Gurnick Academy of Medical Arts

2018-19 CATALOG
The mission of Gurnick Academy of Medical Arts is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education and hands-on practical experience, by empowering students to develop and achieve their personal and career goals.

Gurnick Academy of Medical Arts believes that education should promote the development of positive self-esteem, and for that purpose, provides services that support each student’s efforts to succeed academically, professionally, and personally.

Gurnick Academy provides training to individuals seeking a professional career in the medical field. This is accomplished through an educational format utilizing training that includes simulation mannequins, didactic lectures and hands-on experience provided by trained academicians, nurses, physicians and technologists. A breadth of general education courses are provided to support the student in the provision of safe and effective care for clients and families from diverse and multicultural populations across the life span. Additionally, Gurnick Academy of Medical Arts engages in course delivery systems that include distance education and residential formats.
Please note that the Catalog without the Addendum is incomplete. The following items are located in the attached Catalog Addendum:

- LIST OF FACULTY AND ADMINISTRATIVE STAFF MEMBERS
- ACADEMIC CALENDAR
- CURRENT FEES & TUITION
- GAINFUL EMPLOYMENT DISCLOSURES

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Please review the attached Addendum for any new changes regarding the Academy as a whole.

All information in the Gurnick Academy of Medical Arts Catalog and Catalog Addendum applies to all Academy Campuses unless otherwise identified by specific campus location.

The Addendum also includes new programs and updates that have occurred after the original publishing date of the 2019 Catalog. Catalog published August 2018.

The purpose of the Addendum is to provide the most up to date information.
FROM CHIEF EXECUTIVE OFFICER

Dear Student,

Welcome to Gurnick Academy of Medical Arts!

On behalf of my staff and faculty, I would like to thank you for your interest in Gurnick Academy of Medical Arts.

Gurnick Academy of Medical Arts opened its first campus in February of 2004. Currently, there are five operational campuses in Northern California and a number of extensive allied-health and nursing programs offered. More than 1,400 students are served annually.

This catalog describes our programs, admission and graduation requirements, policies, and other essential information to help you decide on your course of study, as well as progress academically and administratively in your chosen program.

Gurnick Academy of Medical Arts is a private academy offering quality allied-health and nursing programs that integrate professional skills, career-focused education and hands-on practical experience, by empowering students to develop and achieve their personal and career goals.

The design of our programs provides our students with an in-depth knowledge and hands-on experience in the medical industry. We, at Gurnick Academy of Medical Arts, consider the clinical part of our students’ training to be one of the most important aspects of their medical education. All of our students are required to rotate throughout our affiliated medical facilities while attending our academy. The number of clinical hours varies with each program.

Gurnick Academy of Medical Arts is constantly improving its operations and quality level. We are proud of what has been accomplished in the past years and we look forward to sharing our future progress with you as we continue to address the needs of our students through a myriad of innovative techniques. I wish you a rewarding and fulfilling career in your chosen pathway.

Konstantin Gourji

Chief Executive Officer
STATEMENT OF HISTORY & OWNERSHIP

June 2018
ABHES approves the Medical Assistant with Phlebotomy Program in the Concord and San Mateo Campuses

May 2018
ABHES approves the Medical Assistant with Phlebotomy Program in the Fresno Campus

February 2018
California Board of Registered Nurses approves Associates of Science in Nursing Program in the Fresno Campus

August 2017
ABHES approves the Dental Assistant Program in the Modesto Campus

January 2017
ABHES approves Sacramento Campus

November 2016
ABHES approves the Associate of Science in Nursing Program in the Fresno Campus

December 2015
ABHES approves the Bachelor of Science in Diagnostic Medical Imaging Program in the Concord Campus

October 2015
ABHES approves the Dental Assistant Program San Mateo Campus offers DA Program

JANUARY 2015
ABHES approves the Associate of Science in Radiologic Technology Program in the Concord Campus
ABHES approves the Associate of Science in Ultrasound Technology Program in the San Mateo Campus
ABHES approves the Associate of Science in Ultrasound Technology Program in the Fresno Campus

December 2014
Commission on Accreditation in Physical Therapy Education (CAPTE) grants us PTA Program accreditation

SEPTEMBER 2014
ABHES approves the Associate of Science in Magnetic Resonance Imaging Program
San Mateo and Modesto Campuses offer AS in MRI program

JULY 2014
ABHES approves the Bachelor of Science in Nursing Degree Program Concord Campus offers BSN program (RN to BSN pathway)

JANUARY 2014
American Registry of Radiologic Technologies (ARRT) recognizes our MRIT, RT and UT programs

AUGUST 2013
ABHES accredits us for a maximum timeframe of 8 years through February 28 of 2022

MAY 2013
ABHES approves our Modesto Campus MRIT Program
Modesto Campus offers MRI Technology Program

MARCH 2013

7
ABHES approves our PHL Program
All Campuses offer PHL Program

FEBRUARY 2013
ABHES approves our PTA Associate of Science Degree Program
San Mateo Campus offers AS in PTA Program

MARCH 2010
Joint Review Committee on Education in Radiologic Technology (JRCERT) grants us RT Program accreditation

DECEMBER 2009
Accrediting Bureau for Health Education Schools (ABHES) grants us Institutional Accreditation

JUNE 2008
Concord Campus offers RT Program

MARCH 2008
Concord Campus offers Psychiatric PT Program

NOVEMBER 2007
Fresno and Modesto Campuses offer VN Program

DECEMBER 2005
Concord Campus offers VN Program

JANUARY 2005
San Mateo Campus offers VN and MRI Technology Programs

FEBRUARY 2004
San Mateo Campus offers UT Program

Gurnick Academy of Medical Arts is operated and owned by California Limited Liability Company - Gurnick Academy of Medical Arts, LLC. The address for the LLC is: 2121 South El Camino Real, Bldg. B-200, San Mateo, CA 94403.

EXECUTIVE OFFICERS OF GURNICK ACADEMY OF MEDICAL ARTS

Konstantin Gourji, Chief Executive Officer
Larisa Revzina, Chief Academic Officer
Zara J. Gourji, Chief Process Officer
Burke Malin, Chief Operating Officer

ACADEMY LOCATIONS & GENERAL DESCRIPTION OF FACILITIES

All classes are taught at the campus locations below as stated in student enrollment agreements.

San Mateo Main Campus
2121 S. El Camino Real, Bldg. C-200
San Mateo, CA 94403
(650) 685-6616
(650) 685-6640 fax
The San Mateo main campus is located in a modern professional plaza. The campus houses classrooms, an imaging lab, an anatomy and physiology lab, a patient-care lab, a medical assistant/phlebotomy lab, a physical therapy lab, a dental lab and a computer lab. There are administrative and faculty offices, a library with Internet access, a reception area, and two separate student lounges. The imaging lab is equipped with ultrasound scanners capable of performing general and specialized procedures including 3D and color-flow imaging. Standard equipment includes a library of text/case studies and reference books, video monitors, computers, TV sets and VCRs, journals, and audio and video aides. The patient-care lab is equipped with hospital beds, anatomical models, hi-fidelity interactive simulation mannequins and other patient-care equipment. The medical assistant lab is equipped with exam tables and equipment for examination and diagnostic assistance including scales, EKG machines, as well as urine and blood testing. The physical therapy laboratory is equipped with hi-lo treatment tables, modalities, and exercise equipment. The phlebotomy lab is equipped with anatomical charts and models, specimen collection equipment and supplies. The dental lab is equipment with dental equipment and intends to simulate a dental clinic.

**Concord Branch Campus**  
1401 Willow Pass Road, Suite 450  
Concord, CA 94520  
(925) 687-9555  
(925) 687-9544 fax

The Concord branch is located in a professional building on the fourth floor. The campus houses classrooms, a patient-care lab, a medical assistant/phlebotomy lab, an RT X-Ray lab, a computer lab and a library with Internet access. There are administrative and faculty offices, as well as a reception area and student lounge. Standard equipment includes a library of text/case studies and reference books, video monitors, computers, journals, and audio and video aides. The patient-care lab is equipped with hospital beds, anatomical models, hi-fidelity interactive simulation mannequins and other patient-care equipment. The medical assistant lab is equipped with exam tables and equipment for examination and diagnostic assistance including scales, EKG machines, as well as urine and blood testing. The energized radiologic technology lab is equipped with one stationary radiography unit, a digital image receptor system, and a portable x-ray machine. The phlebotomy lab is equipped with anatomical charts and models, specimen collection equipment and supplies.

**Concord Extended Facility**  
1465 Civic Court, Suite 820  
Concord, CA. 94520

The Extended Concord Campus is located at 1465 Civic Court, Building D, Concord, CA 945020. The building is less than 0.1 mile from main building of the campus. The extended campus occupies the second floor and houses a student lounge, MA Lab, 2 classrooms and administrative offices.

**Modesto Branch Campus**  
4712 Stoddard Road, Suite 200  
Modesto, CA 95356  
(209) 521-1821  
(209) 521-1607 fax

The Modesto branch is located on the second floor of a professional building complex. The campus houses classrooms, a patient-care lab, a medical assistant/phlebotomy lab, a dental lab, a computer lab and a library with Internet access. There are administrative and faculty offices, a reception area and student lounge. Standard equipment includes a library of text/case studies and reference books, video monitors, computers, journals, and audio and video aides, TV sets, DVD/VCR player. The patient-care lab is equipped with hospital beds, anatomical models, hi-fidelity interactive simulation mannequins and other patient-care equipment. The medical assistant lab is equipped with exam tables and equipment for examination and diagnostic assistance including scales, EKG machines, as well as urine and blood testing. The phlebotomy lab is equipped with anatomical charts and models, specimen collection equipment and supplies. The dental lab is equipment with dental equipment and intends to simulate a dental clinic.
Fresno Branch Campus
7335 N. Palm Bluffs Avenue
Fresno, CA 93711
(559) 222-1903
(559) 222-2672 fax

The Fresno branch is a single standalone building. The campus houses classrooms, a patient-care lab, a medical assistant/phlebotomy lab, an imaging lab, a simulation lab, a computer lab and a library with Internet access. There are administrative and faculty offices, a reception area, and student and faculty lounges. Standard equipment includes a library of text/case studies and reference books, video monitors, computers, journals, and audio and video aides, TV sets, DVD/VCR player. The patient-care lab is equipped with hospital beds, anatomical models, hi-fidelity interactive simulation mannequins and other patient-care equipment. The medical assistant lab is equipped with exam tables and equipment for examination and diagnostic assistance including scales, EKG machines, as well as urine and blood testing. The phlebotomy lab is equipped with anatomical charts and models, specimen collection equipment and supplies. The imaging lab is equipped with ultrasound scanners capable of performing general and specialized procedures including 3D and color-flow imaging.

Fresno Additional Classroom
4747 N. First Avenue, Building-D
Fresno, CA 93726

The Fresno Additional Classroom is located at 4747 N First Street, Building D, Fresno, CA 93726. The building is approximately 10 minutes from the main building of the campus. The extended campus occupies the entirety of the single story building and houses a student lounge, MA Lab, UT Lab, a multipurpose classroom and administrative offices.

Sacramento Branch Campus
8810 Cal Center Drive, 3rd Floor
Sacramento, CA 95826
(916) 588-2060
(916) 588-2061 fax

The Sacramento branch is located on the third floor of a professional building complex. The campus houses classrooms, an x-ray lab, an imaging lab, a medical assistant/phlebotomy lab, a library with Internet access. The imaging lab is equipped with ultrasound scanners capable of performing general and specialized procedures including 3D and color-flow imaging. There are administrative and faculty offices, a reception area and student lounge. Standard equipment includes a library of text/case studies and reference books, video monitors, computers, journals, and audio and video aides, TV sets, DVD/VCR player. The medical assistant lab is equipped with exam tables and equipment for examination and diagnostic assistance including scales, EKG machines, as well as urine and blood testing. The phlebotomy lab is equipped with anatomical charts and models, specimen collection equipment and supplies. The energized radiologic technology lab is equipped with one stationary radiography unit, a digital image receptor system, and a portable x-ray machine.

PROGRAM OFFERINGS

Please note that not all programs are available at each campus. Please see the Program Offerings per Campus (Table 1) for more details.
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| **ACCREDITATION, APPROVAL, RECOGNITION, MEMBERSHIP** |

Gurnick Academy of Medical Arts holds national institutional accreditation by the Accrediting Bureau for Health Education Schools (ABHES). ABHES accreditation does not include continuing education courses. ABHES is located at: 7777 Leesburg Pike Suite 314 N, Falls Church, Virginia 22043, (703) 917-9503.

Gurnick Academy of Medical Arts is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act (CPPEA) of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. CPPEA is governed by the Bureau for Private Postsecondary Education; information about the Bureau can be found at www.bppe.ca.gov.

Gurnick Academy of Medical Arts (San Mateo, Concord, Fresno and Modesto campuses) Vocational Nurse Program is approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). Contact information for BVNPT is: 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833, (916) 263-7800.

Gurnick Academy of Medical Arts (Fresno Campus) AS in Nursing Program is approved by the California Board of Registered Nursing. The mailing address for the BRN is PO Box 944210, Sacramento, CA 94244, (916) 322-3350.

Gurnick Academy of Medical Arts (Concord campus) Psychiatric Technician Program is approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). Contact information for BVNPT is: 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833, (916) 263-7800.

Gurnick Academy of Medical Arts (San Mateo, Modesto, and Sacramento campuses) AS in MRI Program is
accredited by American Registry of Magnetic Resonance Imaging Technologists (ARMRIT). The mailing address for ARMRIT is: 2049 E. 67th Street Brooklyn, NY 11234 Information about the registry can be found at www.armrit.org.

