediate theory absences prior to the start of the next term.
- The student in a Vocational Nurse program is absent from a mandatory facility orientation period, and an alternate facility and orientation cannot be arranged.
- The student in a Vocational Nurse program fails four courses in Term I or four courses in Terms II through IV.
- The student in a Vocational Nurse program commits an unsafe nursing practice in the clinical facility.
- The student in a Vocational Nurse program does not complete a minimum of twelve (12) hours of community service by the end of the program.
- The student in an Occupational Therapy Assistant program accumulates greater than 24 hours of theory absence, greater than 16 hours of OT Lab absence, greater than 2 days of lab or Level 1 fieldwork absence in a term, greater than 3 days absence in a Level II placement, or greater than 6 days total absence in Level II fieldwork.
- The student in an Occupational Therapy Assistant program has multiple tardies or early outs or is a no-show, no-call at a facility.
- The student in an Occupational Therapy Assistant program commits an ethical violation in, or related to, the fieldwork facility
- A student in the Occupational Therapy Assistant program who does not complete all fieldwork requirements within a maximum of 1 ½ times beyond the normal length of the program will be dismissed and required to reapply for admission and repeat the OTA program as a new student.
- The student in an Occupational Therapy Assistant program commits an unsafe practice in the fieldwork facility.
- The student in an Occupational Therapy program fails more than one (1) Level I fieldwork course or one (1) Level II fieldwork course.
- The student in an Occupational Therapy program receives a term or cumulative grade point average less than 3.0 in the fifth term of the OT curriculum.
- The student in an Occupational Therapy program receives a term grade point average during the term of academic probation that is not a minimum of 3.0 and is not sufficient to increase the student's cumulative grade point average to a minimum of 3.0.
- The student in an Occupational Therapy program is repeatedly late or leaves early or fails to communicate the reason for an absence at a facility.
- The student in an Occupational Therapy program receives three (3) Unsatisfactory Professional Behavior Evaluation ratings in the program.
- The student in an Occupational Therapy program commits an unsafe or unethical practice in the fieldwork facility.
- The student in an Occupational Therapy Assistant program does not complete a minimum of sixteen (16) hours of community service by the end of the program.
- The student in an Occupational Therapy Assistant program fails a second course after re-enrolling following a dismissal for 4 course failures.
- The student in a Physical Therapist Assistant program accumulates greater than three (3) days of theory course absences in a single term, greater than two (2) days of absence in any PTA Lab course, greater than two (2) days of absence in any Clinical Practicum course, greater than three

- (3) days of absence in a single Clinical Affiliation course or greater than five (5) days of absence in Clinical Affiliation coursework in a term.
- The student in a Physical Therapist Assistant program fails four courses in the program.
  - The student in a Physical Therapist Assistant program commits an unsafe practice in the clinical education facility.
  - The student in a PTA program does not complete a minimum of sixteen (16) hours of community service by the end of the program.
  - The student in a Veterinary Technology program commits an unsafe practice in the clinical facility.
  - The student in a Veterinary Technology program does not complete a minimum of twenty (20) hours of community service by the end of the program.
  - The student in a Veterinary Technology program that does not remediate each absence from theory sessions prior to the start of the new term.
  - The student in a Veterinary Technology program accumulates greater than nine (9) missed theory course sessions per term.
  - The student in a Veterinary Technology program accumulates more than one absence in any laboratory or clinical course per term with the exception of VET 2100C and VET2220C for which no absences are permitted.
  - The student in a Veterinary Technology program fails a laboratory or clinical course.
  - The student in an ADN program receives below a C+ in any of the prerequisite science courses, below a C in any of the other prerequisite or co-requisite courses, or below a C+ in the theory component or below a Pass in the clinical component of a nursing course.
  - The student in an ADN program accumulates greater than three (3) hours of absence in the theory component of the Mental Health course, or more than one (1) day of absence in the theory component of one (1) course in any quarter other than that in which the Mental Health course is offered and fails to provide sufficient documentation for the absences.
  - The student in an ADN program misses any clinical hours in the clinical component of the Mental Health course, or more than one (1) day of clinical absence in the clinical component of one (1) course in any quarter other than that in which the Mental Health course is offered and fails to provide sufficient documentation for the absences.
  - The student in an ADN program fails to attend the first clinical day and/or mandatory computer training.
  - The student in an ADN program fails to make up all clinical absences before progressing to the next quarter.
  - The student in an ADN program commits an unsafe nursing practice in the clinical facility
  - The student in an ADN program does not complete a minimum of twenty-eight (28) hours of community service by the end of the program.
  - The student in an MSN program fails more than two (2) theory courses or the student does not receive better than a 2.0 when repeating a failed course.
  - The student in an MSN program does not maintain a 3.0 GPA by the completion of the Capstone I course.
  - The student in an MSN program does not complete the Capstone project within 36 weeks of instructional time after being issued an incomplete for the Capstone II course.
  - The student in an MSOT program does not complete a minimum of sixteen (16) hours of community service by the end of the program.

### READMISSION AFTER WITHDRAWAL

Students who have withdrawn from Stanbridge University may apply for readmission. The President, Dean of Instruction or Director of Student Services will evaluate each student's case to make a decision regarding readmission, and they will set forth guidelines (if necessary) for said student's readmission. Readmission after withdrawal will require payment of a non-refundable Student Tuition Recovery Fund (STRF) assessment even if a STRF assessment was paid for a previous enrollment. If a tuition change occurred after the original enrollment and before the readmission enrollment, the new tuition amount will be used to calculate the amount due for readmission enrollment. Readmission is dependent on sufficient space in the cohort the student desires to join.

### READMISSION AFTER DISMISSAL

Students who have been dismissed from Stanbridge University may apply for readmission. The President, along with the student's instructors from previously attended courses, will evaluate each student's case to make a decision regarding readmission, and they will set forth guidelines for said student's readmission. Readmission after dismissal will require payment of a non-refundable Student Tuition Recovery Fund (STRF) assessment even if a STRF assessment was paid for a previous enrollment. If a tuition change occurred after

the original enrollment and before the readmission enrollment, the new tuition amount will be used to calculate the amount due for readmission enrollment. If a student is absent from clinical coursework for more than four (4) weeks, the student will be required to attend a prefacility skills lab and pass the most recent Term Exit Exam taken. Readmission is dependent on sufficient space in the cohort the student desires to join.

### Readmission after Dismissal for Attendance Reasons

Students dismissed for clinical or theory course attendance deficiencies may apply for reenrollment at the university in a new track of their program of study. If readmitted, students dismissed for attendance deficiencies will resume their studies at the beginning of the course from which they were dismissed. Students will be financially responsible for retake tuition for hours of theory and clinical education associated with courses not previously satisfactorily completed and being retaken. Failure to pass a course after multiple attempts is an indication that a student is unable to comprehend or learn the knowledge required to perform the occupational tasks afforded by the education, making it necessary for Stanbridge University to terminate a student's attendance permanently.

### Readmission after Dismissal for Academic Reasons

Students dismissed for failing to remediate an unsatisfactory course grade may apply for reenrollment in another track in their program, commencing at the beginning of the failed course. Students will be financially responsible for retake tuition for hours of theory and clinical education associated with courses not previously satisfactorily completed and being retaken.

Students dismissed for failing four courses may apply for reenrollment in a new track at the point of the term from which they were dismissed. Students repeating coursework in a required repeat of a term are financially responsible only for prorated tuition for repeated hours of theory and the hours of clinical education associated with courses not satisfactorily completed.

### Readmission after Dismissal for Unsafe Nursing /Fieldwork/Clinical Education or Clinical Practice Reasons

Students dismissed for reasons of unsafe nursing/fieldwork/clinical education or clinical practice reasons may apply for readmission to Stanbridge University. Each case will be evaluated individually, based on the severity of the actions that resulted in the student's dismissal. Students may be refused reenrollment, allowed to reenroll with additional conditions specified in writing as part of the enrollment contract, or reenrolled without conditions. Students will be financially responsible for retake tuition for hours of theory and clinical education associated with courses not previously satisfactorily completed and being retaken.

### Readmission after Dismissal for Conduct Reasons

Students dismissed for conduct infractions may apply for readmission to Stanbridge University. Each case will be evaluated individually, based on the severity of the actions that resulted in the student's dismissal. Students may be refused reenrollment, allowed to reenroll with additional conditions specified in writing as part of the enrollment contract, or reenrolled without conditions. Students will be financially responsible for retake tuition for hours of theory and clinical education associated with courses not previously satisfactorily completed and being retaken.

## GRADUATION

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### **Graduation Requirements for Diploma Students**

Diploma Students must achieve a GPA of at least 2.0 in order to graduate. Satisfactory completion of all the courses in a program must occur within 150% of the program quarter hours of credit attempted for diploma programs greater than 40 weeks in length. A diploma appropriate to the student's program will be issued to each graduate.

### **Graduation Requirements for Master's, Bachelor's, and Associate's Degree Students**

Bachelor's degree and associate's degree students must achieve a GPA of at least 2.0 in order to graduate. Master's degree students must achieve a cumulative GPA of 3.0 in order to graduate. Only those graduate level courses in which a student earns the equivalent of a 2.0 or better may be applied toward the total number of credits required for graduation. Satisfactory completion of all the courses in a program must occur within 150% of the program quarter hours of credit attempted. Bachelor of Science in Nursing (Degree Completion) program students must complete 90 quarter hours of credit in their program (of which up to 20% of the 90 quarter hours of credit in the program may be transfer credit from other institutions).

### **Graduation Requirements for Master's Degree in Occupational Therapy Students**

Master's degree students must achieve a cumulative GPA of 3.0 in order to graduate. Only those graduate level courses in which a student earns the equivalent of a 2.0 or better may be applied toward the total number of credits required for graduation. In addition, students in the Master of Science in Occupational Therapy program must achieve a passing grade in all fieldwork experiences. Students in the MSOT program must also complete Level II fieldwork courses within twelve (12) months following completion of the theory and fieldwork components of Terms 1 through 5.

In order to graduate, students in the MSOT program must complete a minimum of four (4) hours of community service per term during terms 1 through 4, or a total of sixteen (16) community service hours by the end of the program.

### **Graduation Requirements for Occupational Therapy Assistant Students**

In addition to passing each course with a 75% or better grade, Occupational Therapy Assistant students must pass a program exit examination with a minimum score of 75%. This examination has only one remediation attempt.

In order to graduate, students in the Occupational Therapy Assistant program must complete a minimum of four (4) hours of community service per term during terms 1 through 5, or a total of twenty (20) community service hours by the end of the program.

### **Graduation Requirements for Physical Therapist Assistant Students**

In addition to passing each course with a 75% or better grade, including all clinical education coursework and the clinical competency skills checklists associated with program, PTA students must pass a program exit examination with a minimum score of 75%. This examination has only one remediation attempt.

In order to graduate, students in the Physical Therapist Assistant program must complete a minimum of four (4) hours of community service per term during terms 1 through 4, or a total of sixteen (16) community service hours by the end of the program.

### **Graduation Requirements for Vocational Nurse Students**

In addition to passing each course with a 75% or better grade, Vocational Nurse students must pass the Vocational Nurse Program exit examination with a minimum score of 90% predicted probability of passing the NCLEX-PN on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

In order to graduate, students in the Vocational Nurse program must complete a minimum of four (4) hours of community service per term during terms 1 through 3, or a total of twelve (12) community service hours by the end of the program.

### **Graduation Requirements for ADN and LVN-to-ADN Nursing Students**

In addition to passing each course with the minimum passing grade, ADN and LVN-to-ADN Nursing students must achieve a cumulative GPA of "C+" or above in the program and pass the nursing program exit

examination with a minimum score of 90% predicted probability of passing the NCLEX-RN on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

In order to graduate, students in the ADN and LVN-to-ADN program must complete a minimum of four (4) hours of community service per term during terms 1 through 7, or a total of twenty-eight (28) community service hours by the end of the program.

### **Graduation Requirements for LVN 45 Unit Option Students**

In addition to passing each course with a minimum passing grade, LVN 45 Unit Option students must achieve a cumulative GPA of "C+" or above in the program and pass the nursing program exit examination with a minimum score of 90% predicted probability of passing the NCLEX-RN on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

In order to graduate, LVN 45 Unit Option students must complete a minimum of four (4) hours of community service per term during terms 1 through 7, or a total of twenty-eight (28) community service hours by the end of the program.

### **Graduation Requirements for Veterinary Technology Students**

All essential skills required for graduation must be completed with a "pass" score by the end of VET 2101.

A minimum grade of 700 on the Program HESI Exam, and a minimum grade of 85% in the Jurisprudence Exam is required for graduation.

In order to graduate, students in the Veterinary Technology program must complete a minimum of four (4) hours of community service per term during terms 1 through 5, or a total of twenty (20) community service hours by the end of the program.

## **TRANSCRIPTS**

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Upon the completion/termination of their studies students will be issued an official transcript for all courses they have taken. Students on probation will not be issued official transcripts. A total of three official transcripts will be issued to the student or forwarded to another school within two business days at no cost to the student. Official transcripts ordered by a student to be picked up by the student but which are not picked up within thirty (30) days of the order date will be destroyed. Additional Official Transcripts issued or forwarded within two business days will be issued after payment of a \$5.00 fee per transcript.

Twenty-Four Hour Official Transcripts may be requested for pick-up within 24 hours of the request after a payment of a \$10.00 fee.

Urgent Official Transcripts may be requested for urgent pick-up (within 2 hours of the request) after a payment of a \$25.00 fee and if the request is made by telephone or in person before 2:00PM on the day the pick-up is desired.

Students and graduates may view and print their unofficial transcript at any time through Student Central.

## CODE OF CONDUCT

Students at Stanbridge University are responsible for regulating their own conduct and for respecting the rights and privileges of others. Students are expected to conduct themselves in a manner compatible with the function of the university as an educational institution. Students are expected to respect and obey all civil and criminal laws. Failure to show respect for the standards of behavior is cause for disciplinary action. To assist in achieving a campus free of the problems of substance abuse, the University has adopted policies prohibiting the unlawful manufacture, sale, distribution, possession or use of controlled substances and alcohol, including medical marijuana, on Stanbridge property or at official functions on/off-campus. Any member or group of the Stanbridge community violating these policies and regulations will be subject to disciplinary action. In order to enforce this policy Stanbridge University reserves the right to request persons subject to the policy to take fitness for duty tests. Positive results from a fitness for duty test shall be grounds for disciplinary action. Also, the university may perform inspections of persons, personal property or vehicles located on university property or off-site at official university functions (such as clinical education or externships) in order to assure a drug-free, alcohol-free environment. Failure to agree to a fitness for duty test or inspection will be considered a violation of this policy, and appropriate disciplinary measures will be taken as described below.

**Reasonable Suspicion Testing:** A student will be asked to take a Fitness for Duty 10 Panel Blood Test immediately after, but in no event more than 24 hours after, an instance of Reasonable Suspicion has been documented. Such a test is voluntary, but failure to take the test will result in disciplinary action, up to and including dismissal.

A student may be disciplined for one or more of the following causes related to university activity or attendance:

- The unlawful use, sale, or possession on university property of any controlled substance, or presence on university property under the influence of any controlled substance (including medical marijuana and alcohol).
- The unlawful use, sale, or possession of any poison on university property, or presence on university of any poison.
- Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, university personnel.
- Assault, battery, bullying, or any threat of force or violence upon a student or university personnel.
- Willful misconduct resulting in injury or death to a student or university personnel, or willful misconduct resulting in cutting, defacing, theft, or other injury to any real or personal property owned by the university personnel, or students in attendance at the university.
- Willful or persistent smoking in an area where smoking has been prohibited by law or by university policy.
- Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
- The forgery, alteration, or misuse of university documents, records, or identification, or knowingly furnishing false information to the university.
- Cheating, plagiarizing or any other form of dishonesty in relation to a university course or program.
- The unauthorized entry or use of university property.
- Disorderly, lewd, indecent, or obscene conduct on university property.
- The possession or use of any firearms, explosives, dangerous chemicals, or other potentially harmful implements or substances while on university property or at a university-sponsored function without the prior authorization of the University President.
- Rape, sexual assault, or harassment, including, but not limited to, sexual harassment of any student, university personnel or personnel or patients at a clinical facility.
- The obstruction or disruption of the university's educational or administrative process.
- Attempting to perform any previously identified act that constitutes a cause for disciplinary action.
- The unauthorized interaction with animals participating in the Veterinary Technology program.
- Any misconduct which endangers the health and well-being of animals being used in the Veterinary Technology program.
- Any other cause not previously listed which is identified as good cause by the university administration.

All rules apply to off-site activities and functions, including clinical education and externships.

## **POLICY REGARDING ACADEMIC DISHONESTY**

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Any student who engages in academic dishonesty, including, but not limited to, plagiarizing another person's work; cheating on an examination or assignment; distributing copies of examinations, assignments, or answer sheets to other students; passing off another's work as one's own; and/or aiding one or more other students in committing the same or similar acts of academic dishonesty will be given a grade of zero for the exam or assignment in which the infraction occurred. If a student commits a second (2<sup>nd</sup>) act of academic dishonesty, he or she will be dismissed from the university. All acts of academic dishonesty will be recorded on a Notice of Deficiency form and placed in the student's permanent academic file. A student may appeal his/her dismissal from the university for academic dishonesty. The appeal must be made in writing to the President. The decision of the President on the student's appeal will be final.

## **EMAIL ACCOUNT REQUIREMENT**

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Students are required to provide an email address upon registration. This address will be used to send information to students, including schedule confirmations, changes and reminders, notices of deficiency, reports of progress, administrative action, probation, and other official communications. Students must daily review the messages to the email address provided to the University and update the email address on file when it changes. If a student does not have an email address at enrollment, assistance will be provided for the student to establish a no-charge email account and access the new account from the Learning Resource Center.

## **USE OF ELECTRONIC MULTIFUNCTION DEVICES**

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Electronic multifunction devices include, but are not limited to, cell phones, iPads, iPods, MP3 players, student-owned computers, etc.

- Electronic Multifunction Devices may not be used while in a class/clinical area, unless specifically authorized, as in the case of a VN program-issued netbook computer or instructor-permitted laptop computer for taking notes during class.
- Use of a program-issued netbook computer is limited to use of the electronic drug guide; no other functions of the netbook computer may be used during any class or clinical rotation.
- Use of classroom equipment to access the Internet and personal email during class breaks will generally be authorized by all instructors. Installation of any executable program on classroom systems without specific permission of the instructor is not authorized nor is the download of any copyrighted material.
- The university employs filtering technology to reduce the possibility that students may encounter objectionable content. Requests to configure the filter to permit access to specific websites for educational purposes should be directed to the Dean of Instruction via the instructor.
- Students are responsible for keeping the school informed of changes in their home address, email address, and phone number(s).

(Note: Vocational Nurse clinical facilities, Occupational Therapy Assistant fieldwork facilities and/or Physical Therapist Assistant clinical education facilities may have stricter rules on the use of electronic devices than those outlined above. Vocational Nurse students, Occupational Therapy Assistant students, and Physical Therapist Assistant students must comply with any local rules on the use of electronic devices that may be required by the clinical facilities in their program.)

## **GRIEVANCE POLICY**

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Complaints or grievances may be made in person or via telephone, e-mail, fax, postal mail, or any other type of correspondence. (Please see the telephone and fax numbers of the university on page 1 of this catalog.)

Students who want to report a complaint or grievance should address the appropriate parties in ascending order in the chain of communication at the university: Instructor, Program Director, Dean of Student Services, Dean of Instruction, Vice President of Instruction, President.

If a student has a complaint or grievance against any person listed in the chain of communication, the student may make the report of the complaint or grievance to the next person above the one against whom the complaint or grievance is being made.



## OTHER GRIEVANCE RESOLUTION AUTHORITIES

### ACCSC

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

Accrediting Commission of Career Schools and Colleges  
2101 Wilson Blvd., Suite 302  
Arlington, VA 22201  
(703) 247-4212  
[www.accsc.org](http://www.accsc.org)

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting the President of the university or online at [www.accsc.org](http://www.accsc.org).

### Bureau for Private Postsecondary Education (BPPE)

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400 Sacramento, California, 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free phone number (888) 370-7589 or by fax (916) 263-1897.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

### Board of Vocational Nursing and Psychiatric Technicians (BVNPT): Vocational Nurse Students

The Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, California 95833  
Telephone (916) 263-7800; FAX (916) 263-7855

### Veterans Administration: Reimbursement to Veterans and Eligible Persons

For information or for resolution of specific payment problems, the veteran should call the Department of Veterans Affairs nationwide toll free number at 1-800-827-1000.

### Accreditation Council for Occupational Therapy Education (ACOTE®): Occupational Therapy and Occupational Therapy Assistant Students

The American Occupational Therapy Association, Inc.  
4720 Montgomery Lane  
Suite 200  
Bethesda, MD 20814-3449  
Phone: (301) 652-2682

### Commission on Accreditation in Physical Therapy Education (CAPTE): Physical Therapist Assistant Students

To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at [accreditation@apta.org](mailto:accreditation@apta.org).

Board of Registered Nursing: Associate Degree in Nursing Students  
PO Box 944210, Sacramento, CA 94244- 2100  
Phone (916) 322-3350 Fax (916) 574-8637  
<http://www.rn.ca.gov>

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## **NONDISCRIMINATION AND HARASSMENT POLICY**

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Stanbridge University prohibits discrimination on the basis of race, color, sex, religion, national origin, ethnic group identification, ancestry, age, physical or mental disability, medical condition, military service, marital status, pregnancy, sexual orientation, or on any other basis prohibited by law. The university is committed to providing equal opportunities to all individuals in all programs and activities which it conducts.

Sexual harassment is a form of sex discrimination and includes unwanted sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when submission to or rejection of the conduct explicitly or implicitly affects an individual's learning environment, unreasonably interferes with an individual's performance, or creates an intimidating, hostile or offensive learning environment. Individuals engaging in this behavior are in violation of state and federal statute and are subject to disciplinary action, including student dismissal and employee termination.

Individuals who feel they have been subjected to discrimination or harassment through words or actions, including intimidation, bullying or sexual harassment, may file a complaint with the President of the university.

### **POLICY IN EVENT OF A SEXUAL ASSAULT**

**Policy.** Sexual assault is a criminal activity prohibited in all employee and student areas, buildings, properties, facilities, service areas, satellite facilities of Stanbridge University and any location where classes/instruction are conducted. It is the policy of the Stanbridge to ensure, to the extent possible, that students, faculty, or staff who are victims of a sexual assault committed at or upon the grounds of or facilities maintained by the university shall receive information, follow-up services and referrals to local community treatment centers.

**Definition of Sexual Assault.** "Sexual assault" includes, but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

**Notification.** In the event a sexual assault is reported to any staff or faculty member, with the consent of the victim and without delay, that staff or faculty member will notify the President by the most expeditious means available. (Note: Staff personnel will use the employee contact list if the President is not present on site. Leaving a telephonic message or written/email message is not sufficient contact.) If the President cannot be affirmatively contacted, the next senior administrator on site will be notified.

Pursuant to legal requirements, and with the victim's concurrence, the President will notify the appropriate local law enforcement agency of the reported sexual assault and obtain an ambulance to transport the victim to the hospital, as necessary.

**Provision of support services to victims.** The President, (or in his absence, the next senior administrator) is responsible for ensuring services are available to victims, such as referral to a counseling center or other appropriate agencies in the community for immediate, short-term, crisis counseling or long-term counseling. This information shall be provided with sensitivity and in consideration of the personal needs of the victim.

**Information provided to victims.** The President will keep the victim informed of the status of any student disciplinary proceedings and the results of any disciplinary action or appeal of such disciplinary action in connection with the sexual assault. The Dean of Instruction will be tasked with providing the necessary assistance to help the victim deal with any academic difficulties that may arise from the assault.

**Disciplinary options for victims.** As advised by retained counsel, the President will provide each victim of sexual assault with information about the following options: criminal prosecution, civil lawsuits, the disciplinary process through the university, the availability of mediation, and academic assistance.

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## **FRATERNIZATION POLICY**

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### Consensual Relationships

Stanbridge University is committed to the principle that the learning and working environment of its students, employees, and guests should be free from sexual harassment and inappropriate sexual conduct. Sexual harassment is a form of sex discrimination that is illegal and is proscribed by institutional policy. All employees and students are accountable for compliance with this policy. Established violations will lead to disciplinary actions which may include termination of employment or permanent dismissal of a student from the University. This policy applies to all officers, administrators, and supervisors; regular, contract and temporary faculty members; and teaching assistants, staff members and students. This policy also pertains to actions that affect any employee, student, or guest of Stanbridge University.

## Professional Risks

It is in the interest of Stanbridge University to provide clear direction and educational opportunities to the University community about the professional risks associated with consensual/romantic or consensual/sexual relationships between members of the university community where a conflict of interest and/or a power differential between the parties exists. A consensual relationship is defined as a romantic and/or social engagement arranged by personal invitation between two individuals or arranged by a third party. Romantic relationship is defined in this policy as a mutually desired courting activity between two unmarried individuals.

Individuals entering such relationships must recognize that:

- (1) CONFLICTS OF INTEREST may arise when such relationships occur between and among faculty or staff and students. University policies and ethical principles preclude individuals from evaluating the academic performance of others with whom they have consensual/romantic or consensual/sexual relationships.
- (2) POWER DIFFERENTIALS between the parties in consensual/romantic or consensual/sexual relationships may cause serious consequences even when conflicts of interest are resolved. Individuals entering into such relationships must recognize that:
  - A. the reasons for entering, maintaining, or terminating such a relationship may be a function of the power differential;
  - B. where power differentials exist, even in a seemingly consensual relationship, there are limited after-the-fact defenses against charges of sexual harassment. Furthermore, under certain situations, consensual relationships may be outside the scope of employment for university employees and, if so, an individual would not be covered by the university's liability protection in subsequent litigation.

## Consensual/Romantic or Consensual/Sexual Relationships

A consensual/romantic or consensual/sexual relationship between individuals who occupy different levels of authority in the university automatically and inevitably carries the potential for evolving into a sexual harassment case of very serious implications, either from a subsequent change of attitude by the subordinate partner or from a contemporary complaint from a disadvantaged third party. Relationships of this sort are against university policy and forbidden in those instances in which the partner with higher status and/or power has explicit or implicit authority over, or the power to reward or punish, the partner with lower status and/or power. It follows that consensual/romantic or consensual/sexual relationships between staff or faculty members and students are also forbidden and against university policy.

## Reporting Policy

Where a conflict of interest exists, or may exist, in the context of a consensual/romantic or consensual/sexual relationship, both individuals shall notify their instructor or immediate supervisor. In conjunction with the university administration, the instructor or supervisor shall have the responsibility for making arrangements to eliminate or mitigate a conflict whose consequences might prove detrimental to the university or to either party in the relationship, including action which may result in termination of an employee of the university or dismissal of a student. The instructor, supervisor and university administrator shall act with the proviso that it is almost always the case that the individual with the power or status advantage in the relationship will bear the burden of accountability.

## **ADA POLICY**

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Stanbridge University does not discriminate in admission or access to our program on the basis of age, race, color, sex, disability, religion, sexual orientation, or national origin. If you would like to request academic adjustment or auxiliary aids, please contact the university's Vice President of Instruction. You may request academic adjustments or auxiliary aids at any time. The university's ADA Compliance Office is responsible for coordinating compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Applicants who are persons with disabilities, as defined in paragraph 104.3(j) of the regulation under Section 504 of the Rehabilitation Act of 1973, may apply for admittance into the program. The university will work with the applicant or student to determine whether reasonable accommodations can be effective and/or are available.

Any qualified individual with a disability requesting an accommodation or auxiliary aid or service should follow this procedure:

- 1) Notify the university's ADA Compliance Office in writing of the type of accommodation needed, date needed, documentation of the nature and extent of the disability, and of the

need for the accommodation or auxiliary aid. The request should be made at least four weeks in advance of the date needed. You may contact the university's ADA Compliance Office by telephone at (949) 794-9090 Ext. 5206 or via email at [ada@stanbridge.edu](mailto:ada@stanbridge.edu).

2) The university's ADA Compliance Office will respond within two weeks of receiving the request.

3) If you would like to request reconsideration of the decision regarding your request, please contact the university's ADA Compliance Office within one week of the date of the response. Please provide a statement of why and how you think the response should be modified.

## TITLE IX POLICY

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In accordance with Title IX of the federal regulations, no person at Stanbridge University is excluded on the basis of sex from participation in, is denied the benefits of, or is subjected to discrimination under any educational program or activity receiving federal financial assistance. In accordance with the amendment in 1987 program or activity includes all the operations of the educational institution.

Assistant Coordinator of Title IX - Ms. Sasha Heard, Assistant Director of Accreditation and Compliance, 2041 Business Center Drive, Suite 107, Irvine, CA 92612 Phone No.: (949) 794-9090 Ext. 5206

## CAMPUS SAFETY AND SECURITY POLICIES

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### Campus Access and Security

Stanbridge University is located in an office building complex, which provides public access to other tenant businesses and their visitors. The building management does not provide security patrols because the complex is located in the service area of the Irvine Police Department. Parking lots are lighted at night as are building entrances. The normal exercise of personal awareness of surroundings in any public area is recommended while on campus during daylight and evening hours.

### Off-Site Security during Clinical Education Experiences

When participating in a clinical education experience, the student will follow the facility-specific emergency action plan. This includes the safety measures that are in place, whether in the form of a security guard or service or via a phone call to 911. Each student is oriented by a facility designee on the policies and procedures related to security at that facility.

### Reporting of Police, Fire, and Medical Emergencies

Police, fire, or medical emergencies can be reported by dialing 911 from any telephone on campus because all telephones on the university campus are tied into the 911 emergency system and the emergency numbers are posted throughout the campus. Students, faculty, and staff are also informed that non-emergency calls for service can be made by calling the appropriate non-emergency contact number from any campus phone.

### Reporting of Criminal Activity

Stanbridge University requires that all criminal activity be reported to its administration and, in most instances, to the local police agency. In the event that any student, faculty, or staff witnesses or becomes a victim of criminal activity on the campus of Stanbridge University, including the clinical facilities attended by students in any program, or any activity in which students are engaged at off-campus locations of student activity officially recognized by the university, the student, faculty, or staff must immediately notify the administration of Stanbridge University, and a written report must be filed by the end of the next business day with the office of the President of Stanbridge University. Responsibility for filing the written report lies with the person(s) in charge of the premises or the function involved. The President of Stanbridge University or designee will report the criminal activity to the appropriate police agency in cases when the victim desires to file but has not yet filed a report.

In consultation with other appropriate administrative personnel, the President of Stanbridge University will determine any next steps necessary to investigate the criminal activity and to take any steps toward disciplinary action warranted against an employee or student of the university. The President or designee will also issue a formal report to all appropriate persons involved. With incidents of criminal activity where internal disciplinary action is taken against the offender, Stanbridge University reserves the right to disclose to the alleged victims the result of such disciplinary action. This action will be taken at the discretion of the President of the university.

Stanbridge University does not have its own campus law enforcement or security department. Administrative and faculty personnel have enforcement authority with regard to all school policies and procedures, work closely with state and local law enforcement agencies in the reporting of criminal activity, and encourage accurate and prompt reporting of all crimes to appropriate police agencies.

### Confidential Reporting Procedures

If you are the victim of a crime and do not want to pursue action within the university's system or the criminal justice system, you may still want to consider making a confidential report for the annual security report of the university. With your permission, the President of the university or designee can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential while taking steps to ensure the future safety of yourself and others. With such information, the university can keep an accurate record of the number of incidents involving students, faculty or staff; determine where there is a pattern of crime with regard to a particular location, method, or assailant; and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics of the university.

## **BULLYING POLICY**

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Bullying can foster a climate of fear and disrespect, which seriously impairs the physical and psychological health of its victims and creates conditions that negatively affect any learning and working environment. Every college and university committed to maintaining high standards for behaviors, where every member of the University community conducts oneself in a manner which demonstrates proper regard for the rights and welfare of others. This Anti-Bullying statement therefore, seeks to educate the University community about bullying and to promote civility and respect among all its members, including the administration, faculty, staff, and students. Bullying is a violation of the Code of Conduct, and may lead to administrative action, up to and including dismissal.

### DEFINITION

- a. Bullying is defined as the aggressive and hostile acts of an individual or group of individuals who are intended to humiliate, mentally or physically injure, or intimidate, and/or control another individual or group of individuals.

Such aggressive and hostile acts can occur as a single, severe incident or repeated incidents, and may manifest itself in the following forms:

- a. Physical Bullying includes pushing, shoving, kicking, poking, and/or tripping another; assaulting or threatening a physical assault; damaging a person's working or studying space or personal property; and/or damaging or destroying a person's work or study product.
- b. Verbal/Written Bullying includes 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.
- c. Nonverbal Bullying includes directing threatening gestures toward a person or invading personal space, after being asked to move or step away.
- d. "Cyber Bullying" is defined as bullying an individual using electronic form, including, but not limited to, the Internet, interactive and digital technologies, or mobile phones.
- e. Freedom of expression and thought are essential for colleges and universities; however, there are rules of conduct that need to be enforced in light of a college's mission and goals statements. Bullying does not fit within our organizational values, which include a culture of mutual respect.

## STUDENT SERVICES

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### New Student Orientation

From day one of your education at Stanbridge you will be supported in every way possible. During your orientation session, we will walk you through every facet of our academic community. We will review your program, your schedule, all of the facilities and resources available to you and will introduce you to the Stanbridge University Student Central online portal. Students in programs delivered online will receive their orientation through Edverum while students taking only selected courses of study online will receive an orientation to their program on campus and an additional orientation to their online courses via Edverum.

### Academic Advising

Students can request one-on-one advising with a faculty advisor or student services officer to discuss academic or personal issues at any time.

### Tutoring Services

Our programs are rigorous and designed to challenge. Occasionally students may need additional help outside of the classroom. Students can request individual tutoring by their instructors during office hours or other scheduled times.

### Student Life

As dedicated as we are to providing facilities, technology, test preparation and placement assistance, we are equally dedicated to the greater good. This is what makes Stanbridge a community like no other – a living, breathing, compassionate society with the opportunity to not only change the lives of students, but the lives of others as well.

Whether it is building homes with Habitat for Humanity, holding community blood drives for the American Red Cross or fund-raising for groups like The Free Wheel Chair Mission, Smile Train, Mercy Corps or Doctors Without Borders, Stanbridge students are serving the world and making a difference every day. Students in online programs are also encouraged to engage in community service activities in the area in which they reside.

### Stanbridge Student Assistance Program

Stanbridge University recognizes that balancing academic excellence and a complicated life outside of school can be stressful, and at times, overwhelming. Because no one should deal with a personal crisis without a listening ear or guidance toward a resolution, we are making available the Stanbridge Student Assistance Program (SSAP). The program is a free, comprehensive, and fully confidential counseling service that helps students manage or resolve a wide variety of difficult situations and is part of Stanbridge University's commitment to student success:

- Stress & Anxiety
- Depression & Suicide
- Family Conflict
- Fitting In (Culturally)
- Alcohol & Drug Abuse
- Performance Related Fears
- Identity Theft Recovery
- Financial and Legal Services
- Prescription Drug Costs

Students in need of counseling may call the program between the hours of 7:30 am and 6:30 pm PST. A qualified Intake Specialist will assist them. Should they choose to seek counseling, an assigned counselor will contact them to schedule an appointment within 2-3 business days of their call. Students receive three (3) sessions, per problem, per area, per benefit year at no cost. The program also provides referrals to a variety of wellness-related community resources such as community centers and cultural events.

## LEARNING RESOURCE SYSTEM

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At Stanbridge University learning continues beyond the classroom. To better serve the students the university has developed a comprehensive Learning Resource System that is uniquely effective and includes the Learning Resource Center, Online Library, and Online Learner.

### Learning Resource Center

The Stanbridge Learning Resource Center is open Monday-Thursday: 6:30am-10:00pm; Friday: 6:30am-7:00pm; and Saturday and Sunday: 9:00am-5:00pm. Holiday hours are disclosed by email. The Learning Resource Center provides computer-based training modules, lab simulations and practice

## STUDENT SERVICES

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examinations for IT subjects, a printer and copier for student use, private collaboration rooms, library books to borrow, and internet access for research for all students. The Center is staffed by the Librarian on Monday-Thursday from 9:30 a.m. to 6:30 p.m. and Friday from 8:30 a.m. to 5:30 p.m. to assist students. The Librarian is also available via phone and email to assist students in online courses and programs with reference materials and research projects. Specializing in study skills, time management, and test-taking strategies, the Academic Success Coordinator is also available to assist students in the Learning Resource Center.

### Stanbridge University Electronic Library Resources

Stanbridge University offers access to electronic resources through its Learning Resource System website. Students can log in to their Student Central account and access the resources anywhere, at any time. Students in the medical or allied health fields have access to the Comprehensive Index of Nursing and Allied Health Literature (CINAHL) with full-text database, the MEDLINE Complete database, and the ProQuest Nursing and Allied Health Source database, which combined offer access to over 4,000 full-text journals and related resources. In addition, the Academic Search Complete database offers students over 9,000 full-text journals in a variety of subjects, including science and technology, psychology, education, and many others. There is also a video database for the Veterinary Technician students—Veterinary Education in Video—that allows students to watch veterinary professionals work with animals in a variety of settings. If students are not able to find the full-text of the resource that they want through Stanbridge University's resources, the LRS offers Interlibrary Loan, which allows students to send their request to the librarian. The latter will then request the article from another educational institution.

If students have questions about their homework or about using these resources, there is a 24/7 online chat reference service that is staffed by knowledgeable librarians. Students also have access to Grammarly, an automated grammar and plagiarism checker that can proofread assignments and give advice on revisions, and Turnitin, a service that checks for plagiarism.

### Stanbridge Online Learner

The Online Learner is accessed via Student Central and provides self-paced modules of instruction in Microsoft topics, such as Office applications (available to all students), IT related courses and collections for study of Microsoft IT courses.

## STUDENT HOUSING

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Stanbridge University does not offer student housing services and assumes no responsibility to find or assist a student in finding housing. The University does not have dormitory facilities under its control. According to rentals.com for Irvine, CA, rental properties start at approximately \$875 per month.

## CAREER SERVICES

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The benefits of being a Stanbridge University graduate do not end after you start your first job. Our placement services are available to you at any time following your graduation. Stanbridge University takes a personal interest in mentoring and encouraging our graduates to meet their career goals. We are committed to the success of our graduates and offer a comprehensive four-step career placement process.

### Career Placement Orientation

During a classroom presentation or personal consultation, our Career Placement Assistance staff will orient the graduate to the placement services program.

### Resume Preparation

Our in-house experts will help guide our job-ready applicants in writing a powerful and creative resume that will help them stand out from the competition.

### Mock Interview Sessions

We will take graduates through personality mapping, salary negotiations, role-playing and other specialized interview techniques that will help them to take control of the interview.

### Exclusive Access to Placement Online for job leads

Stanbridge University maintains an exclusive job placement web site for our graduates. By using an assigned user ID and password, our graduates can access targeted job openings in Southern California that are updated

## **STUDENT SERVICES**

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daily. Additionally, graduates and alumni can access a database of Southern California recruiting organizations, companies, and upcoming job fairs.

### **PARKING SERVICES**

There is no charge for parking at Stanbridge University. Students may park in the green lined spaces in the lot for 2021/2041/2061 Business Center Drive. Additional free parking is available in the lot for the adjacent building (2081 Business Center Drive) as long as a Stanbridge University parking pass is displayed on the vehicle. Authorized areas to park are indicated at the Stanbridge Student Central website. Offsite parking is available at 18842 Teller Ave, approximately 1 mile from campus. Shuttle bus service is provided Monday through Thursday, with hours of operation posted on the Student Central web portal.

Vehicles not displaying a parking pass are subject to being towed at owner's expense.



# ADMINISTRATION AND FACULTY

## ADMINISTRATION

Chief Executive Officer	Mr. Yasith Weerasuriya* ^
Chief Financial Officer	Ms. Nazi Masoum* ^
Vice President of Instruction	Dr. Elizabeth Riley
Vice President of Media and Communications	Mr. Monir Boktor
Dean of Students	Ms. Elizabeth Peyton
Dean of Instruction	Mr. Tim Powers
Program Director – Registered Nursing	Ms. Bobbie Ann Murphy
Assistant Program Director – Registered Nursing	Ms. Minerva Valdenor
Director of Nursing – VN	Ms. Renee Hypolite
Assistant Director of Nursing – VN	Ms. Annabelle Anglo
Director of Accreditation and Licensing	Ms. Sasha Heard
Program Director – OTA	Mr. Satch Purcell
Program Director - PTA	Ms. Elizabeth Peyton
Program Director – HDT	Ms. Michelle Daleo
Program Director – BSN and MSN	Dr. Janet Baghoomian
Program Director – MSOT	Dr. Janis Davis
Program Director – Veterinary Technology	Dr. Natalie Noll
Director of Career Services	Ms. Zeina Elali
Director of Admissions	Mr. Edward Riepma
Director of Financial Services	Mr. Brian Silvano*
Director of Institutional Assessment	Mr. James Rieger
Librarian	Mr. Frederick Poling

\* VA CERTIFYING OFFICIALS

^ WIA CERTIFYING OFFICIALS

## INSTRUCTORS

### INFORMATION TECHNOLOGY

	Degree	Certifications
Mr. Tim Powers – IT Courses	BS	A+, Network+, MCP, CIWCI, CBP
Mr. Philip Lyle – IT Courses	BS	A+, Network+, MCSE, MCT, MCSA, MCDBA, MCAD CCNA
Mr. Jim Guzik – IT Courses	BS	MCT, MCSE, Security+
Dr. Eric Elahi	PhD	MCSE, MCSA, MCDBA, MCSA, MCT
Mr. James Murray	MS	CISSP, SSCP

### VOCATIONAL NURSING

Adeline Swami RN	BSN	Joe Oduoza RN	MBA
Adrian Ang RN	BSN	Kathleen Bader RN	BSN
Amanda Salzedo RN	BSN	Kathleen Sixsmith RN	MSN
Ann Wendel RN	BSN	Kevin Simsuangco RN	BSN
Annabelle Anglo RN	MSN	Marie Phillips RN	MSN
Ashley Poulos RN	BSN	Marlowe Klein RN	BSN
Brian Bacsafra, RN	ASN	Michelle Earixson-Lamothe RN	BSN
Brittany Hallett RN	BSN	Michelle Sellers RN	MEd
Carol MacVicar RN	ADN	Michelle Tharpes RN	MSN
Catherine Pritchard RN	BSN	Nadege Blum-Smith RN	BSN
Cerissa Morita RN	BSN	Patricia Leigh RN	MS
Charlene Mary Rivera Gonzales RN	MSN	Rachel Swain RN	ADN
Cherrie Nueva RN	BS	Renee Hypolite RN	MSN
Deborah Lord RN	BSN	Rhonda Infante RN	MSN
Debra Burzynski RN	BSN	Salvador Balisbis RN	BSN
Denise DiYanni RN	MSN JD	Sandra Masson RN	MSN
Denise Tirol RN	BSN	Sandra Brown RN	Diploma in Nursing
Doreen Talbot RN	ADN	Satomi Nishime RN	BSN
Edelwina Espino RN	BSN	Sherry Bearden RN	MSN
Emilee Young RN	EdD	Shiny Johnson RN	BSN
Gloria Middleton RN	MSN	Susan Blake RN	MSN
Helen Bressler RN	MSN	Susann Ruiz RN	MSN
Janet Lisinski RN	BSN	Teresa Sanders RN	BSN
Jay Lardizabal RN	BSN	Theresa Canlas RN	BSN
Jessely Carino RN	MSN		

# ADMINISTRATION AND FACULTY

## BACHELOR OF SCIENCE IN NURSING

Dr. Janet Baghoomian, RN	Ed.D., MSN/ED, MBA, MHA	Dr. Saleh Usama	Ph.D
Dr. Brandon Vaughn	Ph.D	Ms. Kathy Latimer	MSN
Ms. Stefanie Brennan	MSN, AGACNP	Ms. Cynthia Douglas-Yabarra	MSN
Ms. Sylvia Carlson	MSN, PHN	Ms. Danielle Phillipson	MHA
Ms. Lisa Contreras	MSN, MBA	Ms. Kelli Jo Paul	MSN/MBA

## MASTER OF SCIENCE IN NURSING

Dr. Janet Baghoomian, RN	Ed.D.,	Dr. Saleh Usama	Ph.D
MSN/ED, MBA, MHA		Dr. Carolyn Washington	DNP
Dr. Brandon Vaughn	Ph.D	Dr. La Crystal Fuller	DNP
Stefanie Brennan	MSN, AGACNP	Dr. Angela James	DNP
Monetta Stockton	MSN, CNS		

## OCCUPATIONAL THERAPY ASSISTANT

Mr. Satch Purcell	MS	Ms. Jenna Hiebert, COTA/L	BS
Ms. Cheryl Freels	BA	Ms. Tanya Miller, OTR/L	MS
Ms. Frances Gee	MS	Ms. Ann Millard, OTR/L	MA
Ms. Tina Huang	MS	Ms. Annette Hatala, OTR/L	OTD
Ms. Nancy Olsen	MA	Ms. Maisoon Mangrio, OTR/L	BS
Ms. Jordan Warlick, OTR/L	MS	Ms. Myrrha Mariano, OTR/L	BS
Ms. Karen Donnelly, COTA/L	AS	Mr. Alaa Abou-Arab, OTR/L	MOT
Ms. Candice Huang,	OTD	Ns. Allison Hurdle, COTA/L	AS
Ms. Meri Escobar, OTR/L	BS	Ms. Royya Guevarra, COTA/L	AS
MS. Donna Perfetti, OTR/L	BS		

## MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

Dr. Janis Davis	PhD	Dr. Shari Emas OTR/L	OTD
Dr. Gary Petersen	OTD	Dr. Naomi Achondo OTR/L	OTD
Ms. Eileen Wang	MA	Dr. Christopher Goffredo OTR/L	OTD
Dr. Angie Baker	OTD, PhD	Ms. Renee Augsburg,OTR/L	MS
Dr. Vikas Sharma OTR/L	OTD	Ms. Ellenore Palmer	MSc
Donnamarie Krause OTR/L	MS	Ms. Akemi Davies	MS

## PHYSICAL THERAPIST ASSISTANT

Ms. Elizabeth Peyton	MPT	Dr. Katie Fitzpatrick	DPT
Dr. Lauren Eberhardt	DPT	Dr. Kirby Baloy	DPT
Ms. Samantha Honda	BS, PT	Mr. Andrew Blancett	DPT
Dr. Christie Karle	DPT	Dr. Denny Patel	DPT
Dr. Jennifer Manning	DPT	Ms. Geeta Singh	MPT
Ms. Roberta Pennington	DPT	Mr. Joe Chew	MPT
Dr Wendy Lazouras	DPT		

## ASSOCIATE DEGREE IN NURSING

Ms. Lisa Runels RN	MSN	Ms. Angelmarie Nguyen	BSN
Dr. Alice Martanegara	DNP	Ms. Tina Davidson	MS
Ms. Jeannie Brown	MSN	Dr. Dina Neeman	DNP
Ms. Minerva Valdenor RN	BSN	Ms. Mary Szaniszlo	MSN
Mr. Ali Tehrani	MSN	Ms. Wilma Fuentes	MSN

## GENERAL EDUCATION

Mr. Farhad Abrishamkar – Math, Statistics	MS	Ms. Cheri Ellison – Computer Applications	MS
Dr. Daniel Else – Cultural Studies	EdD	Dr. Elizabeth Serbia – Anatomy	MD
Ms. Gale Eslamian – Microbiology	MS	Ms. Ilene McColister – Psychology	MA
Ms. Kristin Chrisman – English	MA	Mr. Byron Davis – World Religions	MA
Mr. Steven Ryan – English	MA	Mr. Robert MacDonald	

## VETERINARY TECHNOLOGY\

Ms. Emma Cusack, RVT	AA	Ms. Kristin Ilardi RVT	BS
Ms. Shawn Chojnacki-Nelson RVT	AAS,BS	Mr. David Jackson RVT	BS
Dr. Lani Steenhard	DVM	Ms. Maria Rojas-Nunez RVT	BS
Ms. Vickie Gary RVT	AS	Ms. Beth Barlow RVT	AS

All instructors teaching technical and occupationally related courses in non-degree programs have a minimum of three years of related practical work experience in the subject area(s) taught.

## PROGRAMS AND COURSES

### BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

1888 Clock Hours/180 Quarter Credit Hours (The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 48 – 50 months, including school and national holidays, a one week break at Thanksgiving and a two week break in December.)

**Employment/Job Title:** Network and Computer Systems Administrator

**Employment/Job Title:** IT Manager

**Employment/Job Title:** Computer Systems Analyst

The Bachelor of Science Information Technology (BSIT) program supports industry-required skills for Personal Computer technicians to Wide-Area Network Engineers, as illustrated by the sample job titles listed above, responsible for such tasks as installation, configuration, and support an organization's local area network (LAN), wide area network (WAN), and Internet system or a segment of a network system. Graduates with a Bachelors of Science in Information Technology degree and appropriate work experience may advance to a position as an information technology manager or to a network designer or architect role.

Upon completion of the following requirements, Stanbridge University will confer the Bachelor of Science in Information Technology degree:

- Quarter Hours of Credit: minimum 180 quarter hours of credit,
- Scholarship requirements: a final GPA of 2.0 for all units attempted at Stanbridge University is required to graduate.

#### Bachelor's Degree Core Courses

Course Number and Title	Classroom/ Lecture Clock Hours	Lab Clock Hours	Credit Hours
CIS 1005 Microsoft Office Suite Installation and Use	32.00	0.00	3.00
CIS 1010 PC Hardware and Operations	40.00	8.00	4.00
CIS 1020 Networking Functions and Operating Systems	40.00	8.00	4.00
CIS 1111 Implementing Windows Clients in a Domain Environment	40.00	8.00	4.00
CIS 2111 Configuring a Server 2008 Network Infrastructure	48.00	8.00	4.00
CIS 2141 Configuring Server 2008 Active Directory	52.00	8.00	4.00
CIS 2511 Managing and Maintaining Server 2008	48.00	8.00	4.00
CIS 2611 Configuring Exchange Server 2010	40.00	8.00	4.00
CIS 2211 LAN/WAN Routing and Switching Concepts I	40.00	0.00	4.00
CIS 2212 LAN/WAN Routing and Switching Concepts II	40.00	0.00	4.00
CIS 2430 PowerShell Scripting	40.00	0.00	4.00
CIS 2020 Network Security Concepts and Practices	40.00	0.00	4.00
CIS 2680 Network Intrusion Detection and Prevention	40.00	0.00	4.00
CIS 2640 Administering and Securing Wireless Networks	40.00	0.00	4.00
CIS 1120 Introduction to Open Source Systems and Linux	32.00	0.00	3.00
CIS 2420 SharePoint Server 2010 Administration	40.00	0.00	4.00

## PROGRAMS AND COURSES

BUS 1110 Project Management	40.00	0.00	4.00
CIS 3110 Configuring Server 2008 Applications Infrastructures	40.00	0.00	4.00
CIS 3120 MCITP Enterprise Administrator	40.00	0.00	4.00
CIS 3130 Advanced Routing I	40.00	0.00	4.00
CIS 3140 Advanced Routing II	40.00	0.00	4.00
CIS 3150 Advanced Switching I	40.00	0.00	4.00
CIS 3160 Advanced Switching II	40.00	0.00	4.00
CIS 3170 Advanced WAN Troubleshooting I	40.00	0.00	4.00
CIS 3180 Advanced WAN Troubleshooting II	40.00	0.00	4.00
CIS 4210 Advanced Scripting	40.00	0.00	4.00
CIS 3610 Virtual Server Technologies	40.00	0.00	4.00
CIS 4110 Database Server Tools	40.00	0.00	4.00
CIS 4410 Ethical Hacking	40.00	0.00	4.00
CIS 4420 Installing and Configuring Databases	40.00	0.00	4.00
CIS 4430 Maintaining Databases	40.00	0.00	4.00
CIS 4510 Systems Security Control and Procedures	40.00	0.00	4.00
Totals:	1292.00	56.00	126.00

### Bachelor's Degree General Education Courses

Course Number and Title	Classroom/ Lecture Clock Hours	Lab Clock Hours	Credit Hours
ENG 1010 University Writing I	40	0	4
ENG 1020 University Writing II	40	0	4
ENG 1045 Public Speaking	40	0	4
ENG 3020 Advanced Writing and Research	40	0	4
HUM 1020 World Religions	40	0	4
HUM 4010 Contemporary Fine Art	40	0	4
GOV 1010 Introduction to American Government and Politics	40	0	4
PSY 1010 Introduction to Psychology	40	0	4
PSY 3010 Organizational Psychology	40	0	4
MATH 1010 College Algebra I	40	0	4
MATH 3010 Statistics for the Social Sciences	60	0	6
SCI 1010 Physical Science	40	0	4
SCI 3010 Environmental Studies	40	0	4
Totals:	540	0	54

## PROGRAMS AND COURSES

### ASSOCIATE OF OCCUPATIONAL SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT

2090 Clock Hours/108 Quarter Credit Hours (The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 23 – 24 months for full time and 29 – 30 months for part time, including school and national holidays, breaks between terms, a one week break at Thanksgiving and a two week break in December.)

**Employment/Job Title:** Occupational Therapy Assistant

Certified/Licensed Occupational Therapy Assistants may seek employment as members of the rehabilitation team under the supervision of a Registered Occupational Therapist in Hospitals, Skilled Nursing Facilities, Out-patient Facilities, Schools, Mental Health Facilities, and Community-based Programs and as an Activity Director (independent of supervision by a Registered Occupational Therapist) in Adult Day Care Programs, Assisted Living Facilities, and Skilled Nursing Facilities. Upon completion of the following requirements, Stanbridge University will confer the Associate of Occupational Science in Occupational Therapy Assistant degree:

- Quarter Hours of Credit: minimum 108 quarter hours of credit.
- Scholarship requirements: a final GPA of 2.0 for all units attempted at Stanbridge University is required to graduate.

Upon satisfactory completion of the program, Stanbridge University will confer the Associate of Occupational Science in Occupational Therapy Assistant degree on the graduates. Following graduation from the program, students must pass the National Board for the Certification of Occupational Therapy (NBCOT) examination and apply to the California Board of Occupational Therapy (CBOT) to receive a California Occupational Therapy Assistant license and thus become eligible for employment as a Certified Occupational Therapy Assistant, Licensed (COTA/L).

#### Technical/Occupational Courses

Course Number and Title	Classroom/ Lecture Clock Hours	Lab Clock Hours	Clinical Education Clock Hours	Credit Hours
OTA 1000 OTA Foundations	42.00	0.00	0.00	3.00
OTA 1001 Human Components I	54.00	0.00	0.00	3.00
OTA 1002 Human Components II	54.00	0.00	0.00	3.00
OTA 1003 Human Components III	54.00	0.00	0.00	3.00
OTA 1004 Psychology	42.00	0.00	0.00	3.00
OTA 1005 Kinesiology	27.00	27.00	0.00	3.00
OTA 1006 Fundamentals of OTA Practice	42.00	0.00	0.00	2.00
OTA 1007 Physical Dysfunction I	60.00	0.00	0.00	4.00
OTA 1008 Physical Dysfunction II	60.00	0.00	0.00	4.00
OTA 1009 Pediatric OT	72.00	0.00	0.00	5.00
OTA 1010 Psychosocial Dysfunction	72.00	0.00	0.00	5.00
OTA 2001 OTA Lab I	0.00	56.00	0.00	2.00
OTA 2002 OTA Lab II	0.00	104.00	0.00	5.00
OTA 2003 OTA Lab III	0.00	88.00	0.00	4.00
OTA 2010 First Level I fieldwork	0.00	0.00	40.00	1.00
OTA 2020 Second Level I fieldwork	0.00	0.00	40.00	1.00
OTA 2030 First Level II fieldwork	0.00	0.00	320.00	10.00
OTA 2040 Second Level II fieldwork	0.00	0.00	320.00	10.00
*OTA 2050 Phase 1 Review	32.00	0.00	0.00	2.00
OTA 2060 End of Program Review	90.00	0.00	0.00	6.00
OTA 1011 Documentation	42.00	0.00	0.00	4.00
OTA 1102 Term 2 Review	26.00	0.00	0.00	1.00
OTA 1103 Term 3 Review	26.00	0.00	0.00	1.00
OTA 1104 Term 4 Review	26.00	0.00	0.00	1.00
Total	821.00	275.00	720.00	86.00

\*This course is delivered in an online format.

# PROGRAMS AND COURSES

## Applied General Education Courses

Course Number and Title	Classroom/Lecture Clock Hours	Lab Clock Hours	Credit Hours
ENG 1030 Effective Professional English	40.00	20.00	5.00
HUM 1030 The Socio-Cultural Experience	40.00	0.00	4.00
CIS 1006 Computer Applications	30.00	18.00	3.00
SCI 1021 Anatomy and Physiology	84.00	42.00	10.00
Totals	194.00	80.00	22.00

## CATALOG SUPPLEMENT FOR OTA STUDENTS

### ADDITIONAL INFORMATION FOR OT PROGRAM STUDENTS

#### REQUIREMENTS FOR CLINICAL EDUCATION

##### Medical Exam

Prior to any activities at clinical facilities, students must undergo a physical examination, PPD skin test (and/or chest X-ray if PPD is positive). Failure to provide timely documentation of these medical requirements may result in the student missing a fieldwork course, and this may result in dismissal from the program. Students who do not complete these medical requirements will not be provided with special clinical sites that do not require the missing items. Only students who are unable to take particular vaccinations due to healthcare restrictions, and who provide appropriate documentation from their physician, are eligible for special accommodations regarding clinical site placement. These vaccinations are paid for as part of the OT equipment and supplies cost and must be completed with that of the other students in the cohort (with the exception of a chest X-ray). A three injection series Hepatitis B vaccination is also provided to all students and is strongly recommended but not required by Stanbridge University. Students absent from on-campus health clinics are required to complete and provide proof of the aforementioned information within two weeks. Any absences accrued due to missing health records may be unexcused. Also, any student who fails to submit the required health records by the due date will receive a Notice of Deficiency from the administration. If a student has documentation of previous Hepatitis B vaccination (as proven by titer or documentation of administration of the vaccine series), he/she will not have to undergo a second vaccination. The annual influenza vaccination is not required by Stanbridge University, but is highly recommended.

##### BLS Certification

Completion of a course in Basic Life Support for Healthcare Workers is required prior to clinical education in a clinical facility and is included in the Stanbridge University OTA curriculum. Students absent from the BLS class must obtain certification at their own expense before attending a clinical facility. Only the American Heart Association Certification will be accepted.

#### MAINTAINING REQUIREMENTS FOR CLINICAL EDUCATION

All OTA students are responsible for maintaining the accuracy of the foregoing student health information. This includes, but is not limited to, PPD, chest X-ray, (if PPD is positive), Hepatitis B series, physical and the American Heart Association BLS. It is mandatory for each student to keep these health records current at all times. No student is allowed to attend Fieldwork with expired health information. It is the responsibility of the student to bring documentation of new health records prior to their expiration; this includes, but is not limited to, PPD tests and the American Heart Association BLS. Student Services provides optional health center referrals upon request for any student needing to update their health records. Students are responsible to pay for any necessary renewals of health records. Any student with expired health information will not be allowed to attend Fieldwork without updating the expired information. Any absences accrued due to expired health records may not have remediation limits waived. Failure to provide any of these health records in a timely manner may result in the student missing a fieldwork course and may result in dismissal from the program. Also, any student who accrues absences due to expired health records may receive a Notice of Deficiency for each absence.

# PROGRAMS AND COURSES

## Health Record Expiration Timeline

PPD skin test/TB test	1 year
AHA Basic Life Support	2 years
Chest X-ray	4 years

## STUDENT RESPONSIBILITIES AT FIELDWORK FACILITIES

Students are responsible for the following while at clinical facilities:

- Protecting, first and foremost, the health and safety of patients at facilities where they perform their fieldwork.
- Honoring the preservation of patient privacy by scrupulously observing confidentiality of patient information. Violation of patient confidentiality may lead to dismissal of the student from the program.
- Seeking the guidance of a Stanbridge University instructor or fieldwork mentor when unsure of what to do.
- Arranging for transportation to and from school, fieldwork facilities and other designated locations for instruction in the OTA program. (Note: Some periods of fieldwork facility education may not match other schedules (for days of the week or hours of clinical education) due to facility-driven scheduling). Students are responsible for arranging their personal schedules to meet prearranged facility schedules.
- Making the didactic and clinical schedule in the OTA Program the top priority in their personal schedule.
- Abiding by the rules and regulations of the clinical facilities during clinical rotations.
- Notifying the fieldwork site and the school's fieldwork coordinator of any absences from a fieldwork placement. Failure to notify the site and the fieldwork coordinator will result in disciplinary action up to and including dismissal from the program.

## STUDENT ACKNOWLEDGEMENT OF RISK AT FIELDWORK FACILITY ROTATIONS

Occupational Therapy Assistant students will be required to sign, as a condition of their presence in clinical facilities for clinical education, the following acknowledgement:

I understand that due to my fieldwork rotations at various facility settings, I will be exposed to potentially infectious materials and diseases. I agree to follow all fieldwork facility protocols regarding patient safety, personal safety, and all other protocols I have been taught at school during clinical facility orientations and during my clinical rotations.

I hereby confirm that I will seek the direction of my instructor or a facility mentor should I be unclear as to how to proceed with patient treatment or any other procedure, protocol or process at the clinical facility.

I hereby indemnify and hold harmless Stanbridge University, its employees, agents, owners and partnering clinical facilities from any liability pertaining to any infectious disease, illness, or injury I may acquire or get as a result of my participation in my fieldwork rotations, including any infectious disease, illness, or injury I may acquire as a result of my participation in a potentially dangerous clinical rotation such as at a Mental Health Unit/Ward/Facility.

## UNIFORM POLICY FOR OTA STUDENTS

### General

- The Student ID must be worn at chest level and be conspicuous at all times.
- Polos must bear the Stanbridge University logo on the left breast of the shirt.
- Polos must be clean and unwrinkled.
- Undershirts worn underneath the polo uniform top may be short sleeve or long sleeve but must be white if visible and V-neck style. No other undergarments may be visible.

### Shoes and Stockings

- Shoes must have a rubber/non-conductive sole. No high heels.
- Shoes must be closed toe and must be clean at all times.
- Plain, non-flashy sneakers are acceptable in solid, non-bright or non-fluorescent colors.

### Jewelry, Hair, and Nails

- For women: The only visible, pierced jewelry that is acceptable is a small, single, stud earring. Hoops, rings, or dangling earrings are not allowed. Jewelry on the tongue, eyebrows, nose, or lips is not allowed.
- For men: Visible pierced jewelry is not allowed. Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment (as recommended by the Center for Disease Control), and not be of a faddish or unusual appearance.

## PROGRAMS AND COURSES

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- Only a plain wedding band is acceptable.
- Hair must be pulled back out of the face and off the shoulders. Hair color must be of a natural color; faddish or unnatural colors or styles are not permitted.
- Hair accessories must be plain.
- Nails must be trimmed and kept clean at all times. Nail length must be kept at a maximum of 2 mm overhang. Artificial nails are not allowed.

### Tattoos

- Tattoos and piercing are discouraged while in school due to increased chance of infection and the ability to comply with Stanbridge and hospital policy.
- Tattoos cannot be visible. White, long sleeved shirts or “sleeves” must be worn with scrubs to cover the tattoos.

(Note: Fieldwork facilities may have uniform regulations in addition to the requirements listed above. Students must comply with any additional uniform requirements at the fieldwork facilities in the program.)

Students not in compliance with the uniform standards policy will be issued a Notice of Deficiency.

### Additional Requirements Requested by Sites

A fieldwork site may have additional requirements for students to meet in order for the students to attend the site for fieldwork. It is the responsibility of students to meet these additional requirements. These additional requirements include, but are not limited to, proof of:

- DMV driving record
- Double TB test within a specific timeframe MMR Vaccination and/or proof of immunity (titer)
- Drug testing
- Flu shot
- Health insurance
- Live Scan or other additional background checks
- Updated Physical Examination
- Varicella (chicken pox) Vaccination or proof of immunity

It is the student's personal and financial responsibility to complete these additional requirements and, depending on the site, to allow 4-6 weeks for the processing of results prior to the start of any fieldwork at the site. If a student is having difficulty completing the additional requirements, the student must immediately inform his or her fieldwork coordinator.

*If one or more of your assigned fieldwork sites have any of these additional requirements, and you are not able to complete the additional requirements, it could impact your ability to attend fieldwork and keep you from progressing in the program. It is the student's responsibility to prepare ahead of time for the cost of any of these additional requirements.*



# PROGRAMS AND COURSES

## MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

2120.5 Clock Hours/119.5 Quarter Credit Hours (The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 26 – 28 months, including school and national holidays, breaks between terms, a one week break at Thanksgiving and a two week break in December.)

**Employment/Job Title:** Registered Occupational Therapist.

The Registered Occupational Therapist works in a variety of settings, including hospitals, out-patient clinics (adult and pediatric), skilled nursing facilities, schools, mental health programs, and community-based programs. The Occupational Therapist will plan, organize, and conduct occupational therapy programs in hospital, institutional, or community settings to help rehabilitate those impaired because of illness, injury or psychological or developmental problems. As part of their responsibilities, occupational therapists test and evaluate patients` physical and mental abilities and analyze medical data to determine realistic rehabilitation goals for patients; select activities that will help individuals learn work and life-management skills within the limits of their mental and physical capabilities; evaluate patients` progress and prepare reports that detail progress; complete and maintain necessary records; train caregivers how to provide for the needs of a patient during and after therapy; recommend changes in patients` work or living environments, consistent with their needs and capabilities; develop and participate in health promotion programs, group activities, or discussions to promote client health, facilitate social adjustment, alleviate stress, and prevent physical or mental disability; consult with the rehabilitation team to select activity programs and coordinate occupational therapy with other therapeutic activities; and plan and implement programs and social activities to help patients learn work and school skills and adjust to handicaps.

Scholarship requirements: Master`s degree students must achieve a cumulative GPA of 3.0 in order to graduate. Only those graduate level courses in which a student earns the equivalent of a 2.0 or better may be applied toward the total number of credits required for graduation. In addition, students in the Master of Science in Occupational Therapy program must achieve a passing grade in all fieldwork experiences.

Upon satisfactory completion of the program, Stanbridge University will confer the Master of Science in Occupational Therapy degree on graduates.

Upon completion of the program graduates will be eligible to apply to the National Board for Certification in Occupational Therapy (NBCOT) in order to take the national certification examination. After passing the national certification examination, graduates will be able to apply for a state license and then seek employment as a Registered Occupational Therapist.

Course Number and Title	Classroom/ Lecture Clock Hours	Lab Clock Hours	Clinical Education Clock Hours	Credit Hour
OT 5010 Foundations of Occupational Therapy	36.00	28.00		5.00
OT 5012 Clinical Conditions in Occupational Therapy	43.00			4.00
OT 5003 Applied Neuroscience and Occupations	43.00			3.50
OT 5004 Psychosocial Foundations of Practice	46.50	32.50		6.00
OT 5005 Grand Rounds	14.00			1.00
OT 5011 Analysis and Assessment of Functional Human Movement	40.00	32.50		4.50
OT 5013 Occupations of Adults I	46.50	39.00		5.50
OT 5014 Research Methods in Occupational Therapy	33.50			4.50
OT 5015 Educational Principles of Healthcare	33.50			3.00
OT 5016 Thesis Proposal	32.50			3.00
OT 5000 Fieldwork Level IA			40.00	1.00
OT 5100 Cultural Competence in Occupational Therapy	36.00			3.50

## PROGRAMS AND COURSES

OT 5101 Community Program Development	36.00			3.50
OT 5102 Occupations of Adults II	43.00	35.00		6.00
OT 5017 Thesis Completion	42.00			4.00
OT 5001 Fieldwork Level IB			40.00	1.00
OT 5007 Gerontology Seminar	13.00			1.00
OT 5103A Leadership, Health Policy, and Management I	27.00			2.50
OT 5103B Leadership, Health Policy, and Management II	33.50			2.50
OT 5104 Ethics in Healthcare	33.50			3.00
OT 5105 Occupations of Children and Adolescents	46.50	32.50		6.00
OT 5018 Thesis Dissemination	32.50			3.00
OT 5200 Professional Development Seminar	33.50			4.50
OT 5002 Fieldwork Level IC			40.00	1.00
OT 5020 Advanced OT Skills Lab		26.00		1.00
OT 5030 Fieldwork Skills Review	36.00			2.00
OT 5040 Fieldwork Level IIA			480.00	16.00
OT 5041 Fieldwork Level IIB			480.00	16.00
OT 5500 Review and Exit Exam	34.00			2.00
Totals	815.00	225.50	1080.00	119.50

### Faculty-Student Ratios

For the Master of Science in Occupational Therapy program, the faculty-student ratio for laboratory courses is 1-16 and the faculty-student ratio in lecture courses is 1-32.

## CATALOG SUPPLEMENT FOR MSOT STUDENTS

### ADDITIONAL INFORMATION FOR MSOT PROGRAM STUDENTS

#### MISSION STATEMENT OF MASTER OF SCIENCE IN OCCUPATIONAL THERAPY PROGRAM

The mission of the Master of Science in Occupational Therapy program is to support the mission of Stanbridge University and to provide a transformative learning experience where deep learning empowers students to become engaged, innovative, and ethical practitioners with the capacity to build an occupational therapy career based on excellence. The balanced curriculum is founded on the ideals of occupational justice, occupational deprivation, and occupational engagement and recognizes the importance of a sound knowledge base, caring attitude, and the practical skills needed to serve a complex, diverse, and changing society. Through allocation of high quality resources, the overarching goal of the program is to produce graduates confident in the use of occupation to increase participation in meaningful activities. Students also recognize the importance of psychosocial aspects of care and psychological support with strong clinical reasoning skills. This is accomplished by combining rich, interprofessional connections on campus and in the community with academic rigor so that our graduates are highly valued and recognized by the profession and society.

#### THE PHILOSOPHICAL BASE OF OCCUPATIONAL THERAPY

Man is an active being whose development is influenced by the use of purposeful activity. Using their capacity for intrinsic motivation, human beings are able to influence their physical and mental health and their social and physical environment through purposeful activity. Human life includes a process of continuous adaptation. Adaptation is a change in function that promotes survival and self-actualization. Biological, psychological, and environmental factors may interrupt the adaptation process at any time throughout the life cycle. Dysfunction may occur when adaptation is impaired. Purposeful activity facilitates the adaptive process.

Occupational therapy is based on the belief that purposeful activity (occupation), including its interpersonal and environmental components, may be used to prevent and mediate dysfunction, and to elicit maximum adaptation. Activity as used by the Occupational Therapist includes both an intrinsic and a therapeutic purpose.

# PROGRAMS AND COURSES

## PROGRAM CURRICULAR FRAMEWORK

The curriculum framework of the MSOT program is student-centered and prepares students to use meaningful occupation with individuals, communities, and organizations to promote occupational justice, occupational enrichment, and participation. The MSOT program prepares students for employment as a generalist qualified to work in physical rehabilitation, geriatrics, pediatrics, or mental health settings. These educational goals are accomplished through the use of a graduate curriculum framework blending the best of both the traditional and narrative models of curriculum design. See Figure 1 for the student's experience in the MSOT program.