Gurnick Academy of Medical Arts (Concord and Sacramento campuses) AS in Radiologic Technology Program is approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) as a school for radiographers. The program also holds State approval as a fluoroscopy school. Contact Information for CDPH-RHB is: P.O. Box 997414, MS 7610, Sacramento, CA 95899-7414, (916) 327-5106.

Gurnick Academy of Medical Arts (Sacramento campus) AS in Radiologic Technology Program is not accredited by Joint Review Committee on Education in Radiologic Technology (JRCERT).

AS in Radiologic Technology Program, AS in Ultrasound Technology Program, and AS in MRI Technology Program are recognized by American Registry of Radiologic Technologists (ARRT) - www.arrt.org/Education/Educational-Programs. Graduates from the above mentioned programs are eligible to sit for ARRT (R) - AS in Radiologic Technology Program; ARRT (MRI) - AS in MRI Technology Program; ARRT (S) - AS in Ultrasound Technology Program. Anyone taking an examination offered by ARRT and who graduates on or after January 1, 2015, must hold, at a minimum, an earned associate’s degree. For more information about ARRT, please visit www.arrt.org. ARRT is located at ARRT, 1255 Northland Drive, St. Paul, MN 55120, (651) 687-0048.

Gurnick Academy of Medical Arts (San Mateo Campus), AS in Physical Therapist Assistant Program, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

Gurnick Academy of Medical Arts is an approved course provider by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) to provide IV Therapy and Blood Withdrawal Certification Courses.

Gurnick Academy of Medical Arts (Fresno Campus) AS in Nursing Program is approved by the California Board of Registered Nursing.

Gurnick Academy of Medical Arts is approved by the US Department of Education to participate in Title IV/Federal Financial Aid programs.

Gurnick Academy of Medical Arts is approved for the training of Veterans and eligible persons as an eligible institution. This approval will enable Veterans and their eligible dependents/spouses to utilize their GI Bill benefits to train to become Career Healthcare professionals.

Gurnick Academy of Medical Arts is a member of the California Association of Private Postsecondary Schools (CAPPS).

Gurnick Academy of Medical Arts is approved to accept participants from Workforce Investment Act (WIA), Employment Development Department (EDD) and California counties retraining programs.

Gurnick Academy of Medical Arts (San Mateo campus) is approved by Student and Exchange Visitor Program (SEVIS) to accept international students. More information can be found at egov.ice.gov/sevis/.

Gurnick Academy of Medical Arts is a member of the Chamber of Commerce.

*Individuals who would like to review the accrediting/licensure documentation should contact the Campus Director.*
# ADMISSION POLICIES

## PREREQUISITES, COREQUISITES, & ADMISSION COURSES

Gurnick Academy of Medical Arts has established program prerequisites and course corequisites appropriately on a programmatic and course-by-course basis.

Prerequisites are defined as courses that are required to be completed prior to starting the core programs. Passing prerequisites demonstrates competency of knowledge required for starting the core program. Prerequisite Challenge Exams are available for those who are interested.

Admission courses such as the LVN-to-RN Transition Course are courses that must be successfully completed to meet the eligibility requirements for admission into their respective programs. Completing these courses do not guarantee automatic enrollment into their respective programs. Please review individual program admission requirements for more details.

Corequisites are defined as courses that must be taken simultaneously.

Please note that prerequisite courses do not fall within the ABHES scope of accreditation nor do we award academic credits for those courses. Prerequisite and admission courses are also not eligible for Financial Aid.

Online, residential, hybrid prerequisite and admission courses are provided by Gurnick Academy.

## REGISTRATION FEE

All new applicants are subject to pay the $75.00 Registration Fee.

Individuals who were enrolled, but never started the core program and wish to enroll again are considered to be new applicants and must pay the Registration Fee again. Graduates of the Academy who wish to enroll again are considered new applicants and must also pay the Registration Fee.

Individuals who are eligible to re-enroll are subject to pay the Registration Fee if re-enrollment occurs after 180 days of an approved withdrawal/expulsion/completion date.

Individuals who are eligible to re-enroll are not subject to pay the $75.00 Registration Fee if re-enrollment occurs within 180 days of an approved withdrawal/expulsion/completion date.

Individuals who would like to transfer from one cohort group to either a different program or different time frame are not subject to pay the Registration Fee.

## INTERNATIONAL STUDENT ADMISSIONS

International applicants are encouraged to apply for admission. All applicants must meet the same admission requirements as U.S. citizens as outlined above. All documents should be accompanied by an English evaluation. Students whose native language is not English will be required to take the Test of English as Foreign Language (TOEFL) or equivalent. The following minimum TOEFL scores must be obtained: 45 for the iBT (internet-based test) or demonstrate English proficiency through other measures established by the Academy. An affidavit of financial support is recommended to be submitted, but is not required. More detailed information will be provided through our Admissions office. The Academy is authorized under federal law to enroll non-immigrant students. Visa services other than F1 Visa’s are not offered through Gurnick Academy of Medical Arts. Gurnick Academy of Medical Arts will document and vouch for current student status, if requested.
## ABILITY TO BENEFIT
Gurnick Academy of Medical Arts does not accept Ability-to-Benefit (ATB) students.

## ADMISSION REQUIREMENTS

The table below is only a summary of Admission Requirements. A full list of admission requirements is presented in the sections General Admission Requirements for all programs and Additional Admission Requirements per Program.

Table 2. Admission Requirements Summary

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Degree Requirement</th>
<th>Minimum Entrance Exam Score***</th>
<th>Admission Point System</th>
<th>Prerequisite Courses</th>
<th>Other General Requirements</th>
<th>Programmatic Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>VN</td>
<td>HSD/GED</td>
<td>19</td>
<td>Yes, some campuses only</td>
<td>Yes*</td>
<td>• Be at least 18 years of age</td>
<td>Interview (if applicable)</td>
</tr>
<tr>
<td>PT</td>
<td>HSD/GED</td>
<td>16</td>
<td>No</td>
<td></td>
<td>• Meet with Admission Advisor and Financial Aid Advisor (if applicable)</td>
<td>Essay, Interview (if applicable)</td>
</tr>
<tr>
<td>DA</td>
<td>HSD/GED</td>
<td>16</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA &amp; MAPHL</td>
<td>HSD/GED</td>
<td>16</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASUT</td>
<td>HSD/GED</td>
<td>30</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASMRI</td>
<td>HSD/GED</td>
<td>30</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASPTA</td>
<td>HSD/GED plus college coursework</td>
<td>No Minimum</td>
<td>Yes</td>
<td></td>
<td>• Pay all applicable fees</td>
<td>Info Session, Observation Hours, essay, Interview</td>
</tr>
<tr>
<td>ADN</td>
<td>HSD/GED</td>
<td>N/A See TEAS VI</td>
<td>Based on admission pathway</td>
<td></td>
<td></td>
<td>Info Session, Interview</td>
</tr>
<tr>
<td>ASVN</td>
<td>HSD/GED</td>
<td>N/A</td>
<td>No</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>BSDMI</td>
<td>2 Year Equivalent Imaging License</td>
<td>N/A</td>
<td>No</td>
<td></td>
<td>• Program’s performance requirements</td>
<td></td>
</tr>
<tr>
<td>RN to BSN</td>
<td>HSD/GED plus RN license**</td>
<td>N/A</td>
<td>Yes</td>
<td></td>
<td>• Student skills, hardware and software requirements (for distance education courses)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* Prerequisite courses may be taken at Gurnick Academy of Medical Arts.

**Minimum of 225 hours of RN work experience within the last 3 years.

*** Sacramento (online) Minimum Entrance Exam Scores for the following programs:
- Medical Assistant – 12
- ASMRI – 16
- ASRT – 16
- ASUT – 16
General Admission Requirements for all Programs

All applicants to the Academy must:

1. Meet with program’s Admission Advisor to review all required disclosures and receive full information prior to enrolling with Gurnick Academy of Medical Arts.
   *Please note that some programs may have additional requirements such as attending an Information Session prior to meeting with Admissions; please see Additional Admissions Requirements per Program.*

2. Meet with Financial Aid Advisor to review all required disclosures and receive full information prior to enrolling to Gurnick Academy of Medical Arts.
   *Please note that this requirement is not applicable for non-financial aid programs.*

3. Pay all applicable fees, as per the current published fee schedule prior to the issuance of an enrollment agreement or make other payment arrangements acceptable to the academy.

4. Possess a High School Diploma from an approved/accredited high school or a GED; and be at least 18 years of age (official ID is required) to be able to enroll into a core program.
   *Please ask Admission Advisor for more details and for the list of approved High Schools. Please refer to the Foreign Transcript/Diploma Evaluation Policy for more information regarding additional requirements.*

5. Complete the entrance exam with minimum score required as outlined in the table Admission Requirements Summary; this is applicable to all programs except for the BSN Program’s RN to BSN Pathway.
   *All applicable Programs utilize the Scholastic Level Exam (SLE), with the exception of the PTA Program. For more details please review the section Scholastic Level Exam (SLE) below and Assessment Testing section in Additional Admission Requirements for PTA.*

6. Comply with all Gurnick Academy requirements for Immunizations, Health Screening, Background Check and CPR/First Aid policy.

7. Comply with program’s performance requirements.
   *Make sure to read each Program’s performance requirements in Program Performance Requirements section.*

8. Comply with the Additional Admission Requirements per Program.
   *Please review this section for the applicable program.*

9. Meet the minimum student skills, hardware and software requirements if the student enrolls in any of distance education (online) courses. Please refer to the Minimum Requirements for Students Enrolling in Distance Education Courses section.

10. The student must have the ability to read and write English at the level of a graduate of an American high school as demonstrated by the possession of a high school diploma, GED or passage of the California high school proficiency exam.

Scholastic Level Exam (SLE)

Scholastic Level Exam (SLE) is a general assessment test that is designed to test the students’ level of comprehension and existing knowledge. It consists of 50 logical thinking questions based on English and math. There is no cost for this exam. Applicants are allowed 3 attempts within a calendar year to pass the exam. There must be at least 7 days between attempts. Results are valid for one year. Please note that if a graduate (or current student) applies for another program and his/her SLE result has expired, this person must take a test again.

Additional Admission Requirements per Program

Associate of Science in Magnetic Resonance Imaging Program (ASMRI)

Applicants must:

1. Submit – for applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be successfully completed and given a grade of at least a “C”. Anatomy and Physiology I with Laboratory must be completed within the last 5 years. All credit granting is subject to the approval from the Program Director or Program Coordinator. Please allow 7 days for review.

2. Complete the Distance Education Questionnaire.
3. Submit 2 letters of reference. The letters must be current, typed, dated, and signed. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
4. Submit an essay that is no longer than two typed double-spaced pages which describes the:
   a. Reasons for applicant’s desire to become an MRI Technologist;
   b. Reasons for applying to the Associate of Science Degree in Magnetic Resonance Imaging Program;
5. Pass an admission interview with the Program Director and designees.

**Associate of Science in MRI Admission Point System**

Applicants are deemed qualified on a point system. The highest ranked applicants (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant showing the maximum score achievable.

<table>
<thead>
<tr>
<th>Table 3. ASMRI Admission Point System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Admissions Exam</strong></td>
</tr>
<tr>
<td>- SLE</td>
</tr>
<tr>
<td><strong>II. Post-Secondary Education</strong></td>
</tr>
<tr>
<td>- Associate Degree</td>
</tr>
<tr>
<td>- Baccalaureate Degree</td>
</tr>
<tr>
<td>- Graduate/Master’s Degree</td>
</tr>
<tr>
<td>- Post-Graduate/Doctoral Degree</td>
</tr>
<tr>
<td><strong>III. Academic Achievement: College level Courses &amp; High school AP courses</strong></td>
</tr>
<tr>
<td>A. Overall GPA</td>
</tr>
<tr>
<td>- GPA 3.0</td>
</tr>
<tr>
<td>- GPA 3.5</td>
</tr>
<tr>
<td>- GPA 3.9</td>
</tr>
<tr>
<td>B. Math and Science GPA</td>
</tr>
<tr>
<td>- GPA 3.0</td>
</tr>
<tr>
<td>- GPA 3.5</td>
</tr>
<tr>
<td>- GPA 3.9</td>
</tr>
<tr>
<td><strong>IV. One-Page Resume (required)</strong></td>
</tr>
<tr>
<td><strong>V. Essay – One-page, APA Format</strong></td>
</tr>
<tr>
<td>Essay will include:</td>
</tr>
<tr>
<td>- Statement of why you want to join this modality</td>
</tr>
<tr>
<td>- The essential functions and role of a technologist in this field</td>
</tr>
<tr>
<td>- Preparation to become successful in this program</td>
</tr>
<tr>
<td>- Sources used to prepare for the essay</td>
</tr>
<tr>
<td><strong>VI. Health Care Background</strong></td>
</tr>
<tr>
<td>- 1-3 years</td>
</tr>
<tr>
<td>- More than 3 years</td>
</tr>
<tr>
<td><strong>VII. Reapplication (having completed reapplication requirements)</strong></td>
</tr>
<tr>
<td><strong>VIII. Personal Interview</strong></td>
</tr>
<tr>
<td>- 5 Interview Questions</td>
</tr>
<tr>
<td>- Appearance and Demeanor</td>
</tr>
</tbody>
</table>
Associate of Science in Nursing Program (ADN)

Test of Essential Academic Skills (TEAS®)

The Test of Essential Academic Skills (TEAS®) measures basic essential skills in the academic content area domains of reading, mathematics, science and English and language usage. The test is intended for use primarily with adult nursing program applicant populations. The objectives assessed on TEAS® VI are those which nurse educators deemed most appropriate and relevant to measure entry level academic readiness of nursing program applicants. The cost for this exam is $55 per individual test taker. Acceptable payments for this exam are Cashier’s Check and Money Order only. Applicants are allowed 3 attempts a year starting from the original date of the first exam. Results are valid only for one year. All students are encouraged to log on to www.atitesting.com for study material and other useful resources and information. The TEAS Test Passing score is 62% or higher. The following TEAS results are accepted:

- TEAS VI Passing Score of 62% or higher
- TEAS V is still accepted only for the 2017 application to ADN Program with a score of 62% or higher

Breakdown of test subjects (by percentage of entire test):

- Reading – 28%
- Mathematics – 20%
- Science – 32%
- English and Language Usage – 20%

- For LVN-RN AP Applicants: Submits proof of one year full-time LVN/LPN work experience within the last three years or is a recent graduate of an LVN/LPN school (within one year at the time of application) or has completed an LPN/LVN Refresher/Re-entry program within one year of admission.

- For LVN 30-Unit Option
  - Proof of current California Vocational Nurse license
  - Counseling and evaluation by the Program Director or Assistant Program Director
  - Official transcript must be submitted to the Office of Admissions directly from the school
  - Complete Physiology with lab 3.5 units and Microbiology with lab 3 units with a GPA of 2.5 for each course
  - Applicant must meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR certification (see Policies of Gurnick Academy of Medical Arts in School Catalog and “Admissions”).
  - Applicant must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in all college course work. Official transcripts are required.
  - Applicant must take an Admission Assessment test: the Test of Essentials Academic Skills. It tests math, reading, English and language use, and science. All students are encouraged to log on to www.atitesting.com for study material and other useful resources and information. The TEAS Test Passing score = 62% or better.
- Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via Skype, if necessary.
- Applicant must submit a 2-3-page written essay on why they have chosen professional nursing as a career.

**Credit Granting for Nursing Education:**

Students may request credit granting for previously taken nursing courses. If official transcripts are not submitted at the time of the application, student forfeits the opportunity to apply for credit granting on courses taken previously.

LVN’s can transfer in 22 Semester Credit Hours of LVN courses that have been taken at the post-secondary level at an institution accredited by agency recognized by the United States Department Of Education or the Council of Higher Education Accreditation.

The content of these 22 transfer credits shall include the following:

- Nursing Theory hours (prior to program): 13 semester credit hours for the following equivalent courses at Gurnick:
  - RN 100 Fundamentals of Nursing (3 semester credit hours)
  - RN 102 Health Assessment Theory (2 semester credit hours)
  - RN 104 Fundamentals of Pharmacology (2 semester credit hours)
  - RN 200 Medical Surgical Nursing I Theory-Intro to Med-Surg (3 semester credit hours)
  - RN 202 Medical Surgical Nursing II Theory-Intermediate Med-Surg (3 semester credit hours)

- Nursing Lab hours (prior to program): 1.5 semester credit hours for:
  - RN 103 Health Assessment Skills Lab (1.5 semester credit hours)

- Nursing Clinical hours (prior to program): 7.5 semester credit hours for:
  - RN 101 Fundamentals of Nursing Clinical and Lab (3.5 semester credit hours)
  - RN 201 Medical Surgical Nursing I Clinical (2 semester credit hours)
  - RN 203 Medical Surgical Nursing II Clinical (2 semester credit hours)

Table 4. **ADN General Education Hours**

<table>
<thead>
<tr>
<th>PREREQUISITE</th>
<th>SEMESTER CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Body in Health and Disease I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>General Microbiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>English Reading and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Human Body in Health and Disease II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition in Health &amp; Disease</td>
<td>3</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>
All pre-requisite courses must meet the baseline criteria of general education criteria for the California State University system (CSUs).

Please note: A transcript MUST be provided for the above pre-requisites if credit granting and will only be accepted from an accredited institution that is approved by the US Department of Education.

Table 5. ADN Admission Point System

<table>
<thead>
<tr>
<th>I. Admissions Exam</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• TEAS</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Post-Secondary Education</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Associate Degree</td>
<td>10</td>
</tr>
<tr>
<td>• Baccalaureate Degree</td>
<td>20</td>
</tr>
<tr>
<td>• Graduate/Master’s Degree</td>
<td>30</td>
</tr>
<tr>
<td>• Post-Graduate/Doctoral Degree</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Academic Achievement: College level Courses &amp; High school AP courses</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Overall GPA</td>
<td></td>
</tr>
<tr>
<td>• GPA 3.0</td>
<td>5</td>
</tr>
<tr>
<td>• GPA 3.5</td>
<td>10</td>
</tr>
<tr>
<td>• GPA 3.9</td>
<td>15</td>
</tr>
<tr>
<td>B. Math and Science GPA</td>
<td></td>
</tr>
<tr>
<td>• GPA 3.0</td>
<td>20</td>
</tr>
<tr>
<td>• GPA 3.5</td>
<td>30</td>
</tr>
<tr>
<td>• GPA 3.9</td>
<td>30</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Application Essay To Nursing Program – APA Format</th>
<th>Possible Points</th>
</tr>
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<tbody>
<tr>
<td>Essay will include:</td>
<td>50</td>
</tr>
<tr>
<td>- Statement of purpose for enrolling into nursing program</td>
<td></td>
</tr>
<tr>
<td>- The essential functions and role of a nurse</td>
<td></td>
</tr>
<tr>
<td>- Preparation to become successful in the nursing program</td>
<td></td>
</tr>
<tr>
<td>- Accountability and integrity in nursing profession</td>
<td></td>
</tr>
<tr>
<td>- 3 Peer Reviewed References</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Health Care Background</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1-3 years</td>
<td>10</td>
</tr>
<tr>
<td>• More than 3 years</td>
<td>20</td>
</tr>
</tbody>
</table>

| VI. Personal Interview     | 120             |
|----------------------------|                 |
| 11 Interview Questions     |                 |
| Professionalism            |                 |
| Appearance and Demeanor    |                 |
| Communication Skills       |                 |
| Answering Skills           |                 |
| Overall Impression         |                 |

<table>
<thead>
<tr>
<th>VII. Evaluation from the Office of Admissions</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td></td>
</tr>
<tr>
<td>Timeliness</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Compliance to the requirements</td>
<td></td>
</tr>
</tbody>
</table>
Transition Course [for LVN-RN Advanced Placement only]
The LVN To RN Transition Course (120hrs) is an Admission Course that must be completed prior to starting the LVN to RN CORE courses.

Associate of Science in Physical Therapist Assistant Program (ASPTA)
The Physical Therapist Assistant Program has a selective application process. There is a deadline for completed applications to be submitted. Please inquire with Admissions for the current deadline date.

1. All applicants must attend an Information Session.
   *Informational Sessions are held monthly in the PTA classroom at Gurnick Academy, San Mateo campus. These 1.5-hour sessions are conducted by the PTA Team and Admissions to provide specific information about admission requirements, program and clinical rotation scheduling, and financial aid resources. A packet of registration documents will be given to applicants to complete and return. Please review The Essential Functions for PTA Students in the Program Performance Requirements section.*

2. All applicants MUST complete an Admissions Assessment test. *Details will be provided at the informational sessions or by Admissions.*

3. All applicants must complete the following prerequisites with grades of ‘C’ or above and with a prerequisites GPA of 2.5 or above. All credit granting is subject to approval by the Program Director. Official transcripts are required.
   a. Anatomy and Physiology with lab (complete one-year sequence within the last 5 years)
   b. College level Math
   c. College level English (reading and writing composition)
   d. Introduction to Psychology or Lifespan Psychology
   e. One course in the Social or Behavioral Sciences
   f. Oral Communication, Speech or Interpersonal Communication

4. All applicants must submit the Verification of Observation Hours form documenting 80 hours (40 inpatient and 40 outpatient) of observation, work experience, or volunteer experience at a physical therapy facility by the application deadline.
   *The Verification of Observation Hours form and instructions is in the Application/Registration packet that you can download from the website.*

5. Applicants must submit all required documents by the application deadline. Incomplete applications will not be considered. Please plan ahead for time to submit official transcripts and completion of observation hours.

6. The PTA Admissions Committee will review all applications and invite the 40 top scoring applicants for an interview and essay. Please see scoring rubric.
   *The interview criteria are based upon ‘Generic Abilities’ identified through a study published by UW-Madison. These abilities are attributes leading to success in the field of Physical Therapy. Interviews will be scheduled for 15-20 minutes. Applicants will also have additional time to complete a short Application Essay and Pre-Admission Questionnaire. Applicants will be reminded to complete their online FAFSA application for federal student aid.*

7. Up to 30 top scoring applicants will be offered seats in the program with up to 10 alternates. Selected applicants must accept the seat within 72 hours of receipt of the formal acceptance letter. The number of applicants admitted in any year to the Associate of Science in PTA program is dependent on the availability of the clinical sites.

*ASPTA Admission Point System*

Please review the PTA Admission Point System table to help you prepare. Those applicants that were not
selected may re-apply. The highest ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant showing the maximum score achievable.

Table 6. ASPTA Admission Point System

<table>
<thead>
<tr>
<th>Point Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed application form</td>
<td>Required</td>
</tr>
<tr>
<td>Proof of prerequisite GPA</td>
<td></td>
</tr>
<tr>
<td>Average 2.50-2.59</td>
<td>1</td>
</tr>
<tr>
<td>Average 2.60-3.00</td>
<td>2</td>
</tr>
<tr>
<td>Average 3.01-3.59</td>
<td>3</td>
</tr>
<tr>
<td>Average 3.6-4.0</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy grade of B</td>
<td>2</td>
</tr>
<tr>
<td>Anatomy grade of A</td>
<td>4</td>
</tr>
<tr>
<td>Physiology grade of B</td>
<td>2</td>
</tr>
<tr>
<td>Physiology grade of A</td>
<td>4</td>
</tr>
<tr>
<td>College degree</td>
<td></td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>2</td>
</tr>
<tr>
<td>Higher Degree</td>
<td>3</td>
</tr>
<tr>
<td>Repeat applicant</td>
<td>1</td>
</tr>
<tr>
<td>Attend Informational Session</td>
<td>Required</td>
</tr>
<tr>
<td>More than 40 hours observation/experience at a physical therapy outpatient facility (must be documented) 40 REQUIRED</td>
<td>2</td>
</tr>
<tr>
<td>More than 40 hours observation/experience at a physical therapy inpatient facility (must be documented) 40 REQUIRED</td>
<td>2</td>
</tr>
<tr>
<td>Paid experience in a Physical Therapy Facility</td>
<td>2</td>
</tr>
<tr>
<td>Basic Anatomy Assessment Test</td>
<td></td>
</tr>
<tr>
<td>0-5</td>
<td>0</td>
</tr>
<tr>
<td>6-10</td>
<td>1</td>
</tr>
<tr>
<td>11-15</td>
<td>2</td>
</tr>
<tr>
<td>16-20</td>
<td>3</td>
</tr>
<tr>
<td>21-25</td>
<td>4</td>
</tr>
<tr>
<td>SLE Assessment Test</td>
<td></td>
</tr>
<tr>
<td>0-10</td>
<td>0</td>
</tr>
<tr>
<td>11-15</td>
<td>1</td>
</tr>
<tr>
<td>16-20</td>
<td>2</td>
</tr>
<tr>
<td>21-22</td>
<td>3</td>
</tr>
</tbody>
</table>
Associate of Science in Radiologic Technology Program (ASRT)

Applicants must:

1. Submit – for applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be successfully completed and given a grade of at least a “C”. Anatomy and Physiology must be completed within the last 5 years. All credit granting is subject to the approval from the Program Director. Please allow 7 days for review.

2. Pass an ESL test if applicant is a non-native English speaker.

3. Show proof of completion (signed by department manager on facility’s letterhead) of 24 hours of observation/volunteer or work experience in a radiology department. (The program director may accept specific equivalent verified work experience in a medical field in lieu of this requirement. Applicant must obtain a signed letter from the employer and submit with application materials.)

4. Submit two original letters of reference that are current, typed, signed and dated which include:
   a. Academic letter of reference from a science or math teacher of a postsecondary institution;
   b. Letter of reference from a recent employer or supervisor.

5. Submit an essay (no longer than two typed, double spaced pages) which describes the:
   a. Reasons for applicant’s desire to become a radiologic technologist;
   b. Reasons for applying to the Associate of Science in Radiologic Technology Program;
   c. Personal attributes which contribute to the applicant’s success in the program;
   d. Pertinent employment or volunteer experience that supports the applicant’s knowledge of the medical field.

6. Pass an admission interview.

7. Complete a Distance Education Questionnaire.

Associate of Science in RT Admission Point System

Applicants are deemed qualified on a point system. The highest ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant showing the maximum score achievable.

Table 7. ASRT Admission Point System

<table>
<thead>
<tr>
<th>I. Admissions Exam</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SLE</td>
<td>50</td>
</tr>
</tbody>
</table>

II. Post-Secondary Education

<table>
<thead>
<tr>
<th></th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Associate Degree</td>
<td>10</td>
</tr>
<tr>
<td>• Baccalaureate Degree</td>
<td>20</td>
</tr>
<tr>
<td>• Graduate/Master’s Degree</td>
<td>30</td>
</tr>
<tr>
<td>• Post-Graduate/Doctoral Degree</td>
<td>40</td>
</tr>
</tbody>
</table>

III. Academic Achievement: College level Courses & High school AP courses

<table>
<thead>
<tr>
<th>A. Overall GPA</th>
<th>Possible Points</th>
</tr>
</thead>
</table>

Essay and pre-admission questionnaire scored by Rubric
### Associate of Science in Ultrasound Technology Program (ASUT)

Applicants must:

1. Submit – for applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be successfully completed and given a grade of at least a “C”. Anatomy and Physiology must be completed within the last 5 years. All credit granting is subject to the approval from the Program Director. Please allow 7 days for review.
2. Pass an interview with the Program Director.
3. Complete a Distance Education Questionnaire.
4. Submit 2 letters of reference. The letters must be current, typed, dated, and signed. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
5. Submit an essay that is no longer than two typed double-spaced pages which describes the:
   a. Reasons for applicant’s desire to become an Ultrasound Technologist;
   b. Reasons for applying to the Associate of Science in Ultrasound Technology Program.