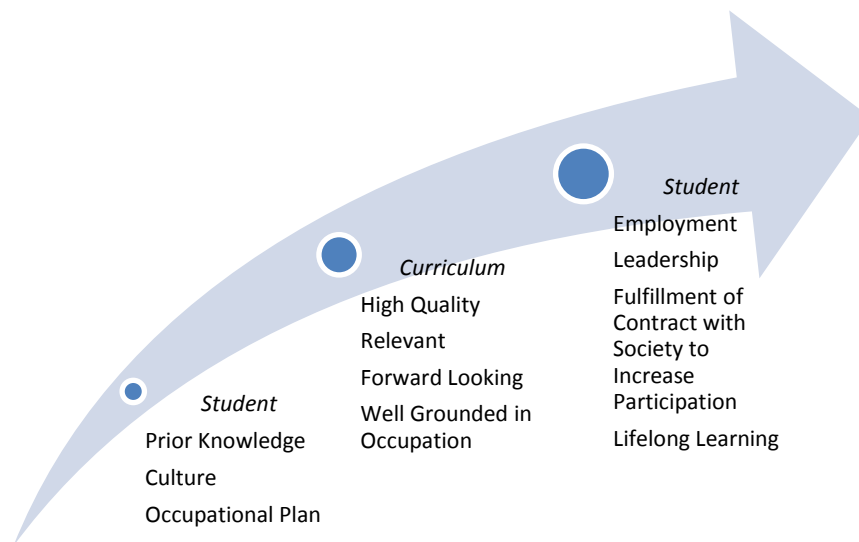


Figure 1. Student Experience, Stanbridge MSOT

## PROGRAM GOALS

Upon graduation from Stanbridge University, the occupational therapy master's student will:

- Have been one of a highly qualified cohort of students who possess excellent clinical reasoning based on their commitment to transformative and lifelong learning.
- Possess knowledge of the history and philosophy of occupational therapy and occupational science and the role occupation plays across the lifespan in supporting health and participation in life.
- Demonstrate the integration of basic social and biological sciences, therapeutic use of self, psychosocial aspects of care, theoretical approaches, OT frames of reference, assessment, intervention, and health care ethics.
- Design and deliver skilled, evidence and theoretically based assessments and interventions after gathering information regarding factors that influence occupational performance.
- Value health care delivery that addresses occupational injustice and diversity components of ethnicity, gender, sexual orientation, socio-economic status, and age as they impact engagement in meaningful occupations.
- Be proficient in written and oral health care communication.
- Use the listening skills needed to provide psychological support to clients regardless of practice setting.
- Use advanced technology to deliver safe, efficient, and effective health care.
- Demonstrate the ability to understand, evaluate, and apply research and other sources of information to sustain and develop the knowledge base of occupational therapy and to inform best practices.
- Be prepared to pass the NBCOT exam and become an employable generalist who can practice in areas related to children and adolescents, productive aging, mental health, work and industry, and rehabilitation, disability, and participation.
- Model exemplary professional and ethical behavior through engagement in interdisciplinary and community relationships, fieldwork, advocacy, and professional organizations.

# PROGRAMS AND COURSES

## PROGRAM THREADS

The following threads are elements of occupational therapy practice valued by the program and aligned with the mission and philosophy of the program. They are introduced in the first two terms of the curriculum and emphasized in increasing complexity as students move through the curriculum.

THREAD	
Psychosocial Aspects of Care & Psychological Support	Addressed in all practice areas: mental health, adult physical disabilities, and pediatrics.
Ethics	Addressed by using the AOTA Code of Ethics: use of case studies and discussions of occupational justice, deprivation, and engagement.
Occupation-Based Focus	Addressed by using the Occupational Therapy Practice Framework: Domain and Process as a guide to practice intentional delivery of the occupation-based message by all faculty to students in all relevant lecture and labs.
Healthcare Communication	Addressed by development of listening skills, dyadic communication, group communication, documentation, community program development, and research.
Evidenced-Based Clinical Reasoning	Addressed by use of case studies, technology and interdisciplinary learning opportunities.
Diversity	Addressed by reviewing content in all courses for issues involving ethnicity, gender, sexual orientation, socio-economic status, and age relative to engagement in meaningful occupations and checking for any bias or stereotyping within content.
Technology	Addressed by teaching students about high and low technology for clinical use and practice with technology in labs, academic components include use of netbooks, PowerPoint and online test taking.
Transformative and Lifelong Learning	Addressed by using engaged learning, experiential learning, practical learning, service learning, fieldwork learning, and professional organization involvement.
Employability	Addressed by emphasizing professional behavior, writing skills, job-related therapy skills, and use of skills check-outs, professional behavior evaluations, and leadership opportunities.

## STUDENT PROFESSIONAL IMAGE POLICY

The MSOT program is a professional program and wishes to maintain an atmosphere where learning, scholarship, and community service can occur. Students in the program are expected to be well groomed and appropriately attired at all times during lectures, labs, and all other school-related activities. Students who violate the dress code will be advised to alter their appearance for reasons of safety, health, or modesty.

### Theory Courses

- The Student ID must be worn at chest level and be conspicuous at all times.
- Undergarments may not be visible.
- Business casual is best and full coverage of cleavage and buttocks is mandatory.
- Clothing must provide appropriate coverage of the body.

### Fieldwork and Lab Courses

For safety and decorum reasons students must follow the recommendations below while on fieldwork:

#### Shoes and Stockings

- Shoes must have a rubber/non-conductive sole. No high heels.
- Shoes must be closed toe and must be clean at all times.

#### Jewelry, Hair, and Nails

- For women: The only visible, pierced jewelry that is acceptable is a small, single, stud earring. Hoops, large rings, or dangling earrings are not allowed. Jewelry on the tongue, eyebrows, nose, or lips is not allowed.
- For men: Visible pierced jewelry is not allowed. Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment (as recommended by the Center for Disease Control), and not be of a faddish or unusual appearance.
- Only a plain wedding band is acceptable.

## PROGRAMS AND COURSES

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- Hair must be pulled back out of the face and off the shoulders. Hair color must be of a natural color; faddish or unnatural colors or styles are not permitted.
- Nails must be trimmed and kept clean at all times. Nail length must be kept at a maximum of 2 mm overhang. Artificial nails are not allowed.

### Tattoos

- Tattoos and piercing are discouraged while in school due to increased chance of infection and the ability to comply with Stanbridge and hospital policy. Tattoos cannot be visible. White, long sleeved shirts or “sleeves” must be worn with scrubs to cover the tattoos.

### **GRADUATE WRITING STANDARDS**

Graduate level writing is expected of all students in the Occupational Therapy program. This includes correct grammar, spelling, punctuation, sentence structure, and use of APA style. The Learning Resource Center and the Student Services department offers a variety of resources and assistance to students for improving their writing skills.

### **OT CODE OF ETHICS**

In addition to the Student Code of Conduct Policy, students are to abide by the Occupational Therapy Code of Ethics and Ethics Standards (2010), which can be obtained on [www.AOTA.org](http://www.AOTA.org) under “Practice / Ethics.” As described by AOTA, “The American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards (2013) is a public statement of principles that are used by both educators and practitioners to promote and maintain high standards of conduct within the profession.

The Occupational Therapy Code of Ethics and Ethics Standards is driven by 7 principles and Stanbridge University has adopted these principles for all instructors of the Occupational Therapy program. Quoting from the Occupational Therapy Code of Ethics and Ethics, these principles are the following:

#### **BENEFICENCE**

Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

#### **NONMALEFICENCE**

Occupational therapy personnel shall intentionally refrain from actions that cause harm.

#### **AUTONOMY AND CONFIDENTIALITY**

Occupational therapy personnel shall respect the right of the individual to self-determination.

#### **SOCIAL JUSTICE**

Occupational therapy personnel shall provide services in a fair and equitable manner.

#### **PROCEDURAL JUSTICE**

Occupational therapy personnel shall comply with institutional rules, local, state, federal, and international laws and AOTA documents applicable to the profession of occupational therapy.

#### **VERACITY**

Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

#### **FIDELITY**

Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity.

### **EMAIL ETIQUETTE**

Please follow email etiquette at all times when communicating with faculty or peers because these messages reflect on our program. Use your subject line for ease of sorting emails. Do not have extended conversations over email, and beware that “voice tone” is absent and your meaning may not be communicated accurately. Be simple and direct, and avoid all capitalizations unless you feel you need them for emphasis. Email should never be substituted for directly contacting someone if there is a crucial conversation that needs to occur. Remember, our time is valuable so do not send chain letters or jokes. Please use a signature that includes your contact information. Most of all, remember that email is not private and can be retrieved and used in a court of law. Do not say anything in an email that you do not want others to see.

### **PROFESSIONAL MEMBERSHIPS**

All Stanbridge occupational therapy students are required to join the American Occupational Therapy Association (AOTA), and the Occupational Therapy Association of California (OTAC). Membership in national and state professional associations will be an important part of the two leadership courses in the curriculum. Membership in these organizations has many benefits for the student. Both AOTA and OTAC

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have a wealth of professional information on their websites that can be used to deepen knowledge in specific areas of occupational therapy. Other benefits include student scholarships, conferences, and access to peer-reviewed publications. Proof of membership in AOTA and OTAC is required by the third week of OT 5010 Foundations of Occupational Therapy course and must be maintained annually.

Most importantly, AOTA and OTAC advocate for the profession at the national and state level. On-line applications are available at the sites below.

American Occupational Therapy Association  
Suite 200  
Bethesda, MD 20814-3449  
(301) 652-2682

Occupational Therapy Association of California  
1401 El Camino Avenue, Suite 230  
Sacramento, CA 95815  
(916) 567-7000  
[www.otaconline.org](http://www.otaconline.org)

### STUDENT FOCUS GROUPS

A student focus group will be held annually to gather information from students who have completed their Level II fieldwork. The focus group will report on strengths and challenges in the curriculum. Focus groups will be held on campus and are open to the entire cohort. One faculty facilitator will also be present.

### The Stanbridge Student Occupational Therapy Association (SSOTA)

The Stanbridge Student Occupational Therapy Association (SSOTA) is a student group at Stanbridge University. All students are encouraged to participate in SSOTA to learn how to advocate for the professional of Occupational Therapy, develop leadership skills and serve the community. The MSOT program stresses leadership and occupational justice. The specific goals of SSOTA are the following:

- Encourage collegiality and a sense of community among occupational therapy students.
- Promote awareness of occupational therapy on campus and in the community.
- Support professional development and leadership in occupational therapy students.
- Promote occupational justice in the community.
- Advocate for the profession of occupational therapy.
- Raise funds to use for special events or causes important to SSOTA.

### NATIONAL BOARD FOR THE CERTIFICATION IN OCCUPATIONAL THERAPY

Each student who graduates from the Stanbridge University MSOT program is required to take the national certification examination given by the National Board for the Certification in Occupational Therapy (NBCOT). Students will find information about this examination at <http://www.nbcot.org>. Students must pass the NBCOT exam before they are eligible to be licensed in the state in which they wish to practice. The MSOT program is committed to a 100% pass rate on the examination by our students. To this end we use exams modeled after the NBCOT exam in our courses, demand a 75% average on all examinations in each course, and provide review tests throughout the curriculum. In addition, each student will take a mock NBCOT exam in the OT 5200 Professional Development Seminar.

It is each student's responsibility to contact NBCOT upon completion of their Level II fieldwork, and establish eligibility for and apply to take the NBCOT examination. There are several companies who publish review books for the NBCOT examination, and students are encouraged to purchase and study a review book prior to taking the examination. Students who do not pass the examination on the first attempt should consult with their academic advisor to set up a remediation plan.

[NBCOT Exam FAQs](#) will link you to FAQ's about the NBCOT examination. You may take the exam as many times as you like, though there is a 30 day waiting period between examinations.

### STUDENT EVALUATION OF PROGRAM, COURSES & FACULTY

Each term, students will be asked to complete an electronic survey on each course in the term. This allows students to provide the program with feedback on teaching methods, assignments, and testing. An area for comments will also be provided.

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### **PROFESSIONAL BEHAVIOR**

Professional behavior is expected of students in the MSOT program. Professional behavior includes being on time for class, completing assignments in a timely manner and being respectful of all persons with whom you come into contact. In addition, academic honesty, appropriate oral and written communication, emotional maturity, reliability, and motivation are also aspects of professional behavior. Professional behavior is honed in the classroom and should be observed in each Stanbridge University student during Level I and II fieldwork at all times. Instructors who recognize any unprofessional behaviors in students have the right to advise students on strategies to improve these behaviors. Each student in the MSOT program will receive Professional Behavior Evaluations (PBE) throughout the program by their faculty advisor. The purpose of the Professional Behavior Evaluation is to provide the student with feedback on his or her professional development. The completion of a Term Exit Exam is mandatory for a satisfactory PBE. Three unsatisfactory PBEs will result in dismissal from the MSOT program.

### **PROFESSIONAL LIABILITY INSURANCE**

Students are covered by Stanbridge University for Professional Liability Insurance. The university will provide proof of this insurance to you before you begin your first fieldwork placements. Students are required to also carry individual health insurance.

### **HUMAN SUBJECT RESEARCH PROTOCOL**

MSOT students engaged in human-subject research must identify a faculty advisor, complete an Institutional Review Board application, and have that application approved prior to starting the research.

### **COMMUNITY SERVICE REQUIREMENT**

MSOT Students are required to participate in a community service activity during Terms 1, 3 and 5 for a minimum of 4 hours in each term.

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### ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT

2338 Clock Hours/122 Quarter Credit Hours (The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 23 – 24 months, including school and national holidays, breaks between terms, a one week break at Thanksgiving and a two week break in December.)

**Employment/Job Title:** Physical Therapist Assistant

Upon completion of the following requirements, Stanbridge University will confer the Associate of Science in Physical Therapist Assistant degree:

- Quarter Hours of Credit: minimum 122 quarter hours of credit.
- Scholarship requirements: a final GPA of 2.0 for all units attempted at Stanbridge University is required to graduate. A minimum grade of C or  $\geq 75\%$  in each course is also required to graduate.

Graduates with an Associate of Science in Physical Therapist Assistant degree from a CAPTE-accredited PTA program may apply to the Physical Therapy Board of California (PTBC) for permission to take the two examinations required for licensure, the National Physical Therapy Examination (NPTE) for Physical Therapist Assistants and the California Law Examination (CLE).

After passing these examinations and receiving a license from the PTBC, the student will be eligible to obtain employment as a licensed Physical Therapist Assistant.

#### Technical and Clinical Education Courses

Course Number and Title	Classroom/ Lecture Clock Hours	Lab Clock Hours	Clinical Education Clock Hours	Total Credit Hours*
PTA 1001 Introduction to PTA	32	16	0	3
PTA 1002 Pathology	48	0	0	3
PTA 1003 PT through the Lifecycle	40	20	0	3
PTA 1004 Kinesiology	40	20	0	3
PTA 1005 Therapeutic Exercise	60	30	0	6
PTA 1006 Procedures	20	40	0	3
PTA 1007 PTA Practice I	15	15	0	1
PTA 1008 Orthopedic Interventions	48	24	0	4
PTA 1009 Neurologic Interventions	48	24	0	4
PTA 1010 PTA Practice II	48	24	0	4
PTA 1011 Professional Issues	20	10	0	2
PTA 1012 Therapeutic Measurement and Testing	20	40	0	3
PTA 1013 Electrotherapy	15	15	0	1
PTA 1014 Modalities	20	28	0	2
PTA 1015 Documentation	16	14	0	2
PTA 1101 Term 1 Review	24	0	0	1
PTA 1102 Term 2 Review	24	0	0	1
PTA 1103 Term 3 Review	24	0	0	1
PTA 1104 Term 4 Review	24	0	0	1
PTA 1105 Program Review	80	0	0	5
PTA 2002 PTA Lab I	0	128	0	6
PTA 2003 PTA Lab II	0	112	0	5
PTA 2004 PTA Lab III	0	104	0	5



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PTA 2010 Clinical Practicum I	0	0	80	2
PTA 2020 Clinical Practicum II	0	0	80	2
PTA 2030 Clinical Affiliation I	0	0	240	8
PTA 2040 Clinical Affiliation II	0	0	240	8
Totals	666	664	640	89

### General Education Courses

Course Number and Title	Classroom/ Lecture Clock Hours	Lab Clock Hours	Clinical Education Clock Hours	Total Credit Hours*
SCI 1020 Anatomy and Physiology	110	58	0	13
ENG 1010 University Writing I	40	0	0	4
PSY 1004 Psychology	40	0	0	4
ENG 1040 Speech Communication	40	0	0	4
HUM 1020 World Religions	40	0	0	4
MATH 1020 Statistics	40	0	0	4
Totals	310	58	0	33

## CATALOG SUPPLEMENT FOR PTA STUDENTS

### ADDITIONAL INFORMATION FOR PTA PROGRAM STUDENTS

#### Mission

The mission of the Physical Therapist Assistant Program corresponds with the mission of Stanbridge University, which is to provide "...an educational environment that allows students to meet their long-term learning needs..." The mission of the Physical Therapist Assistant Program, therefore, is to provide quality education that encompasses the theory, knowledge and clinical skills needed to graduate caring, competent, and qualified entry-level physical therapist assistants.

#### Philosophy

The Stanbridge University Physical Therapist Assistant program faculty and administration believe that being a Physical Therapist Assistant (PTA) is a noble profession grounded by dedication and compassion for the clients served. Additionally, it is the belief of the Institution that the essence of the role as a PTA is grounded in the meaning of caring and caring only exists in authentic relationships through which all persons, regardless of their circumstance are respected and nurtured.

It is in embracing these beliefs that as an integral part of the Institution, Stanbridge University Physical Therapist Assistant philosophy and curricular focus of the Program emphasizes the ethics of care, critical thinking, conveys a spirit of inquiry in education, grounded in the arts, sciences, and humanities and fosters a commitment to professionalism and the service.

#### Objectives

Upon completion of the Program the student will be able to exhibit entry-level performance in the following criteria:

1. Performs in a safe manner that minimizes the risk to patient, self, and others.
2. Demonstrates expected clinical behaviors in a professional manner in all situations.
3. Performs in a manner consistent with established legal standards, standards of the profession, and ethical guidelines.
4. Adapts delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
5. Communicates in ways that are congruent with situational needs.
6. Participates in self-assessment and develops plans to improve knowledge, skills, and behaviors.
7. Demonstrates clinical problem solving.

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8. Performs selected therapeutic exercises in a competent manner.
9. Applies selected manual therapy, airway clearance, and integumentary repair and protection techniques in a competent manner.
10. Applies selected physical agents and mechanical modalities in a competent manner.
11. Applies selected electrotherapeutic modalities in a competent manner.
12. Performs functional training in self-care and home management and application and adjustment of devices and equipment in a competent manner.
13. Produces quality documentation in a timely manner to support the delivery of physical therapy services.
14. Participates in the efficient delivery of physical therapy services.
15. Demonstrates a commitment to “life-long learning” through the pursuit of additional opportunities, including additional education, attendance at seminars and training opportunities, and participation in professional organizations.
16. Demonstrates an active response to the call to provide service to the community, both personal and professional.

### Goals

The goals of the program are to:

1. Enroll qualified students who have successfully met the institution’s standards of admission and who represent the cultural diversity of the communities in which they will serve.
2. Establish clinical education opportunities that allow students a variety of settings and locations in which to apply their didactic knowledge and further develop their clinical skills learned in the laboratory coursework.
3. Provide students in the program with didactic and clinical education coursework that:
  - a. meets the guidelines of the accrediting bodies;
  - b. prepares them to attempt and pass the examination(s) required for licensure to practice as a PTA; and,
  - c. prepares them, by graduation, to perform as entry-level generalist practitioners under the direction and supervision of a licensed Physical Therapist.

### Clinical Education Definitions

Academic Coordinator of Clinical Education (ACCE): The program faculty responsible for planning, coordination, facilitation, administration, monitoring, and assessment of the clinical education component of the curriculum.

Center Coordinator of Clinical Education (CCCE): The individual employed by the clinical site who assigns, plans and coordinates internship assignments and monitors student on-site progress and who may mediate student and Clinical Instructor communication during the clinical internship. This is the clinical site’s primary contact for clinical education.

Clinical Instructor (CI): The physical therapist or physical therapist assistant employed by the clinical internship site that provides the clinical education component of the curriculum. CIs must have a minimum of 1 year of experience in the practice area of the student clinical education course, have active licensure as a physical therapist or physical therapist assistant, and have met clinical competency expectations of the clinical facility. Clinical Instructors with less than 1 year of clinical experience may serve as a CI for Practicums, which are 80 hours, under the close supervision of a CCCE who is an eligible CI.

### STANDARDS OF PERFORMANCE AND PROFESSIONAL EXPECTATIONS

#### Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level

The Stanbridge University PTA Program bases its program goals and student expected competencies on the American Physical Therapy Association’s (APTA) document, *Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level* BOD G11-08-09-18 [Guideline][Document Updated: 12/14/2009]. This document can be accessed in Appendix ‘A’ of this Handbook or online at:

[http://www.apta.org/uploadedFiles/APTAorg/About\\_Us/Policies/BOD/Education/MinReqSkillsPTAGrad.pdf](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTAGrad.pdf)

#### Code of Ethics

Ethical behavior for physical therapist assistants is defined by the APTA. Students are accountable for ethical practice and behavior. The principles for ethical practice of physical therapy can be accessed in Appendix ‘B’ of this Handbook or online at:

[http://www.apta.org/uploadedFiles/APTAorg/Practice\\_and\\_Patient\\_Care/Ethics/GuideforConductofthePTA.pdf](http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforConductofthePTA.pdf)

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## GUIDELINES FOR CLINICAL EDUCATION

### Overview of the Clinical Education Process

The ACCE is responsible for scheduling and assigning students to clinical education sites for both Practicums and Affiliations. Students are given opportunities to share information with the ACCE regarding their interests and preferences for locations and types of facilities for each level of clinical education. Clinical assignments are based on multiple factors, including the availability of placements, and may involve out of town travel.

The program has contractual arrangements with numerous facilities and practices locally and regionally. Students are sent only to those facilities for which a contract exists. Student accessible files containing detailed facility information are located in the department. Students are encouraged to utilize this resource in developing their preferences and rationale for requesting placement at a particular facility. Feedback from students who are currently in the program and who have already been assigned to particular facilities is a great source of informal assessment of the opportunities available. The ACCE can also provide valuable insight into the clinical sites a student may wish to consider.

Additional information regarding clinical education is available in the Clinical Education materials provided to students before each clinical education rotation.

### Clinical Education within the Curriculum

The clinical education program is an essential part of the physical therapist assistant education program. Clinical education not only allows the student to practice and apply concepts and skills learned in the classroom to the real-world setting, but it allows the student to expand his/her didactic knowledge, develop necessary communication and interpersonal skills, develop good work habits, develop clinical competencies, and identify role models. Obtaining a wide variety of experiences fosters the development of a well-rounded, versatile physical therapist assistant and allows the student to assess future goals and needs. The clinical education program is designed to prepare the graduate for entry-level, generalist practice. While some clinical education sites may offer specialized experiences beyond entry-level, general practice that is representative geographically and through the lifespan is the priority in clinical education site assignments.

### Schedule and Timelines

Clinical education is an essential part of the preparation of physical therapist assistants. The PTA curriculum includes 16 weeks of clinical education in a variety of practical settings. Clinical education coursework includes two short (2-week) Clinical Practicums and two longer (6-week) Clinical Affiliations.

#### Term 3:

Clinical Practicum I (2 weeks): Offered at the end of the term

#### Term 4:

Clinical Practicum I (2 weeks): Offered mid-term

#### Term 5:

Clinical Affiliation I (6 weeks): Offered at the beginning of the term

Clinical Affiliation II (6 weeks): Offered mid-term

### Site Requirements

Facility and practice sites for clinical education experiences are available locally and regionally. In addition, there are also out of area locations that are currently available. Clinical education site assignments are made commensurate to the content taught in the curriculum, on the basis of student's educational needs and on the availability of appropriate sites.

Development of contractual agreements with a variety of clinical sites is an ongoing process. Clinical education sites may be available in acute, subacute, and rehabilitation hospitals; ambulatory care centers; private practices; nursing homes; inpatient and outpatient pediatric facilities; occupational medicine centers, and home health locations.

A primary goal of the clinical education curriculum is to build competency in generalist physical therapist assistant practice that is representative of practice geographically and across the lifespan. To meet this goal, students are expected to complete one Practicum and one Affiliation in the inpatient setting and one Practicum and one Affiliation in the outpatient setting of physical therapy practice. An inpatient setting is one in which the patient requires a stay in a facility to receive care. Examples of an inpatient setting include an acute care hospital or medical center, an inpatient rehab facility or a skilled nursing facility. Patients who can travel

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outside of their home to receive medical care at a clinic, center or office are considered outpatients. Examples of outpatient settings include California Children's Services (CCS) and orthopedic/sports medicine clinics.

Clinical education assignments are made approximately 2 to 4 months in advance. Based on feedback from the Program Director and other faculty members as well as student input, Students are assigned by the ACCE to inpatient and outpatient settings in a manner that allows for the opportunity to complete one Practicum in an inpatient setting and one in an outpatient setting. The same requirements will be met when assignments are made for the Clinical Affiliation courses by the ACCE.

### Formal Written Agreement

Before any students are assigned to clinical education sites at a specific facility, a legal written agreement must be completed.

### Site Selection

The department makes an effort to select, develop and maintain quality clinical sites. Many of the program's clinical education sites are located throughout southern California, primarily in the Orange, Los Angeles, Riverside, and San Bernardino counties.

Sites are selected based on the following criteria:

1. Compatibility of the academic program and clinical education site philosophy.
2. Commitment to equal opportunity.
3. Clinical site physical therapy services are provided in an ethical and legal manner.
4. Clinical site administrative support of clinical education is demonstrated.
5. Clinical education experiences are planned to meet objectives of the program, clinical Instructor, and individual student.
6. The site offers a stimulating environment appropriate to the learning needs of students, including an adequate number of qualified Clinical Instructors needed to meet student needs.
7. Clinical Instructors demonstrate clinical competence, professional conduct, and effective instructional, supervisory, communication, interpersonal and performance evaluation skills. Clinical Instructors should be active in professional activities.
8. A willingness to offer internships on an ongoing routine basis.

The ACCE will consider developing additional sites at the request of students if the proposed site provides an exceptional learning experience, particularly in specialty practices. It is not the intention of the program to develop new clinical education contracts for the purpose of students travelling or staying near friends or family.

Clinical sites may initiate contact with the ACCE to inquire about becoming an affiliated site.

Students interested in a new site may contact the facility to gather information about the willingness to accept students from a new contract and to obtain contact information. Students then forward this information to the ACCE. At this point communication is assumed by the ACCE, and the potential of formulating a long term clinical education relationship is determined. A clinical education initiation packet is sent in hard copy or electronically and may contain affiliation agreements (unless use of a facility specific contract is requested). An overview of the curriculum, a copy of the student professional liability waiver and a Clinical Site Information Form (CSIF) are also sent.

### Site Visits

Visits to clinical sites by the ACCE or other faculty, as assigned, are scheduled to occur every 1-2 years for routinely used facilities within the southern California area. Routinely used sites outside of a 75 mile radius may be visited approximately every 2-3 years or via other methods. Most site visits are performed in conjunction with student placement at the facility. Phone consultations are scheduled with the student and/or clinical instructor when site visits are not performed. The ACCE will also be available to provide seminars and in-services on clinical education at clinical sites. Academic faculty members will be available to consult with clinical faculty on clinical research, clinical education, or clinical projects. Clinical faculty members will also be invited to continuing education courses sponsored by the university.

### Dissemination of Student Information to Affiliating Clinics

Prior to clinical education courses, a letter indicating the student's name and composite and contact information is provided to the site where the student is assigned. A Clinical Education Handbook containing clinical education policies and all evaluation forms is provided to each student prior to clinical internship. It is

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the student's responsibility to share this information with his/her clinical instructor. In addition, clinical education forms are available in electronic versions from the ACCE.

### Clinical Skills Competency Checklist

It is essential that students demonstrate reasonable progress in their clinical skills prior to and during the terms of the clinical education coursework. Prior to the beginning of the clinical education course, instructors for the corresponding term must contact the ACCE at least one week ahead to identify students who are not demonstrating appropriate clinical competence. For such students, a remediation plan is put in place by the instructor. The ACCE is informed of the plan and notified when the student has successfully completed the remediation. If the remediation is completed by the last weekday prior to the clinical education course, the student will be able to attend the planned clinical education course. If clinical competence or successful completion of didactic coursework is not documented, the student will not be allowed to participate in the course.

Below are the clinical skills in which the student will have demonstrated clinical competence prior to each clinical education course. These are intended to build on the skills developed in prior clinical education and didactic coursework:

### Clinical Practicum I (PTA 2010)

Technical coursework successfully completed prior to the start of this clinical education experience includes:

- Introduction to PTA (PTA 1001),
- Pathology (PTA 1002),
- PT Through the Life Cycle (PTA 1003),
- Kinesiology (PTA 1004),
- Therapeutic Exercise (PTA 1005),
- Procedures (PTA 1006),
- PTA Practice I (PTA 1007),
- Therapeutic Measurement and Testing (PTA 1012),
- Electrotherapy (PTA 1013),
- Modalities (PTA 1014),
- Documentation (PTA 1015),
- PTA Lab I (PTA 2002), and
- PTA Lab II (PTA 2003) – all but final lab practical examination.

Data collection skills that have been demonstrated by the student at the level of competency prior to the start of the clinical education experience include:

- Anthropometric characteristics,
- Arousal, attention, and cognition,
- Assistive and adaptive devices,
- Body mechanics,
- Environmental barriers, self-care, and home management,
- Gait, locomotion, and balance,
- Sensation,
- Goniometric measurements of range of motion (ROM),
- Manual muscle testing, and
- Vital signs.

Interventions that have been demonstrated by the student at the level of competency prior to the start of the clinical education experience include:

- Therapeutic exercise, excluding breathing and relaxation exercises, coughing techniques, and NDT,
- Functional training,
- Manual techniques (including therapeutic massage, STM, and PROM, though joint mobilization has not been tested to the level of competency),
- Application and adjustment of devices and equipment, excluding prosthetics and orthotics, protective and supportive devices,
- Electrotherapeutic modalities,
- Physical agents (including cryotherapy, US, and thermotherapy), and
- Mechanical modalities (including compression devices, CPM, and traction devices).

Documentation skills appropriate to describe the data collected and interventions provided.

### Clinical Practicum II (PTA 2020)

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In addition to the technical and clinical education coursework noted above, the following courses have been successfully completed in their entirety prior to the start of this clinical education experience:

- Clinical Practicum I (PTA 2010) and
- PTA Lab II (PTA 2003).

The student is also currently enrolled and making satisfactory progress in the following courses:

- Ortho Interventions (PTA 1008),
- Neuro Interventions (PTA 1009),
- PTA Practice II (PTA 1010), and
- PTA Lab III (PTA 2004).

In addition to the skills noted above, students will be able to perform the following:

Data collection skills regarding:

- Integumentary integrity,
- Orthopedic and prosthetic device and equipment, and
- Monitor and determine respiratory status.

Interventions provided under the direction and supervision of a physical therapist's plan of care:

- Breathing and relaxation exercises,
- Breathing strategies/oxygenation,
- Coughing techniques,
- Neurodevelopmental treatment (NDT),
- Proprioceptive neuromuscular facilitation (PNF),
- Orthotic and prosthetic devices,
- Protective devices,
- Compression garments,
- Elastic wraps, and
- Integumentary protection.

### Clinical Affiliation I (PTA 2030)

In addition to the technical and clinical education coursework noted above, the following courses will have been successfully completed in their entirety prior to the start of this clinical education experience:

- Ortho Interventions (PTA 1008),
- Neuro Interventions (PTA 1009),
- PTA Practice II (PTA 1010),
- PTA Lab III (PTA 2004), and
- Clinical Practicum II (PTA 2020).

In addition to the skills noted above, students should be able to perform the following data collection and interventions as appropriate for the PTA under the direction and supervision of a physical therapist's plan of care. In addition, students will have been exposed to and had the opportunity to practice in the lab setting skills related to the treatment of patients with:

- Amputation,
- Wound care,
- Edema,
- Vestibular deficits,
- CVA,
- TBI,
- SCI,
- CP, and
- Other neurologic deficits.

By completion of this course the successful student will be able to demonstrate at an entry-level, as defined by the PTA CPI, competency in  $\geq 60\%$  of the course's stated objectives.

### Clinical Affiliation II (PTA 2040)

In addition to the technical and clinical education coursework noted above, the following course will have been successfully completed in its entirety prior to the start of this clinical education experience:

- Clinical Affiliation I (PTA 2030)

Before the start of this course, in addition to the skills noted above, students should be able to perform at an entry-level, as defined by the PTA CPI, competency in  $\geq 60\%$  of the PTA CPI's objectives.

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By the completion of this course the successful student will be able to demonstrate at an entry-level, as defined by the PTA CPI, competency in ≥90% of the course's stated objectives.

### STUDENT RESPONSIBILITIES

#### Student Roles and Expectations

The student's role and level of function is stated in the individual course syllabi. Students are expected to take responsibility for their own learning and demonstrate professionalism at all times. It is the student's responsibility to inform the ACCE as soon as a problem related to clinical learning is identified. Students are required to abide by the requirements of the contract and follow the guidelines laid out in the Clinical Education Handbook, which include:

1. First and foremost, protecting the health and safety of patients at facilities where they perform their clinical education experiences.
2. Honoring the preservation of patient privacy by scrupulously observing confidentiality of patient information according to **Health Insurance Portability and Accountability Act** (HIPAA) guidelines. Violation of patient confidentiality may lead to dismissal of the student from the program.
3. Seeking the guidance of the program ACCE should the student have problems in the clinical setting which may include, but are not limited to, interpersonal issues with the clinical instructor that impair the ability to of the student to gain clinical knowledge or working in a facility where California laws are not being followed or where the student may be in danger.
4. Arranging for transportation to and from school, clinical education facilities and other designated locations for instruction in the PTA program. (Note: The schedule at some clinical education facilities may not match other schedules (for days of the week or hours of clinical education) due to facility-driven scheduling. Students are responsible for arranging their personal schedules to meet prearranged facility schedules).
5. Making the didactic and clinical schedule in the PTA program the top priority in their personal schedule.
6. Abiding by the rules and regulations of the clinical education facilities during clinical rotations.
7. Contacting the site at least 2 weeks in advance to learn the specific requirements of the assigned site.
8. Providing all necessary documents (i.e., health information) to the assigned site, either prior to their arrival or upon arrival on the first day and reviewing those with the Clinical Instructor within the first two days of their clinical internship education experience.
9. Assuming the cost associated with the clinical education experiences including travel, transportation, and housing.
10. Complying with the policies and procedures of the clinical site and the program.
11. Fulfilling all duties and assignments made by the clinical instructor and ACCE within the time limit specified.
12. Removing all patient identifiers for web-based posting on Stanbridge University's Student Central and maintaining any discussions in the educational context.
13. Providing honest and constructive feedback to the clinical site and ACCE.
14. Adhering to the profession's *Code of Ethics*.
15. Notifying the fieldwork site and the school's fieldwork coordinator of any absences from a fieldwork placement. Failure to notify the site and the fieldwork coordinator will result in disciplinary action up to and including dismissal from the program.
16. Coordinating with the CI, CCCE, and ACCE to reschedule make up time for any absences.
17. Writing a letter of appreciation to the appropriate individuals (e. g. clinical instructor, department supervisor, clinical site administrator) for the educational opportunities provided.

#### Travel and Expense Expectations

Students must understand that additional responsibilities and obligations are required for clinical education. These responsibilities include provision of reliable transportation and living expenses (housing, meals, etc.). Students are responsible for their own transportation and living arrangements related to clinical education coursework, unless otherwise supported by the clinical facility. At no time, even if a student receives a stipend from the facility, will the student be considered an employee of the clinical facility.

# PROGRAMS AND COURSES

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## Emergency Services

If a student is injured in off-campus educational experiences the student, depending on the severity of injury and the clinical education setting, should access the facility's emergency services. If those services are unavailable on-site, the student should request that an employee from the facility provide the student with transportation to the necessary services. The student will be responsible for the cost of emergency services.

## Objectives

Each clinical education course has course objectives that are part of the course syllabus.

In conjunction with their clinical instructor, students are expected to create individualized learning objectives compatible with their learning needs and the experiences offered at the clinical site. In addition, the clinical site may also have specific objectives it has developed. Learning experiences for students at the clinical site are developed to address all of the possible learning objectives.

## RULES AND REGULATIONS

### Dress Code

The student is required to adhere to the dress code of the facility. In making contact with the facility prior to the clinical education course, the student should ask about the requirements for attire. The student should wear their student nametag visibly, unless prohibited by the facility.

### Attendance and Absences

As part of the professional education process for physical therapist assistant students, prompt, regular attendance is expected during clinical education. Students must arrive at their assigned clinical education site on time.