### Associate of Science in UT Admission Point System

Applicants are deemed qualified on a point system. The highest ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant showing the maximum score achievable.
Table 8. ASUT Admission Point System

<table>
<thead>
<tr>
<th>I. Admissions Exam</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SLE</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Post-Secondary Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Associate Degree</td>
<td>10</td>
</tr>
<tr>
<td>• Baccalaureate Degree</td>
<td>20</td>
</tr>
<tr>
<td>• Graduate/Master’s Degree</td>
<td>30</td>
</tr>
<tr>
<td>• Post-Graduate/Doctoral Degree</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Academic Achievement: College level Courses &amp; High school AP courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Overall GPA</td>
<td></td>
</tr>
<tr>
<td>• GPA 3.0</td>
<td>5</td>
</tr>
<tr>
<td>• GPA 3.5</td>
<td>10</td>
</tr>
<tr>
<td>• GPA 3.9</td>
<td>15</td>
</tr>
<tr>
<td>B. Math and Science GPA</td>
<td></td>
</tr>
<tr>
<td>• GPA 3.0</td>
<td>20</td>
</tr>
<tr>
<td>• GPA 3.5</td>
<td>30</td>
</tr>
<tr>
<td>• GPA 3.9</td>
<td>35</td>
</tr>
</tbody>
</table>

| IV. One-Page Resume (required)                                             | 25                  |

| V. Essay – One-page, APA Format                                           | 25                  |

Essay will include:
- Statement of why you want to join this modality
- The essential functions and role of a technologist in this field
- Preparation to become successful in this program
- Sources used to prepare for the essay

<table>
<thead>
<tr>
<th>VI. Health Care Background</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1-3 years</td>
<td>10</td>
</tr>
<tr>
<td>• More than 3 years</td>
<td>20</td>
</tr>
</tbody>
</table>

| VII. Reapplication (having completed reapplication requirements)         | 20                  |

<table>
<thead>
<tr>
<th>VIII. Personal Interview</th>
<th>120</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 5 Interview Questions</td>
<td></td>
</tr>
<tr>
<td>- Appearance and Demeanor</td>
<td></td>
</tr>
<tr>
<td>- Communication Skills</td>
<td></td>
</tr>
<tr>
<td>- Maturity</td>
<td></td>
</tr>
<tr>
<td>- Overall Impression</td>
<td></td>
</tr>
</tbody>
</table>

| IV. Evaluation from the Office of Admissions                             | 50                  |

Possible Total Points: 400

Associate of Science in Vocational Nursing Program (ASVN)

1. All pre-requisite courses must meet the baseline criteria of general education criteria for the California State University system (CSUs).
   a. Please note: A transcript MUST be provided for the above pre-requisites if credit granting and will only be accepted from an accredited institution that is approved by the US Department of Education.
b. Copies are not accepted. All coursework must be successfully completed and given a grade of at least a “C.”

2. Applicant must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in Vocational or Practical Nursing coursework. Official transcripts are required.
3. Provide certificate of completion from a Board-approved Vocational Nursing Program from an accredited institution

Bachelor of Science in Diagnostic Medical Imaging Program (BSDMI)

- Have completed 2-year or equivalent education and passed an ARRT registry or equivalent (ARDMS, ARMRT, etc.) in one of the following: Radiography, Nuclear Medicine, Diagnostic Medical Sonography, Cardiovascular Sonography, MRI, or Radiation Therapy (credit granted for combination of past core coursework and registry or equivalent = 65 semester credits.)
- Proof of credentialing certification;
- Submit official transcripts;
- Complete an application for admission.
- Have a high school diploma or GED and be at least 18 years of age.
- Have a reliable computer, Internet access and a working email address.
- Completion of Distance Education Questionnaire.
- Must pay all applicable fees, as per the current fee schedule prior to the issuance of an enrollment contract or make other payment arrangements acceptable to the school.
- Meet all admission requirements.

Dental Assistant Program (DA)
All applicants must:
1. Submit an essay (no longer than one-page, double-spaced typed or hand-written) which describes the:
   a. Reasons for applicants desire to become a Dental Assistant;
   b. Personal attributes the applicant possesses that will support the applicant’s ability to complete the DA program;
   c. People, routines, and resources the applicant has to support the applicant’s efforts throughout the program.

Medical Assistant Program (MA)
All applicants must:
1. Submit an essay (no longer than one-page, double-spaced typed or hand-written) which describes the:
   a. Reasons for applicants desire to become a Medical Assistant;
   b. Personal attributes the applicant possesses that will support the applicant’s ability to complete the MA program;
   c. People, routines, and resources the applicant has to support the applicant’s efforts throughout the program.
2. Some Campuses (in cases such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the MA Program Supervisor, Program Coordinator, or designee.
3. Medical Assistant Certification Participation is required for Graduation. This may be waived by the Program Supervisor, Campus Director, or Academic Director, if a student submits a written employment offer and the offer is time sensitive and is contingent on the student having their Gurnick diploma in hand.

Bachelor of Science in Nursing Program (RN to BSN)
Applicants must:
1. Provide official transcripts which reflect a minimum cumulative GPA of 2.5 in all college coursework.
2. Pass an interview with the Program Director or Associate Program Director in person or via Skype, if necessary.
3. Submit a 2-3 page typed essay on why he/she has chosen professional nursing as a career.
4. Submit 3 letters of recommendation. These may come from employers, immediate work supervisors, health related facilities at which the applicant has done volunteer work, or faculty from previous college/university courses. These letters of recommendation must be submitted on official letterhead.
5. Provide a resume showing previous healthcare experience.
6. Complete the Distance Education Questionnaire.
7. Submit proof of current RN license with a minimum of 225 hours of RN work experience within the last three years (a letter from employer is required).
8. Complete all courses or equivalent listed in the Registered Nursing Prerequisite Courses: RN to BSN Pathway table.

Tracks for non-Registered Nurses will be available upon approval by the California RN Board.

RN to BSN Admission Point System
Applicants are deemed qualified on a point system. The highest ranked (above a minimum) will be offered seats in the program. The following point system is used to evaluate each applicant showing the maximum score achievable.

Table 9. RN to BSN Admission Point System

<table>
<thead>
<tr>
<th>1. Admission:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td></td>
</tr>
<tr>
<td>Up to 3.39</td>
<td>1</td>
</tr>
<tr>
<td>3.40-3.79</td>
<td>2</td>
</tr>
<tr>
<td>3.80 or above</td>
<td>3</td>
</tr>
<tr>
<td>Essay</td>
<td></td>
</tr>
<tr>
<td>Clarity of purpose</td>
<td>1</td>
</tr>
<tr>
<td>Correct grammar, spelling and punctuation</td>
<td>1</td>
</tr>
<tr>
<td>Essay is developed using logic and persuasion</td>
<td>1</td>
</tr>
<tr>
<td>Resume showing previous healthcare experience</td>
<td></td>
</tr>
<tr>
<td>Up to 2 years of related experience</td>
<td>1</td>
</tr>
<tr>
<td>2-4 years</td>
<td>2</td>
</tr>
<tr>
<td>4+ years</td>
<td>3</td>
</tr>
<tr>
<td>Distance Education Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Score of 14 or less</td>
<td>1</td>
</tr>
<tr>
<td>Score of 15-27</td>
<td>2</td>
</tr>
<tr>
<td>Score of 28-33</td>
<td>3</td>
</tr>
</tbody>
</table>

| 2. Interview:                     |        |
| Presentation/Appearance           | 0.5    |
| Personality                       | 0.5    |
| Communications skills             | 0.5    |
| Maturity                          | 0.5    |
| Attitude                          | 0.5    |
| Overall Impression                | 0.5    |
Vocational Nurse (VN) and Psychiatric Technician (PT) Programs
All applicants must:

1. Complete the Essential Medical Bioscience prerequisites course with grade ‘C’ or above.
   a. Essential Medical Bioscience course is waived as a prerequisite for those who have successfully completed the following courses within the last 5 years: Cell Biology, Human Biology Basics, Basic Math, and Medical Terminology. Prerequisite course challenge exam is also available for those who are interested.

2. Some Campuses (in cases such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the applicable VN or PT Program Coordinator or designee.

VN Admission Point System
Please note that the following table may not be applicable for some of our campuses. Some campuses may have non-interview enrollment. Please ask an Admission Advisor at the respective campus for more details.

Table 10. VN Admission Point System

<table>
<thead>
<tr>
<th>1. Admission</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLE score</td>
<td></td>
</tr>
<tr>
<td>Score 19-29</td>
<td>1</td>
</tr>
<tr>
<td>Score 30-39</td>
<td>2</td>
</tr>
<tr>
<td>Score 40-50</td>
<td>3</td>
</tr>
<tr>
<td>Previous Education</td>
<td></td>
</tr>
<tr>
<td>HS diploma or GED</td>
<td>1</td>
</tr>
<tr>
<td>AA/AS degree</td>
<td>2</td>
</tr>
<tr>
<td>BA/BS degree and higher</td>
<td>3</td>
</tr>
<tr>
<td>Healthcare Field Experience</td>
<td></td>
</tr>
<tr>
<td>1 year</td>
<td>1</td>
</tr>
<tr>
<td>2-4 years</td>
<td>2</td>
</tr>
<tr>
<td>More than 4 years</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite Course Grades</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>A</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Interview Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview questions</td>
<td>50</td>
</tr>
<tr>
<td>Appearance/Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Communication skills</td>
<td>15</td>
</tr>
<tr>
<td>Problem solving/Decision making</td>
<td>12</td>
</tr>
<tr>
<td>Preparedness</td>
<td>12</td>
</tr>
<tr>
<td>Responsibility</td>
<td>15</td>
</tr>
</tbody>
</table>
Minimum Requirements for Students Enrolling in Distance Education Courses

Minimum Student Skills Requirements
Students are expected to have at least the following skills prior to taking distance education courses:

- Basic keyboarding competence
- Elementary knowledge of their computer operating system
- Basic knowledge of software and tools such as:
  - Word processor
  - E-mail
  - Internet browser

Hardware Requirements
- Access to a Windows or Macintosh system (see below for details). For other operating systems, contact us with questions.
- Internet access either via modem and phone line or a direct network connection (highly recommended to have high speed BROADBAND access).
- Internet service provider for home access and/or access from work (must have prior to start of the course).
- Access to the distance education environment for a minimum of 10 hours per week.
- An e-mail account for sending and receiving electronic mail via the Internet.
- Students must be able to video conference in real-time (appropriate equipment needed: camera, microphone, etc.)

Software Requirements
- Microsoft Word, WordPerfect, Write (OpenOffice) or another word processing program capable of saving files in RTF (Rich Text Format).
- Web Browser – Firefox 3.0 is highly recommended. To download and install, click the following link http://www.mozilla.org/en-US/firefox. However, Opera 9.0, Google Chrome, Safari or Internet Explorer 9.0 or higher versions (these are free downloadable programs) are some other alternatives. If you plan on using a browser supplied by your Internet service provider (for example, AOL or WebTV), make sure it is the most recent version. We cannot guarantee that all course features will function in all non-Mozilla or Internet Explorer browsers.
- E-mail software or a Web browser capable of supporting e-mail activity, including sending/receiving attached files.
- One or more courses may require special (free) plug-ins to access streaming media, PDF files, or other web components.
- Antivirus software.
- Download and install the following software if they (or comparable alternatives) are not already configured on your computer:
  - Firefox
  - Adobe Acrobat Reader
  - Adobe Flash Player
  - OpenOffice
  - AVG Antivirus
  - Skype

PERFORMANCE REQUIREMENTS

In order to ensure the safety and welfare of our students and patients each of our programs has sets of specific physical and non-physical requirements. Almost all of our students (check with an Admission Advisor if applicable) must be able to:

- Handle stressful situations related to technical and procedural standards and patient care situations
- Respond quickly and appropriately to emergency situations using the English language
- Communicate effectively with patients and staff in both verbal and written forms in clear English
- Read and interpret (or learn how to) patient charts and requisitions
- Tolerate strong, unpleasant odors
• Provide physical and emotional support to the patients during procedures
• Report clearly and legibly through progress notes in patient charts
• Meet class standards for successful course completion
• Collect, interpret, and integrate data about patients
• Recognize and respond appropriately to individuals of all ages, genders, and races, and from all socio-economic, religious, and cultural backgrounds
• Cope with stress of heavy workloads, demanding patients, and life-threatening clinical situations
• Recognize and respond appropriately to potentially hazardous situations
• Demonstrate the physical and emotional capacity to work a 40-hour week while at the clinical rotation
• Behave in an ethically sound, competent, compassionate, and professional manner in the classroom and in the clinic
• Lift/carry:
  - 1 - 5 lbs. frequently – image receptors, lead aprons, files
  - 20-50 lbs. occasionally – patient transfers and patient positioning
  - 50-70 lbs. rarely to occasionally – patient transfers
• Stand and walk for up to 8 hours per day
• Carry a minimum of 20 pounds while walking a distance of 100 feet
• Bend or flex the upper trunk forward up to 45 degrees and flex the lower torso into a squatting position
• Rotate the upper trunk up to 30 degrees to the right and left
• Reach a minimum of 72 inches above floor level or a full arm’s reach
• Utilize the sense of hearing to effectively communicate with the patients and healthcare team
• Utilize the sense of vision in all levels hospital lighting, which varies from low levels of illumination to bright light levels
• Sit in class for up to 6 hours per day
• Palpate anatomical structures and handle injured body parts without causing injury to the patient
• Give manual resistance to a patient’s arm, leg, or trunk during exercise
• Move with adequate agility and speed to ensure patient safety
• Walk and balance well enough to help patients walk and transfer with or without equipment, while preventing injury to patient and self
• Safely grasp and manipulate small objects and set dials on electrical equipment
• Use visual, auditory, and tactile senses to observe patients and collect and interpret data
• Respond to warning sounds, machine alarms, and calls for help

Please read further to find additional program specific requirements. Please note some requirements may overlap with the above list.

**Program Specific Performance Requirements**

**Associate of Science in Magnetic Resonance Imaging Program (ASMRI)**

ASMRI students must be in good health and able to:
• Lift more than 50 pounds and push-and-pull routinely
• Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers
• Verbalize and have written skills to communicate needs promptly and effectively in English
• Have full use of arms, hands, and wrists
• Possess adequate visual acuity to review radiologic exams, including color distinctions
• Stand and walk on your feet 80% of the time
• Work compassionately and effectively with ill patients

ASMRI students must have sufficient strength, motor coordination and manual dexterity to:
• Transport, move, lift and transfer patients from a wheelchair or cart to a table or to a patient bed
• Move, adjust and manipulate a variety of MRI equipment

ASMRI students must be capable of:
• Handling stressful situations related to technical and procedural standards and patient care situations
• Providing physical and emotional support to the patient during the MRI procedures
• Being able to respond to situations requiring first aid and providing emergency care to the patient in the absence of or until the physician arrives
• Communicating verbally in an effective manner in order to direct patients during MRI examinations
• Visually recognizing anatomy on CRT screen
• Reading and interpreting patient charts and requisitions for MRI examinations

ASMRI students must have the mental and intellectual capacity to:
• Calculate and select proper technical factors according to the individual needs of the patient and the requirements of the procedure's standards of speed and accuracy
• Review and evaluate the recorded images on the monitor and archiving system for the purpose of evaluating the MR image quality, accurate procedural sequencing, completion of a diagnostic examination, and other appropriate and pertinent technical qualities

Associate of Science in Nursing Program (ADN)
In order to ensure the safety and welfare of our students and patients each of our programs has sets of specific physical and non-physical requirements. Almost all of our students (check with an Admission Advisor if applicable) must be able to:
• Handle stressful situations related to technical and procedural standards and patient care situations
• Respond quickly and appropriately to emergency situations using the English language
• Communicate effectively with patients and staff in both verbal and written forms in clear English
• Read and interpret (or learn how to) patient charts and requisitions
• Tolerate strong, unpleasant odors
• Provide physical and emotional support to the patients during procedures
• Report clearly and legibly through progress notes in patient charts
• Meet class standards for successful course completion
• Collect, interpret, and integrate data about patients
• Recognize and respond appropriately to individuals of all ages, genders, and races, and from all socio-economic, religious, and cultural backgrounds
• Cope with stress of heavy workloads, demanding patients, and life-threatening clinical situations
• Recognize and respond appropriately to potentially hazardous situations
• Demonstrate the physical and emotional capacity to work a 40-hour week while at the clinical rotation
• Behave in an ethically sound, competent, compassionate, and professional manner in the classroom and in the clinic
• Requires intermittent sitting, standing, and walking up to eight (8) hours per day
• Requires bending, squatting, reaching, kneeling, twisting, and reaching
• Requires frequent lift and or carry twenty-five (25) to fifty (50) pounds
• Requires to push or pull up to one hundred (100) pounds
• Utilize the sense of hearing to effectively communicate with the patients and healthcare team
• Utilize the sense of vision in all levels hospital lighting, which varies from low levels of illumination to bright light levels
• Sit in class for up to 6 to 8 hours per day
• Palpate anatomical structures and handle injured body parts without causing injury to the patient
• Give manual resistance to a patient’s arm, leg, or trunk during exercise
• Move with adequate agility and speed to ensure patient safety
• Walk and balance well enough to help patients walk and transfer with or without equipment, while preventing injury to patient and self
• Safely grasp and manipulate small objects and set dials on electrical equipment
• Use visual, auditory, and tactile senses to observe patients and collect and interpret data
• Respond to warning sounds, machine alarms, and calls for help

Associate of Science in Physical Therapist Assistant Program (ASPTA)
Essential Performance Functions for PTA Students

To be successful in the PTA classroom, lab and clinical settings, and ultimately successful as a physical therapist assistant, students must possess the intelligence, integrity, compassion, humanitarian concerns and physical and emotional capacity necessary to practice physical therapy. At a minimum, students must possess the following essential skills:

Critical Thinking – calculation, problem solving, reasoning and judgment
- Collect, document, interpret and analyze written, verbal and observed data regarding patients
- Prioritize multiple tasks, integrate information and make effective decisions
- Act safely and ethically in physical therapy settings
- Recognize the difference between facts and opinions
- Exercise good judgment in classroom, lab and clinical/professional settings

Interpersonal and Behavioral Skills – working with others, resolve conflicts, offer support
- Establish productive working relationships
- Foster cooperative relationships with classmates, instructors, healthcare providers, patients and their families
- Ability to work with lab partners, patients and others under stressful conditions, including but not limited to medically or emotionally unstable individuals and situations requiring rapid adaptations or emergency interventions
- Appropriate maturity, emotional stability and empathy to establish effective and harmonious relationships in diverse settings
- Apply conflict management and group problem solving strategies
- Demonstrate professional behavior in classroom, lab and clinical settings including but not limited to appropriate personal hygiene, timeliness, preparation and concentration

Communication Skills – verbal, non-verbal and written
- Process and communicate information effectively and in a timely manner in the English language
- Comprehend written material in the English language at a level required for safe and effective patient care
- Effectively communicate information in the English language in a succinct yet comprehensive manner regarding status and safety of patients including written or dictated patient assessments
- Effectively communicate in the English language with instructors, patients/families and other healthcare providers
- Recognize, interpret and respond to nonverbal behavior
- Demonstrate ability to listen effectively

Motor Skills – gross motor, fine motor, coordination
- Ability to sit for long periods of time, including up to 4 hours
- Ability to stand for long periods of time, including up to 6 hours
- Adjust and position patients and equipment, including bending or stooping to floor level and reaching above head height
- Move and position patients and equipment, including the ability to lift, carry, pull and guide weights up to 50 pounds
- Assist in patient care including standing, kneeling, sitting or walking for 60 minutes or longer without rest
- Demonstrate ability to manipulate physical therapy equipment, including finger dexterity
- Perform CPR without assistance

Sensory Skills – visual, auditory, tactile
- Ability to observe and respond to patient responses including facial expressions, movement patterns, verbal responses and reaction to environment
- Ability to assess safety factors involving patient care and physical environment and ability to take measures necessary to assure a safe environment
- Ability to respond to equipment alarms, call bells and timers
• Ability to effectively monitor blood pressure and breath sounds
• Tactile ability to palpate pulse and detect abnormalities of skin texture, skin temperature, muscle tone, tissue texture and joint movement

**Associate of Science in Radiologic Technology Program (ASRT)**

Associate of Science in RT students must have the following abilities:
• Manipulate radiographic and medical equipment utilizing fingering, reaching, pulling and extending
• Have tactile discrimination to palpate patients and to perform other fine motor tasks
• Provide physical and emotional support to the patients during radiographic procedures
• Calculate and select proper technical factors according to the individual needs of the patient and the requirements of the procedure’s standards of speed and accuracy
• Review and evaluate the recorded images on a CRT and archiving system for the purpose of identifying patient pathology if present, accurate procedural sequencing, completion of a diagnostic examination, and other appropriate and pertinent technical qualities
• Push/pull objects and equipment weighing up to 250 pounds.
• Utilize the sense of hearing to effectively communicate with the patients and healthcare team.
• Utilize the sense of vision in all levels of the radiology department or hospital lighting, which varies from low levels of illumination to bright light levels.

**Associate of Science in Ultrasound Technology Program (ASUT)**

ASUT students must be in good health and able to:
• Lift more than 50 pounds and push-and-pull routinely
• Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers
• Have full use of arms, hands, and wrists
• Possess adequate visual acuity to review sonograms, including color distinctions
• Stand and walk on your feet 80% of the time
• Reach at or above shoulder level intermittently for 90% of work time
• Work compassionately and effectively with the sick patients

ASUT students must have sufficient strength, motor coordination and manual dexterity to:
• Transport, move, lift and transfer patients from a wheelchair or cart to a sonography table or to a patient bed
• Move, adjust and manipulate a variety of sonographic equipment, including the physical transportation of mobile sonographic machines, in order to complete examinations on the patient according to established procedure and standards of speed and accuracy

ASUT students must also be capable of:
• Handling stressful situations related to technical and procedural standards and patient care situations
• Providing physical and emotional support to the patient during the sonographic procedures, being able to respond to situations requiring first aid and providing emergency care to the patient in the absence of, or until the physician arrives
• Communicating verbally in an effective manner in order to direct patients during sonographic examinations
• Visually recognizing anatomy on CRT screen
• Reading and interpreting patient charts and requisitions for sonographic examinations

ASUT students must have the mental and intellectual capacity to:
• Calculate and select proper technical factors according to the individual needs of the patient and the requirements of the procedure’s standards of speed and accuracy
• Review and evaluate the recorded images on a CRT and archiving system for the purpose of identifying patient pathology, if present, accurate procedural sequencing, completion of a diagnostic examination, and other appropriate and pertinent technical qualities
RE-ENROLLMENT

Individuals may not always be eligible to re-enroll to Gurnick Academy of Medical Arts. The situations detailed below outline the various circumstances in which re-enrollment may or may not be permissible.

Expulsion
Students can be expelled by the Academy (involuntary) mainly for two reasons: academic and disciplinary.

Academic Expulsion
With the exception of course VN440, individuals who were expelled for academic reasons can be re-enrolled into the same program one (1) time and are not eligible for remediation. Students who failed the VN 440 course are not eligible for remediation or re-enrollment into the same program. A re-enrolled student (who was previously expelled for academic reasons) is placed on academic probationary status and is not eligible for remediation. The academic probationary status is lifted once the student graduates from the program. Re-enrolled students with academic probationary status are not eligible for financial aid until they successfully pass the course they are repeating with the grade of C or higher. Once the student successfully passes the course with the letter C or higher, the student may be eligible to receive Financial Aid.

Students who have been expelled for cheating are required to complete an additional online ethics course prior to being eligible for re-enrollment.

Individuals who were expelled for a second time are not permitted to re-enroll.

Disciplinary Expulsion
Individuals who were expelled for disciplinary reasons are not permitted to re-enroll to the same program and may not be eligible to enroll to the Academy. Please read Disciplinary Probation for details.

Withdrawal
Students may withdraw voluntarily. Students may voluntarily withdraw up to two times to be able to re-enroll. Individuals who withdraw voluntarily for more than 2 times may not re-enroll.

FOREIGN TRANSCRIPT/DIPLOMA EVALUATIONS

All foreign transcripts and degrees must be evaluated and translated into equivalent college hours by a "Foreign education transcript evaluation organization" in order to be accepted by Gurnick Academy.

Some affiliated institutions of your program of choice, such as certification and licensure bodies, may require a specific provider to evaluate your foreign degree/diploma. It is the student’s responsibility to make sure to check with the program’s certification/licensure bodies if the latter accepts your chosen foreign degree/diploma evaluator.

Please see below some of our programs’ requirements:

- VN or PT Applicants with a Foreign High School Education Level:
  Applicants to the Vocational Nurse Program or Psychiatric Technician Program must submit a copy of their original foreign high school diploma, or a copy of their original foreign transcript upon admission into either program, in addition to their foreign transcript/diploma evaluation.

- Imaging Applicants:
  ARRT (Registry for Associate of Science in MRI, Associate of Science in Radiologic and Associate of Science in Ultrasound Technologists) recognizes services of evaluators such as NACES and AICE. Please check with the ARRT before going further with the evaluation.

Following is a compilation of possible foreign education transcript evaluation organizations. Gurnick Academy of Medical Arts does not review nor endorse these (or other) providers of foreign education transcription, however, Gurnick Academy accepts their evaluations.

IMMUNIZATION REQUIREMENTS

For protection and compliance with state regulations, Gurnick Academy of Medical Arts requires all students to be properly immunized. Documentation of immunizations must be provided to the admissions office prior to the start of the program or internships as programmatically determined.

Students must comply with the minimum health requirements from each individual clinical facility where performing internships which may include additional immunity or vaccination requirements not specifically listed within this catalog. The cost of immunizations will be paid by the student. Students must show proof of the following immunities and/or vaccinations (immunization documents or evidence of a blood titer) before the clinical component can be attended:

- Varicella immunity
- MMR immunity
- Up-to-date tetanus shots (defined as within the past 10 years)
- Hepatitis B vaccine series (If not complete, proof of immunization must be shown for the 2nd shot within one month from the 1st shot and for the 3rd shot within six months from the 1st shot.)
- Two Step Tuberculin test within the past six months (In case of a positive TB test result, the student must have proof of a negative chest x-ray within 2 years. Student may be expected to comply with additional TB screening requirements as determined by the hospital/clinical setting.)

Failure to keep these immunization requirements up to date could impact the student’s ability to attend the clinical facility, to complete the program’s graduation requirements, or to obtain certification after completion of the program.

Gurnick Academy reserves the right not to accept titers if they are not done within the last 3 years.

HEALTH SCREENING REQUIREMENTS

Each applicant must provide an attestation from his or her family physician certifying the absence of physical and/or mental and/or contagious disorders. Drug screening test results are required prior to the start of internships and must be completed at a Gurnick Academy chosen laboratory. Positive results of a student’s drug testing could impact the student’s ability to attend the clinical facility, to complete the program’s graduation requirements, or to obtain certification/licensure after completion of the program. The cost of examinations, screenings and drug tests will be paid by the student; for exceptions and approximate costs of the services please check Addendum, Current Fees and Tuition section.