Students are strongly discouraged from absences during a clinical education course. The student must adhere to the clinic time schedule at all times. Excused absences must be arranged in advance with the clinical instructor of the clinical facility and the ACCE must be notified. For all absences from a clinical education course, including Practicums I and II and Affiliations I and II, the student and the clinical instructor, in coordination with the ACCE, will make arrangements for remediation on a day-for-day and hour-for-hour basis. Days or hours may be remediated either by the addition of days at the end of the clinical education experience or via extended day or weekend hours. The program's policy allows for a maximum of two (2) days of excused absences that can be remediated during each Clinical Practicum course and three (3) days of excused absences that can be remediated during a single Clinical Affiliation course, or a maximum of five (5) days of excused absences in Clinical Affiliation coursework are allowed in the term. Any and all hours and/or days that are missed must be remediated. It is at the discretion of the clinical site whether this is acceptable.

Remediation of all absences incurred in the Clinical Affiliation I must be remediated prior to commencing the Clinical Affiliation II. Remediation of all Clinical Affiliation II absences must be completed prior to graduation and recommendation to the Physical Therapy Board of California (PTBOC) for the student to be allowed to take the examinations required for licensure.

Unexcused absences occur when the student has either failed to notify their clinical instructor of illness or failed to obtain permission from the clinical instructor prior to the absence. Any unexcused absence must be reported to the ACCE by the CCCE/CI immediately. More than one unexcused absence during a term may result in a hearing before the academic faculty, at which time possible dismissal from the program may be considered.

In the event of illness, the student must notify the Clinical Instructor as soon as possible. If an illness or excused absence necessitates a day away from the clinical site, it is the responsibility of the student to notify the ACCE as to the nature of the illness. If a student is absent for 3 consecutive clinical days due to illness, the student must provide written assurance from a physician that he/she is capable of returning to their assigned duties upon returning to the site. A copy must be furnished to the student's clinical instructor and to the ACCE. In concert with the CCCE, it is at the discretion of the ACCE as to how the missed clinical experience will be made up. In the case of prolonged absence (>3 days per clinical education course or >5 days of clinical education coursework per term), the clinical education experience may be ended, and the student may receive an incomplete for the class and be dropped from the Program. Remediation may be allowed, depending on the circumstances, and is the decision of the Program Director in consultation with the ACCE, CCCE, and clinical instructor whether the remediation will be allowed.



## **PROGRAMS AND COURSES**

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Excessive absences may be grounds for failure of the clinical education course. The course instructor/coordinator may modify the attendance policy at any time throughout the term as long as the students are notified in writing of the change.

If the student is unavoidably tardy, he/she should notify the clinical facility by telephone of the reason for the lateness. Even tardiness of a few minutes should be reported to the clinical instructor immediately upon arrival. The CCCE must report episodes of habitual tardiness to the ACCE for action by the academic faculty. Repeated tardiness (a maximum of two occurrences) will not be tolerated and may result in a hearing before the academic faculty and dismissal from the program.

Students not returning to classes after an absence of 14 days will be dismissed.

### Student Liability Insurance

The university provides professional liability insurance (malpractice insurance) for all students during all levels of clinical education. Students are required to provide their own health insurance. The student should carry a copy with him/her to the clinical facility as the student may be requested to provide it to the facility for its records.

### Criminal Background Checks

Criminal background checks are required by most facilities providing clinical education. The student completes a criminal background check through the Admissions Office as part of the admissions process. Students are responsible for the fees incurred. In some instances, facilities require additional criminal background checks of students in addition to the ones already completed for admission. Students assigned to those facilities will have to provide this information at their expense. The student should carry a copy with him/her to the clinical facility as they may be requested to provide it to the facility for its records. The student is responsible for notifying the ACCE if there is any newly reported criminal action(s) since the admissions check.

### Physical Examination and Immunizations

Prior to any activities at clinical facilities, students are required to have a current physical examination and immunizations, including measles, mumps, rubella, polio series, tetanus (within the past 10 years), diphtheria and Hepatitis B (or waiver) completed prior to beginning the first clinical education experience (Clinical Practicum I).

Students are also required to have an annual, updated TB screening. A student who was immunized against TB or received treatment for TB and has a positive TB test needs to have a chest x-ray done, at least every four (4) years, to demonstrate that there is no evidence of active TB. The university will provide student access to the PPD testing for TB on campus as well as the Hepatitis B vaccination series and physical examination. The scheduling of this will be the responsibility of the university, because they are paid by the student as part of the PTA equipment and supplies cost. If the student is absent on the day that the PPD test is administered or read, however, the student will be responsible for obtaining this testing on his/her own time and at his/her own expense. An individual who requires a chest x-ray to demonstrate that there is no evidence of active TB will be responsible to have this test completed at his/her own expense. Students are responsible for obtaining and paying for the remaining immunizations and any updates of these requirements that may be necessary.

Proof of the above is required by all clinical facilities and must be completed prior to the first clinical education experience (Clinical Practicum I). The student should carry a copy of this proof to the clinical facility because it may be requested by the facility for their records.

### CPR

Students are required to attain and maintain a current CPR certification specifically for health care providers. A CPR for health care providers' course will be made available for students at the University's expense during Term 3. If the student fails to attend the course at the time that it is offered, the student will be responsible for completing the course on their own time and at their own expense. Other lay person training programs cannot substitute for this requirement. The student should carry a copy of the certification to the clinical facility because it may be requested by the facility for their records.

### MAINTAINING REQUIREMENTS FOR CLINICAL EDUCATION

All PTA students are responsible for maintaining the accuracy of the above student health information. This includes, but is not limited to the PPD, chest X-ray (if PPD is positive), Hepatitis B vaccine series, a physical, and American Heart Association BLS/CPR certification. It is mandatory for each student to keep these records current at all times. No student is allowed to begin his/her clinical education with expired health information. It is the responsibility of the student to provide documentation of updated health records prior to his/her

## PROGRAMS AND COURSES

expiration; this includes, but is not limited to, PPD tests and the American Heart Association BLS. Student Services provides optional health center referrals upon request for any student needing to update his/her health records. Students are responsible to pay for any necessary renewals of health records. Any student with expired health information will not be allowed to begin the clinical education portion of the program without updating the expired information. Any absences accrued due to expired health records will be unexcused. Also, any student who accrues absences due to expired health records will receive a Notice of Deficiency for each absence. Individual facilities may require additional tests, titers, immunizations, or other information prior to the start of the clinical education course and the student is responsible for meeting these facility-specific guidelines and/or requirements as well as the costs incurred.

### Health Record Expiration Timeline

PPD skin test/TB test	1 year
AHA Basic Life Support	2 years
Chest X-ray	4 years

### Potential Drug Screening

A facility may require the student to pass a drug screening prior to or during the first week of a clinical education experience as a part of the facility's procedures and requirements. Students are encouraged to ask about these tests and to obtain information in order to avoid ingesting anything that could cause a false positive result on a drug test. This screening is scheduled with the facility and will be done at the student's expense.

### Potential Health Risks

Clinical practice poses a potential for exposure to hazardous materials, infectious agents, and personal injury. Prior to beginning the clinical internship, the student must be trained in standards for preventing transmission of bloodborne and other infectious agents. The OSHA bloodborne pathogen requirement can be met if the student attended the infection control lectures in PTA 1001 Introduction to PTA and PTA 1007 PTA Practice I. The student must also successfully pass training in injury prevention and safe body mechanics. In addition, a student must complete any additional training required by the clinical site.

It is the student's responsibility to seek all the information needed to comply with the clinical site's policies including infection control, use/storage/labeling of hazardous materials, fire and emergency procedures, security, and incident reporting of personal or patient injury.

### Exposure or Workplace Injury Plan

In the event of an exposure to an infectious agent or hazardous material or injury at the worksite the student should seek treatment through the site's employee health department. The student must follow site protocol for injury or exposure reporting and must promptly notify the CCCE, CI, and ACCE. The responsibility for the costs incurred during the evaluation and treatment of these injuries is that of the student.

### Patient Incident or Injury

Students are to immediately report all incidents or accidents involving patients or clients to their clinical instructors. The Clinical Instructor should report the occurrence as required by facility policy and procedures. It is the responsibility of the Center Coordinator of Clinical Education to contact the ACCE to notify the latter of such incidents/accidents. Students are advised to speak to no one other than the Clinical Instructor regarding any incident or accident in which they were involved or which they have witnessed during their clinical internship. All matters regarding such occurrences are to be processed according to facility policy and procedures.

### Statement on Disability

The Stanbridge University PTA Program does not discriminate against any student on the basis of disabling conditions. Any student with functional limitations should consult with Student Services to determine mutually acceptable compensatory learning methods and activities that are equivalent substitutions for established performance standards. It is the student's responsibility to identify their disability and provide acceptable documentation of the disability.

### Patient Rights

The student is obligated to obtain informed consent. The student must disclose his/her status as a student and provide the patient with the name of the supervising therapist. A patient has the right to refuse treatment by the student without effects on services.

### Institutional Property

## PROGRAMS AND COURSES

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All institutional (clinical site) resources are considered proprietary. The student may not remove or copy resources or materials from the clinical institution without consent of the clinical director.

### HIPAA Compliance

The student is required to complete training for awareness and compliance with the patient privacy regulations of the Health Insurance and Portability and Accountability Act during Term 1 in the program in PTA 1001, Introduction to PTA. The student is required to strictly adhere to HIPAA standards. The student must protect patient confidentiality and is not to discuss the patient/patient condition outside the clinical setting. Patients may be discussed with classmates and faculty for educational purposes only. All patient identifiers must be removed.

### Professional Behavior

Any behavior exhibited by the student deemed inappropriate by the ACCE, the CI, or the CCCE will result in failure of the clinical education course. Repeated or multiple issues with professionalism during an internship may also result in failure.

### Reporting Incidents

An incident out of the ordinary involving or witnessed by the student should be immediately reported to the CI and the appropriate facility incident report should be filled out. The ACCE should be contacted about the incident within 24 hours.

### Statement of Student Responsibility

It is the responsibility of each student enrolled in a clinical education course to monitor grades and progress. Clinical education courses are graded with a Pass/Fail grade, and as such, will not affect a student's grade point average. Receiving a "Pass" grade in any clinical education course, however, is necessary to continue in the program. Students may retake only one clinical education course a single time. If a student feels that he/she is not doing satisfactory work at mid-term, the student is responsible for making an appointment with the ACCE to design a plan for improvement. Unsatisfactory clinical coursework may interrupt the student's ability to proceed within the curriculum or graduation. The student will need to enroll in, repeat and successfully complete the pertinent course to remain in the program.

### Clinical Assignments

To assist students in planning, it is requested that each clinical site complete a Clinical Site Information Form (CSIF) (see Appendix 'D' in the Clinical Education Handbook) that provides information pertinent to clinical education. Students may also use feedback from previous graduates. Some facilities also have specific criteria or objectives for clinical education that may be useful in determining facility expectations. The ACCE will inform students where this information may be obtained during the clinical education orientations which are integrated throughout the Program.

The CCCE will be sent clinical preference forms requesting clinical placements nine to twelve months ahead of the planned clinical education coursework start date. Information received back from clinical sites will be recorded in the proprietary database, and students will be given lists of options that exist for each clinical education experience. Students will have an opportunity to research available options and identify their preferences. The ACCE will be available to discuss the process and answer questions about student's needs or specific facilities of interest. At NO time during the selection and assignment process, are students to make contact with clinical sites. Students will rank their preferences (a minimum of 3 for each clinical education experience) and submit their forms to the ACCE on or before the specified deadline. Please note that it is in the student's best interest to choose from available sites when selecting placement sites rather than hoping to be placed at a new site that may not become available.

Clinical education assignments are made approximately 2 to 4 months in advance. Based on feedback from the program Director and other faculty members as well as student input, students are assigned by the ACCE to inpatient and outpatient settings in a manner that allows for the opportunity to complete one Practicum in an inpatient setting and one in an outpatient setting. The same requirements will be met when assignments are made for the Clinical Affiliation courses by the ACCE.

The ACCE will review the assignments for alternative placements if it is deemed to be in the best interest of the students and/or program. Every reasonable effort will be made to share the rationale for reassignments with the students. Students will receive notification of their upcoming assignments and be given an opportunity to discuss any concerns with the ACCE. CCCEs are provided with finalized clinical placement information for the upcoming clinical education experiences, including filled and unmatched time slots, updated clinical education policies and other relevant clinical education program information.

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Once assignments are made, the only changes that will be allowed for students are for unexpected circumstances of hardship. The student may petition the ACCE after the assignment has been made. On an individual basis, the ACCE will consider if the assignment creates a hardship. The ACCE may consult with other faculty members, if needed, to determine the extent of the hardship. If hardship is determined, the student and ACCE will work together to find another assignment that will allow the student to meet clinical education requirements. If the ACCE decides a hardship is not present, the student must attend the assigned site or risk failing the course.

If a site becomes unavailable during a planned internship, the student will individually consult with the ACCE, who will make every reasonable effort to secure an equitable learning alternative. Records of site cancellations are kept for review.

### Student Confidentiality

Stanbridge University affords all of its students their full rights as required by the Family Educational Rights and Privacy Act. This law was enacted to protect the privacy of students and provide for the right to inspect and review education records which are directly related to a student and which are maintained by the university or by a party acting for the university, including the clinical education site. The university may disclose personally identifiable information from the education records without the consent of the student to an outside contractor such as a clinical education site that is a party acting for the institution and performing a service which the institution would otherwise have to perform for itself. The university is not permitted to disclose that information to others without the written consent of the student, and the information is to be used only for the purpose(s) intended. A student may request amendment of the content of an education record on the grounds that the record is inaccurate, misleading, or otherwise in violation of the privacy of the student.

### Termination of Clinical Education Course Due to Student Performance

In the event that a student's conduct or performance in any way disrupts services to patients or relationships in the clinical education site, the CI may dismiss the student or the ACCE may immediately terminate the student's placement. Areas of conduct are not limited to technical skills or academic preparation but also include commitment to learning, effective interpersonal skills, effective communication skills, effective use of time and resources, acceptance of feedback, professionalism, problem solving, and stress management.

The following examples may be grounds for immediate termination. The list of examples is provided for clarification but is not a comprehensive nor all-inclusive list of the unprofessional behaviors that may warrant termination:

1. Student does not exercise sound judgment, placing a patient at serious risk for injury.
2. Student behavior undermines the positive relationship between the university and the clinical site.
3. Student performance jeopardizes relationships between employees at the clinical site.
4. Student fails to adhere to department, program, or university policies and procedures.
5. Student uses poor professional judgment, leading to unsafe patient care or has unethical conduct.
6. Student fails to remediate unacceptable behavior that has been addressed.
7. Student misrepresents level of competency or practices beyond abilities.
8. Student has unreasonable absences or tardiness.
9. Student dates a patient currently undergoing any form of treatment at the clinical site.
10. Student dates a staff member employed at the clinical site.
11. Student deceives the CI or clinical staff.
12. Student informs the patient or family of personal disagreement with an aspect of care.

If the student is dismissed from the clinical education site or if the internship is terminated:

1. The student will be given a grade of "Fail" for the clinical education course.
2. The student may not return to the site for future clinical internships.
3. The student or agents of the student may not interact or contact the clinical site, its staff, or patients.
4. The student must formally meet with the ACCE to outline remediation plan.
5. The student may be granted the opportunity one additional time to re-enroll in a clinical education course in which he/she received an "unsatisfactory". Students who do not successfully complete the course the second time will be dismissed from the program.

### CLINICAL EDUCATION PROGRAM AND FACULTY EVALUATION

Procedures are in place for communication and documentation of the quality of clinical education.

### Student Evaluation of the Clinical Experience

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Upon completion of the Clinical Practicum courses, the student must complete the Student Evaluation of Clinical Practicum form. Upon completion of the Clinical Affiliation courses, the student must complete APTA's Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction. The student must review the completed document with the Clinical Instructor and obtain the signature of the Clinical Instructor on the document. Any student rating of an experience that is poor or needing improvement prompts the ACCE to follow up with a phone call or site visit to the facility.

The ACCE is available to the student to discuss the clinical education experience with the student. Student feedback will be documented.

### Evaluation of the ACCE

Students will complete an evaluation of the clinical education process and the ACCE at the completion of Clinical Affiliation II. The information gathered will be used for development of the clinical education program and the faculty.

### Evaluation of the Clinical Curriculum

The clinical curriculum will be evaluated through graduate and employer surveys and at an annual Advisory Board meeting of program stakeholders, including clinical faculty. Student feedback will be elicited through communication activities with students during their PTA 1011 Professional Issues course.

### STUDENT ACKNOWLEDGEMENT OF RISK & RESPONSIBILITY

As a condition of their presence in the program and clinical facilities for clinical education, Physical Therapist Assistant students will be required to sign an acknowledgement form, which includes the following information:

I, \_\_\_\_\_, understand that while I am enrolled in the Physical Therapist Assistant program at Stanbridge University, I may be involved in activities that may increase my risk of injury or illness to a level above those associated with everyday activities of daily living. These activities may include, but are not limited to, exposure to potentially infectious blood, body fluids, and airborne pathogens and diseases (Examples: HIV, Hepatitis, TB, needle sticks); musculoskeletal injury due to performing/receiving physical therapy treatment activities on/from partners or patients in the laboratory setting or during clinical education experiences; psychological stress associated with the curriculum load which requires a significant level of commitment to successfully complete the program; and exposure to hazardous materials (Examples: bleach, rubbing alcohol, Betadine).

I am aware that certain clinical education facilities may require the successful completion of drug testing and/or additional background investigation before I am allowed to participate in the provision of care at those facilities.

I agree to follow all clinical education facility protocols regarding patient safety, personal safety, and all other protocols I have been instructed at school, during clinical facility orientations, and during my clinical rotations.

I hereby confirm that I will seek the direction of my clinical instructor (CI) or other supervising facility mentor should I be unclear as to how to proceed with patient treatment or any other procedure, protocol, or process at the clinical facility.

I hereby indemnify and hold harmless Stanbridge University, its employees, agents, owners and partnering clinical facilities from any liability pertaining to any infectious disease, illness or injury I may acquire or get as a result of my participation in my clinical education rotations, including any infectious disease, illness or injury I may acquire as a result of my participation in a potentially dangerous clinical rotation such as at a facility in which individuals with mental illness are treated.

I also understand that that it is my responsibility during clinical education coursework in the provision of care to patients to identify myself correctly as a Physical Therapist Assistant student. I also understand that it is the risk-free right of patients to refuse to participate in clinical education.

### STUDENT MEDIA ACKNOWLEDGEMENT & WAIVER

Physical Therapist Assistant students will be required to sign an acknowledgement form, as a condition of their presence in the program and clinical facilities for clinical education, which includes the following information:

I, \_\_\_\_\_, hereby irrevocably consent to and authorize the use and/or reproduction of any testimonial information and all photographs or other media taken of me during any aspect of the program for any company purposes, without compensation to me. This is to include use of

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the original images and any variations created thereof for sale or licensing in, but not limited to, company stock photography, video, promotional media, audio, advertising media, in any way whatsoever. All negatives and positives, or digital media, and any copies of same, shall constitute property, solely and completely, of Stanbridge University.

In giving this consent, I release Stanbridge University and its representatives from any violation of any personal or proprietary right I may have in connection with such sales, reproduction, or use.

I enter into this release on behalf of my dependents, heirs, executors, administrators, and assigns.

### PROFESSIONAL IMAGE POLICY FOR PTA STUDENTS

#### General

- Polo shirts must bear the Stanbridge University logo on the left breast of the shirt.
- PTA lecture and lab uniforms and lab coats must be clean and unwrinkled.
- Name tags should be worn at all times. Badges may not be embellished with stickers, jewel-like objects, etc. Lanyards, car keys, etc., may not be hanging in pockets or visible outside of the uniform.
- Undershirts worn underneath the polo uniform top may be short sleeve or long sleeve, but must be white if visible. No other undergarments may be visible. Grey or navy blue, button down, cardigan sweaters are acceptable outerware. Hoodies (other than Stanbridge-branded outerware) are not acceptable.
- Bare feet, bare midriffs, low-cut necklines, and skin-tight clothing are not acceptable.
- Laboratory uniforms will be issued; however, female students are expected to wear sports bras or swimsuits under their lab attire and male students will be asked to remove their shirts at times for laboratory skill activities. All students will be appropriately draped.
- Hats are not to be worn inside any of the buildings, classrooms, hallways, or labs.

#### Shoes and Stockings

- Hosiery must be worn at all times.
- Shoes must have a rubber/non-conductive sole.
- Shoes must be closed toe and must be clean at all times. Neoprene or mesh-type tennis shoes are not acceptable. Canvas tennis shoes (i.e. keds, toms) are not acceptable.
- Plain, black, or grey, non-flashy sneakers are acceptable.

#### Jewelry, Hair, and Nails

- For women: The only visible, pierced jewelry that is acceptable is a small, single, stud earring located in the ear. Hoops, rings, or dangling earrings are not allowed. Jewelry on the tongue, eyebrows, nose, or lips is not allowed. Accessories on the wrist, such as metal or silicon bracelets, are not permitted.
- For men: Visible pierced jewelry is not allowed. Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment (as recommended by the Center for Disease Control) and not be of a faddish or unusual appearance.
- Rings, if worn by the student, should be low profile and limited to one finger per hand.
- A watch allowing for the ability to track the passing of seconds is mandatory at all times.
- Hair must be pulled back out of the face and off the shoulders. Hair color must be of a natural color; faddish (i.e. mohawk) or unnatural colors or styles are not permitted.
- Hair accessories must be plain. Decorative bows, ribbons, flowers, and headbands are not permitted.
- Nails must be closely trimmed and kept clean at all times. Only clear nail polish is acceptable - other colors/designs are not allowed. Artificial nails are not allowed.

#### Tattoos

- Tattoos and piercing are discouraged while in school due to increased chance of infection and the ability to comply with Stanbridge and clinical education site policy.
- Tattoos cannot be visible. White long sleeved shirts or "sleeves" must be worn to cover the tattoos.

(Note: Clinical education facilities may have uniform regulations in addition to the foregoing requirements. Students must comply with any additional uniform requirements at the clinical education facilities in the program.)

Students not in compliance with the uniform standards policy will be issued a Notice of Deficiency.

### PROGRAM SEQUENCE OF TARGETED ABILITIES

## PROGRAMS AND COURSES

The early part of the didactic portion of the curriculum focuses on *knowledge* and *comprehension* of foundational information, such as the human body and its components, general education knowledge, and of the basic theories and processes of physical therapy. Selected content is taught to the level of *perception* and *receiving* in the psychomotor and affective domains, respectively. The early portion of the curriculum includes Anatomy and Physiology, University Writing I, Speech Communication, Psychology, and Introduction to PTA.

The middle part of the didactic portion of the curriculum continues to ask students to *know* and *understand* more complicated material but also begins to challenge students to *apply* their knowledge of the human body and its components in relation to physical therapy. Psychomotor progression is also encouraged to the level of *set* and *guided response*, and in certain components, demonstration (*complex overt response*). At this stage of the curriculum the students' theoretical knowledge merges with the practical psychomotor skills they have been developing. Courses in the middle portion of the curriculum include Kinesiology, Therapeutic Exercise, Procedures, Therapeutic Measurement and Testing, PT through the Lifecycle, Electrotherapy, Modalities, PTA Practice I, and PTA Lab I and II. Many clinical skills are learned up to this point in the curriculum in courses like Procedures, Modalities, PTA Practice I, and PTA Lab I and II, and these prepare the student for entry into the clinical setting in Clinical Practicum I.

The latter part of the didactic portion of the curriculum includes courses related to the major practice areas and populations served by physical therapist assistants. The students' theoretical knowledge continues to merge with the practical psychomotor skills they have been developing. The curriculum design now assumes that this merging of knowledge (cognitive domain) and skills (psychomotor domain) will enhance the use and appreciation of each other. Courses in the latter portion of the curriculum include Ortho Interventions, Neuro Interventions, PTA Practice II, and PTA Lab III. The second Clinical Practicum course (PTA 2020) is integrated at the mid-point of this portion of the curriculum to provide the student with additional opportunities to practice his/her intervention and data collection skills in a real-world environment under the direction and supervision of a physical therapist.

The final part of the didactic portion includes a capstone course entitled Professional Issues. This course and the Clinical Affiliation courses lead the students to the level of *organization* in the affective domain as displayed in their professional interactions. These courses encourage the students to continue their progression to the level of *characterization*, though this last level is not addressed in formal instruction. These courses encourage growth in knowledge, skill, and confidence by the student PTA. Students utilize the didactic and previous clinical education coursework as a platform on which to build their skill set, reinforce their ethical and moral compass, identify lifelong interests and learning opportunities, and to further understand and comply with the rules and regulations mandated in their future role as a PTA.

### Classroom Conduct

Stanbridge University adheres to its commitment of promoting an ongoing "student friendly" environment by eliminating distractions from the classroom.

Stanbridge University promotes instructional assessment and improvement of the quality of instruction by providing the instructor with a specific set of guidelines defining what is considered an appropriate or inappropriate classroom.

### Classroom Rules:

The instructor is the sole individual responsible for monitoring and regulating the following activities:

1. Cell phone use is prohibited when class is in session.
2. No food or drink is allowed in the classroom, except water bottles with a re-sealable cap.
3. The viewing of inappropriate websites at any time is not allowed.
4. During time in class other than lecture or presentation, the use of personal audio devices may be allowed by the instructor. In these cases, users must respect the rights of those students around them.
5. Any violation of the school's regulations concerning academic dishonesty will not be tolerated.
6. Professional dress and behavior is expected of students while they are on campus and in class.

### Equipment Safety and Maintenance

Stanbridge University expects that all individuals who use the Therapy Labs and/or classrooms have access to safe and appropriately maintained equipment.

It is essential that all individuals who use the Therapy Labs, faculty, and students alike, are to check the equipment for proper function before use, and if a deficiency is found, to notify the appropriate personnel.

1. It is the responsibility of all students and faculty members to check equipment used in the classrooms and laboratory rooms for proper function prior to each use. If equipment needs repair, it:

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- a) should be clearly marked for repair,
  - b) reported to the program Director or to the appropriate department (e.g. IT, maintenance, etc.) for repair and,
  - c) if possible, removed from service.
- No one may use defective equipment or supplies.
2. Faculty should instruct students in the safe use of all equipment in labs. Students may not practice with equipment until they have been instructed on its use in class.
  3. Equipment manuals are to be kept on file in the Program Director's office or, if possible, with the unit.
  4. An annual inventory of existing equipment is conducted under the direction of a faculty member within the PTA department. After the inventory, the Program Director or designate, schedules an annual safety inspection with a clinical engineering company whose staff inspects and calibrates the equipment. The inspectors provide a final inspection report to the program which is designed to bring any equipment functional problems or equipment safety issues to the attention of the Program Director. Records of these inspections are kept in the program office.
  5. If an external vendor loans equipment to the program for use in class or laboratories, e.g. transcutaneous electrical neuromuscular stimulation units (TENS) or ultrasound units, the vendor must provide a memorandum with the equipment that ensures the safety of the equipment.

### Clinical Safety

Stanbridge University maintains an expectation that a clinical site is considered an extension of the physical campus, and while at a site, students are expected to maintain the highest standards of personal hygiene and safety. The following standards have been identified:

1. Students will be continually monitored by faculty for practice of safety skills.
2. Students will be reminded by the faculty to incorporate safe practice in all skill labs.
3. Students who do not follow one or more of the safe practices during lab sessions will be advised of the failure and re-instructed by faculty as necessary.
4. If a student fails to follow safe practices on a lab practical, he/she will fail the lab practical and need to retake it per instructions in the syllabi.
5. If a student shows blatant disregard for the safety of a classmate, the patient and/or him/herself at any time, the consequences will be determined on an individual basis. Possibilities include but are not limited to, failure of the lab practical, failure of the class or affiliation, or removal from the program.

In addition, the following specific guidelines have been established:

### Infection Control

1. All students shall practice proper hand washing technique/hand hygiene while utilizing labs.
2. Non-latex gloves are available for those with latex allergy.

### Lab Skills

1. Students will be instructed to practice only those skills for which they have had prior instruction.
2. Students are expected to come to lab appropriately prepared for each skill/technique to be practiced.
3. Students should practice safe techniques at all times. Standard precautions also should be followed at all times.
4. Students will be instructed in and are expected to use proper/safe body mechanics at all times.
5. Students are responsible for reporting to faculty any equipment problems/maintenance issues, such as frayed electrical cords, cracked plugs, broken parts, missing parts, etc.



## PROGRAMS AND COURSES

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### VOCATIONAL NURSE PROGRAM

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1808 Clock Hours including theory and clinical/105 Quarter Credit Hours (The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 13 – 14 months for full time and 26 – 28 months for part time, including school and national holidays, breaks between terms, a one week break at Thanksgiving and a two week break in December.)

**Employment/Job Title:** Licensed Vocational Nurse

Licensed Vocational Nurses (LVNs) provide basic bedside nursing care to clients under the direction of a physician or registered nurse. The Vocational Nurse utilizes scientific and technical expertise and manual skills. Duties within the scope of practice of a vocational nurse typically include, but are not limited to, provision of basic hygienic and nursing care; measurement of vital signs; basic client assessment; documentation; performance of prescribed medical treatments; administration of prescribed medications; and performance of non-medicated intravenous therapy and blood withdrawal (which requires separate Board certification.) Upon satisfactory completion of all requirements for this program, Stanbridge University will confer a diploma in Vocational Nurse and notify the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) of satisfactory completion for licensing exam authorization.

After passing the national licensing examination (NCLEX-PN) and being issued a license from the BVNPT, students are eligible to obtain employment as a Licensed Vocational Nurse.

This program exceeds the state requirements for 576 hours of theory instruction and 954 hours of clinical experience.

Students are assigned to clinical facilities according to their abilities, group dynamics, and the availability of facilities. Students are responsible for their transportation to and from facilities. When a facility is over fifty (50) miles from the campus, the students' addresses are also considered.

## PROGRAMS AND COURSES

<b>Course Number and Title</b>	<b>Classroom/ Lecture Clock Hours</b>	<b>Clinical Education Clock Hours</b>	<b>Total Credit Hours</b>
MED 2060 Nursing Fundamentals I	36.00	0.00	2.50
MED 2061 Nursing Fundamentals II	36.00	0.00	2.50
MED 2062 Nursing Fundamentals III	36.00	0.00	2.50
MED 2044 Pharmacology Fundamentals	54.00	0.00	3.50
CLI 2215A Term 1 Clinical Skills Lab	0.00	144.00	7.50
CLI 2215B Term 1 Clinical	0.00	112.00	6.00
MED 2261 Term 1 Cumulative Exam	18.00	0.00	1.00
MED 2045 Integumentary System	24.00	0.00	1.50
MED 2046 Sensory System	12.00	0.00	0.50
MED 2047 Musculo-Skeletal System	30.00	0.00	2.00
MED 2048 Digestive System	36.00	0.00	2.50
MED 2049 Fluid and Electrolyte Balance and Renal System	44.00	0.00	3.00
MED 2050 Emergency and Surgical Nursing	16.00	0.00	1.00
MED 2262 Term 2 Cumulative Exam	18.00	0.00	1.00
CLI 2216A Term 2 Prefacility Clinical Proficiency	0.00	48.00	2.50
CLI 2216B Term 2 Clinical	0.00	208.00	11.00
MED 2051 Cardiovascular System	44.00	0.00	3.00
MED 2052 Immune System	24.00	0.00	1.50
MED 2053 Oncology	30.00	0.00	2.00
MED 2054 Respiratory System	32.00	0.00	2.00
MED 2056 Endocrine System	32.00	0.00	2.00
MED 2263 Term 3 Cumulative Exam	18.00	0.00	1.00
CLI 2217A Term 3 Prefacility Clinical Proficiency	0.00	48.00	2.50
CLI 2217B Term 3 Clinical	0.00	208.00	11.00
MED 2057 Neurological System	38.00	0.00	2.50
MED 2118 Mental Health Nursing	58.00	0.00	3.00
MED 2058 Reproductive and Maternal Nursing	42.00	0.00	3.00
MED 2059 Pediatric Nursing	60.00	0.00	4.00
MED 2107 Nursing Leadership and Supervision	28.00	0.00	2.00
MED 2115 Community Nursing	8.00	0.00	0.50
CLI 2214 Term 4 Clinical	0.00	216.00	11.00
MED 2264 Exit Exam and NCLEX Preparation	50.00	0.00	3.50
<b>Totals</b>	<b>824.00</b>	<b>984.00</b>	<b>105</b>

# PROGRAMS AND COURSES

## CATALOG SUPPLEMENT FOR VN STUDENTS

### ADDITIONAL INFORMATION FOR VN PROGRAM STUDENTS

#### REQUIREMENTS FOR CLINICAL EDUCATION

##### Medical Exam

Prior to any activities at clinical facilities, students must undergo a physical examination, PPD skin test (and/or chest X-ray if PPD is positive). These are paid for as part of the VN equipment and supplies cost and must be completed with that of the other students in the cohort (with the exception of a chest X-ray). A three injection series Hepatitis B vaccination is also provided to all students and is strongly recommended but not required by Stanbridge University. Students absent from on-campus health clinics are required to complete and provide proof of the aforementioned information within two weeks. Any absences accrued due to missing health records will be unexcused. Also, any student who fails to submit the required health records by the due date will receive a notice of deficiency from the nursing administration. If a student has documentation of previous Hepatitis B vaccination (as proven by titer or documentation of administration of the vaccine series), he/she will not have to undergo a second vaccination. The MMR, Tdap and Varicella vaccinations are required.

##### BLS Certification

Completion of a course in Basic Life Support for Healthcare Workers is required prior to clinical education in a clinical facility and is included in the Stanbridge University VN curriculum. Students absent from the BLS class must obtain certification at their own expense before attending a clinical facility. Only the American Heart Association Certification will be accepted.

#### MAINTAINING REQUIREMENTS FOR CLINICAL EDUCATION

All students are responsible for maintaining the accuracy of the foregoing student health information. This includes, but is not limited to, PPD, chest X-ray, (if PPD is positive), Hepatitis B series, physical and the American Heart Association BLS. It is mandatory for each student to keep these health records current at all times. No student is allowed to attend clinical with expired health information. It is the responsibility of the student to bring documentation of new health records prior to their expiration; this includes, but is not limited to, PPD tests and the American Heart Association BLS. Student Services provides optional health center referrals upon request for any student needing to update their health records. Students are responsible to pay for any necessary renewals of health records. Any student with expired health information will not be allowed to attend clinical education without updating the expired information. Any absences accrued due to expired health records may not have remediation limits waived. Also, any student who accrues absences due to expired health records will receive a Notice of Deficiency for each absence.

##### Health Record Expiration Timeline

PPD skin test/TB test	1 year
AHA Basic Life Support	2 years
Chest X-ray	4 years

#### STUDENT RESPONSIBILITIES AT CLINICAL FACILITIES

Students are responsible for the following while at clinical facilities:

- Protecting, first and foremost, the health and safety of patients at clinical facilities where they perform their clinical rotations.
- Honoring the preservation of patient privacy by scrupulously observing confidentiality of patient information. Violation of patient confidentiality may lead to dismissal of the student from the program.
- Seeking the guidance of a Stanbridge University clinical instructor when unsure of what to do.
- Arranging for transportation to and from school, clinical facilities, and other designated locations for instruction in the VN program. (Note: Some periods of clinical facility education may not match other clinical schedules (for days of the week or hours of clinical education) due to facility-driven scheduling. Students are responsible for arranging their personal schedules to meet prearranged facility schedules.
- Making the didactic and clinical schedule in the VN program the top priority in their personal schedule.
- Abiding by the rules and regulations of the clinical facilities during clinical rotations.

#### STUDENT ACKNOWLEDGEMENT OF RISK AT CLINICAL FACILITY ROTATIONS

Vocational Nurse students will be required to sign, as a condition of their presence in clinical facilities for clinical education, the following acknowledgement:

I understand that due to my clinical rotations at various clinical facility settings, I will be exposed to potentially infectious materials and diseases. I agree to follow all clinical facility protocols regarding patient safety,

## PROGRAMS AND COURSES

personal safety, and all other protocols I have been taught at school during clinical facility orientations and during my clinical rotations.

I hereby confirm that I will seek the direction of my instructor or a clinical facility nurse should I be unclear as to how to proceed with patient care or any other procedure, protocol, or process at the clinical facility.