BACKGROUND CHECK

Applicants may need to complete a general background check prior to the start of the internship as requested by a hospital/clinical setting. For some of our programs background checks are a mandatory requirement. For costs of the services please check the Addendum, Current Fees and Tuition section. Gurnick Academy of Medical Arts will facilitate background checking procedures. Background check results will be provided to the clinical facility by the student upon request of the clinical education site. Background check results could impact the student’s ability to attend the clinical facility, to complete the program’s graduation requirements, or to obtain
certification/licensure after completion of the program. Applicants should be aware that the clinical education site has the ability to request an additional background check or to refuse a student based upon the results. Applicants should check State regulations related to criminal convictions and the ability to be licensed.

## CPR

Prior to the start of any program or its internship component students must submit proof of completion and current certification in CPR for Basic Life Support. Failure to keep this certification current could impact the student’s ability to attend the clinical facility, to complete the program’s graduation requirements, or to obtain certification after completion of the program.

## CLINICAL FACILITIES

Gurnick Academy of Medical Arts has entered into affiliation agreements with clinical facilities that provide the student with experiences in many areas pertaining to program requirements. Students are assigned to clinical experiences in hospitals and various outpatient centers in the community. Clinical site availability varies and is closely managed by the Program Coordinators and Outreach Department to provide students with experiences to meet each discipline requirement. The clinical experiences help students gain experience that prepares them for entry-level positions in the medical field. In cases of incidents/accidents occurring on premises of Clinical Sites please see our Safety Policy.

For a complete list of Gurnick Academy’s clinical facilities please contact program’s Admission Advisor or Program Director/Coordinator.

## TRAVEL DISCLOSURE

Every attempt is made to place a student as close to home as possible. However, clinical experiences are often limited by the number of students living within a specific geographic region and by the number of clinical sites available. In addition, students may be required to rotate between clinical sites during the course of their clinical education to ensure all students receive equitable high quality clinical education during their training.

All students must be prepared and willing to commit themselves to any travel time required to achieve the educational goals of the program. Students may be required to travel more than an hour to clinical sites. Travel to an internship site varies and can be over 100 miles one way from campus. In addition, some of our programs may occasionally conduct labs at our clinical sites. Students/applicants are encouraged to check with their program officials for more details. Rotation requirements will be presented to the students by their respective Clinical Coordinator and/or Program Director.

Transportation for students to internship sites is not provided by the academy. Students should plan accordingly for additional travel costs. The student must provide his/her own transportation. If for any reason the student does not have access to a vehicle for personal use or does not have a valid driver license, the student is responsible for acquiring an alternative form of transportation. It is important for each student to have independent reliable transportation. Internship assignments cannot and will not be based on transportation needs.

## ADVANCED PLACEMENT & CREDIT GRANTING

There is no charge for review of transfer credit or experiential learning. Students will receive a written evaluation of credits either accepted or denied. All decisions on transfer credit or experiential learning are final; appeals are not accepted. Students can be granted credit up to 49% of the total hours in certificate and diploma programs and up to 75% of the total hours in degree programs. Credit Granting will be awarded according to program, state, and academy policies.

Transfer credits for General Education courses may be granted regardless of when the course was completed. Transfer credit towards a certain program, experiential learning, challenge examinations, and
achievement tests may be given for related previous education if the credits were granted within the last five (5) years from an institution accredited by an agency that is recognized by the United States Department of Education (USDOE) or the Council for Higher Education Accreditation (CHEA) and the student received a course grade of a C or higher.

Program Specific Placement & Credit Granting

Associate of Science in Magnetic Resonance Imaging Program (ASMRI)
Credits earned from courses or programs approved by:
1. Joint Review Committee on Education in Radiologic Technology accredited magnetic resonance imaging technology courses and programs.
2. Competency-based credit is granted for knowledge and/or skills acquired through experience. Credit is determined by written and/or practical examinations.
3. Exceptions may be made for credits granted over five (5) years of General Education courses.

Associate of Science in Nursing Program (ADN)
Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA):
1. Licensed Vocational Nursing Courses (19 Semester Credit Hours)
2. Other courses the school determines are equivalent to courses in the program.

Associate of Science in Physical Therapist Assistant Program (ASPTA)
Credits earned from courses or programs approved by:
1. Credits earned from courses or programs accredited by CAPTE.
2. Credits earned at institutions with regional or national accreditation.
3. Exceptions may be made for credits granted over five (5) years for General Education courses.

Associate of Science in Radiologic Technology Program (ASRT)
Credits earned from courses or programs approved by:
1. California Department of Public Health, Radiologic Health Branch accredited radiologic technology courses and programs.
2. Joint Review Committee on Education in Radiologic Technology accredited radiologic technology courses and programs.
3. Other courses that the institution determines are equivalent to courses within the Associate of Science in Radiologic Technology program curriculum.
4. Exceptions may be made for credits granted over five (5) years for General Education courses.

Associate of Science in Ultrasound Technology Program (ASUT)
Credits earned from courses or programs approved by:
1. Joint Review Committee on Education in Diagnostic Medical Sonography accredited ultrasound courses and programs.
2. Competency-based credit is granted for knowledge and/or skills acquired through experience. Credit is determined by written and/or practical examinations.
3. Exceptions may be made for credits granted over five (5) years for General Education courses.

Bachelor of Science in Diagnostic Medical Imaging (BSDMI)
Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).

Bachelor of Science in Nursing program (RN to BSN)
Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (USDOE) or the Council for Higher Education Accreditation (CHEA):
1. Registered nursing courses.
2. Armed services nursing courses.
3. Other courses the school determines are equivalent to courses in the program.
4. Exceptions may be made for credits granted over five (5) years for General Education courses. Competency-based credit is granted for knowledge and/or skills acquired through experience. Credit is determined by written and/or practical examinations.

Vocational Nurse (VN) and Psychiatric Technician (PT) Programs
Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (USDOE) or the Council for Higher Education Accreditation (CHEA):
1. Vocational or practical nursing courses
2. Registered nursing courses
3. Psychiatric courses
4. Armed services nursing courses
5. Certified nurse assistant courses
6. Other courses the school determines are equivalent to courses in the program
7. Competency-based credit is granted for knowledge and/or skills acquired through experience. Credit is determined by written and/or practical examinations.

LICENSURE, CERTIFICATION & REGISTRY DISCLAIMER

Graduates from this institution’s programs may wish to obtain additional credentials in addition to the educational credential obtained as a result of successfully completing their program of study. Certifications are available for all of the institution’s programs. With the exception of the Vocational Nurse program, Associate of Science in Radiologic Technology program, Psychiatric Technician program, Associate of Science in Physical Therapist Assistant program, Associate of Science in Nursing, Associate of Science in Ultrasound Technology, and Associate of Science in MRI program, these certificates and licenses are voluntary; but they do enhance employment opportunities and potential income. For the Vocational Nurse, Associate of Science in Radiologic Technology, Psychiatric Technician, and Associate of Science in Physical Therapist Assistant programs, Associate of Science in Nursing, Associate of Science in Ultrasound Technology, and Associate of Science in MRI program licensure is required to practice in the State of California.

Licensing examinations and their content are controlled by outside agencies. Gurnick Academy cannot guarantee that graduates will be able to pass their licensing examinations. Registration or license requirements for taking and passing the examination are not controlled by the Academy but by outside agencies and are subject to change by the agency without notice to the Academy. Therefore, the academy cannot guarantee that graduates will be eligible to take licensing certification exams at all or at any specific time, regardless of their eligibility status upon enrollment.

Often the eligibility of program graduates is impacted by the specific programmatic accreditation of the institution’s programs. Several of the institution’s programs do possess appropriate programmatic accreditations that meet certifying agency educational requirements. Please refer to the individual program listings in this catalog to determine the programmatic accreditation standing of a specific program.

Programs Specific Licensure, Certification & Registry Disclaimer

Associate of Science in MRI Program (ASMRI)
Students who have graduated from an approved MRI program or college and who have satisfied the requirement of 1,000 hours of supervised clinical experience are eligible to take a certification exam provided by a non-profit private, national MRI organization. This organization is known as the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT). Graduates of Gurnick Academy of Medical Arts Associate of Science in MRI Technology program are eligible to take this exam. Graduates of the Associate of Science in MRI Program are eligible to sit for ARRT (MR) exam.

It is important to be aware that some employers in the field of Medical Imaging will accept ARMRIT-certified MRI technologists, and many others will only accept MRI technologists who are also RT’s. It is an individual decision made within each organization, but it might limit the number of facilities that may accept your application for employment. Though ARMRIT is now recognized by the American College of Radiology (ACR),
the American Council on Education, (see the full list on www.armrit.org). Gurnick Academy of Medical Arts and its employees cannot guarantee any jobs after the completion of the Associate of Science in MRI program. Many previous MRIT program graduates have been able to pursue employment opportunities in medical imaging facilities.

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

Students must take the National Council Licensure Examination (NCLEX-RN) if they have never been licensed as a registered nurse in another state or if they have not passed the national licensing examination. If you are licensed in Canada, you must take the NCLEX-RN unless you have passed an acceptable five-part Canadian examination. You must have completed an educational program meeting all California requirements. If you are lacking any educational requirements, you must successfully complete an approved course in that subject before taking the examination.

The NCLEX-RN is administered by Computerized Adaptive Testing (CAT) and is designed to test knowledge, skills and abilities essential to the safe and effective practice of nursing at the entry level. With CAT, there is continuous, year-round testing, allowing eligible candidates to schedule their own examination on a date and at the location of their choice. Examination applicants should submit their application to the Board at least six to eight weeks prior to when they wish to take the examination to allow time for processing and receipt of all required documents. Note: Application processing times vary depending on workload volumes received.

The Board will evaluate your application and, if found eligible, you will be provided with important and detailed instructions regarding the registration process with the NCLEX testing service. PLEASE NOTE: All NCLEX examination registrations with the NCLEX testing service will remain effective for a 365-day time period. Candidates who are not made eligible by our Board within the 365-day time period will forfeit their registration and fee with the NCLEX testing service. The Board encourages candidates to wait until they are made Board eligible before registering with the NCLEX testing service.

Appropriate fees, including fingerprint and interim permit fees, if applicable

1. Completed "Application for Licensure by Examination", including U.S. Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN)
2. Completed fingerprints using either Live Scan or fingerprint card (Hard Card) processing method
3. One recent 2" by 2" passport-type photograph attached to the reverse side of the "Application for Licensure by Examination"
4. Completed "Request for Accommodation of Disabilities" and accompanying form(s), if applicable
5. "Request for Transcript" form(s) completed and forwarded directly from your nursing school(s) with certified transcripts
6. If applicable, documents and/or letters explaining prior convictions or disciplinary action and attesting to your rehabilitation as directed in the "Reporting Prior Convictions or Discipline Against Licenses" section of the application packet

**REPORTING PRIOR CONVICTIONS OR DISCIPLINE AGAINST LICENSES**

Applicants are required under law to report all misdemeanor and felony convictions. "Driving under the influence" convictions must be reported. Convictions must be reported even if they have been adjudicated, dismissed or expunged or even if a court ordered diversion program has been completed under the Penal Code or under Article 5 of the Vehicle Code. Also, all disciplinary action against an applicant's registered nurse, practical nurse, and vocational nurse or other healthcare related license or certificate must be reported. Also, any fine, infraction, or traffic violation over $1,000.00 must be reported.

Failure to report prior convictions or disciplinary action is considered falsification of application and is grounds for denial of licensure or revocation of license.
When reporting prior convictions or disciplinary action, applicants are required to provide a full written explanation of: circumstances surrounding the arrest(s), conviction(s), and/or disciplinary action(s); the date of incident(s), conviction(s) or disciplinary action(s); specific violation(s) (cite section of law if convicted), court location or jurisdiction, sanctions or penalties imposed and completion dates. Provide certified copies of arrest and court documents and for disciplinary proceedings against any license as a RN or any health-care related license; include copies of state board determinations/decisions, citations and letters of reprimand.

NOTE: For drug and alcohol convictions include documents that indicate blood alcohol content (BAC) and sobriety date. To make a determination in these cases, the Board considers the nature and severity of the offense, additional subsequent acts, regency of acts or crimes, compliance with court sanctions, and evidence of rehabilitation.

The burden of proof lies with the applicant to demonstrate acceptable documented evidence of rehabilitation.

If you have previous criminal conviction(s) and/or discipline on another health license it will take longer to review your application. Applicants can assist in the enforcement review by submitting the following so that a letter does not have to be mailed out requesting these items.

1. Signed and dated letter of explanation
2. Certified arrest and court records or out of state discipline documents
3. Letters of reference
4. Current work performance evaluation for the last two years

Associate of Science in Physical Therapist Assistant Program (ASPTA)
Physical Therapist Assistants are required to be licensed in the State of California. Examinations include the National Physical Therapy Exam (NPTE) for PTAs and a California Law Exam (CLE).

Physical Therapy Board of California contact information: 2005 Evergreen Street, Suite 1350, Sacramento, CA 95815, Telephone: (916) 561-8200, Fax: (916) 263-2560.

Business and Professions Code of California Section 2635-2639.1
2635. Every applicant for a license under this chapter shall, at the time of application, be a person over 18 years of age, not addicted to alcohol or any controlled substance, have successfully completed the education and training required by Section 2650, and not have committed acts or crimes constituting grounds for denial of licensure under Section 480.