I hereby indemnify and hold harmless Stanbridge University, its employees, agents, owners and partnering clinical facilities from any liability pertaining to any infectious disease, illness, or injury I may acquire or get as a result of my participation in my clinical rotations, including any infectious disease, illness, or injury I may acquire as a result of my participation in a potentially dangerous clinical rotation such as at a Mental Health Unit/Ward/Facility.

### UNIFORM POLICY FOR VN STUDENTS Professional Image Policy for VN Students

Professional Image policies are to be enforced while on campus grounds and/or clinical facilities premises, which include the parking lot, shuttle lot and while riding on the Stanbridge Shuttle Service. The student must adhere to the professional image policy guidelines listed below. If the student is off campus and wearing Stanbridge University attire, they should demonstrate awareness that they are a representative of the University and are expected to have professional behavior and demonstrate good judgement. Failure to do so may result in disciplinary action for a violation of the code of conduct. In the event of inclement weather, only program administration may approve a temporary modification of the dress code standards listed below.

#### VN Dress Code: Theory

- Students must wear Stanbridge uniform polo shirt and khaki dress trousers. No leggings, jeggings, or any tight-fitted items are permitted. Scrubs are for clinical sessions only.
- Clothing must be clean and unwrinkled.
- Undershirts worn underneath the polo top may be short sleeve or long sleeve but must be white if visible and V-neck style. No other undergarments may be visible.
- Stanbridge hoodie is the only outer garment allowed.
- No active wear, athletic clothing, trendy clothing, i.e. holes or tears in pants.
- No caps, hats, beanies or hoods in class.
- Hair accessories must be plain (head bands, scarves)
- Students MUST wear CLEAN, black, grey, or white sneakers.
- Socks/hosiery of any color may be worn.
- The student ID must be worn at chest level and be conspicuous at all times.
- Tattoos cannot be visible. White, long sleeved shirts or "sleeves" must be worn with polo shirt to cover the tattoos. No facial or tongue jewelry.
- Nails must be trimmed and kept clean at all times. Nail length must be kept at a maximum of 2 mm overhang. Only clear nail polish is acceptable – other colors/designs are not allowed. Artificial nails are not allowed.

#### VN Dress Code: Clinical

- The Student ID must be worn at chest level and be conspicuous at all times.
- Scrubs must bear the Stanbridge University name and logo on the left front chest. Scrubs must be clean and unwrinkled.
- Undershirts worn underneath the scrub uniform top may be short sleeve or long sleeve but must be white if visible and V-neck style. No other undergarments may be visible.
- Plain white hosiery must be worn at all times.
- Shoes must have a rubber/non-conductive, slip-proof sole, must be non-penetrable, completely white, and clean at all times.
- For women: The only visible, pierced jewelry that is acceptable is a small, single, stud earring (may be in ear lobe or tragus). Hoops or dangling earrings are not allowed. Jewelry on the tongue, eyebrows, nose, or lips is not allowed. No gauged ears. Only a plain wedding band is acceptable. No other visible jewelry is permitted.
- For men: No jewelry except for plain wedding band. No gauged ears. No other visible jewelry is permitted.
- Facial hair must be neatly trimmed to a maximum length of ½ inch (as recommended by the Centers for Disease Control), and not be of a faddish or unusual appearance.

## PROGRAMS AND COURSES

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- Tattoos cannot be visible. White, long sleeved shirts or “sleeves” must be worn with polo shirt to cover the tattoos.
- A watch with a sweep second hand is mandatory at all times.
- Hair must be pulled back out of the face and off the shoulders. Hair color must be of a natural color; faddish or unnatural colors or styles are not permitted.
- Hair accessories must be plain.
- Nails must be trimmed and kept clean at all times. Nail length must be kept at a maximum of 2 mm overhang. Only clear nail polish is acceptable – other colors/designs are not allowed. Artificial nails are not allowed.

### Consequences for Violation of the VN Professional Image Policy

If a student is determined to be in violation of any specific item(s) of the dress code, the student will be issued a Notice of Deficiency and sent home for the remainder of the day. Additionally, the student will acquire an absence for that respective class day. The student will not have the option to return to class to avoid acquiring an absence. Please refer to the attendance policy for the remediation of absences.

### ADDITIONAL ATTENDANCE REQUIREMENTS FOR TERM 4 STUDENTS

#### Term 4 Clinical Attendance

No clinical hours may be missed during term 4 due to the length and availability of the specialty rotations. Students in the VN Program who are absent during any specialty rotation (i.e. Mental health/Psych, Obstetrics/Maternal Health, Pediatrics, and Medical Surgical) will be required to repeat the specialty rotation which, will likely result in a delay in graduation. Specialty rotations include pre-facility, laboratory and clinical days. Students may continue with the remainder of their theory and clinical courses in the term.

### ADDITIONAL GRIEVANCE PROCEDURES

All students are encouraged to address concerns and grievances to their instructors and then to the university executive staff. VN program students should contact the VN Program Director, then the Dean of Instruction, and then the President.

The Board of Vocational Nursing and Psychiatric Technicians  
2535 Capitol Oaks Drive, Suite 205  
Sacramento, California 95833  
Telephone (916) 263-7800; Fax (916) 263-7855

### Background Check

Some clinical facilities require background checks for all employees, volunteers and students working in the facility, independent of the required licensure background check (see below). Students will be required to submit their personal information for a background check in order to attend clinical sessions.

- Each facility judges the background of student nurses with misdemeanors or felonies on an individual basis. Denial of admission to the Vocational Nurse Program for students with convictions will be based on a pattern of convictions, felonies, or certain misdemeanors that will bar a student from completing a clinical rotation.
- Failure to disclose a previous conviction is typically viewed as seriously as the conviction itself, if not more so.
- Some clinical facilities require submission of fingerprints as part of the background check.

### LICENSURE

Vocational Nurses in California are licensed by the Board of Vocational Nursing and Psychiatric Technicians in accordance with the provisions of the Nurse Practice Act, California Code of Regulations, Division 25, Chapter 1, Vocational Nurses. Completion of the BVNPT-accredited Stanbridge University VN program satisfies the requirement for completion of a course in vocational nursing. Students must apply to the BVNPT for authorization to take the licensing examination after completion of their program. Note: Tuition paid to Stanbridge University does not include fees payable to the State of California or other entities (such as those for Live Scan services or photographs) related to application for state-mandated licensing examinations or the state licensing fees themselves.

### LICENSURE FOR STUDENTS WITH CONVICTIONS

By law, the Board of Vocational Nursing, and Psychiatric Technicians (BVNPT) must review the criminal record of all applicants for Vocational Nursing licenses. The Board only performs this review upon receipt of an application for licensure and cannot “pre-approve” or “pre-screen” a record to determine eligibility for licensure.

## PROGRAMS AND COURSES

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Stanbridge University, likewise, cannot determine if a conviction will be a bar to receiving a license. Full disclosure is mandatory, and failure to disclose a conviction may be grounds for denial of your application.

Because determination of eligibility is made on a case-by-case basis, having a conviction on your record will not necessarily prevent the Board from granting a license. Likewise, if you have a conviction, you may not be granted a license even if you have completed all coursework and passed the licensing examination.

The Board's brochure on "Disciplinary Overview, Convictions, Frequently Asked Questions" is reproduced here for your information. Additional questions may be directed to the BVNPT's Enforcement Unit at (916) 263-7827.

Do you have to report an arrest if you were not convicted?  
No. You only need to report an arrest if you were convicted.

Do you have to report traffic violations and/or automobile accidents?  
Yes, if a traffic ticket was issued and you were fined over \$500.

What happens if you can't obtain certified court documents and police reports on convictions?  
You must submit written proof from the court or police department specifying inability to locate the required documents. The Board verifies this and bases its decision on other substantial information (e.g., letters of recommendation, evidence of rehabilitation, etc.).

Do you have to report non-payment of child support?  
No. However, if your case is in the District Attorney's (DA) Office for non-payment, the DA notifies the Department of Consumer Affairs Family Support Unit. If you are deemed eligible for licensure, your license is issued on a temporary basis for 150 days. If at the end of that time period, you have not established a payment agreement with the DA's Office, your license is suspended.

Do you have to report a conviction that was expunged (i.e., conviction was stricken or deleted from official records)?  
Yes. Pursuant to Penal Code section 1203.4, you are required to report a conviction that was expunged. The law specifies that it does not relieve you from the obligation to disclose the conviction in response to any direct questions contained in any questionnaire or application for public office or for licensure by any state or local agency.

What happens if you fail to disclose all or part of your convictions?  
Failure to disclose all or part of your convictions may be grounds for denial or disciplinary action as you falsified information required on your application for licensure or renewal of licensure.

Do you have to report misdemeanors, felonies and/or convictions which you pled nolo contendere?  
Yes. Pursuant to Business and Professions Code, section 2878.6 (VN Practice Act) and section 4523 (PT Law), a plea or verdict of guilty or a conviction following a plea of nolo contendere is considered a conviction. Any conviction substantially related to the qualifications, functions and duties of a licensee can be grounds for denial or discipline of a license.

Do you have to report convictions if you were under 18 years old and tried as an adult?  
Yes. If you were under 18 years of age, but were tried and convicted as an adult, you are required to disclose the conviction.

Do you have to report military convictions or dishonorable discharge?  
Yes. Any offense or violation during your military career must be reported to the Board on the Record of Conviction form.

How does the Board determine which violations are substantially related to the applicant's license?  
Pursuant to Title 16, California Code of Regulations, section 2521 (VN Regulations) and section 2578 (PT Regulations), a crime or act shall be considered to be substantially related to the qualifications, functions, or duties of a LVN or PT if to a substantial degree it evidences present or potential unfitness to perform the functions authorized by the license in a manner consistent with the public health, safety, or welfare. Such crimes or acts shall include but not be limited to those involving the following issues:

- Procuring a license by fraud, misrepresentation, or mistake.
- A conviction of practicing medicine without a license.
- Violating or attempting to violate, directly or indirectly, or assisting in or abetting the violation of, or conspiring to violate any provision or term of the VN Practice Act or PT Law.

## PROGRAMS AND COURSES

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- Aiding or assisting, or agreeing to aid or assist any person or persons, whether a licensed physician or not, in the performance of or arranging for a violation of any of the provisions of the Medical Board of California Practice Act.
- Conviction of a crime involving fiscal dishonesty.
- Any crime or act involving the sale, gift, administration, or furnishing of "narcotics or dangerous drugs or dangerous devices" as defined in the Pharmacy Practice Act, Section 4022.

How does the Board determine satisfactory rehabilitation of an applicant for licensure or licensee?

Pursuant to Business and Professions Code sections 480 and 490, and Title 16 California Code of Regulations, sections 2522 and 2522.5 (VN Regulations) and sections 2579 and 2579.1 (PT Regulations), the Board utilizes the following general criteria to determine satisfactory rehabilitation:

- The nature and severity of the act(s) or crime(s) under consideration.
- Evidence of any act(s) committed subsequent to the act(s) or crime(s) under consideration.
- The time that has elapsed since commission of the act(s) or crime(s) under consideration.
- The extent to which the applicant has complied with any terms of parole, probation, restitution, or any other sanctions lawfully imposed.
- Evidence, if any, of rehabilitation.

What does the Board look for on the Department of Justice (DOJ) and/or Federal Bureau of Investigation (FBI) reports?

The Board reviews the RAP sheets (i.e., criminal record reports) to ensure that the conviction history matches what you provided on your Record of Conviction form and to determine if the violation is related to the qualifications of a licensee.

How can you get a copy of your RAP sheet (i.e., criminal record report)?

You may request a copy of your RAP sheet from the Department of Justice (DOJ). DOJ requires you to complete a "Record Review Process" form, complete another fingerprint card and pay a fee for processing.

To obtain more information on this process, you must contact DOJ directly.

How long does a conviction stay on your RAP sheet?

The information contained on your RAP sheet is retained indefinitely. Therefore, you should always report all convictions. Failure to disclose all past convictions may result in disciplinary action.

Why doesn't the Board delineate the criteria for denial of a license?

The Board looks at each application for licensure on a case-by-case basis. There are many factors which must be evaluated to determine a person's qualifications to practice.

Why do you have to take and pass the examination before a decision is made on your conviction history?

The Board does not have any authority to deny your application for examination, only your application for licensure. Therefore, the Board can only make its official determination when you have successfully met all the requirements for initial licensure.

# PROGRAMS AND COURSES

## ASSOCIATE OF SCIENCE IN NURSING

1780.5 Clock Hours/119.5 Quarter Credit Hours (The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 24 – 25 months, including school and national holidays, breaks between terms, a one week break at Thanksgiving and a two week break in December.)

**Employment/Job Title:** Registered Nurse

Registered nurses (RN's), regardless of specialty or work setting, treat, and educate patients and the public about various medical conditions and provide advice and emotional support to patients' family members. RN's record patients' medical histories and symptoms, help perform diagnostic tests and analyze results, operate medical equipment, administer treatment and medications, and help with patient follow-up and rehabilitation.

RN's teach patients and their families how to manage their illnesses or injuries by explaining post-treatment home care needs; diet, nutrition, and exercise programs; and self-administration of medication and physical therapy. Some RN's may work to promote general health by educating the public on warning signs and symptoms of disease. RN's also might run general health screening or immunization clinics, blood drives, and public seminars on various conditions.

When caring for patients, RN's establish a care plan or contribute to an existing plan. Plans may include numerous activities, such as administering medication, including careful checking of dosages and avoiding interactions; starting, maintaining, and discontinuing intravenous (IV) lines for fluid, medication, blood, and blood products; administering therapies and treatments; observing the patient and recording those observations; and consulting with physicians and other healthcare clinicians. Some RN's provide direction to licensed vocational nurses and nursing aides regarding patient care.

Upon completion of the following requirements, Stanbridge University will confer the Associate of Science in Nursing degree:

- Quarter Hours of Credit: minimum 119.5 quarter hours of credit.
  - Scholarship requirements: a minimum of a "C+" in the theory component and a Pass in the clinical component of each nursing course; a minimum of a "C+" in all prerequisite science courses and a minimum of a "C" in the prerequisite English and Algebra courses and the co-requisite (i.e. general education) courses; a cumulative GPA of "C+" or above in the program; and a minimum score of 90% predicted probability of passing the NCLEX-RN on the first attempt (in accordance with the scoring rubric of the examination) or, if applicable, a minimum score at or above the National Mean for that version of the examination.

Graduates with an Associate of Science in Nursing degree from a BRN-accredited nursing program may apply to the Board of Registered Nursing for permission to take the examinations required for licensure, the National Council Licensure Examination for Registered Nurses (NCLEX-RN)®

After passing this examination and receiving a license from the BRN, the student will be eligible to obtain employment as a licensed Registered Nurse.

Course Number and Title	Theory Units	Lab Units	Clinical Units	Totals Units
<b>QUARTER 1</b>				
SCI 1030 Human Anatomy	5	1	0	6.0
SCI 1050 General Microbiology	6	1.5	0	7.5
Totals	11	2.5	0	13.5
<b>QUARTER 2</b>				
	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Totals Units</b>
SCI 1040 Human Physiology	5	1	0	6.0
*ENG 1060 English Composition	4.5	0	0	4.5
MATH 1010 College Algebra I	4	0	0	4.0
Totals	13.5	1.0	0	14.5
<b>QUARTER 3</b>				
	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Totals Units</b>
NUR 1100 Fundamentals of Nursing I	5	0	3	8
NUR 1101 Medication Administration	0	0	1.5	1.5



## PROGRAMS AND COURSES

*NUR 1060 Gerontology	2.5	0	0	2.5
Totals	7.5	0	3	12.0
<b>QUARTER 4</b>	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Totals Units</b>
NUR 1200 Fundamentals of Nursing II	2.5	0	1.5	4.0
NUR 1201 Psychiatric Mental Health Nursing	4.5	0	2	6.5
*PSY 1020 Developmental Psychology	4.5	0	0	4.5
Totals	11.5	0	3.5	15.0
<b>QUARTER 5</b>	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Totals Units</b>
NUR 1300 Medical-Surgical Nursing I	7	0	5	12.0
Totals	7	0	5	12.0
<b>QUARTER 6</b>	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Totals Units</b>
NUR 1400 Medical-Surgical Nursing II	7	0	3.5	10.5
Totals	7	0	5	10.5
<b>QUARTER 7</b>	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Totals Units</b>
NUR 1500 Maternal and Newborn Nursing	5	0	2.5	7.5
ENG 1050 Fundamentals of Speech Communication	4.5	0	0	4.5
Totals	9.5	0	2.5	12.0
<b>QUARTER 8</b>	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Totals Units</b>
NUR 1600 Family and Child Nursing	5	0	2.5	7.5
*SOC 1010 Introduction to Sociology	4.5	0	0	4.5
Totals	9.5	0	2.5	12.0
<b>QUARTER 9</b>	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Totals Units</b>
NUR 1700 Advanced Nursing I	5	0	3	8.00
Totals	3.6	0	3.5	8.00
<b>QUARTER 10</b>	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Totals Units</b>
NUR 1800 Advanced Nursing II	6	0	4	10.0
Totals	6.5	0	4.0	10.0
Program Totals	87.5	3.5	28.5	119.5

\*This course is delivered in an online format.

Associate Degree in Nursing students must read the ADN Nursing Handbook for supplemental program policies.

## PROGRAMS AND COURSES

### LVN TO RN ASSOCIATE DEGREE IN NURSING PROGRAM

113 Units (The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 24 – 25 months, including school and national holidays, breaks between terms, a one week break at Thanksgiving and a two week break in December.)

**Employment Job Title:** Registered Nurse

The LVN to RN associate degree program is designed for Licensed Vocational Nurses who want to take the next step in their medical career. This program allows currently licensed Vocational Nurses to transfer their education from their LVN studies to the required course work needed for the LVN-to-ADN program. Students who satisfactorily complete all required courses and pass the program exit examination at the required level will be awarded an Associate of Science in Nursing degree, and a notice will be sent to the Board of Registered Nursing of satisfactory completion (for licensing exam authorization).

Course Number and Title	Theory Units	Lab Units	Clinical Units	Total Units
<b>QUARTER 1</b>				
SCI 1030 Human Anatomy	5.0	1	0	6.0
SCI 1050 General Microbiology	6.0	1.5	0	7.5
Total	11	2.5	0	13.5
<b>QUARTER 2</b>				
SCI 1040 Human Physiology	5.0	1	0	6.0
*ENG 1060 English Composition	4.5	0	0	4.5
MATH 1010 College Algebra I	4	0	0	4.0
Total	13.5	1	0	14.5
<b>QUARTER 3</b>				
NUR 1302V- Transitions in Nursing and Lab	3	0	0	3
*NUR 1060 Gerontology	2.5	2.5	0	2.5
*PSY 1020 Developmental Psychology	4.5	0	0	4.5
Total	5.5	2.5	0	10
<b>QUARTER 4</b>				
	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Total Units</b>
NUR 1200 Fundamentals of Nursing II	2.5	0	1.5	4.0
NUR 1201 Psychiatric Mental Health Nursing	4.5	0	2	6.5
Total	11.5	0	7	10.5
<b>QUARTER 5</b>				
	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Total Units</b>
NUR 1300 Medical-Surgical Nursing I	7	0	5	12.0
Total	7	0	5	12.0
<b>QUARTER 6</b>				
NUR 1400 Medical-Surgical Nursing II	7	0	3.5	10.5
Total	7	0	3.5	10.5
<b>QUARTER 7</b>				
	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Total Units</b>
NUR 1500 Maternal and Newborn Nursing	5	0	2.5	7.5
ENG 1050 Fundamentals of Speech Communication	4.5	0	0	4.5
Total	9.5	0	2.5	12.0

## PROGRAMS AND COURSES

<b>QUARTER 8</b>				
NUR 1600 Family and Child Nursing	5	0	2.5	7.5
*SOC 1010 Introduction to Sociology	4.5	0	0	4.5
Total	9.5	0	2.5	12.0
<b>QUARTER 9</b>	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Total Units</b>
NUR 1700 Advanced Nursing I	5	0	3	8.0
Total	5	0	3.0	8.0
<b>QUARTER 10</b>	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Total Units</b>
NUR 1800 Advanced Nursing II	6	0	4	10.0
Total	6.0	0	4	10.0
Program Total				113

\*This course is delivered in an online format.

### LVN TO RN 45 UNIT OPTION

42 **Units** (Total time to complete the program may vary based on school holidays and breaks and averages 10 months).

**Employment Job Title:** Registered Nurse

Licensed Vocational Nurses (LVN's) who desire to complete the minimum number of units required to take the licensure examination may apply for this option. LVN's who select the "30- Unit Option" method to satisfy the requirements for licensure as a Registered Nurse must consult the Director of Nursing (RN Programs) for an individual program consultation to discuss the advantages and disadvantages of this option prior to enrollment. Students who satisfactorily complete all required courses and pass the program exit examination at the required level will be awarded Diploma, and a notice will be sent to the Board of Registered Nursing of satisfactory completion (for licensing exam authorization).

Course Number and Title	Theory Units	Lab Units	Clinical Units	Total Units
<b>QUARTER 1</b>				
SCI 1040 Human Physiology	5	1	0	6.0
SCI 1050 General Microbiology	6	1.5	0	7.5
NUR 1302V-Transitions in Nursing	3	0	0	3.0
Total	14	2.5	0	16.5
NUR 1201 Psychiatric Mental Health Nursing	4.5	0	2	6.5
Total	4.5	0	2	6.5
NUR 1700 Advanced Nursing I	5	0	3	8.0
Total	5	0	3.5	8.5
NUR 1800 Advanced Nursing II	6	0	4	10.0
Total	6.5	0	4	10.5
Program Total				42

## PROGRAMS AND COURSES

### **BACHELOR OF SCIENCE IN NURSING PROGRAM (Degree Completion)**

180 Quarter Credit Hours \* (The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 23 – 24 months, including school and national holidays, breaks between terms and a two week break in December.)

The Bachelor of Science in Nursing program is a post-licensure RN to BSN program for nurses who already possess an associate's degree.

This program is delivered online with two days of instruction on campus and a clinical component.

**Employment/Job Title:** Registered Nurse (RN), Staff RN (Staff Registered Nurse), Director of Nursing, Staff Nurse, Charge Nurse, Relief Charge Nurse, Nurse Educator, Director of Staff Development.

Upon completion of the following requirements, Stanbridge University will confer the Bachelor of Science in Nursing degree.

- Scholarship requirements: a final GPA of 2.0 for all units attempted at Stanbridge University is required to graduate.

<b>Course Number and Title</b>	<b>Classroom/Lecture Clock Hours</b>	<b>Clinical Education Clock Hours</b>	<b>Total Credit Hours</b>
NUR 3013 Role Transformation in Nursing	50	0	4
NUR 3023 Health Promotion through the Life Cycle	60	0	6
NUR 3033 Theoretical Models of Nursing	50	0	5
NUR 3043 Evidence-Based Practice	50	0	5
NUR 3053 Healthcare Informatics	50	0	5
NUR 3063 Principles of Teaching	50	0	4
NUR 3073A Pathopharmacology I	60	0	6
NUR 3073B Pathopharmacology II	60	0	6
NUR 4013 Ethics in the Life Sciences	50	0	5
NUR 4023 Leadership and Management	60	0	6
NUR 4033 Advanced Physical Assessment <sup>†</sup>	60	32	6
NUR 4043 Community-Based Nursing <sup>††</sup>	60	75	8
NUR 4053 Nursing Research	50	0	5
NUR 4103 Capstone	50	0	5
COM 3010 Business Communication in Healthcare	40	0	4
MATH 3010 Statistics for the Social Sciences	60	0	6
SOC 3010 Cultural Identity and Diversity	40	0	4
<b>Totals</b>	<b>890</b>	<b>107</b>	<b>90</b>

\*Note: Completion of the 90 total quarter hours of credit, when added to the 90 quarter hours of transferred credit from the required Associate's Degree, will total the 180 quarters hours of credit required for a Bachelor's Degree in Nursing.

<sup>†</sup>This course includes 16 hours of instruction on campus.

<sup>††</sup>This course includes a clinical component of 75 hours.

# **PROGRAMS AND COURSES**

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## **CATALOG SUPPLEMENT FOR BSN STUDENTS**

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### **INCOMPLETE COURSES**

If a student is passing the course before Week Five and has a compelling reason, such as an illness or the death of a relative, so that the student cannot complete the course by the end date, the student may apply in writing to the instructor to take an incomplete for the course. The incomplete must be approved by the instructor and program director by the first day of Week Five. The instructor and student will complete an Incomplete Agreement that will state what work will need to be completed and set a date for work submission in the agreement to within 10 days of the end of the course. All incomplete work must be submitted by 11:59 p.m. on the date stipulated in the Incomplete Agreement.

A reduction of one letter grade will be assessed for any course in which a student elects to take an incomplete. The student must be passing the course at the time the incomplete is granted. Discussion Boards will not be included in the work to be completed for the course.

### **FAILED COURSES**

There is no remediation for a failed course in the Bachelor of Science in Nursing program. No coursework will be accepted for a course after the course has been completed, except in cases where an incomplete has been granted. Students who fail a course will need to repeat the course at a later date.

### **LATE SUBMISSION OF ASSIGNMENTS**

Technological issues are not valid grounds for the submission of late assignments. If a student has difficulty uploading his or her assignment or thinks the assignment might not have uploaded correctly, the student must email his or her instructor about the difficulty and send the instructor a copy of the assignment via email before the deadline for the assignment. The assignment will not be considered late if it has been sent to the instructor via email before the deadline.

The instructor will acknowledge receipt of the assignment within 24 hours of receiving it and whether the assignment was actually uploaded into Edverum even though the student thought it had not been uploaded correctly. If the instructor states that the assignment is still not in Edverum, the student must contact the Assistant Director for Online Learning, and the latter will assist the student with correctly uploading his or her assignment. If a student does not follow the foregoing procedure, his or her paper will be considered late and graded accordingly.

## PROGRAMS AND COURSES

### MASTER OF SCIENCE IN NURSING PROGRAM

48 Quarter Credit Hours (The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 24 – 25 months including school and national holidays, breaks between terms and a two week break in December.) This program is delivered completely online. Students will choose from Nurse Educator or Nurse Executive elective concentrations.

**Employment/Job Title:** Registered Nurse (RN), Staff RN (Staff Registered Nurse), Director of Nursing, Staff Nurse, Charge Nurse, Relief Charge Nurse, Nurse Educator, Director of Staff Development. Upon completion of the following requirements, Stanbridge University will confer the Master of Science in Nursing degree.

- Scholarship requirements: An average of 2.0 is required to be achieved for each course in the program and a final GPA of 3.0 for all units attempted at Stanbridge University is required to graduate.

Course Number and Title	Classroom/ Lecture Clock Hours	Total Credit Hours
Nursing Core (Required of All Students)		
NUR 5000 Theoretical Foundations of Advanced Nursing	30.00	3.00
NUR 5001 Advanced Pathopharmacology	30.00	3.00
NUR 5002 Advanced Health Assessment	30.00	3.00
NUR 5010 Trends in Contemporary Nursing	30.00	3.00
NUR 5020 Transcultural Nursing	30.00	3.00
NUR 5025 Epidemiology	30.00	3.00
NUR 5026 Healthcare Economics	30.00	3.00
NUR 5027 Leadership and Management in Nursing	30.00	3.00
NUR 5028 Analysis of Research Data in Nursing	30.00	3.00
NUR 5029 Nursing Research Methodologies	30.00	3.00
Nurse Educator Electives (4 of 6 courses required)		
NUR 5031 Nurse Educator – Roles, Responsibilities, and Relationships	30.00	3.00
NUR 5032 Teaching Strategies for the Nurse Educator	30.00	3.00
NUR 5033 Curriculum Design and Evidence-Based Practice Implementation	30.00	3.00
NUR 5034 Student Assessment and Evaluation in Nursing Education	30.00	3.00
NUR 5035 Integrating Technology into Nursing Education	30.00	3.00
NUR 5036 Educational Theory: Principles, Methods and Design	30.00	3.00
Nurse Executive Electives (4 of 6 courses required)		
NUR 5041 Healthcare Finance and Strategic Planning	30.00	3.00
NUR 5042 Advanced Leadership and Management in Healthcare	30.00	3.00
NUR 5043 Human Resources Management	30.00	3.00
NUR 5044 Information and Healthcare Technologies	30.00	3.00
NUR 5045 Ethical and Legal Perspectives of the Health System	30.00	3.00
NUR 5046 Healthcare Policy	30.00	3.00
Other Courses (Required of All Students)		
NUR 5060 Capstone I (Directed Research)	20.00	2.00
NUR 5070 Capstone II (Directed Research)	40.00	4.00
<b>Total Required to Graduate</b>	<b>480.00</b>	<b>48</b>

# PROGRAMS AND COURSES

## ASSOCIATE OF SCIENCE IN VETERINARY TECHNOLOGY PROGRAM

1894.5 Clock Hours/115 Quarter Credit Hours (The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 23 – 24 months, including school and national holidays, breaks between terms, a one week break at Thanksgiving and a two week break in December.)

The Associate of Science in Veterinary Technology program prepares graduates to enter the field as professional veterinary team member. Upon passing state licensing requirements, which may include a background check, graduates may seek employment as veterinary technicians. Veterinary technicians assist veterinarians in a variety of duties, including observing the behavior and condition of animals; monitoring their clinical symptoms; maintaining controlled drug inventory and related log books; administering anesthesia to animals under the direction of a veterinarian; performing laboratory tests on blood, urine, and feces; administering first aid, such as emergency resuscitation or other life-saving procedures; preparing and administering medications, vaccines, or treatments; filling prescriptions; collecting samples for laboratory testing; and taking and developing diagnostic radiographs.

**Employment/Job Title:** Veterinary Technician, Veterinary Technician (Vet Tech), Registered Veterinary Technician (RVT)

Upon completion of the following requirements, Stanbridge University will confer the Associate of Science in Veterinary Technology degree.

As of March 1 2014, upon graduation from the Associate of Science in Veterinary Technology program, students must pass the Veterinary Technician National Examination (VTNE) and the California Technician Examination and apply to the California Veterinary Medical Board to receive a California veterinary technician license and thus become eligible for employment as a Registered Veterinary Technician (RVT). The VTNE is given three times per year and is administered by the American Association of Veterinary State Boards (AAVSB). The California Registered Veterinary Technician Examination will be administered by the California Veterinary Medical Board, but a timeline has not been published regarding the frequency of the examination. The current California Registered Veterinary Technician Examination administered by the California Veterinary Medical Board is offered continuously.

Scholarship requirements: A 2.0 GPA must be achieved for each course in the program and thus a cumulative GPA of 2.0 must be achieved in order to graduate from the program.

### Veterinary Technology Core Courses

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Externship Hours	Total Credit Hours
VET 1100 Small Animal Handling and Husbandry	35	44	0	4.5
VET 1110 Anatomy & Physiology of Animals	52	39	0	5.5
VET 1200 Veterinary Clinical Nursing II	35	44	0	4.5
VET 1210 Veterinary Microbiology	39	39	0	4.5
VET 1300 Veterinary Clinical Procedures III	35	60	0	5.5
VET 1311 Diagnostic Imaging	32.5	45	0	4.5
VET 1321 Small Animal Medicine	45	0	0	3
VET 1332 Veterinary Pharmacology II	35	0	0	2.5
VET 2000 Veterinary Technician Preceptorship	0	0	28	0.5
VET 2102 Large Animal and Equine Procedures and Public Health	40	40	0	4.5

## PROGRAMS AND COURSES

VET 2111 Veterinary Parasitology	32.5	30	0	3.5
VET 2130 Veterinary Anesthesia & Analgesia	50	45	0	6
VET 2140 Veterinary Business Management and Ethics	26	0	0	2
VET 2201 Emergency and Critical Care Nursing	40	45	0	5
VET 2210 Veterinary Surgical Nursing and Dentistry	39	56	0	6
VET 2221 Laboratory and Exotic Animal Medicine	28	21	0	3
VET 2300 Veterinary Technician Internship	0	0	320	10.5
VET 1331 Pharmacology I	30	0	0	2.5
VET 1101 Term I Review and Exam	22	0	0	1.5
VET 1102 Term II Review and Exam	22	0	0	1.5
VET 1103 Term III Review and Exam	22	0	0	1.5
VET 1104 Term IV Review and Exam	22	0	0	1.5
VET 1105 Term V Review and Exam	22	0	0	1.5
VET 2103 Program Review and Exam	48	0	0	4
VET 1001 Veterinary Medical Terminology	19.5	0	0	1.5
Totals	771.5	24.5	348	

### Veterinary Technology General Education Courses

Course Number and Title	Classroom/ Lecture Clock Hours	Lab Clock Hours	Credit Hours
CHM 1010 Chemistry	40	0	4
MATH 1010 College Algebra I	40	0	4
BIO 1010 Biology	40	0	4
ENG 1010 University Writing I	40	0	4
PSY 1001 Introduction to Interpersonal Relationships	25	0	2.5
ENG 1045 Public Speaking	40	0	4
Totals	225	0	22.5

### Veterinary Technology Other Courses

CIS 1011 Computer Applications I	11	17	1
CIS 1012 Computer Applications II	5.5	8.5	0.5
Totals	16.5	25.5	1.5

## CATALOG SUPPLEMENT FOR VETERINARY TECHNOLOGY

### STUDENTS

#### VACCINATIONS

***All students enrolled in the veterinary technology program are required to have proof of tetanus toxoid immunization and preexposure rabies immunization and/or proof of a protective titer (where appropriate). Within 30 days of enrollment, students must provide proof of rabies vaccination or a protective titer against rabies and proof of tetanus toxoid immunization within 5 years prior to enrollment. Students unable to provide proof of vaccinations or protective titers will be expected to participate in a vaccination program coordinated by the university which is included in the cost of the program.***

Immunity to tetanus and rabies must be documented by either:

1. Written documentation providing evidence of current immunization for each organism.



## PROGRAMS AND COURSES

### 2. Laboratory results verifying immunity.

**Rabies:** Rabies is a preventable viral disease of mammals most often transmitted through the bite of a rabid animal. Rabies virus infects the central nervous system, causing encephalopathy and ultimately death. Preexposure rabies vaccination is recommended for persons in high-risk groups, such as veterinarians, veterinary technicians, animal handlers, and laboratory workers. Preexposure prophylaxis is given for several reasons. First, although preexposure vaccination does not eliminate the need for additional medical attention after a possible rabies exposure, it simplifies therapy by eliminating the need for human rabies immune globulin (HRIG) and decreasing the number of vaccine doses needed, and it minimizes adverse reactions to multiple doses of vaccine. Second, it may enhance immunity in persons whose postexposure therapy might be delayed. Finally, it may provide protection to persons with an apparent exposure to rabies.

**Tetanus:** Tetanus is an acute, often fatal, disease caused by an exotoxin produced by *Clostridium tetani*. It is characterized by generalized rigidity and convulsive spasms of skeletal muscles. The muscle stiffness usually involves the jaw (lockjaw) and neck and then becomes generalized. Seizures and death may occur. *C. tetani* is a bacterial organism widely distributed in soil and in the intestine and feces of horses, sheep, cattle, dogs, cats, rats, guinea pigs, and chickens. The organism usually enters the body through an open wound. Persons who received childhood tetanus toxoid vaccines (DTP) typically only receive booster vaccines every 10 years.

Students absent from on-campus health clinics are required to complete and provide proof of the aforementioned information within two weeks. Any absences accrued due to missing health records will be unexcused. Also, any student who fails to submit the required health records by the due date will receive a Notice of Deficiency and will not be allowed to participate in activities involving live animals.

### STUDENT RESPONSIBILITIES AT CLINICAL FACILITIES

Students are responsible for the following while at clinical facilities (this includes facilities visited during VET 1100, VET 1200, VET 1300, VET 2000, VET 2100, VET 2200, & VET 2300 or any other ASVT course):

- Protecting, first and foremost, the health and safety of patients at clinical facilities.
- Honoring the preservation of client/patient privacy by scrupulously observing confidentiality of client/patient information. Violation of client/patient confidentiality may lead to dismissal of the student from the program.
- Seeking the guidance of a Stanbridge University instructor or clinical site when unsure of what to do.
- Arranging for transportation to and from school, clinical facilities, and other designated locations for instruction in the ASVT program. Students are responsible for arranging their personal schedules to meet prearranged facility schedules.
- Making the didactic and clinical schedule in the ASVT Program the top priority in their personal schedule.
- Abiding by the rules and regulations of the clinical facilities.
- Notifying the externship and preceptorship site and their instructor of any absences from a clinical facility. Failure to notify the site and their instructor will result in disciplinary action up to and including dismissal from the program.

### STUDENT ACKNOWLEDGEMENT OF RISK

Veterinary Technology students will be required to sign, as a condition of their presence in clinical facilities, the following acknowledgement:

I understand that due to my attendance at various veterinary clinical facilities, I will be exposed to potentially dangerous animals as well as potentially infectious materials and diseases. I agree to follow all clinical facility protocols regarding patient safety, personal safety, and all other protocols I have been taught at school.

I hereby confirm that I will seek the direction of my instructor or a facility supervisor should I be unclear as to how to proceed with patient treatment or any other procedure, protocol, or process at the clinical facility.

I hereby indemnify and hold harmless Stanbridge University, its employees, agents, owners, and partnering clinical facilities from any liability pertaining to any infectious disease, illness, or injury I may acquire or get as a result of my attendance at clinical facilities.

### UNIFORM POLICY FOR ASVT STUDENTS

#### General

- The Student ID must be worn at chest level and be conspicuous at all times.

## PROGRAMS AND COURSES

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- Scrubs provided by the university must be worn unless otherwise indicated.
- Scrubs must be clean and unwrinkled.
- Shirts worn underneath the scrub uniform top may be short sleeve or long sleeve but must be black if visible. No other undergarments may be visible.
- During visits to large animal facilities, short or long sleeve coveralls may be worn.

### Shoes and Stockings

- Shoes must have a rubber/non-conductive sole and completely cover the foot, including the heel and toes.
- Shoes must be clean at all times.
- During visits to large animal facilities, closed toed, sturdy boots that can be fully disinfected are required.

### Jewelry, Hair, and Nails

- The only visible, pierced jewelry that is acceptable is a small, single, stud earring. Hoops, rings, or dangling earrings are not allowed. Jewelry on other visible parts of the body are not allowed.
- For men: Facial hair must be neatly trimmed and permit proper fit of personal protective equipment.
- Rings may be worn, but may need to be removed during surgery rotation.
- A watch with a second hand is mandatory at all times.
- Hair must be pulled back out of the face and off the shoulders during labs. Hair color must be of a natural color; faddish or unnatural colors or styles are not permitted.
- Nails must be trimmed and kept clean at all times. Only clear nail polish is acceptable –other colors/designs are not allowed. Artificial nails are not allowed during surgical rotations.

### Tattoos

- Tattoos and piercings are discouraged while in school due to increased chance of infection and the ability to comply with Stanbridge and hospital policy.
- Tattoos cannot be visible. Black, long sleeved shirts or “sleeves” must be worn with scrubs to cover any tattoos.

(Note: Clinical facilities may have uniform regulations in addition to the requirements listed above. Students must comply with any additional uniform requirements at the clinical facilities in the program.)

Students not in compliance with the uniform standards policy will be issued a Notice of Deficiency and repeated violations may result in disciplinary measures up to and including dismissal from the program.

### PERSONAL PET POLICY

It is the policy of the ASVT program that no animals of any type be brought or allowed on campus property without prior permission from the course instructor or program director. The veterinary technology program may, at times, invite certain people to bring certain animals to campus for participation in teaching laboratories. However, veterinary technology students, like any other student on campus, cannot make the decision to bring their personal pet(s) to campus without specific, prior invitation and/or permission from a veterinary technology program faculty member. In addition, it is inappropriate for animals to be maintained in your personal vehicle during any classroom or laboratory session. If a student is found to have an animal in their vehicle during class hours, the student will be asked to leave and return without the animal. The student will be issued a Notice of Deficiency and may be subject to dismissal from the program.

### STUDENT LIABILITY INSURANCE

The university provides professional liability insurance (malpractice insurance) for all students during all levels of clinical education. Students are required to provide their own health insurance. The student should carry a copy with him/her to the clinical facility as the student may be requested to provide it to the facility for its records.

## PROGRAMS AND COURSES

### DIPLOMA IN HEMODIALYSIS TECHNICIAN PROGRAM

616 Clock Hours/28 Quarter Credit Hours (The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 8 – 10 months, including school and national holidays, a one week break at Thanksgiving and a two week break in December.)

**Employment/Job Title:** Medical & Clinical Lab Technicians; Hemodialysis Technician; Dialysis Technician; Patient Care Technician

The Hemodialysis Technician program is designed to prepare graduates for entry-level positions in dialysis clinics and hospitals. The program provides training in the maintenance of patient preparation and comfort, the use and care of the dialysis machine, safety procedures, and precise documentation before, during, and after dialysis procedures as well as the use of appropriate medical terminology.

The hemodialysis technician performs routine medical laboratory tests for the diagnosis, treatment, and prevention of disease, may work under the supervision of a nurse and facility staff, and is the primary direct caregiver for patients whose kidneys no longer function properly and who are undergoing dialysis treatment. They operate the machines that remove waste and excess fluids from the blood of these patients. They work under the supervision of physicians and registered nurses, primarily in hospitals, clinics, outpatient facilities, or home dialysis programs. Their responsibilities may vary based on different state laws and facility policies.

Upon satisfactory completion of all requirements for this program, Stanbridge College will confer a Diploma in Hemodialysis Technician. Students must achieve a GPA of at least 2.0 in order to graduate. HDT students may not graduate without completing the objectives for theory classes and a total of 300 hours of practical experience. Upon graduation from the program, students are eligible to take recognized certification examinations to become Certified Hemodialysis Technicians. After passing 1 of the 4 recognized examinations, the student must apply to the California Department of Public Health (CDPH) to become certified and thus be eligible to obtain employment as a Certified Hemodialysis Technician in California.

#### PROGRAM CHART

Course Number and Title	Classroom/ Lab Clock Hours	Clinical Education Clock Hours	Total Credit Hours
HDT 1010 Introduction to Hemodialysis and the Person with Kidney Failure	32.00	8.00	2.50
HDT 1002 Principles of Dialysis	12.00	12.00	1.00
HDT 1003 Vascular Access	26.00	18.00	2.50
HDT 1004 Hemodialysis Devices	30.00	22.00	3.00
HDT 1005 Hemodialysis Procedures and Complications	48.00	32.00	4.50
HDT 1006 Dialyzer Reprocessing	12.00	4.00	1.00
HDT 1007 Water Treatment	16.00	12.00	1.50
HDT 1008 Hemodialysis Review	24.00	0.00	1.50
HDT 1009 Hemodialysis Practicum	0.00	300.00	10.00
* HDT 1011 Qualities of the Professional HDT	8.00	0.00	0.50
Totals	208.00	408.00	28.00

\*This course is delivered in an online format.

# PROGRAMS AND COURSES

## CATALOG SUPPLEMENT FOR HDT STUDENTS

### ADDITIONAL INFORMATION FOR HDT PROGRAM STUDENTS

#### Health Screening

Prior to any activities at clinical facilities, students must undergo a PPD skin test (and/or chest X-ray if PPD is positive) and titers for both Hepatitis B and C.

#### BLS Certification

Completion of a course in Basic Life Support for Healthcare Workers is required prior to the clinical practicum in a clinical facility and is included in the Stanbridge College HDT curriculum. Students absent from the BLS class must obtain certification at their own expense before attending a clinical facility. Only the American Heart Association Certification will be accepted.

#### STUDENT RESPONSIBILITIES AT CLINICAL FACILITIES

Students are responsible for the following while at clinical facilities:

- Protecting, first and foremost, the health and safety of patients at clinical facilities where they perform their clinical rotations.
- Honoring the preservation of patient privacy by scrupulously observing confidentiality of patient information. Violation of patient confidentiality may lead to dismissal of the student from the program.
- Seeking the guidance of a Stanbridge College clinical instructor when unsure of what to do.
- Arranging for transportation to and from the college, clinical facilities, and other designated locations for instruction in the HDT program. (Note: Clinical facilities traditionally maintain a scheduled rotation of between 8 and 12 hours. It is the responsibility of the student to abide by the schedule of the facility in which they have been placed.)
- Making the didactic and clinical schedule in the HDT program the top priority in their personal schedule.
- Abiding by the rules and regulations of the clinical facilities during clinical rotations.

#### STUDENT ACKNOWLEDGEMENT OF RISK AT CLINICAL FACILITY ROTATIONS

Hemodialysis Technician students will be required to sign, as a condition of their presence in clinical facilities for clinical education, the following acknowledgement:

I understand that due to my clinical rotations at various clinical facility settings, I will be exposed to potentially infectious materials and diseases. I agree to follow all clinical facility protocols regarding patient safety, personal safety, and all other protocols I have been taught at school during clinical facility orientations and during my clinical rotations.

I hereby confirm that I will seek the direction of my instructor or a clinical facility nurse should I be unclear as to how to proceed with patient care or any other procedure, protocol, or process at the clinical facility.

I hereby indemnify and hold harmless Stanbridge College, its employees, agents, owners and partnering clinical facilities from any liability pertaining to any infectious disease, illness, or injury I may acquire or get as a result of my participation in my clinical rotations.

#### UNIFORM POLICY FOR HDT STUDENTS

##### General

- The Student ID must be worn at chest level and be conspicuous at all times.
- Scrubs must bear the Stanbridge College patch on the right sleeve.
- The Stanbridge College patch must be 2.5 inches from the right sleeve's bottom edge.
- Scrubs must be clean and unwrinkled.
- Undershirts worn underneath the scrub uniform top may be short sleeve or long sleeve but must be white if visible and V-neck style. No other undergarments may be visible.

##### Shoes and Stockings

- Plain white hosiery must be worn at all times.
- Shoes must have a rubber/non-conductive sole.
- Shoes must be completely white and must be clean at all times.

## PROGRAMS AND COURSES

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- White sneakers are acceptable.

### Jewelry, Hair, and Nails

- For women: The only visible, pierced jewelry that is acceptable is a small, single, stud earring. Hoops, rings, or dangling earrings are not allowed. Jewelry on the tongue, eyebrows, nose, or lips is not allowed.
- For men: Visible pierced jewelry is not allowed. Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment (as recommended by the Center for Disease Control), and not be of a faddish or unusual appearance.
- Only a plain wedding band is acceptable.
- A watch with a sweep second hand is mandatory at all times.
- Hair must be pulled back out of the face and off the shoulders. Hair color must be of a natural color; faddish or unnatural colors or styles are not permitted.
- Hair accessories must be plain.
- Nails must be trimmed and kept clean at all times. Nail length must be kept at a maximum of 2 mm overhang. Only clear nail polish is acceptable – other colors/designs are not allowed. Artificial nails are not allowed.

### Tattoos

- Tattoos and piercing are discouraged while in school due to increased chance of infection and the ability to comply with Stanbridge and hospital policy.
- Tattoos cannot be visible. White, long sleeved shirts or “sleeves” must be worn with scrubs to cover the tattoos.

(Note: Clinical facilities may have uniform regulations in addition to the requirements listed above. Students must comply with any additional uniform requirements at the clinical facilities in the program.)

Students not in compliance with the uniform standards policy will be issued a Notice of Deficiency.

### Background Check

Some clinical facilities require background checks for all employees, volunteers and students working in the facility, independent of the required licensure background check (see below). Students will be required to submit their personal information for a background check in order to attend clinical sessions.

- Each facility judges the background of students with misdemeanors or felonies on an individual basis.
- Failure to disclose a previous conviction is typically viewed as seriously as the conviction itself, if not more so.
- Some clinical facilities require submission of fingerprints as part of the background check.

### Licensure

According to the California Dialysis Council (<http://www.cdph.ca.gov>), the current requirements for working as a Hemodialysis Patient Care Technician in California are:

Possess a high school diploma or equivalent (GED);  
Complete a California state-approved training program (i.e. one approved by CDPH);  
Pass the California Dialysis Council (CDC) state-approved examination or one of the three CMS-approved national examinations; and  
Complete the Certified Hemodialysis Technician (CHT) Initial Application of the CDPH.

# PROGRAMS AND COURSES

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## COURSE DESCRIPTIONS

### Business Courses

#### **BUS 1110 Project Management**

This course will provide students with the ability to discern their role as project managers and team members and to describe the process of turning a project mandate into quality results that are on time and on budget.

### Information Technology Courses

#### **CIS 1005 Microsoft Office Suite Installation and Use**

This course provides students with theory and practice in installing, configuring, and repairing the Microsoft Office suite of applications with additional instruction for employment of the capabilities of Microsoft Word, Excel, PowerPoint, and Outlook 2010.

#### **CIS 1006 Computer Applications**

This course provides students not enrolled in IT courses instruction and hands-on practice with word processing software, spreadsheets, presentation software and email clients. Microsoft Office applications are used in the labs, while course topics are applicable to most common packages. Common professional communication formatting and email etiquette are included in the instruction.

#### **CIS 1011 Computer Applications I**

This course provides students not enrolled in IT courses with instruction and hands-on practice with Microsoft Word word processing software, PowerPoint, and Excel. Microsoft Office applications are used in the labs, while course topics are applicable to the most common Office suite applications. Common professional communication (letter) formatting is included in the instruction. Students will use PowerPoint to create presentations, including transitions and animations. Guidelines for effective presentations are covered. Students will create data tables, format, and sort data, create charts, and identify causes of Excel errors.

#### **CIS 1012 Computer Applications II**

This course provides students not enrolled in IT courses with instruction and hands-on practice with Microsoft Office Outlook and introduction to Veterinary Office software. Proper formatting and content of business emails is covered.

#### **CIS 1010 PC Hardware and Operations**

This course will prepare the student at a level of knowledge equal to a PC technician working in the field with six months of on the job training. The course covers PC hardware installation, configuration and troubleshooting, Microsoft OS (Windows 2000 to Windows 7) installation, configuration, troubleshooting and networking.

#### **CIS 1020 Networking Functions and Operating Systems I**

This course introduces students to Windows and to the networking technologies it supports. Students will be able to describe user accounts and security, identify the tools used to perform administrative tasks in a Windows-based network, and identify the networking architecture and protocols associated with networks. Students will be able to identify the hardware and software components required for network communication, including Remote Access Services, Web Services, and utilities for network maintenance.

#### **CIS 1025 Networking Functions and Operating Systems II**

This course provides students with the knowledge and skills to install and configure Windows 7 desktops, focusing on: installing, securing, networking, and browsing. It also provides students with the knowledge and skills to successfully configure mobile computers and applications that run Windows 7.

#### **CIS 1050 Network Troubleshooting**

This course prepares students to build networks from the hardware components (cables, connectors, network cards, hubs, switches, routers, and wireless access points), ensure connectivity and troubleshoot problems. Use of software utilities for connectivity and detection/removal of malware are used in the labs.

#### **CIS 1111 Implementing Windows Clients in a Domain Environment**

This course provides students with the knowledge and skills to install and configure Windows 7 desktops, focusing on: installing, securing, networking, and browsing. It also provides students with the knowledge and skills to successfully configure mobile computers and applications that run Windows 7.

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### **CIS 1120 Introduction to Open Source Systems and Linux**

This course is an introduction to GNU/Linux on stand-alone PCs. Topics covered include installing a distribution of the operating system, configuring video and network hardware, managing processes, creating, and managing user accounts, creating storage mount points, and installing applications.

### **CIS 2020 Network Security Concepts and Practices**

This course provides the student with the basics of Network Security, including General Security Concepts, Communication Security, Infrastructure Security, the basics of Cryptology, and Operational and Organizational Security. The material prepares a student to pass the CompTIA Security+ examination.

### **CIS 2125 Installing and Configuring Windows Server**

This course covers the initial implementation and configuration of core services including Active Directory Domain Services (AD DS), networking services, and Microsoft Hyper-V Server 2012 configuration. It includes lecture and labs on managing active directory objects, IPv4 and IPv6, implementation of group policy and local storage for file and print sharing.

### **CIS 2111 Configuring a Windows Server 2008 Network Infrastructure**

This course provides students with the knowledge and skills to configure and troubleshoot a Windows Server 2008 network infrastructure. Students will learn to implement and configure secure network access and implement fault tolerant storage technologies, gain an understanding of the network technologies most commonly used with Windows Server 2008 and IP-enabled networks (including IPv6), and learn how to secure servers and maintain update compliance.

### **CIS 2141 Windows Server 2008 Active Directory Domain Services**

This course provides Active Directory Technology Specialists with the knowledge and skills to configure Active Directory Domain Services in a distributed environment, implement Group Policies, perform backup, and restore, and monitor and troubleshoot Active Directory related issues.

### **CIS 2135 Administering Windows Server**

This course covers the administration tasks necessary to maintain a Windows Server 2012 infrastructure such as Implementing Server Images, User, and Group management with Active Directory Domain Services (AD DS) and Group Policy, Remote Access and Network Policies, Data Security, Monitoring, and Update Management.

### **CIS 2145 Advanced Windows Server Services**

This course covers advanced configuration of services necessary to deploy, manage and maintain a Windows Server 2012 infrastructure, such as advanced networking services, Active Directory Domain Services (AD DS), identity management, rights management, Federated services, network load balancing, failover clustering, business continuity and disaster recovery.

### **CIS 2211 LAN/WAN Routing and Switching Concepts I**

This course focuses on providing the skills and knowledge necessary to install, operate, and troubleshoot a small branch office Enterprise network, including configuring a switch, a router, and connecting to a WAN and implementing network security.

### **CIS 2212 LAN/WAN Routing and Switching Concepts II**

This course focuses on providing the skills and knowledge necessary to install, operate, and troubleshoot a small to medium-size branch office Enterprise network, including configuring several switches and routers, connecting to a WAN, and implementing network security.

### **CIS 2420 SharePoint Server 2010 Administration**

This course is designed to validate the skills needed to plan, install, configure, and administer SharePoint Server 2010 in a team-based, medium - large environment. This class teaches you the latest generation of the SharePoint that helps information technology (IT) professionals maximize control over their infrastructure while providing mission-critical business collaboration tools that allows their people to produce the best results.

### **CIS 2430 PowerShell Scripting**

PowerShell increases administrator productivity by automating repetitive tasks and ensuring complex, error-prone routines are performed consistently. Students gain practical experience using PowerShell to solve both one-time and recurring administrative challenges.

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### **CIS 2511 Planning and Administering Windows Server 2008**

This course provides students with the knowledge and skills to implement, monitor, and maintain Windows Server 2008 servers: plan the installation of server roles; create a configuration change plan; plan and implement Windows Server 2008 security; manage application versioning; and plan for a high-availability Windows Server 2008 deployment.

### **CIS 2611 Configuring Exchange Server 2010**

This course provides students the knowledge to configure and manage a messaging environment: installing Microsoft Exchange Server 2010; manage routing; client access; techniques to monitor and troubleshoot an Exchange Server 2010 messaging system; and the backup and restoration of databases. They will also learn how to manage addressing and recipient objects such as mailboxes, distribution groups, and contacts; managing messaging security and policies and how to manage spam, anti-virus, and content filtering.

### **CIS 2640 Administering and Securing Wireless Networks**

This course provides students with the knowledge and skills to set up, configure and secure enterprise wireless networks, including RF technologies, wireless standards, antenna concepts, network design, performance tuning, 802.11 network architectures, and site survey techniques.

### **CIS 2680 Network Intrusion Detection and Prevention**

This course is designed to make network administrators aware of the security related issues and the essential skills they need to implement security in a given network.

### **CIS 3110 Configuring Server 2008 Applications Infrastructures**

This course provides knowledge and skills for deploying Server 2008, installing, and tuning an Internet Information Services web server and configuring Terminal Services for remote connections to a Windows Active Domain.

### **CIS 3120 MCITP Enterprise Administrator**

This course will prepare IT professionals for the role of Enterprise Administrator. Students will learn how to design application infrastructure solutions based on Windows Server 2008 to meet varying business and technical requirements.

### **CIS 3130 Advanced Routing I**

This course teaches students how to implement, monitor, and maintain routing services in an enterprise network. Students will learn how to plan, configure, and verify the implementation of complex enterprise LAN and WAN routing solutions, using a range of routing protocols in IPv4 and IPv6 environments.

### **CIS 3140 Advanced Routing II**

This course covers the configuration of secure routing solutions to support branch offices and mobile workers. Comprehensive labs emphasize hands-on learning and practice to reinforce configuration skills.

### **CIS 3150 Advanced Switching I**

This course teaches students how to implement, monitor, and maintain switching in converged enterprise campus networks. Students will learn how to configure and verify the implementation of complex enterprise switching solutions. Labs emphasize hands-on learning and practice to reinforce configuration skills.

### **CIS 3160 Advanced Switching II**

This course teaches students how to plan, configure, and verify the implementation of complex enterprise switching solutions. The course also covers the secure integration of VLANs, WLANs, voice, and video into campus networks. Comprehensive labs emphasize hands-on learning and practice to reinforce configuration skills.

### **CIS 3170 Advanced WAN Troubleshooting I**

This course teaches students how to monitor and maintain IP networks. Skills learned include the planning and execution of regular network maintenance, based on systematic and industry recognized approaches. Labs emphasize hands-on learning and practice to reinforce troubleshooting techniques

### **CIS 3180 Advanced WAN Troubleshooting II**

This course teaches students how to monitor and maintain more complex, enterprise routed and switched IP networks. Skills learned include support and troubleshooting using technology- based processes and best practices, based on systematic and industry recognized approaches. Extensive labs emphasize hands-on learning and practice to reinforce troubleshooting techniques



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### **CIS 3610 Virtual Server Technologies**

This course provides the skills to effectively deploy and administer VMWare virtual servers in the large business and enterprise environment.

### **CIS 4110 Database Server Tools**

This course serves as an introduction to Microsoft SQL databases and the theory of relational databases in general. Syntax of SQL queries, normalization, tables, stored procedures, transactions, and control language are covered.

### **CIS 4210 Advanced Scripting**

This course provides a comprehensive introduction to writing shell scripts. Besides covering fundamental syntax for program flow control, variable assignment and substitution, I/O control, and mathematical expressions, it emphasizes the powerful features that are unique to this shell, including built-in string operators, variable typesetting/conversion, functions, and coprocess communication and control.

### **CIS 4410 Ethical Hacking**

This course immerses the student into an interactive environment where they practice how to scan, test, hack and secure their own systems. The lab intensive environment gives each student in-depth knowledge and practical experience with the current essential security systems.

### **CIS 4420 Installing and Configuring Databases**

This course provides students with instruction on writing queries and working with database entities by using the T-SQL language, creating, modifying, and deleting tables, modifying data with T-SQL statements, handling errors and optimizing the database.

### **CIS 4430 Maintaining Databases**

This course builds skills to administer Microsoft SQL Server 2012, a cloud-ready information platform that will help organizations unlock breakthrough insights and quickly build solutions to extend data across on-premises and public clouds, backed by mission critical confidence. The course focuses on teaching individuals how to use SQL Server 2012 product features and tools related to maintaining a database.

### **CIS 4510 Systems Security Control and Procedures**

This course provides comprehensive training in the seven domains of the Common Body of Knowledge (CBK) leading to SSCP or Associate of ISC2 certification. The course teaches security policy development, secure software development procedures, network vulnerabilities, attack types and corresponding countermeasures, cryptography concepts and their uses, disaster recovery plans and procedures, risk analysis, crucial laws and regulations, forensics, computer crime investigation procedures, physical security, and more.

### **Hemodialysis Technician Courses**

#### **HDT 1001 Introduction to Hemodialysis and the Person with Kidney Failure**

This initial portion of the course will provide students with a history of the field of dialysis from its inception to the present. Additional topics discussed will include care for the patient, practicing high legal and ethical standards, safety measures and behaviors, and protecting patient dignity, privacy, and confidentiality. The later portion of the course provides the students with an understanding of the hemodialysis process including precautions to insure patient safety. Students will be introduced to the terminology and physiology associated with renal function and the manner in which dialysis replaces this function.

#### **HDT 1002 Principles of Dialysis**

This course provides the students with an understanding of the hemodialysis process. Students will be introduced to the terminology and physiology associated with renal function and the manner in which dialysis replaces this function.

#### **HDT 1003 Vascular Access**

This course will provide students with information regarding the various types of vascular access utilized in dialysis and the procedures utilized when preparing for dialysis. This course will also cover medical management, patient teaching and complications related to this process.

#### **HDT 1004 Hemodialysis Devices**

This course provides students with an understanding of how hemodialysis devices work and an opportunity to work with the devices.

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## **HDT 1005 Hemodialysis Procedures and Complications**

This course covers the process of dialysis from set-up through clean-up. Each procedure is named and defined with a prescription and a purpose for each procedure. Crucial components of the course include the precautionary steps and safety measures taken to avoid complications in hemodialysis.

## **HDT 1006 Dialyzer Reprocessing**

This course provides students with the training and practice required to reprocess the equipment utilized for dialysis. This course also covers the federal regulatory standards for this process.

## **HDT 1007 Water Treatment**

This course discusses how and why water is treated before it is used for dialysis. Students will learn the various types of contaminants commonly found in water and how these contaminants can adversely affect patients. A key component of this course will be the components and monitoring of the water treatment system.

## **HDT 1008 Hemodialysis Review**

This course will assist students in reviewing program material prior to embarking on their clinical experiences and in preparing for the certification examinations required for this occupation.

## **HDT 1009 Hemodialysis Practicum**

This course will provide students with experience in the assessment and management of patients who are being treated with hemodialysis. Students will be assigned to clinical facilities for these activities.

## **HDT 1011 PCT Professional Development**

This course exposes students in their clinical practicums to concepts of customer service, verbal communication skills, cultural differences, teamwork, compliance, and appropriate behavior in the workplace.

## **Nursing Courses**

### **CLI 2215A Term 1 Clinical Skills Lab and CLI 2215B Term 1 Clinical**

This course is conducted at clinical facilities to expose the Vocational Nurse student to nursing functions appropriate to the term and experience level of the student nurse. CLI 2215A clinical sessions occur in the Skills Lab and CLI 2215B sessions are held in clinical facilities.

### **CLI 2216A Term 2 Prefacility Clinical Proficiency and CLI 2216B Term 2 Clinical**

This course is conducted at clinical facilities to expose the Vocational Nurse student to nursing functions appropriate to the term and experience level of the student nurse. CLI 2216A is conducted in the Skills Lab to confirm the student's readiness to perform the additional responsibilities expected of a Term 2 Student Nurse.

### **CLI 2217A Term 3 Prefacility Clinical Proficiency and CLI 2217B Term 3 Clinical**

This course is conducted at clinical facilities to expose the Vocational Nurse student to nursing functions appropriate to the term and experience level of the student nurse. CLI 2217A is conducted in the Skills Lab to confirm the student's readiness to perform the additional responsibilities expected of a Term 3 Student Nurse.

### **CLI 2214 Term 4 Clinical**

This course is conducted at clinical facilities to expose the Vocational Nurse student to nursing specialties appropriate to the term and experience level of the student nurse. Clinical practice in Mental Health, Maternal and Pediatric facilities is included during this term.

### **MED 2060 Nursing Fundamentals I**

This is the first of three courses that are the theoretical base for application of the nursing process at a basic level. They serve as an introduction to the history and theory of nursing, the nursing process, family nursing, nutrition, and trans-cultural concepts, as well as an introduction to the clinical setting, including ambulatory, acute, and/or long-term health care environment. The anatomy topics present an analysis of human structure integrating cellular, tissue, organ, and organ system levels of structure and relates structure to function, as well as emphasis on major organ systems and their significance in maintaining homeostasis of the whole body. Understanding of terminology for position and combinational forms is paramount.

### **MED 2061 Nursing Fundamentals II**

This is the second of three courses that are the theoretical base for application of the nursing process at a basic level. They serve as an introduction to the history and theory of nursing, the nursing process, family

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nursing, nutrition, and trans-cultural concepts, as well as an introduction to the clinical setting, including ambulatory, acute, and/or long-term health care environment. The anatomy topics present an analysis of human structure integrating cellular, tissue, organ, and organ system levels of structure and relates structure to function, as well as emphasis on major organ systems and their significance in maintaining homeostasis of the whole body. Understanding of terminology for position and combinational forms is paramount.

### **MED 2062 Nursing Fundamentals III**

This is the third of three courses that are the theoretical base for application of the nursing process at a basic level. They serve as an introduction to the history and theory of nursing, the nursing process, family nursing, nutrition, and trans-cultural concepts, as well as an introduction to the clinical setting, including ambulatory, acute, and/or long-term health care environment. The anatomy topics present an analysis of human structure integrating cellular, tissue, organ, and organ system levels of structure and relates structure to function, as well as emphasis on major organ systems and their significance in maintaining homeostasis of the whole body. Understanding of terminology for position and combinational forms is paramount.

### **MED 2044 Pharmacology Fundamentals**

This course covers basic concepts of pharmacology including targeted systems, safeguards, and delivery of drug medications. Expected effects, adverse effects, and side effects are emphasized. Units of measurement and beginning dosage calculations are included.

### **MED 2045 Integumentary System**

This course is the first of five beginning medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised integumentary systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.

### **MED 2046 Sensory System**

This course is the second of five beginning medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised sensory systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.

### **MED 2047 Musculo-Skeletal System**

This course is the third of five beginning medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised musculo-skeletal systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.

### **MED 2048 Digestive System**

This course is the fourth of five beginning medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised digestive systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.

### **MED 2049 Fluid and Electrolyte Balance and Renal System**

This course is the fifth of five beginning medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised renal systems is taught. Fluid and electrolyte balance is also covered. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.

### **MED 2050 Emergency and Surgical Nursing**

This course is an introduction to nursing care in the perioperative environment and responses to emergency situations.

### **MED 2051 Cardiovascular System**

This course is the first of five intermediate medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of

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medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised cardiovascular systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.

### **MED 2052 Immune System**

This course is the second of five intermediate medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised immune systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.

### **MED 2053 Oncology**

This course is the third of five intermediate medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with cancer is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.

### **MED 2054 Respiratory System**

This course is the fourth of five intermediate medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised respiratory systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.

### **MED 2056 Endocrine System**

This course is the fifth of five intermediate medical-surgical nursing courses that focus on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised endocrine systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.

### **MED 2057 Neurological System**

This course in advanced medical-surgical nursing focuses on providing nursing care to adult patients in a variety of settings, including care planning and implementation, application of medical/surgical, supervision and pharmacological classroom content to the clinical situation. Treatment of clients with compromised nervous systems is taught. The role of the LVN and teamwork/communication with other members of the healthcare team is emphasized.

### **MED 2058 Reproductive and Maternal Nursing**

This course discusses the antepartum, intrapartum, and postpartum nursing care and goals, fetal development, and the importance of nutrition and diagnostic requirements. Client education regarding use of drugs and alcohol during pregnancy is stressed. Care of the neonate is covered in this course.

### **MED 2059 Pediatric Nursing**

Pediatric care is focused on providing nursing care for infants, children, and their families, with an emphasis on family-centered nursing, education, health promotion and illness prevention. Normal growth, development patterns of the growing child and nursing needs in areas of functional physiological, social, and psychological integrity are exercised in the clinical environment. Calculation of pediatric dosages for pharmaceutical products and pediatric nutrition are covered.

### **MED 2107 Nursing Leadership and Supervision**

This course introduces students to Vocational Nurse leadership and management practices. It shows the role of communication skills and critical thinking as the basis for leadership and management decisions, and the legal and ethical implications of those decisions and their relevance to professional standards.

### **MED 2118 Mental Health Nursing**

This course is an introduction to the major concepts, theoretical perspectives, and empirical findings in psychology, oriented to optimizing patient interaction techniques, including the role of the vocational nurse on the mental health care team. Substance abuse and addiction are discussed.

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### **MED 2115 Community Nursing**

This course introduces students to the role of the Licensed Vocational Nurse under the Vocational Nursing Practice Act, customer-centric service delivery and career goal achievement. Rehabilitative nursing and ambulatory care are discussed. Ethics, informed consent, advance directives, and other medico-legal topics are covered. Home care, hospice care and disaster nursing are covered.

### **MED 2261 Term 1 Cumulative Exam**

This course is a review of Term I concepts, with application of theory and critical thinking to NCLEX exam-style questions. Topics presented in Term I are reviewed. Test taking techniques and stress-reduction practices are also presented.

### **MED 2262 Term 2 Cumulative Exam**

This course is a review of Term II concepts, with application of theory and critical thinking to NCLEX exam-style questions. Topics presented in Term II are reviewed. Test taking techniques and stress-reduction practices are also presented.

### **MED 2263 Term 3 Cumulative Exam**

This course is a review of Term III concepts, with application of theory and critical thinking to NCLEX exam-style questions. Topics presented in Term III are reviewed. Test taking techniques and stress-reduction practices are also presented.

### **MED 2264 Exit Exam and NCLEX Preparation**

This course is a review of Term I-IV concepts, with application of theory and critical thinking to NCLEX exam-style questions. Topics presented in Term I-IV are reviewed. Test taking techniques and stress-reduction practices are also presented. MED 2264 includes 40 hours of review preparation for greater success taking the National Council of State Boards of Nursing NCLEX-PN® licensing examination.

### **NUR 1060 Gerontology**

**2.5 Units**

**Prerequisite: Admission to the nursing program; will be taken concurrently with NUR 1100**

This course will provide the student with the foundation for nursing practice with the older adult client. The physical and psychosocial changes associated with aging will be examined including adaptive behaviors in the normal aging person. Health and socialization, financial considerations, legal considerations of the aging client, cultural needs and interaction with the healthcare system. The need for multidisciplinary interaction with the aging client will be discussed. Common concerns of an aging population will be covered within the course.

### **NUR 1100 Fundamentals of Nursing I**

**8 Units**

**Prerequisite: Completion of Anatomy, Physiology, and Microbiology with a grade of C+ or better, English Composition and College Algebra I with a grade of C+ or better**

This course provides the foundation for nursing practice for the student at the beginning level using the NLN Educational Competencies Model. Nursing historical, educational, ethical, and legal concepts as well as principles of safety, evidence based practice and quality, physical and psychosocial assessment, pharmacology, informatics, therapeutic communication, nutrition, sleep/rest, bowel and bladder elimination, geriatric nursing and wellness care are examined. Students are introduced to utilization of the nursing process, critical thinking, therapeutic communication, and basic nursing skills. Students will begin to use health assessment while providing care for adult and geriatric clients with predictable outcomes and their families in the non-acute and/or acute care settings. Multicultural considerations including gender, ethnicity, sexuality, and age are explored in relation to providing effective nursing care. Skills lab and simulation scenarios will be used to reinforce concepts learned during theory instruction.

### **NUR 1101 Medication Administration**

**Co-requisite: NUR 1100**

**1.5 Units**

The course focuses on development of the knowledge and attitudes to ensure client safety while administering medications. Key concepts include therapeutic communication, health teaching, preparation, and administration of medication by the topical, oral, nasogastric, intradermal, subcutaneous, and intramuscular routes. Students are introduced to the administration of intravenous fluids for hydration and the concepts of administering intravenous medications within the scope of the Nurse Practice Act. Client monitoring and the legal implication of documenting medication administration are incorporated. Focus is placed on meeting the holistic needs of the client within the scope of nursing practice throughout the life span. Skills lab and some simulation exercises will reinforce concepts learned in theory lectures.

### **NUR 1200 Fundamentals of Nursing II**

**4 Units**

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**Prerequisite: NUR 1100 with a grade of C+ or better and a grade of Pass in NUR 1101**

This course continues to provide the foundation for nursing practice for the student at the beginning level using the NLN Educational Competencies Model. Students will continue to implement critical thinking, therapeutic communication, and basic nursing skills and the nursing process as the foundation of nursing practice. Basic fluid, electrolyte and acid-base concepts, dysfunction in glucose homeostasis, visual and hearing dysfunction, pain, chronic, stable respiratory dysfunction, chronic, stable cardiovascular dysfunction, impaired mobility related to neuromusculoskeletal dysfunctions and psychosocial concepts are examined. Students will begin to use health assessment while providing care for adult and geriatric clients and their families in the non-acute and/or acute care settings. Multicultural considerations including gender, ethnicity, sexuality, and age are explored in relation to providing effective nursing care. Students will continue to learn to work collaboratively with other members of the interdisciplinary health care team to provide medical surgical/geriatric client care. Skills lab and some simulation exercises will reinforce concepts learned in theory lectures.