2636. (a) Except as otherwise provided in this chapter, no person shall receive a license under this chapter without first successfully passing the following examinations, where success is determined based on the examination passing standard set by the board:

(1) An examination under the direction of the board to demonstrate the applicant’s knowledge of the laws and regulations related to the practice of physical therapy in California. The examination shall reasonably test the applicant’s knowledge of these laws and regulations.

(2) The physical therapy examination for the applicant’s licensure category. The examination for licensure as a physical therapist shall test entry-level competence to practice physical therapy. The examination for licensure as a physical therapist assistant shall test entry-level competence to practice as a physical therapist assistant in the technical application of physical therapy services.

(b) An applicant may take the examinations for licensure as a physical therapist or for licensure as a physical therapist assistant after the applicant has met the educational requirements for that particular category of licensure.

(c) The examinations required by the board for a license under this chapter may be conducted by the board or by a public or private organization specified by the board. The examinations may be conducted under a uniform
examination system and, for that purpose, the board may make arrangements with organizations furnishing
examination materials as may, in its discretion, be desirable.

**Associate of Science in Radiologic Technology Program (ASRT)**

In the State of California, all schools of Radiologic Technology must receive approval from the State of California Department of Public Health Radiologic Health Branch before students can begin a course of instruction. The Associate of Science in Radiologic Technology program at Gurnick Academy of Medical Arts have obtained status as an approved school and is compliant with the radiographer instructional practices as defined by California law. This school approval allows graduates of the program to take the radiographer certification examination offered by the State of California Department of Public Health. Once certified, the radiographer is legally allowed to practice within the State of California.

**Eligibility for ARRT Certification**

In accordance with ARRT’s “Equation for Excellence,” candidates for ARRT certification must meet basic requirements in the three components of the equation:

1. **Ethics**

   **ARRT Pre-Application Review Process**

   The American Registry of Radiologic Technology requires an applicant for the certifying exam to disclose any history of criminal and misdemeanor proceedings. The specific language is whether you have convicted of a crime or misdemeanor including, but not limited to:

   1. Misdemeanor
   2. Gross Misdemeanor
   3. Felony
   4. All alcohol and/or drug related violations
   5. Military Court Martial

   For the purposes of this section “Convicted” includes a criminal proceeding where a finding or verdict of guilty is made or returned, but

   1. The adjudication of guilt is either withheld, deferred or not entered; or
   2. The sentence is suspended or stayed; or
   3. A criminal proceeding where the individual enters a plea of guilty or no contest (nolo contendere); or
   4. There is a pre-trial diversion.

   You are NOT required to report offenses that were committed as a juvenile and were adjudicated through the juvenile court system.

   An applicant who has a concern is advised to obtain a pre-application review of eligibility for certification prior to entering the program. The information can be obtained from the ARRT by calling (651) 687-0048 or through their website at [www.arrt.org](http://www.arrt.org)

2. **Education**

   Eligibility for certification also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires the successful completion of the respective discipline’s formal educational program that is accredited by a mechanism acceptable to ARRT. Candidates must also demonstrate competency in didactic coursework and an ARRT-specified list of clinical procedures.

   For post-primary pathway to certification, candidates must hold registration in a supporting category and document ARRT-specified clinical experience. Further details may be found in the handbooks available for each of the post-primary certification disciplines.

3. **Examination**

   Finally, eligibility requires candidates for certification, after having met all other qualifications, to pass an examination developed and administered by the ARRT. The exams assess the knowledge and cognitive skills underlying the intelligent performance of the tasks typically required of staff
technologists practicing within the respective disciplines. Exam content is specified on this website and in the respective handbook for each discipline.

California Department of Public Health, Radiologic Health Branch contact information is MS 7610, P.O. Box 997414, Certification Unit, Sacramento, CA 95899-7414, Phone: (916) 327-5106, Fax: (916) 440-7999, Web: http://www.dhs.ca.gov/rhb.

It is required by law that radiologic technologists be certified in order to practice as radiographers. Please note that the completion of Associate of Science in Radiologic Technology program at Gurnick Academy of Medical Arts may not automatically qualify the graduate to apply for the ARRT examination. Some employers might require the radiologic technologist to have an ARRT certification in addition to the State of California certification.

**Associate of Science in Ultrasound Technology Program (ASUT)**
The law does not require Ultrasonographers to be registered by The American Registry of Diagnostic Medical Sonographers (ARDMS) to work, but such a credential may increase the chances of being hired.

Graduates who were accepted to the program with Associate of Science degree in an Allied Health field directed at human patient care or Bachelor of Science or Bachelor of Arts degree are eligible to sit for the ARDMS examination immediately after completion of the program under ARDMS prerequisite 1 (for Associate of Science degree in an Allied Health field graduates) and ARDMS prerequisite 3A (for Bachelor of Science or Bachelor of Arts degree graduates) or for ARRT (S) examination.

Graduates who were accepted to the program with Associate Degree in any field or High School Diploma/GED are eligible to sit for the ARRT (S) examination immediately after completion of the program. Upon obtaining ARRT (S) certification, graduates are eligible to sit for ARDMS examination under ARDMS prerequisite 5.

For more information about the ARDMS registry and examination you can visit www.ardms.org or contact them at: The American Registry of Diagnostic Medical Sonographers, 51 Monroe Street, Plaza East One, Rockville, MD 20850, Telephone: (301) 738-8401 / Toll Free: (800) 541-9754, Fax: (301) 738-0312 / 0313.

For more information about ARRT certification and examination you can visit www.arrt.org or contact them at: American Registry of Radiologic Technologists, 1255 Northland Drive, St. Paul, MN 55120, (651) 687-0048.

**Medical Assistant Program (MA)**
The State of California does not require that medical assistants be certified, but such a certificate may increase the chances of being hired. The national CCMA exam is taken during the program upon successful completion of didactic coursework. Students who pass this exam and meet graduation requirements will be eligible to work as Certified Medical Assistants.

**Medical Assistant with Phlebotomy Program (MAPHL)**
The State of California does not require that medical assistants be certified, but such a certificate may increase the chances of being hired. The national CCMA exam is taken during the program upon successful completion of didactic coursework. Students who pass this exam and meet graduation requirements will be eligible to work as Certified Medical Assistants. In order to perform duties of the Phlebotomy Technician Level 1 (CPT1) in California, you will be required to pass a licensing examination approved by the Department of Health Services in California. Completion of this program does not automatically enable a graduate to perform duties of a Phlebotomy Technician (CPT1).

**Dental Assistant Program (DA)**
The State of California does not require that a dental assistant be certified to work as a dental assistant. However, such a certificate may increase the chances of being hired. The Dental Board of California requires a written and practical examination to become a Registered Dental Assistant (RDA). Eligibility to apply for the examination includes the following requirements: 15 months of satisfactory work experience (8 months in a DA
program and 7 months of on-the-job experience), and in addition, the application requires the following elements also included in the program: 8-hour Infection Control Certificate, Coronal Polishing Certificate, and a Radiation Safety Certificate.

*Also required for the RDA application: Dental Practice Act Certification, and Pit and Fissure Certification (completed outside of the DA program).

Psychiatric Technician Program (PT)
In order to work as a Psychiatric Technician in California, a graduate will be required to pass a licensing examination administered by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). Completion of this program does not automatically enable a graduate to work as a Psychiatric Technician. Gurnick Academy of Medical Arts Psychiatric Technician program is accredited by BVNPT.

Summary of Requirements for Licensure as a Psychiatric Technician
All applicants for licensure as a Psychiatric Technician in California must meet all of the requirements under Section A, and one of the three methods of qualifying for examination in Section B.

Section A
1. Minimum Age - 18 Years.
2. Completion of the 12th Grade of schooling or its equivalent (furnish proof).
3. Complete and sign the "Application for Psychiatric Technician Licensure" and furnish a valid U.S. Social Security number.
4. Complete and sign the "Record of Conviction" form when necessary.
5. Submit the required Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) fingerprints. (See enclosed "Important Fingerprint Information.") Note: A License will not be issued until the board receives the background information from DOJ.
6. Attach the appropriate non-refundable fee made payable to the "BVNPT".
7. Successful completion of a written examination titled the California Psychiatric Technician Licensure Examination.
8. When the requirements of Steps 1-7 have been met, the Board will advise you of the Initial License Fee to be paid. This fee is in addition to the application fee. It takes 4-6 weeks to process your license once this fee has been received.

Section B
1. Method 1 - Graduate of a California Accredited School of Psychiatric Technicians. Successful completion of a California Accredited Psychiatric Technician Program and its graduation requirements. Contact your program director for application forms and instructions.
2. Method 2 - Equivalent Education and/or Experience and Non-Graduates (Failed Exit Exam). Completion of 576 hours of theory (experience may not be substituted for formal course work) and 954 hours of supervised clinical experience within ten years prior to the date of application. Any or all of the supervised clinical experience may be satisfied by paid work experience. The following minimum hours shall be included:
   a. Pharmacology course of at least 54 theory hours that covers the following content:
      • Knowledge of commonly used drugs and their action
      • Computation of dosages
      • Preparation of medications
      • Principles of administration
   b. 126 hours of theory (experience may not be substituted for formal course work) and 270 hours of supervised clinical experience in nursing science. You may substitute 9 months of paid work experience in nursing sciences for the 270 hours of supervised clinical experience.
   c. 108 hours of theory (experience may not be substituted for formal course work) and 270 hours of supervised clinical experience in mental disorders. You may substitute 9 months of paid work experience in mental disorders for the 270 hours of supervised clinical experience. 108 hours of theory (experience may not be substituted for formal course...
work) and 270 hours of supervised clinical experience in developmental disabilities. You may substitute 9 months of paid work experience in developmental disabilities for the 270 hours of supervised clinical experience.

This method will use yellow Record of Psychiatric Technician Program Form and transcripts are submitted showing Failed-Exit. This form is separated from method 1 applicants using a separate cover sheet. Applicant cannot use the school’s program code when applying but must use CA Special – US04909900. Front and back pages must be completed.

3. Method 3 - Nursing Service in the Medical Corps of any Branch of the Armed Forces of the United States. This method requires you to:
   a. Completion of an armed forces course involving Neuropsychiatric Nursing and an armed forces or civilian course from an accredited school in the care of the developmentally disabled client.
   b. Completion of at least one year of verified full time paid work experience, including at least six months in a military clinical facility rendering bedside care to clients with mental disorders and at least six months in a military or civilian clinical facility rendering bedside care to clients with developmental disabilities.

Vocational Nurse Program (VN)
In order to work as a Vocational Nurse in California, you will be required to pass a licensing examination administered by the National Council Licensure Examination (NCLEX-PN). Completion of this program does not automatically enable a graduate to work as a Vocational Nurse. Gurnick Academy of Medical Arts Vocational Nurse Program is accredited by the BVNPT that requires disclosing the following information from their website:

Summary of Requirements for Licensure as a Vocational Nurse

Section A
1. Minimum Age - 17 Years.
2. Completion of the 12th Grade of schooling or its equivalent (furnish proof).
3. Complete and sign the "Application for Vocational Nurse Licensure".
4. Complete and sign the "Record of Conviction" form.
5. Submit the required Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) fingerprints. (See "Important Fingerprint Information." Note: A License will not be issued until the board receives the background information from DOJ.
6. Attach the appropriate nonrefundable fee made payable to the "BVNPT".
7. Successful completion of a written examination titled the National Council Licensing Examination for Practical (Vocational) Nursing (NCLEX) or the National League for Nursing Test Pool Practical Nursing Examination (NLN). A passing score on a Registered Nurse examination will not satisfy this requirement.
8. When the requirements of Steps 1-7 have been met, the Board will advise you of the Initial License Fee to be paid. This fee is in addition to the application fee. It takes 4-6 weeks to process your license.

Section B
1. Graduate of a California Accredited School of Vocational Nursing;
   Successful completion of a California Accredited Vocational Nursing Program; Contact your program director for application forms and instructions.
2. Graduate of an Out-Of-State School of Practical/Vocational Nursing.
   The school of practical/vocational nursing from which you graduated must have been accredited by the Board of Nursing in the State in which it is located. (Licensure in another state does NOT entitle you to practice as a Licensed Vocational Nurse in California. In order to practice as a Licensed Vocational Nurse in California, you must be licensed by the California State Board of Vocational Nursing and Psychiatric Technicians.)
3. Equivalent Education and/or Experience. This method requires you to complete within ten (10) years prior to the date of application not less than fifty-one (51) months of paid general duty bedside nursing experience in a general acute care facility approved by the Board, at least half of which shall have been within five (5) years prior to the date of application. In addition to this experience, you
must also complete a pharmacology course of at least 54 theory hours that covers the following content:

- Knowledge of commonly used drugs and their action
- Computation of dosages
- Preparation of medications
- Principles of administration

The 51 months of experience shall include a minimum of each of the following:

- 48 months medical/surgical nursing
- 5 weeks maternity or genitourinary nursing
- 5 weeks pediatric nursing

Experience in any of the following areas may be substituted for a maximum of eight (8) months of medical/surgical experience:

- Communicable Disease Nursing
- Public Health Nursing
- Industrial Nursing
- Office Nursing (M.D.)
- Psychiatric Nursing
- Operating Room Nursing
- Hemodialysis
- Private Duty Nursing (in a general acute care facility)
- Emergency Room Nursing
- Geriatric Nursing
- Recovery Room Nursing
- Out-Patient Clinic

Experience must be verified by the employer showing specific dates of employment and shall include certification from the R.N. Director or Supervisor that the applicant has satisfactorily demonstrated the following knowledge and skills:

a. Basic Bedside Nursing
   - Ambulation Techniques
   - Intake and Output
   - Bed making
   - Neurological Check
   - Catheter Care
   - Personal Hygiene and Comfort Measures
   - Collection of Specimens
   - Positioning & Transfer
   - Diabetic Urine Testing
   - Range of Motion
   - Enema
   - Skin Care

b. Aseptic Technique (May be demonstrated in classroom, lab, and/or patient care settings)
   - Urinary Catheterization
   - Sterile Dressing Change
   - Sterile Irrigations

Applicants with formal nursing education may submit official transcripts for evaluation for possible credit in lieu of paid bedside nursing experience. The transcripts must be submitted to the Board directly from the school and must show theory and clinical hours completed.

c. Nursing Service in the Medical Corps of any Branch of the Armed Forces of the United States. This method requires you to:
   a. Submit proof of having at least twelve (12) months service on active duty in the medical corps of any of the armed forces rendering bedside patient care. The proof submitted must show date(s) and wards assigned.
b. Submit proof of having completed a basic course of instruction in nursing while in the armed forces.

c. Submit proof that service was honorable (DD-214).

d. Note: A combination of military and nonmilitary experience is not acceptable under this method. Proof of 12th grade education is not required under this method.

d. 4-Year Expired California Licensed Vocational Nurse.