**NUR 1201 Psychiatric Mental Health Nursing**

**6.5 Units**

**Prerequisite: NUR 1200 with a grade of C+ or better**

In this course, students will apply the theoretical evidence based nursing skills using the nursing process, therapeutic communication, and critical thinking in the care of mental health clients experiencing mental, psychological, and psychiatric disorders and conditions. Students will develop improved skills in communication, client teaching, psychopharmacology and collaboration between the nurse, the client and their family members. Students will learn to work as a member of an interdisciplinary healthcare team to provide mental health/psychiatric client care. Experience is gained in the acute care and/or community health settings to enhance the development of clinical competency in meeting the health care needs of mental health clients with mental, psychological, and psychiatric disorders and conditions. Communication and simulation scenarios will allow students to reinforce concepts learned during theory class.

**NUR 1300 Medical-Surgical Nursing I**

**12 Units**

**Prerequisite: NUR 1201 with a grade of C+ or better**

This course has an emphasis on application of the nursing process, therapeutic communication, basic nursing skills and critical thinking in meeting the health care needs of adult medical –surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medical-surgical/geriatric client and their family. Students will use the nursing process to identify and prioritize the health care needs of adult medical –surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about stress and coping, religion, culture, perioperative nursing, complementary and alternative healing modalities, evidence-based practice, informatics, safety, nutritional disorders, metabolic dysfunction, hematologic dysfunction, endocrine dysfunction, immune and connective tissue disorders, gerontology, care of the older adult, oncology, chronic pain, and Hospice care and, neurological dysfunctions. Clinical experience is gained in the acute care health setting to enhance the development of clinical competency in meeting holistic health care needs of the adult and geriatric medical-surgical clients and their families. Skills lab and simulation scenarios will reinforce concepts learned in theory lecture.

**NUR 1302V Transition to Nursing**

**Prerequisite: Completion of Anatomy, Physiology, and Microbiology with a grade of C+ or better, English Composition with a grade of C or better and official admission to the nursing program for the LVN student**

This course provides an introduction to the Associate of Science Degree Nursing Program. It is designed to assist the Advanced Placement Student to transition into the nursing program. The focus of this course is on the role of the entry level registered nurse. Topics covered include the conceptual framework and philosophy of the nursing program, the NLN Educational Model, the nursing process and the required skills needed to advance into the next quarter.

**NUR 1400 Medical-Surgical Nursing II**

**10.5 Units**

**Prerequisite: NUR 1300 with a grade of C+ or better**

This course has an expanded emphasis on application of the nursing process, therapeutic communication, basic nursing skills and critical thinking in meeting the health care needs of adult medical –surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medical-surgical/geriatric client and their family. Students will use the nursing process to identify and prioritize the health care needs of adult medical –surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about evidence based practice, care of the elderly, IV therapy, the client

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requiring blood and blood transfusion, cardiovascular dysfunction, renal disorders, and liver disorders. Clinical experience is gained in the acute care health setting to enhance the development of clinical competency in meeting holistic health care needs of the adult medical-surgical/geriatric clients and their families. Skills lab and simulation scenarios will reinforce concepts learned in theory lecture.

### **NUR 1500 Maternal and Newborn Nursing**

**7.5 Units**

**Prerequisite: NUR 1400 with a grade of C+ or better**

The emphasis in this course is placed on the application of the nursing process, therapeutic communication, basic nursing skills and critical thinking in the care of the childbearing client experiencing pregnancy and delivery and her family. Client teaching and collaboration will occur between the nurse, the client and family members. Students are expected to utilize the nursing process to identify and prioritize the health care needs of clients undergoing labor and delivery, the neonate, and patients with reproductive health issues. Students will be working as a member of an interdisciplinary healthcare team and emphasis is placed on the acquisition of knowledge, skills and attitudes needed to function within the scope of nursing practice with the childbearing client and her family. Clinical experience is gained in the acute care and/or community health setting to enhance the development of clinical competency in meeting holistic health care needs of the childbearing client experiencing pregnancy and delivery and her family. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.

### **NUR 1600 Family and Child Nursing**

**7.5 Units**

**Prerequisite: NUR 1500 with a grade of C+ or better**

This course has an emphasis on the application of the nursing process, therapeutic communication, advanced nursing skills and critical thinking in the care of infants, children, adolescents, and their families while performing client teaching and collaboration between the nurse, the client, and their family members. Students will use the nursing process to identify and prioritize the health care needs of pediatric/adolescent clients who may have increasingly less predictable outcomes and who may demonstrate a rapid change in their health status. Students will work as a member of an interdisciplinary health care team caring for children and their families. Experience is gained in the acute care and/or community health settings to enhance the development of clinical competency in meeting health care needs of infants, children, adolescents, and their families. Increased emphasis is placed on the acquisition of the knowledge, skills and attitudes needed to function within the role of the nurse within the scope of entry level nursing practice. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.

### **NUR 1700 Advanced Nursing I**

**8.0 Units**

**Prerequisite: NUR 1600 with a grade of C+ or better**

This course allows application of all acquired concepts, theories, knowledge, and clinical skills when caring for acutely ill medical-surgical/geriatric clients with rapidly changing and complex health care needs and their families. Emphasis is placed on the integration and synthesis of the nursing process, therapeutic communication, time management, leadership and management and critical thinking for the acutely ill patient. Medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, professional trends and issues, accountability, organization and time management skills and leadership and management skills in meeting the holistic health care needs of adult and geriatric clients with rapidly changing and complex health care needs is also stressed. Collaboration with members of the multidisciplinary health care team to modify the client's plan of care is incorporated. Experience is gained in the acute care setting managing acutely ill clients with rapidly changing and complex health care needs and their families. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations, including mock codes.

### **NUR 1800 Advanced Nursing II**

**10.0 Units**

**Prerequisite: NUR 1700 with a grade of C+ or better**

This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, professional trends and issues, accountability, organization and time management skills, leadership and management skills, collaboration with members of the interdisciplinary healthcare team and theories. Care for patient with acute geriatric dysfunctions is included. Concepts are expanded to include professional issues in nursing, critical thinking, legal-ethical issues, quality improvement, managing a group of clients and role transition. Emphasis is placed on the application of knowledge, skills and attitudes needed for the entry level registered nurse within the scope of nursing practice. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations. Experience is gained in the acute care settings managing multiple clients with rapidly changing and complex health care needs and their families. This course will facilitate the student's transition into an entry-level position as a graduate nurse.

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### **NUR 3013 Role Transformation in Nursing**

This course focuses on the professional aspects of nursing. The current practice of nursing is examined and a framework is developed to meet professional and educational goals. Tools utilizing evidence-based practice are integrated throughout the course. The role of professional values, nursing knowledge, and professional practice are explored and compared to the student's current practice.

### **NUR 3023 Health Promotion through the Life Cycle**

This course explores the needs of children and adults requiring healthcare from infancy through the lifespan. Through a family-centered approach, the course addresses health problems in children and adults and the impact of illness on the family. Students correlate normal growth and development with care of individuals and families throughout the lifespan while promoting healthy lifestyle strategies. There will be a focus on current in the health care system as it relates to health promotion in the pediatric and adult population and the need for an emphasis on health promotion, maintenance, and restoration. The need for nurses to provide care to individuals in a variety of settings throughout their lifespan is explored.

### **NUR 3033 Theoretical Models of Nursing**

This course introduces the nature of nursing theory. Nursing theory is analyzed as a foundation for nursing practice and research. Origins of and strategies for theory development in nursing are examined in terms of importance for the development of professional nursing.

### **NUR 3043 Evidence-Based Practice**

This course focuses on evidence-based practice in nursing and healthcare as the basis for providing appropriate, efficient, and cost-effective care, treatment, and services through the use of current scientific and technological knowledge.

### **NUR 3053 Healthcare Informatics**

This course introduces students to the concepts and practices of health informatics. Topics include major applications and vendors, decision-making methods and technologies, information systems, and emerging trends.

### **NUR 3063 Principles of Teaching**

This course provides a comprehensive overview of key educational concepts for health professionals in all disciplines. The course covers teaching and learning strategies and techniques, learner characteristics, learning styles, and the evaluation of teaching and learning.

### **NUR 3073A Pathopharmacology I**

This course focuses on principles of normal and abnormal physiology applied to health care and nursing practice. Emphasis is placed on cellular, organ, system, and holistic function of disease processes. Pathopharmacology I focuses on the cellular and immune systems, cardiopulmonary, renal, and gastrointestinal systems, and associated disease processes. The effects of drugs on the various body systems will also be examined as well as the use of medications in practice and the role of the nurse in educating patients regarding use of medications with pathophysiologic conditions. Development of analytical evidence based skills to assess the effectiveness of medications and prevention of medication errors will also be discussed.

### **NUR 3073B Pathopharmacology II**

This course focuses on principles of normal and abnormal physiology applied to health care and nursing practice. Emphasis is placed on cellular, organ, system, and holistic function of disease processes. Pathopharmacology II focuses on the endocrine, nervous system, GU, musculoskeletal and skin system, and the associated disease processes. The effects of drugs on the various body systems will also be examined as well as the use of medications in practice and the role of the nurse in educating patients regarding use of medications with pathophysiologic conditions. Development of analytical evidence based skills to assess the effectiveness of medications and prevention of medication errors will also be discussed.

### **NUR 4013 Ethics in the Life Sciences**

Ethics is studied as a branch of philosophy. The goal of ethics is to rationally determine what is right and wrong. Ethics is distinguished from morals. Complexities in ethical reasoning that arise from the impact of technological advances in the life sciences are discussed. The relationship between local, state and federal laws and the subject of ethics is studied with a view to how this relationship affects the practice of healthcare.



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### **NUR 4023 Leadership and Economics in Management**

This course focuses on the exploration of leadership, economic and management principles, and leadership theories with application to nursing practice in the provision of health care among an ever-changing healthcare spectrum. Students will also examine the fundamental economics of the U.S. health care system and how financial issues affect the role of nursing and nursing leaders. Student development in the roles of problem solver, change agent and leader are emphasized.

### **NUR 4033 Advanced Physical Assessment**

This course focuses on the application of critical thinking and deductive and inductive reasoning in the assessment of the health status of individuals. The emphasis is on the systematic approach to health history and physical examination for differentiating normal from abnormal states. A holistic approach which includes the assessment of the physical, developmental, psychosocial, cultural, and spiritual dimensions will be used.

### **NUR 4043 Community-Based Nursing**

This course focuses on the synthesis of population-based health and public health concepts to promote, maintain, and restore health to individuals, families, and communities. Community assessment, risk appraisal, and application of community health nursing strategies are emphasized in a community experience.

### **NUR 4053 Nursing Research**

Nursing research and evidence-based practice relies on results from valid studies, which are reviewed for applicable implementation into practice. Research methods needed for systematic investigation and expansion of nursing knowledge are examined. Critical appraisal of research is emphasized with a focus on analyzing the integration of research findings into the practice setting and planning for the final Capstone project.

### **NUR 4103 Capstone**

This is the capstone course in the Bachelor of Science in Nursing program. All students are expected to demonstrate the ability to conduct directed research on a concept in the nursing field, utilizing the methods of inquiry previously learned in the curriculum including experimental data collection, statistical analysis, and integration of concepts from the program

### **NUR 5000 Theoretical Foundations of Advanced Nursing**

This course examines selected theories in nursing and health. Approaches to the analysis, critique, and utilization of theories in nursing practice and scholarship are emphasized. Students develop and apply theories and analysis to an area of interest.

### **NUR 5001 Pathopharmacology**

This course focuses on the deductive and inductive reasoning in the administration of medications based on pathophysiology and the application of critical thinking. The emphasis of the course is on understanding the actions and side effects of medications that are both anticipated and unanticipated applied to the pathophysiology of the disease being treated. A holistic approach to pathophysiology and pharmacology will be used to increase the understanding of how lifestyle, age and culture affect medication use and the disease process. Course discussion will follow the pathophysiology of selected body systems with introduction of pharmacological treatments. Information on complementary medications, nutritional supplements and dietary considerations will be included. Integrative therapies and special populations will be included.

### **NUR 5002 Advanced Health Assessment**

This course focuses on the assessment of the health status of individuals. The emphasis is on the systematic approach to health history and physical examination for differentiating normal from abnormal states. A holistic approach will be used which includes the assessment of the physical, developmental, psychosocial, cultural, and spiritual dimensions. There will be a review of relevant anatomy and physiology along with examples of examination techniques and corresponding written documentation of the assessment. Health promotion and special populations will be included.

### **NUR 5010 Trends in Contemporary Nursing**

The course explores issues and trends in the nursing profession including such topics as: current nursing shortage, workplace issues, policy, healthcare reform, ethical behavior, and practice competencies in professional practice. Students will develop advanced knowledge about the complex issues of nursing within multidisciplinary practice in a variety of environments.

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### **NUR 5020 Transcultural Nursing**

This course provides an in-depth study of cultural diversity, delineating culturally competent health-care practices in a multicultural society. Assessment, planning, diagnosis, evaluation, and implementation of care for cultural differences are explored.

### **NUR 5025 Epidemiology**

Epidemiology is the study of the cause, spread, and effects of disease on a given population. Students will be introduced to the principles and methods of using epidemiology in practice. The methods include models to study the behavior of disease, the collection and statistical analysis of data to detect patterns in the spread of disease, and the use of evidence-based methods to identify health risks and prevent the spread of disease in an environment. Case studies in epidemiology will be examined. Students will gain experience in interpreting epidemiological data and effectively communicating the results of statistical analysis.

### **NUR 5026 Leadership, Economics, and Management**

This course deals with the economics of healthcare for nurses in more advanced practice roles. The market structure of the U.S. healthcare industry is surveyed. Some of the topics to be studied include the nature of supply and demand for healthcare services, managed care, HMOs, professional licensure, for profit and not-for-profit providers, and problems guaranteeing the integrity and privacy of patient information. The role of government regulation and financing of healthcare will be examined. Problems in healthcare such as the cost of U.S. healthcare and the aging of the U.S. population will be discussed. The healthcare industries in other countries such as Canada, Britain, and Japan will be studied to compare with current U.S. healthcare.

### **NUR 5027 Leadership and Management in Nursing**

This course focuses on major responsibilities in leadership and management in the practice of professional nursing in a more advanced role. Healthcare advances and management dilemmas are examined to provide for the development of leadership in a variety of settings and when working with interdisciplinary teams.

### **NUR 5028 Analysis of Data in Nursing**

This course introduces students to qualitative and quantitative research practices in nursing. Students learn to critically evaluate existing research, develop workable research questions, and choose the best methods to address the questions they ask. Students start to determine data analysis methods for their capstone project for their master's degree in this course.

### **NUR 5029 Research Methodologies**

This course introduces students to qualitative and quantitative research practices in rhetoric, composition, and technical communication in nursing. Students learn to critically evaluate existing research, develop workable research questions, and choose the best methods to address the questions they ask. Students start to design their capstone project for their master's degree in this course.

### **NUR 5031 Nurse Educator – Roles, Responsibilities, and Relationships**

This course will introduce the student to the Nurse Educator role in a variety of settings. This will include roles in the academic setting, staff development, and clinical nurse educator. A key focus of this course will be developing an understanding of the role of the nurse educator within the academic community. Certification standards will be an additional topic of the course.

### **NUR 5032 Teaching Strategies for the Nurse Educator**

Effective classroom and clinical teaching/learning strategies foster sound clinical judgment, safe clinical practice, and professional development. In this course, students will develop theoretically-based, teaching/learning strategies focused on individual learner needs within classroom and clinical learning environments. Special attention will be given to the interplay of different learning circumstances including various clinical settings, learner needs and learner evaluation.

### **NUR 5033 Curriculum Design and Evidence-Based Practice Implementation**

This course presents a systematic method for the planning, development and implementation of instructional curriculum and programs. In addition to examining the research supporting contemporary methods of instructional design, students will be required to use concepts introduced to develop a course suitable for implementation in a nursing environment. The methods of program evaluation and accreditation are also discussed.

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### **NUR 5034 Student Assessment and Evaluation in Nursing Education**

This course is designed to introduce learning evaluation concepts, including test and measurement at the didactic, clinical, and programmatic levels. Course content will include strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains.

### **NUR 5035 Integrating Technology into Nursing Education**

This course examines a variety of innovative computer technologies that support the teaching-learning process in the classroom and clinical settings. Course content includes application of information technology in nursing practice and education. Principles of distance learning, use of the internet and the integration of computer technologies to create new, innovative models of teaching will be explored.

### **NUR 5036 Educational Theory: Principles, Methods, and Design**

This course deals with educational principles and theories of learning, and how these educational principles and theories may be applied to nursing education. Teaching techniques which address the different styles of learning in nursing students (including computer simulation techniques) will be studied. Educational principles for dealing with students of diverse cultural backgrounds will also be taught to the nurse educator.

### **NUR 5041 Healthcare Finance and Strategic Planning**

This course covers selected topics in both financial and managerial aspects of the U.S. Healthcare industry. Issues are evaluated and presented from the perspective of all key stakeholders including the consumer, providers, provider-organizations, payers, and the government. Use of strategic planning in practice will be discussed.

### **NUR 5042 Advanced Leadership and Management in Healthcare**

This course focuses on developing the nurse executive as a leader and examines leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles. An emphasis is placed on techniques necessary to develop strong collaborative relationships in the healthcare environment.

### **NUR 5043 Human Resources Management**

This course examines the role of managing personnel within today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed.

### **NUR 5044 Information and Healthcare Technologies**

This course provides a perspective on the effective use of data and information technology to improve organizational performance in the healthcare settings. Current and future healthcare information management, decision support and knowledge management applications will be examined in the context of challenges facing healthcare organizations today. Legal and ethical issues will be explored as will the use of the Internet in healthcare.

### **NUR 5045 Ethical and Legal Perspectives of the Health System**

This course examines legal, regulatory, and ethical considerations in health care management, and the formation of public policy in the health care setting. Emphasis is on understanding legal principles and issues including administrative and regulatory law. Additional topics include institutional and individual liability in the health care sector as well as HIPPA and FERPA regulations.

### **NUR 5046 Healthcare Policy**

This course examines healthcare policy and how it affects nursing practice. Students will receive an overview of the U.S. healthcare system, including the delivery system and the various health policy groups and agencies. Healthcare policy at the local, state, federal, and international levels will be discussed, and the quality and equitability of healthcare as well as the reasons for cost growth will be examined. In addition, the course will analyze the role of various healthcare stakeholders, such as CEOs, politicians, and nursing managers, and how they influence healthcare policy reform.

### **NUR 5060 Capstone I (Directed Research)**

This is the first capstone course in the Master of Science in Nursing program. Students are expected to demonstrate measurable proficiencies related to the program outcomes through a Capstone Project. The purpose of the Capstone Project is to provide the student with the opportunity to assume primary responsibility for their learning while pursuing an in-depth study of a concept found within their area of specialization. The course builds on previous learning in and requires application of nursing theory, psycho-social sciences, basic

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statistics, nursing research and experiential learning from their professional experiences. The student is encouraged to integrate the appropriate concepts of leadership, communication, research, the nursing process, and critical thinking across the health-illness continuum.

### **NUR 5070 Capstone II (Directed Research)**

This is the final capstone course in the Master of Science in Nursing program. All students are expected to demonstrate measurable proficiencies related to the program outcomes. Students in this course will be completing and presenting their Capstone project for review and evaluation of integration of concepts from the Master of Science in Nursing curriculum. Successful completion of this culminating course will lead to the Degree of a Master of Science in Nursing.

### **Occupational Therapy Assistant Courses**

#### **OTA 1000 OTA Foundations**

This course introduces the student to the field of Occupational Therapy, its history, and theories/models of practice. The contribution of the COTA to client wellness as part of the healthcare team is stressed, as well as the organizations regulating and guiding the practice of Occupational Therapy. AOTA's Code of Ethics and Standards of Practice are presented. The student also will become acquainted with procedures and practices standard in the healthcare field, including HIPAA/client confidentiality and infection control in healthcare settings and the home.

#### **OTA 1001 Human Components I**

The first in a series of three courses. This course studies medical terminology and the terminology of the occupational therapy practice framework.

#### **OTA 1002 Human Components II**

The second in a series of three courses. This course focuses on human development. Human Components II explores physical and developmental aspects of the human: infant, childhood, adolescent and adult. Support for quality of life, well-being, and occupation as part of the OTA's professional responsibility are explored, with reference to social, ethical and health and welfare issues affecting occupation.

#### **OTA 1003 Human Components III**

The third in a series of three courses. This course covers pathology. Human Components III explores the mechanisms of disease, diseases of systems and prevention.

#### **OTA 1004 Psychology**

In this course psychopathology throughout the life span is explored. The evolution of the diagnostic and statistical manual of mental disorders is examined and models of practice in psychiatry are looked at. Psychiatric disorders, their implications for function, and treatment as well as implications for occupational therapy are reviewed and discussed.

#### **OTA 1005 Kinesiology**

In this course the structure and organization of the human body are examined and analyzed in relation to the functional movements required for work, play and self-care activities. The occupational therapy biomechanical framework is reviewed. Principles of kinesiology are presented in relation to functional mobility, body mechanics and joint protection.

#### **OTA 1006 Fundamentals of OTA Practice**

Building on the concepts introduced in Term 1, this course explores the professional responsibilities, legalities, ethics, and Standards of Practice demanded of a Certified Occupational Therapy Assistant. The use of research of professional literature, continuing education, and the need to mentor OTA students is presented.

#### **OTA 1007 Physical Dysfunction I**

In this course, the normal occupational performance in development of adult roles is developed. Physical, socioeconomic, environmental factors, lifestyle choices, and physical factors that influence adult occupational performance in the roles of adulthood including homemaker and worker roles are examined. Exploration of the recovery process, from acute care to rehabilitation for physical and psychosocial conditions, is reviewed. Involvement in assessment, intervention, and therapeutic activities that facilitate age appropriate occupational behaviors is practiced. The discharge process and collaboration with other professionals and community agencies is included as part of the treatment continuum.

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## **OTA 1008 Physical Dysfunction II**

In this course, the normal occupational performance in development of adult roles is continued, to include knowledge and application of assistive devices that are fundamental in the practice of occupational therapy across diagnostic categories and age groups, an introduction to a broad range of equipment from "low technology" to complex "high-technology" devices involving micro-electronics. Topics include: adapted equipment for activities of daily living, home modifications, personal mobility and adapted driving, computer accessibility, communication aides. The environments in which assistive technologies are used will be explored including home, school, work, play and recreation.

## **OTA 1009 Pediatric OT**

This course covers the causes, course and prognosis of disorders that occur from birth through adolescence. The principles and theories underlying learning and the developmental process will be reviewed. The OTA's use of play in the development of self-discovery, decision-making, work-role skills will be discussed. The role of the OTA in prevention and rehabilitation programs within different types of service facilities will be explored. The role of families, care givers, teachers and significant others in the treatment process will be discussed. Assessment, program planning and treatment will be defined and performance skills necessary for successful occupational behaviors will be presented.

## **OTA 1010 Psychosocial Dysfunction**

This course provides students with a comprehensive view of OT practice in psychosocial dysfunction. The course covers intervention techniques, interacting with clients, safety, the OTA's role in assessment, documentation, and theoretical issues that guide mental health practice.

## **OTA 1011 Documentation**

This course introduces students to the role of documentation in client care, the contents of documentation, including the subjective, objective, and assessment data and plan, and their importance within the health record. Application of these documentation techniques, primarily using the SOAP format, including the use of medical terminology and abbreviations, will be practiced. The relationship of documentation to the client and billing/reimbursement as well as to legal and ethical issues is also discussed.

## **OTA 1101 Term 1 Review**

This course summarizes material from Term 1 in preparation for the Term 1 Exit Exam. Selected topics come from SCI-1020 Anatomy and Physiology, OTA 1000 OT Foundations, and OTA 2001 Term 1 Lab.

## **OTA 1102 Term 2 Review**

This course summarizes material from Term 2 in preparation for the Term 2 Exit Exam. Selected topics come from OTA 1001 Human Components I, OTA 1002 Human Components II, OTA 1003 Human Components III, OTA 1004 Psychology, OTA 1005 Kinesiology, and OTA 2002 Term 2 Lab.

## **OTA 1103 Term 3 Review**

This course summarizes material from Term 3 in preparation for the Term 3 Exit Exam. Selected topics come from OTA 1006 Fundamentals of OTA Practice, OTA 1007 Physical Dysfunction I, OTA 1008 Physical Dysfunction II, OTA 1009 Pediatric OT, OTA 1010 Psychosocial OT, and OTA 2003-Term 3 Lab.

## **OTA 2001 OTA Lab I**

This OT Skills Lab course builds a foundation of basic abilities and practical knowledge that are fundamental to the practice of occupational therapy assistants. Students will focus on acquiring usable skills related to client mobility, self-care, standard equipment use, and safety issues. Students will practice a variety of skills and begin learning how to instruct others as well as document interventions. Students will begin to analyze aspects of the whole person and begin to exercise judgment and clinical reasoning skills. Students will also complete CPR/BLS certification. Students also begin to learn how to view themselves as therapeutic instruments.

## **OTA 2002 OTA Lab II**

This OT Skills Lab course focuses on furthering the acquisition of practical skills and knowledge. Students are exposed to more intervention ideas and perspectives. Working with the biomechanical frame of reference is a major topic. Students are introduced to the proper use of physical agent modalities in occupational therapy, vital signs, safety, managing medically complicated clients, wheelchair management, and therapeutic media. Information gathering and documentation are further integrated with practical skills.

## **OTA 2003 OTA Lab III**

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This course continues to afford students the ability to learn new practice skills as well as promote higher levels of clinical reasoning. Students practice applying group dynamics, teaching-learning, sensory integration techniques, and troubleshoot selection of interventions for various life stages and mental health symptoms. Community-based interventions and lifestyle redesign are introduced. More assessments are explored and students will continue to practice documentation.

### **OTA 2010 First Level I fieldwork**

Level 1 fieldwork experiences provide exposure to OT practice environments with the intent of clarifying the link between the needs of real clients, and coursework. Level 1 fieldwork introduces students to the fieldwork experience and sets a foundation for later fieldwork. Level 1 fieldwork consists of directed observation and participation in various aspects of the occupational therapy process.

### **OTA 2020 Second Level I fieldwork**

Level 1 fieldwork experiences provide exposure to OT practice environments with the intent of clarifying the link between the needs of real clients, and coursework. Level 1 fieldwork introduces students to the fieldwork experience and sets a foundation for later fieldwork. Level 1 fieldwork consist of directed observation and participation in various aspects of the occupational therapy process

### **OTA 2030 First Level II fieldwork**

The First Level II fieldwork experience involves an eight week assignment of full time clinical experience under the direct supervision of a registered occupational therapist or a certified occupational therapy assistant. The student will assist in all phases of practice including observation, evaluation, treatment, and documentation. Through guided practice students will develop appropriate clinical reasoning for preparation as entry-level, generalist occupational therapy assistants.

### **OTA 2040 Second Level II fieldwork**

The Second Level II fieldwork experience involves an eight week assignment of full time clinical experience under the direct supervision of a registered occupational therapist or a certified occupational therapy assistant. The student will assist in all phases of practice including observation, evaluation, treatment, and documentation. Through guided practice students will develop appropriate clinical reasoning for preparation as entry-level, generalist occupational therapy assistants.

### **OTA 2050 Phase 1 Review**

Phase 1 Review increases a student's basic knowledge of occupational therapy topics, reviews material to promote long-term memory, and begins preparing the student for the Program Exit Exam. Students will complete reading and writing assignments via the university's online learning system during their second Level II fieldwork.

### **OTA 2060 End of Program Review**

The End of Program Review teaches students about the process of preparing for, setting up, and taking the NBCOT certification exam for occupational therapy assistants. Actions to take upon successful completion of the exam are also addressed. The course is designed to assist students to plan and prepare for the NBCOT exam as well as test their knowledge in selected areas. Additionally, the course covers program-specific topics in preparation for the Program Exit Exam required for graduation.

## **Occupational Therapy Assistant Program: Applied General Education Courses**

### **CIS 1006 Computer Applications**

This course provides students not enrolled in IT courses instruction and hands-on practice with word processing software, spreadsheets, presentation software and email clients. Microsoft Office applications are used in the labs, while course topics are applicable to the most common Office suite applications. Common professional communication formatting and email etiquette are included in the instruction. Use of accessibility software and assistive devices are explored.

### **ENG 1030 Effective Professional English**

This course blends effective professional communications with critical research writing, with a special emphasis on the critical evaluation and proper use and citation of Internet resources. This course covers sentence-level concerns (grammar, punctuation, and mechanics) and will continue to emphasize essay-writing techniques for college-level coursework, including cohesive paragraph structure, revising, and editing strategies, and sentence development. Principles and practices of public speaking will be exercised.

### **HUM 1030 The Socio-Cultural Experience**

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This course is an introduction to major cultures, societies, and religions of the world. The course will explore the principles, rituals, and social institutions of Southern California's varied social-ethnic, cultural-religious populations. Practices and traditions in conflict with today's modern world and methods to deconflict will be explored.

### **SCI 1021 Anatomy and Physiology**

This course covers the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, organization of the human body, cells, tissues and organs, and the integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic/immune, respiratory, reproductive, endocrine, renal, and digestive systems. Positional and locational terminology is emphasized. It introduces common human disease processes and the concept of homeostasis and cellular respiration. The course is intended to provide fundamentals for later specific investigation of selected body systems and organs. This course integrates medical terminology, word roots, combining forms, and abbreviations.

### **Master of Science in Occupational Therapy Program**

#### **OT 5000 Fieldwork Level IA**

This course provides students with the opportunity to observe an occupational therapist or other professional working with children, adolescents, adults, and older adults in a hospital, community-based setting, or other social support service. The focus of this Level I fieldwork is on psychological support and/or mental illness. Students will observe evaluations, treatment sessions, community-focused activities, and groups, as well as the role of other professionals in these settings.

#### **OT 5001 Fieldwork Level IB**

This course provides students with the opportunity to observe an occupational therapist or other professional working with adolescents or adults in a hospital, rehabilitation, or community-based setting. The focus of this Level I fieldwork is on physical disabilities. Students will observe evaluations, treatment sessions, community focused activities and groups, as well as the role of other professionals in these settings.

#### **OT 5002 Fieldwork Level IC**

This final Level I experience provides students with the opportunity to observe an occupational therapist or other professional working with children or adolescents in a hospital, rehabilitation, or community-based setting. Students will observe evaluations, treatment sessions, community-focused activities, and groups, as well as the role of other professionals in these settings.

#### **OT 5003 Applied Neuroscience and Occupations**

This course is designed to introduce students to the structures and physiology of the nervous system. Specific topics will include gross anatomy of the brain and spinal cord, cellular organization and function, prenatal development, and functional divisions of the nervous system, including somatosensory, autonomic, motor, visual and vestibular systems. Normal organization of these systems is requisite for optimal occupational performance.

#### **OT 5004 Psychosocial Foundations of Practice**

This course is foundational to all practice and inculcates in students the importance of psychological support for all clients. Students will learn about psychological theories and OT frames of reference used in acute and community-based mental health practice. Students will gain an understanding of the origins of the theories and frames of reference used in psychiatry and the evaluation methods, role of the OT, and interventions used to influence occupational performance. A psychotropic lecture will inform students about the types of medications commonly used in practice and their side-effects. Students will also learn about group process and dynamics and how to design and implement group interventions for children, adolescents, adults, and older adults. These concepts will be practiced in the laboratory part of this course. In particular, theory and evidence-based groups in stress and illness management, time management, coping skills, values clarification, leisure, and Ross's Five-Step Group will be performed and evaluated. Students will use standardized and non-standardized screening and assessment tools to determine the need for OT intervention, as well as practice documentation and exhibit professional skills in the laboratory part of the course.

#### **OT 5005 Grand Rounds**

Grand Rounds are a critical component of medical education. This course provides a venue for students to incorporate prior knowledge with content and experiences from co-occurring courses, service learning projects, and interdisciplinary connections. The course fits into the curriculum design by providing opportunities for reflection on and development of clinical reasoning, deep learning, and ethical practice.

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Discussion of cases, guest lectures on research or diagnoses, and videos will be used to promote a community of practice where collaborative learning and teaming take place.

### **OT 5007 Gerontology Seminar**

Gerontology is the study of how people age. This seminar provides an overview of the aging process as it relates to occupational therapy. The population of aging adults in the U.S. is expanding and this added knowledge will prepare students to take the lead in supporting quality of life and managing care for the aging adult in a variety of contexts. Topics include but are not limited to theories of aging, biological aspects of aging, aging in the workplace, caregiver training, leisure counseling, spirituality and religion and technology.

### **OT 5010 Foundations of Occupational Therapy**

This lecture and laboratory course provides an overview of occupational therapy. The course introduces students to the American Occupational Therapy Association (AOTA), the Official Documents of AOTA, and the Occupational Therapy Practice Framework: Domain and Process. Students learn about the safe use of occupations to support client participation in meaningful activities. Students will begin to practice the skills of occupational analysis, grading, adaptation, and documentation. Models of practice will also be introduced in this course. Finally, certain policies, procedures and practices standard in occupational therapy and health care, including HIPAA/client confidentiality and infection control in healthcare settings and the home will be discussed.

### **OT 5011 Analysis and Assessment of Functional Human Movement**

This course examines the theory behind how individuals move their bodies from infancy to older adulthood and how movement affects occupational performance. Students learn the scientific principles of movement, including anatomical and biomechanical elements and external and internal forces affecting movement. In addition, students will learn how to analyze and assess human movement. Principles learned in the lecture part of the course will be practiced in the laboratory part of the course. The laboratory provides students with an opportunity to use clinical reasoning while analyzing and assessing human movement. Manual muscle testing, joint range of motion, palpation of muscle and bone, and evidence-based practice are key elements of the laboratory sessions. Principles learned in the lectures will be applied to supportive and functional activities in the laboratory, including stability, posture, mobility, seating, transfers, and other movement required for work, play, and leisure.

### **OT 5012 Clinical Conditions in Occupational Therapy**

This course introduces students to the medical and psychiatric conditions typically seen in occupational therapy. Psychiatric, neurological, general medical, surgical, and orthopedic diagnoses found across the lifespan will be emphasized. Etiology, course of illness, and impact on occupational performance will be discussed.

### **OT 5013 Occupations of Adults**

Theories, models, and frames of references used to intervene with physical conditions that affect occupational performance in adulthood will be discussed. This course will use an integrated focus on cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance. Students will learn concepts of treatment planning for adult physical disabilities, including evaluation methods and emerging and commonly used interventions. Use of clinical reasoning in adult physical disabilities is emphasized in the laboratory. Students will use state of the art technology to learn how to evaluate and treat orthopedic, cardiovascular, pulmonary, and neuromuscular conditions. Students will use standardized and nonstandardized screening and assessment tools to determine the need for OT intervention. Students will practice clinical reasoning while using assistive devices such as wheelchairs, crutches, canes, walkers, transfer benches, reachers, and more to enhance occupational performance. Documentation Practice will include writing evaluation reports, problem statements, long and short term goals, SOAP notes, reports, and discharge planning.

### **OT 5014 Research Methods in Occupational Therapy**

Both quantitative and qualitative research methods used in occupational therapy, medicine, and the social sciences will be explored in this course. Students will learn how to read and critique a research article, develop a research question, complete a literature review, collect, and analyze data, discuss the findings, and come to a conclusion. An emphasis will be placed on becoming a consumer of the national and international resources and literature in occupational therapy, medicine, and the social sciences when making assessment or intervention choices. Understanding evidence-based practice and knowing how to access the variety of databases and websites supporting evidence-based practice are included.

### **OT 5015 Educational Principles of Healthcare**



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Educational principles, learning theory, health care literacy, and the impact of education on occupational performance will be discussed. The importance of cognitive concepts and psychological support will be integrated into discussions and course activities. Educational principles related to specific populations will be used to create and deliver a lesson plan and Prezi/PowerPoint presentation about a health issue. Educational principles, learning theory, health care literacy, and the impact of education on occupational performance will be discussed.

### **OT 5016 Thesis Proposal**

This thesis proposal course is the first in a series of 3 courses allowing students to integrate their professional interests with prior course content. Students will write an original thesis proposal and literature review for either a community-based program or research project. Students will understand the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities.

### **OT 5030 Fieldwork Skills Review**

This culminating fieldwork skills review course will prepare students for their first Level II Fieldwork. Under the instruction of content experts, students will have the opportunity to review basic knowledge and skills needed to transition successfully to the Level II Fieldwork experience. Foundational course content will be reviewed through a combination of interactive learning experiences. Students will focus on the use of practical skills related to OT evaluation, basic assessments, goal setting, interventions, and documentation. Basic skills such as therapeutic listening, transfers, manual muscle testing, sensory testing, group leadership, equipment use and patient management related to safety will be discussed.

### **OT 5020 Advanced OT Skills Lab**

This laboratory course will give the student additional time to develop essential clinical skills needed in a variety of practice areas. Students will choose a practice area from a menu in which they wish to improve skills. Examples of specific practice areas may include hand therapy, pediatric swallowing and feeding, sensory integration, and neuro-rehabilitation. Experts in these areas will use an experiential format with opportunities for hands-on practice.

### **OT 5040 Fieldwork Level IIA**

The Level IIA Fieldwork experience involves a minimum of 12 weeks of full-time or part-time clinical experience under the direct supervision of a registered occupational therapist. The Level II Fieldwork experience is intended for students to integrate didactic knowledge with actual clinical practice. Through guided practice students will implement the fundamentals of practice, including screening/evaluation, goal setting, implementation of interventions, re-assessment, management of OT services, clinical reasoning, and development of professional behaviors during the fieldwork rotation. This course will focus on the physical, cognitive, and psychological needs of the clients. The fieldwork rotation may either be in a pediatric, adult, or older adult practice setting. The goal is to develop competent, entry-level, generalist occupational therapists.

### **OT 5041 Fieldwork Level IIB**

The Level IIB Fieldwork experience involves another minimum of 12 weeks of full-time or part-time clinical experience under the direct supervision of a registered occupational therapist. The Level II Fieldwork experience is intended for students to integrate didactic knowledge with actual clinical practice. Through guided practice students will implement the fundamentals of practice, including screening/evaluation, goal setting, implementation of interventions, re-assessment, management of OT services, clinical reasoning, and development of professional behaviors during the fieldwork rotation. This course will focus on the physical, cognitive, and psychological needs of the clients. The fieldwork rotation may either be in a pediatric, adult, or older adult practice setting. The goal is to develop competent, entry-level, generalist occupational therapists.

### **OT 5100 Cultural Competence in Occupational Therapy**

This course emphasizes the role culture plays in perceptions of wellness, health, and disease. It also teaches students about health care disparities that exist in physical and behavioral health and current trends in health status for a variety of demographic groups. Aspects of occupational injustice and deprivation will also be discussed in relation to specific cultural groups in the U.S. Terms and concepts associated with diversity and cultural competence will be discussed and used in case studies. Students will learn how to assess occupational performance and deliver interventions in a culturally sensitive manner.

### **OT 5101 Community Program Development**

Innovative program development is the overarching goal of this course. The course will teach students how to locate a community need, perform a needs assessment, and develop a community-based program that is relevant to the knowledge and skills base of occupational therapy. The course will emphasize occupational justice, deprivation, and engagement through clinical reasoning and problem-solving in order to enhance the

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occupational performance and health of individuals, groups, or populations. A service learning component will be included in this course.

### **OT 5102 Occupations of Older Adults**

The emphasis in this course will be on aging well with and without disabilities. Students will design and evaluate evidence-based and occupation-centered health promotion and wellness interventions for persons over the age of 65. This will be accomplished through lecture and discussion with an integrated focus on cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance. In the laboratory part of the course, students will use both standardized and nonstandardized screening and assessment tools to determine the need for occupational therapy intervention. The evaluation of occupational performance in ADLs and IADLs, education, leisure, rest, sleep, and social participation will be emphasized and practiced. Documentation Practice will include writing evaluation reports, problem statements, long and short term goals, SOAP notes, reports, and discharge planning.

### **OT 5103A Leadership, Health Policy, and Management I**

This first course in the leadership, health policy and management sequence introduces leadership theory, health policy, management concepts and sociopolitical systems that impact health care delivery in the U.S. The course will introduce the various leadership and management roles that occupational therapy practitioners take on at different levels and in different practice areas. Students will learn about the U.S. Department of Health and Human Services Healthy People 2020 and analyze social and political trends in health care. Students will be encouraged to begin developing their own leadership style. A service learning component will be included in this course.

### **OT 5103B Leadership, Health Policy, and Management II**

This second course in the leadership, health policy and management sequence takes these concepts to a deeper level and prepares students to become change agents in the profession of occupational therapy. Personal leadership skills and style will be cultivated and refined through hands-on experiences. Collaborative and empowerment models of local and global best-care practices will be explored. Issues of occupational justice, occupational deprivation, and occupational engagement will be discussed and cases studied. Students will take sociopolitical action by addressing a social/healthcare need and visit or write to leaders, policy makers, or the media.

### **OT 5104 Ethics in Healthcare**

In this course, students will examine the essentials of ethical health care service delivery. Students will become familiar with the AOTA Code of Ethics and the ethical principles guiding practice. Case studies will give students the opportunity to demonstrate strategies for analyzing ethical issues and making decisions to resolve personal and organizational ethical conflicts. Students will also articulate the variety of informal and formal systems for resolving ethics disputes that have jurisdiction over occupational therapy practice.

### **OT 5105 Occupations of Children and Adolescents**

This course covers the epidemiology, etiology, and course of conditions seen in childhood and adolescence. Theories and frames of reference used in pediatric OT, principles of learning, and developmental processes will be reviewed. Students will learn how to work with families, schools, and community organizations to meet the needs of this population. Governmental regulations affecting children will be discussed. Cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance will be reviewed. The lab portion of this course will focus on evaluation, treatment planning, and interventions to use with children and adolescents. The evaluation of occupational performance in ADL's, IADL's, education, play, rest, sleep, and social participation will be emphasized and practiced. Use of high and low technology will be introduced. Documentation covering Individual Education Plans, reports, progress notes and discharge planning will be practiced.

### **OT 5017 Thesis Completion**

This second in a series of three courses in the capstone sequence will support students in their completion of a research or community-based project based upon their literature review. Students may be collecting and analyzing data or implementing a community-based project by working closely with a faculty mentor.

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### **OT 5018 Thesis Dissemination**

This is the last course in the thesis series. As such, it represents the culmination of the thesis experience. In this course, students will have finished their data collection and analysis or their community-based project and evaluation. Students will write a scholarly article for presentation and/or publication and develop a poster. Application to a local, national, or international conference is a requirement of this course.

### **OT 5200 Professional Development Seminar**

This course provides a final opportunity for students to reflect on their professional development as an occupational therapist. Students will synthesize their skills and create a professional portfolio. Goals for Level II fieldwork success will also be identified. Key OT competencies and skills will be reviewed in preparation for the NBCOT examination. Students will also review the process for licensure and prepare for employment as an occupational therapist.

### **OT 5500 Review and Exit Exam**

This curriculum review and exam will prepare students for the national Board for Certification in Occupational Therapy (NBCOT) exam. Students will review each of the domains of the NBCOT exam and take a practice test of questions involving each of the four domains. Students will have an opportunity to work with peers and faculty on analysis of questions. Students will also review test taking strategies.

### **Physical Therapist Assistant Courses**

#### **PTA 1001 Introduction to PTA**

This course introduces students to physical therapy practice and the role of the physical therapist assistant in providing patient care. Emphasis is placed on quality assurance and interpersonal skills and the multidisciplinary approach to rehabilitation is introduced. The course also familiarizes the student with health care facilities and government agencies. The role of ethics in healthcare is also introduced as are medical record, billing, reimbursement, and research. Skills related to infection control, patient preparation, vital signs, patient safety, patient positioning, body mechanics, bed mobility, transfers, wheelchairs, assistive devices, and gait in clinical settings are practiced at the introductory level in the lab setting.

#### **PTA 1002 Pathology**

This course examines the mechanism of disease, including immunity, inflammation, inheritance, cancer, and infectious diseases. Selected diseases of the body's systems, such as cardiovascular, respiratory, gastrointestinal, urinary, reproductive, integumentary, endocrine, and special senses are presented as well as information regarding the effects of aging, signs and symptoms, basic medical management, implications for the PTA, and prognosis. Emphasis is placed on medical terminology and abbreviations.

#### **PTA 1003 PT through the Life Cycle**

This course examines normal and abnormal development from conception to adolescence. Emphasis is placed on the developmental sequence, testing, and treatment of neurological and orthopedic disorders in the pediatric population, including seating and wheeled mobility. Development through adulthood is covered with an emphasis on aging changes that affect function in the geriatric population and related physical therapy interventions are presented. The course also introduces various aspects of geriatric care, including, but not limited to, wellness care and adaptation to exercise modalities. Performance in the lab setting of assessments and interventions appropriate to the pediatric and geriatric populations are practiced.

#### **PTA 1004 Kinesiology**

This course covers functional anatomy of the musculoskeletal system, including muscle origins, insertions, actions, and nerve supply, while applying biomechanics of normal and abnormal movement in the human body. The concepts of goniometry, manual muscle testing, dermatomes, and myotomes are introduced, while identification and palpation of superficial landmarks are practiced. The biomechanics of the gait cycle is also introduced.

#### **PTA 1005 Therapeutic Exercise**

This course introduces therapeutic exercise theories and practical applications including those for range of motion, aerobic conditioning and reconditioning, posture awareness, stretching, strengthening, and joint mobilization. Tissue response to range of motion, stretch, and resistive exercise is also examined and lab practice of the techniques learned is integrated. The course also presents therapeutic exercise interventions that are appropriate for use during specific phases of recovery from a soft tissue, bone, or peripheral nerve disorder or injury as well as topics on prevention, health, and wellness topics.

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### **PTA 1006 Procedures**

This lecture/laboratory course is designed to develop skills commonly utilized by PTAs including positioning and draping, bed mobility, transfers, wheelchair mobility, and gait training. Use and adjustment of assistive/adaptive devices to improve function will also be incorporated in addition to the application of cervical and lumbar spine mechanical traction and the fundamental concepts of proper body mechanics and ergonomics. This course further provides the student with the background to determine applicability of the stated procedures, including the patient assessment skills needed to determine safety and indications for the procedures as well as the skills to determine the success of the intervention administered. Students develop their skills through supervised practice with each other in the laboratory while having an opportunity to both administer and receive treatment. Proper documentation and communication of the intervention and patient outcome is also presented.

### **PTA 1007 PTA Practice I**

This course addresses infection control techniques, assessment of vital signs, special equipment and patient care environments, incidents and emergencies in the patient care environment, accessibility assessments and adaptations, and basic wound care. These topics are applied and practiced in the lab setting. Students are provided with and demonstrate teaching techniques for use with patients, caregivers, and other health care providers.

### **PTA 1008 Orthopedic Interventions**

This course presents common orthopedic conditions, pathologies, and surgical procedures involving the peripheral joints and spine. The provision and progression of treatments, including procedures and modalities for each specific joint and the spine, are presented and practiced as these activities relate to tissue repair and healing response. Manual modality techniques specific to the peripheral joints are also practiced.

### **PTA 1009 Neurologic Interventions**

This course examines neurological conditions, including pathology and management of medical problems of stroke, head injury, Parkinson's disease, spinal cord and nerve injuries, and other conditions. The course also introduces techniques to facilitate neurodevelopmental treatment, proprioceptive neuromuscular facilitation, the Brunnstrom Approach, and other techniques.

### **PTA 1010 PTA Practice II**

This course provides opportunities to learn and practice theoretical principles and practical applications of cardiopulmonary techniques, exercises, and postural drainage. Lecture and lab include wound identification, measurement, dressing, treatments, and debridement. This course introduces basic principles and indications/contraindications in the use of selected prosthetic and orthotic devices with discussion and practice in making adjustments to the various devices. Principles and applications in balance and interventions for the individual with an amputation or a total joint arthroplasty, aquatic therapy, the physiology and control of edema, residual limb wrapping, and seating and positioning are also provided in lecture and lab settings. In addition, the course presents an overview of women's health and alternative therapy interventions. Practical applications in management, leadership, and operations related to the field of physical therapy are practiced.

### **PTA 1011 Professional Issues**

This capstone course engages the student in the discussion of professional issues and behaviors related to clinical practice in order to prepare the student for transition into the workforce. The topics help the student prepare for licensure, employment, and professional development; identify behaviors in response to legal, ethical, and professional issues; develop job placement skills; and debate socioeconomic influences related to the field of physical therapy.

### **PTA 1012 Therapeutic Measurement and Testing**

In this course, students will perform the skills associated with data collection techniques as performed by Physical Therapist Assistants (PTAs). This laboratory/lecture course is designed to develop measurement skills for joint range of motion (ROM) and muscle strength for all the peripheral joints and the spine. This course material will also develop student skills for assessing sensation. Students will practice with each other in the laboratory providing them with the opportunity to both administer and receive care. Proper documentation and communication of the treatment application and patient outcome is included.

### **PTA 1013 Electrotherapy**

This course is designed to introduce the student/learner to electrotherapeutic modalities in physical therapy practice which are commonly utilized by PTA's. Lecture and laboratory activities develop problem solving skills and critical thinking in the use of electrotherapy. Basic concepts in physical properties of electricity (waveforms, types of currents, nature of electricity), electrical safety and instrumentation will be provided.

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Students will be introduced to the principles of therapeutic application of electrical stimulation including strengthening (NMES and Russian ES), re-education (FES), nerve regeneration with direct current, pain reduction (TENS and IFC), tissue repair (HVPC), trans-dermal application of anti-inflammatory agents (iontophoresis) and biofeedback. It provides the student with the background to determine the applicability of the stated procedures, including the assessment skills needed to determine safety, indications for the procedures, as well as the skills to determine the success of the technique/treatment administered. Students develop their skills through supervised practice with each other in the laboratory providing them with the opportunity to both administer and receive treatment. Proper documentation and communication of the technique/ treatment application and patient outcome is included.

### **PTA 1014 Modalities**

This course introduces physical agents and therapeutic modalities in physical therapy practice which are commonly utilized by PTAs. Lecture and laboratory activities develop problem solving skills and critical thinking in the use of cryotherapy, therapeutic heat, ultrasound, hydrotherapy/aquatic therapy, electromagnetic therapy (LASER, diathermy, pulsed electromagnetic fields), spinal traction and compression therapies. An introduction to alternative modalities (magnet therapy and MIRE) is also explored. The course provides the student with the background to determine the applicability of the stated procedures, including the patient assessment skills needed to determine safety and indications for the procedures, as well as the skills to determine the success of the technique/treatment administered. Students develop their skills through supervised practice with each other in the laboratory while having the opportunity to both administer and receive treatment. Proper documentation and communication of the technique/ treatment application and patient outcome are included.

### **PTA 1015 Documentation**

This course introduces students to the role of documentation in patient care, the contents of documentation, including the subjective, objective, and assessment data and plan, and their importance within the medical record. Application of these documentation techniques, primarily using the SOAP format, including the use of medical terminology and abbreviations, will be practiced. The relationship of documentation to the patient and billing/reimbursement as well as to legal and ethical issues is also discussed.

### **PTA 2002 PTA Lab I**

This course provides opportunities for application of techniques introduced in Kinesiology, Therapeutic Exercise, Procedures, Therapeutic Measurement and Testing, and PTA Practice I. Covers palpation of landmarks, practical applications of various types of exercise techniques and machines used in the clinics, and a systematic approach to therapeutic exercise progression. Also stressed are practical application and demonstration of data collections skills including range of motion, manual muscle testing, and sensory testing. Interventions skills related to procedures, including gait training, wheelchair management, assistive device selection and adjustment, isolation, and sterile technique, are also performed in a laboratory setting. Students are also provided with opportunity to achieve CPR certification.

### **PTA 2003 PTA Lab II**

This course provides opportunities for application of techniques introduced in PT through the Lifecycle, Modalities, and Electrotherapy.

### **PTA 2004 PTA Lab III**

This practical laboratory course includes integration of orthopedic and neurological treatment plans and progressions as well as documentation of the treatments and techniques learned. Practical application techniques discussed and learned in PTA Practice II will also be included.

### **PTA 2010 Clinical Practicum I**

This off-campus course consists of a two-week assignment to be completed in an affiliated clinical setting. This experience emphasizes patient and staff working relationships, awareness of patient disorders and limited application of physical therapy techniques.

### **PTA 2020 Clinical Practicum II**

This second off-campus course consists of additional opportunities to experience the role of the Physical Therapy Assistant in a practical setting. The course emphasizes patient and staff working relationships, awareness of patient disorders and limited application of physical therapy techniques.

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### **PTA 2030 Clinical Affiliation I**

### **PTA 2040 Clinical Affiliation II**

Two separate six-week assignments are to be completed with students being exposed to a variety of clinical settings. The student completes forty clock hours per week of supervised clinical experience. The combined total of sixteen weeks of clinical experience, including PTA-2010, -2020, -2030 and -2040, prepares the student for entry-level performance.

### **PTA 1101 Term 1 Review**

### **PTA 1102 Term 2 Review**

### **PTA 1103 Term 3 Review**

### **PTA 1104 Term 4 Review**

These courses apply theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.

### **PTA 1105 Program Review**

This course applies theory and critical thinking to licensing exam-style questions. Topics presented throughout the program are reviewed. Test-taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength. Students will discuss the student experience, reinforce concepts and techniques introduced in the program and identify deficiencies in knowledge and skills. This course also prepares the student for the licensure examination.

### **Veterinary Technology Courses**

### **VET 1000 Introduction to Veterinary Technology**

This course is designed to introduce students to the field of veterinary technology. During this course, students shall understand the duties and functions of a veterinary technician and an emphasis will be made on the many positions available for the graduate technician. In addition, students will learn the most important occupational safety issues that may affect them throughout their career as a veterinary professional, the legal applications and ramifications associated with the role of veterinary technicians, as well as expected ethical responsibilities, and professional attitudes. Throughout this course, students will become familiar with the most common breeds of domestic animals, including the dog, cat, horse, cow, pig, sheep, and goat, and will be introduced to the medical terminology associated with these breeds.

### **VET 1001 Veterinary Medical Terminology**

This course is intended to instruct in the study of language of the veterinary medical field. This course includes word construction (roots, prefixes, suffixes, and combining forms) and use of words related to veterinary procedures, testing, and disease. Focus is placed on the student's understanding of terminology as it relates to veterinary medical disease processes and procedures.

### **VET 1100 Veterinary Clinical Procedures I and VET 1100C Veterinary Clinical Procedures I Clinical**

This course is an introduction to the veterinary technical skills required when dealing with domestic animals. Students shall be introduced to animal husbandry and will learn how to practice safe handling techniques, such as restraint, how to apply a muzzle and techniques needed to safely transport, encage, and remove animals from kennels. Also in this course, students will learn beginning nursing skills, which will include basic behavioral assessment, application of medications, nail trims, microchipping and expression of anal glands. Additionally, students will be taught the potential safety risks that accompany animal handling.

### **VET 1110 Anatomy and Physiology of Animals and VET 1110L Anatomy and Physiology of Animals Lab**

This course is an introduction to veterinary anatomy and physiology at the veterinary technician level. The course compares the anatomies of the major species encountered in the veterinary medical field. Topics to be discussed include anatomical terminology, basic histology and the anatomy and physiology of major organ systems.

### **VET 1101 Term 1 Review & Exam**

This course is a review of Term I concepts, with application of theory and critical thinking to VTNE exam-style questions. Topics presented in Term I are reviewed. Test taking techniques and stress-reduction practices are also presented.

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### **VET 1102 Term 2 Review & Exam**

This course is a review of Term II concepts, with application of theory and critical thinking to VTNE exam-style questions. Topics presented in Term II are reviewed. Test taking techniques and stress-reduction practices are also presented.

### **VET 1103 Term 3 Review & Exam**

This course is a review of Term III concepts, with application of theory and critical thinking to VTNE exam-style questions. Topics presented in Term III are reviewed. Test taking techniques and stress-reduction practices are also presented.

### **VET 1104 Term 4 Review & Exam**

This course is a review of Term IV concepts, with application of theory and critical thinking to VTNE exam-style questions. Topics presented in Term IV are reviewed. Test taking techniques and stress-reduction practices are also presented.

### **VET 1105 Term 5 Review & Exam**

This course is a review of Term V concepts, with application of theory and critical thinking to VTNE exam-style questions. Topics presented in Term V are reviewed. Test taking techniques and stress-reduction practices are also presented.

### **VET 1200 Veterinary Clinical Procedures II**

This course continues instruction in the essential skills required by veterinary team members. During this course, students will learn how to perform patient physical exams and understand all data collected, such as temperature, pulse, respiration, and basic heart sounds. In addition, students will practice and perfect diagnostic sampling procedures. The procedures learned shall include blood sampling via venipuncture and diagnostic testing such as, serologic ELISA test kits, urinalysis, tonometry, fluorescein staining and Schirmer tear tests. Students will also practice administering topical and parenteral including ocular medications, subcutaneous injections, and intramuscular injections.

### **VET 1200C – Veterinary Clinical Procedures II**

This course is the laboratory component to VET 1200 Veterinary Clinical Procedures II, a continuation of the essential skills required by veterinary team members. Students will learn how to perform patient physical exams and understand all data collected, such as temperature, pulse, respiration and basic heart sounds. In addition, students will practice and perfect diagnostic sampling procedures. The procedures learned shall include blood sampling via venipuncture and diagnostic testing such as serologic ELISA test kits, urinalysis, tonometry, fluorescein staining and Schirmer tear tests. Students will also practice administering topical and parenteral (including ocular) medications, subcutaneous injections, and intramuscular injections.

### **VET 1210 Veterinary Microbiology and VET 1210L Veterinary Microbiology Lab**

This course is an introduction to infectious disease organisms commonly encountered in veterinary patients, including bacteria, viruses, rickettsial organisms, prions, and fungi. The course also includes an introduction to immunology of domestic animals. Emphasis is placed on clinical diagnostic techniques and prevention.

### **VET 1220 Veterinary Dosage Calculations**

This course is designed to teach methods for solving applied mathematical problems commonly encountered in the veterinary medical field. Topics to be covered include dosage calculations of oral and parenteral medications, concentrations, dilutions, and drip rates. Emphasis will be placed on accuracy by recognizing and avoiding the causes for mathematical errors.

### **VET 1300 Veterinary Clinical Procedures III and VET 1300L Veterinary Clinical Procedures III Lab**

This course continues instruction in the essential skills needed by veterinary team members. This course presents an introduction to the principles and procedures utilized in the veterinary practice diagnostic laboratory. Emphasis is placed on laboratory safety and management as well as the technical skills in hematology and urology. Topics include microscopy and laboratory equipment; handling of laboratory specimens, laboratory safety, quality control, and clinical chemistry diagnostic procedures.

### **VET 1310 Veterinary Diagnostic Imaging and VET 1310L Veterinary Diagnostic Imaging lab**

This course is an introduction to the principles of diagnostic imaging as applied to veterinary patients. Topics include function and maintenance of radiographic equipment as well as common radiographic techniques for small and large animals and an introduction to alternative imaging techniques. Emphasis is placed on radiographic theory, safety regulations, and quality control.

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### **VET 1320 Small Animal Medicine**

This course is an introduction to medical disease and conditions commonly encountered in small animal patients. Topics include metabolic, genetic, and infectious diseases of dogs and cats. Emphasis is placed on nutrition, client education and communication, and nursing care.

### **VET 1330 Veterinary Pharmacology**

This course is an introduction to the principles of pharmacology and the pharmaceutical products commonly used in veterinary medicine. Topics include pharmacokinetics, pharmacodynamics, and pharmaceutical classifications. The course will also include a review of dosage calculation procedures. Emphasis will be placed on drug classes, actions, and potential side effects.

### **VET 2000 Veterinary Technician Preceptorship**

This course provides students with an understanding of how real clinical environments function. Students are paired with veterinary professionals and have opportunities to observe and gain insight into the career path they have chosen. Clinical sites may include a small animal practice, an animal population control facility, or another animal facility.

### **VET 2100 Veterinary Clinical Procedures IV and VET 2100C Veterinary Clinical Procedures IV Clinical**

This course continues instruction in the essential skills needed by veterinary team members. This course will focus on technical skills needed when working with common domestic large animals including horses, bovine, small ruminants, and pigs. Emphasis is placed on large animal handling and nursing skills.

### **VET 2101 Program Review & Exam**

This course is a comprehensive review of all program concepts, with application of theory and critical thinking to VTNE exam-style questions. Test taking techniques and stress-reduction practices are also presented.

### **VET 2110 Veterinary Parasitology and VET 2110L Veterinary Parasitology Lab**

This course is an introduction to parasitic disease organisms commonly encountered in veterinary patients. Topics include life cycles, clinical diagnostic techniques, and prevention of common parasitic organisms in domestic animals. Emphasis is placed on laboratory safety and management, including safe handling of laboratory specimens and quality control.

### **VET 2120 Large Animal Medicine & Public Health**

This course is an introduction to medical disease and conditions commonly encountered in large animal patients with a review of large animal breeds, anatomy, and physiology. Herd health management and preventative medicine will be discussed. This course also includes an overview of zoonotic diseases, especially as it applies to the One Health Initiative. Emphasis is placed on large animal nutrition, client education and communication, and nursing care.

### **VET 2130 Veterinary Anesthesia & Analgesia and VET 2130L Veterinary Anesthesia & Analgesia Lab**

This course is a survey of anesthetic and pain management principles and techniques used in veterinary patients. Topics include administration of commonly used pharmacological anesthetic agents as well as monitoring and management of patient status. Emphasis is placed on patient and personal safety from induction through the post-operative period.

### **VET 2140 Veterinary Business Management and Ethics**

The course covers basic management procedures common in a veterinary clinic as well as a survey of ethical considerations in veterinary medicine. Topics include medical record keeping, human resources management, financial considerations, and client communication. Emphasis is placed on modern communication techniques, professionalism, and ethics.

### **VET 2200 Veterinary Clinical Procedures V and VET 2200C Veterinary Clinical Procedures V Clinical**

This course continues instruction in the essential skills needed by veterinary team members. Topics to be covered include advanced nursing techniques such as blood transfusions, bandaging, and urinary catheterization as well as emergency and critical care skills such as cardiopulmonary resuscitation protocols and trauma care. Emphasis is placed on patient triage and critical thinking.



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### **VET 2210 Veterinary Surgical Nursing and Dentistry and VET 2210C Veterinary Surgical Nursing and Dentistry Clinical**

This course covers the practical roles and responsibilities of veterinary technicians in surgical and dental procedures. Emphasis is placed on sterile techniques including the methods, equipment and instrumentation, and the roles of the operating room staff. The dental section includes a basic understanding of dental anatomy, instrument identification and function, dental exams and cleaning, personnel safety, and client education.

### **VET 2220 Laboratory and Exotic Animal Medicine VET 2220L Laboratory and Exotic Animal Medicine Lab**

This course is an introduction to the study of laboratory and exotic animals. Topics include laboratory and exotic animal husbandry and medicine, as well as the role of veterinary technicians in the research environment. Emphasis is placed on the principles of animal research, animal welfare regulations, maintaining human and animal health and safety, and nursing procedures.

### **VET 2300 Veterinary Technician Internship**

This one term clinical experience provides the student with the opportunity to refine clinical skills in off-campus veterinary facilities. Students are trained under the supervision of certified veterinary technicians or veterinarians. Approved sites include specialty, emergency and critical care animal hospitals and veterinary practices that specialize in equine, feline and exotic animals. This course includes 13 weeks of full-time training for a total of 320 hours. Students are expected to provide their own transportation.

### **General Education Courses**

#### **BIO 1010 Biology**

This course is an introduction to biology. Topics include the scientific method, basic biochemistry, cell structure and function, cell physiology, cell reproduction and development, Mendelian genetics, population genetics, natural selection, evolution, and ecology.

#### **CHM 1010 Chemistry**

This course is an introduction to chemistry. Topics are both descriptive and mathematical and include acids and bases, atomic structure, chemical equations, chemical language, gases, molecular structure, solution chemistry, and chemical mathematics.

#### **COM 3010 Business Communication in Healthcare**

This course focuses on the principles and methods of business communication in the healthcare field with special emphasis on nursing.

#### **ENG 1010 University Writing I**

This course is an introduction to college writing. The course emphasizes reading, critical thinking, discussion, research, and the writing of expository and persuasive papers. Students will produce clear, concise, and coherent papers, using current methods and standards for academic writing.

#### **ENG 1020 University Writing II**

This course continues the development of college writing begun in English 1010. The course concentrates on critical reasoning, analysis, evaluation, argumentation, and research in response to selected readings and classroom discussion. Students will complete a research paper as part of the course requirements.

#### **ENG 1040 Speech Communication**

This course introduces the elements, characteristics, and processes of communication, including communicating in a multicultural society, interpersonal and small group contexts, public address, and persuasion.

#### **ENG 1045 Public Speaking**

This course introduces students to the research, preparation, and presentation skills used in a variety of public speaking opportunities. Topics include researching information, assessment of audience and environments, use of visual aids, organizing for public speaking, outlining, and developing speeches for a variety of purposes.

#### **ENG 1050 Fundamentals of Speech Communication**

This course explores the theories and practice of speech communication behavior to promote communication competence in interpersonal, small group, and public speaking situations. The course also examines the influence of communication technologies on human interaction.

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### **ENG 1060 English Composition**

This course is an introduction to college writing. The course emphasizes reading, critical thinking, discussion, research, and the writing of expository and persuasive papers. Students will produce clear, concise, and coherent papers, using current methods and standards for academic writing

### **ENG 3020 Advanced Writing and Research**

This course presents a systematic approach to research writing through the critical analysis of source materials. Students will study the methods of inquiry, research, and argument with an emphasis on critical thinking and clarity in writing according to the standards of academic discourse.

### **ENG 3030 Scientific Writing**

This course focuses on writing scientific articles and papers. Topics include research methods and writing aimed at publication of original research in professional journals, conference proceedings, books, and technical reports.

### **GOV 1010 Introduction to American Government and Politics**

This course is an introduction to the theory and practice of American politics. Topics include the constitutions of the United States and California; political parties and elections; the legislative, executive, and judiciary branches; civil liberties and rights; the federal and state bureaucracies; and national, state, and local policy making.

### **HUM 1020 World Religions**

This course is an introduction to major religions of the world. The course will explore the personalities, texts, principles, rituals, and social institutions of Hinduism, Buddhism, Confucianism, Judaism, Christianity, Islam, and other religious traditions.

### **HUM 1030 The Socio-Cultural Experience**

This course is an introduction to major cultures and societies of the world. The course will explore the principles and social institutions Southern California's varied social, ethnic, cultural, religious populations. Practices and traditions in conflict with today's modern world and methods to deconflict will be explored.

### **HUM 4010 Contemporary Fine Art**

This course is designed to expose students to the contemporary world of fine arts. Topics include the visual arts, music, dance, and film as well as stylistic trends, historical, and technological developments.

### **MATH 1010 College Algebra I**

This course prepares students to use algebra to solve mathematical problems. Topics include integers, variable expressions, exponents, real numbers, polynomials, linear equations, and interpreting graphs.

### **MATH 1020 Statistics**

This course introduces the student to the basics of statistics — techniques which statisticians use to summarize numeric data obtained from censuses, surveys, and experiments. The topics include the scope, nature, tools, language, and interpretation of elementary statistics; descriptive statistics; graphical and numerical representation of information; measures of location, dispersion, position, and dependence; exploratory data analysis; elementary probability theory; discrete and continuous probability models.

### **MATH 3010 Statistics for the Social Sciences**

This course is an introduction to the basics of social statistics — techniques which sociologists and other social scientists use to summarize numeric data obtained from censuses, surveys, and experiments. The topics include frequency distribution, central tendency, variability, probability theory, and estimation, as well as how to test hypotheses for group differences in means (z test, t test) and for association between two variables (correlation, chi-square test).

### **ORI 1000 Introduction to Online Education**

This course provides a one week orientation to taking online courses at Stanbridge University. Use of the Edverum platform is exercised in discussions and assignments similar in form to those used in credit-bearing courses.

### **PSY 1001 Introduction to Interpersonal Relationships**

This course is an introduction to the complex interaction of social and psychological forces in human communication. The course critically evaluates interpersonal relationships and the communication issues

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surrounding human interaction in various contexts. It examines basic concepts, theories, and research findings relevant to initiating, developing, modifying, and maintaining, relationships in communication process.

### **PSY 1004 Psychology**

In this course, human behavior and interpersonal communication are explored and practiced on many different levels, including didactic communication, group process, teamwork, supervision, and collaboration.

### **PSY 1010 Introduction to Psychology**

This course is designed to present students with a general overview of psychology. Topics include historical perspectives, research methods, human development, social psychology, and other current issues.

### **PSY 1020 Developmental Psychology: Life Span Psychology**

This course will provide an in-depth review of human development from a biopsychosocial approach with emphasis on the cultural context of development, the roles of age and gender, and applications to daily living.

### **PSY 3010 Organizational Psychology**

This course focuses on the major concepts and theories comprising organizational psychology. Topics include individual differences, diversity and cultural differences, perceptions, motivations, reward systems, leader-member exchange theory, interpersonal communication, ethical decision making, designing organizations, and change and development in organizations.

### **SCI 1010 Physical Science**

This course is an introduction to the principles and methods of the physical sciences. The course emphasizes terminology, concepts, and methods used in physics, chemistry, astronomy, meteorology, and geology.

### **SCI 1020 Anatomy and Physiology**

This course covers the basic concepts of human anatomy and physiology including anatomical terminology, basic biochemistry, cellular respiration, homeostasis, organization of the human body, cells, tissues and organs, and the integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic/immune, respiratory, reproductive, endocrine, excretory, and digestive systems. This course integrates medical terminology, word roots, combining forms, and abbreviations. Positional and locational terminology is also introduced. Due to the academic rigorous nature of the PTA Program, a heavy emphasis is placed on learning the gross anatomy of the human body. Special emphasis is placed on gross human anatomy as it pertains to the neuromusculoskeletal system and the clinical practice of physical therapist assisting. Origins, insertions, actions, innervations and the blood supply to the upper extremity, lower extremity, facial and trunk musculature are presented. Human cadaveric videos are incorporated to reinforce knowledge acquisition, and hands-on practice is obtained through the use of synthetic human cadavers (Syndavers) and synthetic extremity models.

### **SCI 1021 Anatomy and Physiology**

This course covers the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, organization of the human body, cells, tissues and organs, and the integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic/immune, respiratory, reproductive, endocrine, renal, and digestive systems. Positional and locational terminology is emphasized. It introduces common human disease processes and the concept of homeostasis and cellular respiration. The course is intended to provide fundamentals for later specific investigation of selected body systems and organs. This course integrates medical terminology, word roots, combining forms, and abbreviations.

### **SCI 1030 Human Anatomy**

This course focuses on the structure of organ systems at the gross, sub-gross, and microscopic levels based on human material and dissection. Anatomy Lab is a component of the course.

### **SCI 1040 Physiology**

This course is designed to provide students with an understanding of the function & regulation of the human body and physiological integration of the organ systems to maintain homeostasis. Physiology Lab is a component of the course.

### **SCI 1050 General Microbiology**

An introduction to the basic concepts and principles of microbiology as it affects human health. Topics include the process of disease transmission, immunology, physical and chemical methods of disease prevention and control as well as major infectious diseases of the body systems. Microbiology Lab is a component of the course.

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### **SCI 3010 Environmental Studies**

This course focuses on the complex relationship between technological advancement and finite resources. Topics include the dynamics of human population, impact of industry, role of consumerism in ecosystems, limited resources available for human use, and methods by which individuals and societies can decrease pollution and the depletion of natural resources.

### **SOC 1010 Introduction to Sociology**

This course is an introduction to sociology as a way of understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. It will introduce you to the field by focusing on several important sociological topics, including socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, poverty, and political sociology.

### **SOC 3010 Cultural Identity and Diversity**

This course focuses on how diversity plays a central role in cultural values, public policy, and the shape of our daily lives. It explores cultural diversity based on categories of religion, age, geography, language, class, race and ethnicity, gender, and sexual orientation.



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