Section 2892.1 of the Business and Professions Code specifies that a license which is not renewed for 4 years shall expire. An expired license cannot be renewed, re-issued or reinstated. The licensee is required to submit a new application and retake the licensure examination to receive a new license.

Applicants under this method must submit evidence of prior licensure with this Board (i.e., copy of expired license or license number, original issue date and expiration date.)

Please Note: State Boards of Nursing in many states require graduation from an accredited school of nursing. Please be aware that if you are deemed eligible for licensure in California using another method of qualifying, (i.e., military experience or equivalent education and experience) you may not be eligible for licensure by endorsement in other states.)

PASS PROGRAM

The Post Academic Student Success Program is a structured NCLEX review series that has been designed specifically for graduates of the Vocational Nurse Program as a means to improve the licensure pass rates and increase contact with our graduates. The program is free of charge and graduates must attend the PASS Program in full to receive financial incentives. Participants are required to meet with the Career Services Coordinator to sign up for the PASS Program. Graduates are expected to receive their ATT Letter approximately 6 weeks after they graduate from the Academy and their application has been successfully sent and accepted by the BVNPT.

FINANCIAL POLICIES

FEE AND TUITION INFORMATION

All fees and tuition are subject to change without notice, with an effective date noted in the catalog addendum for enrollments that occur thereafter. The tuition covers the cost of all classroom instruction.

For programs scheduled to complete within four months from the start date all fees and tuition are to be paid, in advance, prior to the first day of class or other deadline date as may be posted from time to time in the admissions office or on our website. Payment arrangements are made at the time of enrollment. Affordable monthly payments are available; please contact an admission advisor to discuss in further detail.

Private student loans are available for those who qualify. Please check for detailed information on current loans available under Financial Aid.

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

Both the schedule of total charges for a period of attendance and an estimated schedule of total charges for the entire educational program are the same.
REFUND

Student’s Right to Cancel
You have the right to cancel your program of instruction at the location in which you enroll, without any penalty or obligations:

a. A full refund of all tuition and fees paid will be made: if a student cancels his/her Enrollment Agreement by notifying the academy at the location in which they enroll within three days of enrollment; or

b. Cancels his/her Enrollment Agreement through the seventh calendar day of the student start date. The academy will refund the student any money he/she paid, less any registration or entrance exam fees not to exceed $75.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received if cancellation occurs later than three-days after enrollment.

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 days in the current payment period in your program through the last day of attendance.

Cancellation may occur when the student provides a written notice of cancellation to the location in which they enroll and can be done by mail or delivered in person to the location in which you enroll. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage. 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.

Withdrawal from the Program
You have the right to withdraw from the academy at any time after the cancellation period (described above). You will receive a pro rata refund if you have completed less than 60% of the scheduled hours in current payment period in your program. If the student has completed more than 60% in current payment period in your program, the tuition is considered earned and the student will receive no refund. The refund will be less a registration fee and not to exceed $75.00, and less any non-refundable fee described in your Enrollment Agreement as well as any deduction for used books, materials and supplies, within 45 days of withdrawal.

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; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the Academy.
- The student has failed to attend class for two (2) weeks.
- Failure to return from a leave of absence.

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.

Number of clock hours completed in the payment period / Number of clock hours in the payment period = Percentage of Funds Earned

For students beyond the current “payment period,” if you withdraw prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan
or third-party payment, the refund shall be sent to the lender, third party 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 programs 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.

**Continuing Education Courses Refund Policy**

Please read this policy on www.gurnick.edu as it differs from the above stated Refund Policy.

**GRADUATE SURVEYS AND PLACEMENT DATA (GSPD)**

Students are eligible to receive an incentive within 30 days after the student has completed and returned to the Academy, the Graduate Survey and Placement Data form, given that the submission of the form occurs before the 6th month of graduation. If the student has found employment, the student can submit the form at any time prior to the 6th month period. If the student is not yet employed within 6 months of graduating, they may submit the form still explaining their situation in order to receive the incentive.

**STUDENT TUITION RECOVERY FUND**

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

### FINANCIAL AID INFORMATION

It is the goal of Gurnick Academy of Medical Arts to assist every student in procuring financial aid that enables the student to attend his/her chosen course of study. Gurnick Academy participates in various federal and state student financial assistance programs. The financial aid programs are designed to provide assistance to students whose financial resources are inadequate to meet the full cost of their education. Each Gurnick location has a Financial Aid Advisor who is able to assist students with any Financial Aid questions.

The majority of financial aid available to students is provided by the federal government and is administered by the U.S. Department of Education (USED). This includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Direct Loans, Federal Parent Loans for Undergraduate Students (PLUS), and Federal Work Study (FWS). Gurnick Academy also utilizes alternate source funding provided by private agencies. Private loans may also be available to credit-worthy students and parents while the students are in school.

The primary responsibility for meeting the costs of education rests with the individual student and his/her family. All financial aid is awarded on the basis of need, regardless of sex, age, race, color, religion, creed or national origin. Need is defined as the difference between the Cost of Attendance (COA) for one academic year and the amount a student's family can be reasonably expected to contribute to this cost of education for the same period, known as the Expected Family Contribution (EFC). The EFC is calculated by the USED from the FAFSA data submitted by the student, spouse and/or parents, as applicable.

Please visit [www.gurnick.edu](http://www.gurnick.edu) for more information about the Cost of Attendance, Sallie Mae private loans, Student Loan Code of Conduct, Sallie Mae Scholarship Search Tool and Other Resources.

### FEDERAL PELL GRANT

This grant is designed to assist students with the greatest need who desire to continue their education beyond high school. Federal Pell Grants are only awarded to undergraduate students who have not earned a bachelor's or first professional degree or the equivalent. Eligibility is determined by the student's need, the cost of attendance, and the amount of money appropriated by Congress to fund the program. The amount of the grant is determined by a standard formula as determined by the USED.
**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)**

This grant is available to students with exceptional financial need, as defined as students with the lowest EFCs, with priority given to Federal Pell Grant recipients. In determining student eligibility, the academy will first select those students with the lowest EFC who will also receive Federal Pell Grant in that award year. The amount of the grant and the number of students who may receive this grant depend on the availability of funds from the USED. The funds are awarded proportionally across campuses and program start dates, with a minimum grant amount of $100 per year and a maximum grant of $4000 per year. The grant amounts vary; please check for current award amounts at [www.gurnick.edu](http://www.gurnick.edu) under the Financial Aid section.

**FEDERAL DIRECT LOANS**

Federal student loans need to be repaid. There are two types of Direct Loans: Subsidized and Unsubsidized. You must have financial need to receive a Subsidized Direct Loan. The USED will subsidize the interest that accrues during certain periods for Subsidized Loans only. Financial need is not a requirement for an Unsubsidized Direct Loan. You are responsible for paying the interest that accrues on Unsubsidized Direct Loans during all periods.

In the Direct Loan program, the loan funds are made available from the federal government and are repaid directly to them.

In order for Gurnick to process your loans please use the following link to complete Entrance Counseling and MPN [https://studentloans.gov/myDirectLoan/](https://studentloans.gov/myDirectLoan/)

**PLUS LOANS**

PLUS Loans are Direct Loans parents can obtain to help pay for the cost of education for their dependent undergraduate children. Parents cannot have adverse credit in order to qualify for a PLUS Loan; the amount of the loan is determined by the cost of attendance and the other aid the student will receive.

**FEDERAL WORK-STUDY PROGRAM (FWS)**

The Federal Work Study program provides part-time employment to students who need the earnings to defray the cost of their education. Students may work on campus or off campus for a qualified public, private, or community service organization.

Application for the FWS program may be made through the Financial Aid Office and eligibility is based on financial need and the availability of funds. The academy will attempt to place students in jobs related to their program of study, and work schedules will be arranged according to class schedules.

The amount of the funds and the number of students who may receive these funds depend on the availability of funding from the USED.

**STATE AID**

Gurnick Academy is a Cal Grant eligible institution. The California Student Aid Commission offers state-funded grants to students. Students who would like to be considered for this grant must complete a FAFSA by the deadline published annually in the FAFSA and may also need to submit a GPA Verification to the California Student Aid Commission.

**General Cal Grant Eligibility Requirements**

All Cal Grant applicants must:
• Be California residents
• Be U.S. citizens or eligible non-citizens
• Meet U.S. Selective Service requirements
• Attend an eligible California qualifying postsecondary institution
• Be enrolled at least half-time
• Maintain satisfactory academic progress as defined at school of attendance
• Have family income and assets below the established ceilings
• Not be in default on any student loan
• Not owe any federal or state grant refund

Gurnick Academy is eligible for the following types of Cal grants:

**Cal Grant A**  
Cal Grant A provides tuition and fee assistance for low and middle-income students. For Cal Grant A, your coursework must be at least two academic years.

**Cal Grant B**  
Cal Grant B provides a living allowance and tuition and fee assistance for low-income students. Awards for most first-year students are limited to an allowance for books and living expenses. When renewed or awarded beyond the freshman year, the award also helps pay for tuition and fees. For Cal Grant B, your coursework must be for at least one academic year.

**Cal Grant C**  
Cal Grant C awards assist with tuition and training costs for occupational, technical, and vocational programs. Funding is available for up to two years depending on the length of the program. To qualify, you must enroll in an occupational, technical, or vocational program that is at least four months long at a vocational/career school. Even though a GPA is not required to apply for a Cal Grant C, you are still encouraged to submit yours because it can only help your chances of receiving an award.

**FEDERAL AID APPLICATION**

To apply for all financial aid, a student must complete the Free Application for Federal Student Aid (FAFSA) by visiting [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The application must be completed with extreme care and accuracy. Our Financial Aid Department is available to assist students in the completion of the application and to answer any questions. To learn more about the application process and to view our school code, please visit [www.gurnick.edu](http://www.gurnick.edu).

**GENERAL STUDENT ELIGIBILITY**

To be considered for federal financial aid a student must:
- Be a US citizen or eligible permanent resident
- Have a valid Social Security Number
- Possess a High School diploma, a GED or the equivalent
- Be enrolled in an eligible program
- Not be in default on any student loans or owe a refund of any grant funds
- Be registered with Selective Service, if you’re a male (and if applicable)
- Not have lost aid eligibility due to a drug conviction while enrolled and receiving financial aid
- Maintain Satisfactory Academic Progress as described in the catalog

**FINANCIAL AID DISBURSEMENT INFORMATION**

The first financial aid disbursement usually occurs within the first 30 (thirty) days of the program start date. Each disbursement after the first is contingent upon the student maintaining Satisfactory Academic Progress (SAP) by meeting both qualitative and quantitative standards. For most programs at Gurnick, students must successfully
complete both the hours and the weeks of the payment period before becoming eligible for the next disbursement. SAP measurements are completed at the scheduled end of each payment period when the student’s scheduled clock hours for the period have elapsed, regardless of whether the student attended them.

Pell, FSEOG and Direct Loans are disbursed once per payment period. Federal WorkStudy funds must be earned and are paid as wages.

**FINANCIAL AID STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

This policy is effective with the SAP evaluation beginning 2013.

**Maximum Timeframe**

All students who receive financial aid must complete their program within 1.5 times or 150 percent of the normal program length, as measured in credit/clock hours. If they exceed the maximum timeframe, they are subject to the loss of financial aid, which can be appealed following the procedure outlined below.

Students who are academically expelled from one program and wish to transfer to another program at Gurnick Academy must submit a written appeal according to the terms outlined below. Admission to the new program requires the approval of the program director and the director of financial aid. If the appeal is granted, the student will be admitted to the new program on a probationary status and must follow the terms of the academic plan provided to him or her.

**Appeal and Reinstatement**

Students who have lost financial aid eligibility for failure to maintain satisfactory progress will be notified in writing of the cancellation of financial aid and are urged to contact the Financial Aid Office. Students with mitigating circumstances wishing to appeal the financial aid cancellation may do so, in writing, to the Financial Aid Office. Mitigating circumstances may include but are not limited to illness or injury of the student or immediate family member; death of a relative; or other special circumstance. The Director of Financial Aid and the Campus Program Director will evaluate the appeal and determine whether the student may be allowed to continue to receive financial aid on an **FA Academic Plan** status.

The student’s appeal must include the following:

1) The reason why the student failed to meet the SAP standard(s) AND
2) What has changed in the student’s situation so that he or she will now be able meet the SAP standards AND
3) Supporting documentation.

If an appeal is granted and financial aid is reinstated, the student will receive aid on an Academic Plan status. A student with this status is required to regain SAP standing by the point specified in the academic plan; the terms will be included in the notice forwarded to the student when the appeal is granted. The terms will generally require students to meet or exceed the attendance requirements, pass all courses with a grade of “C” or better, and may include additional stipulations, such as tutoring. Each month the student’s progress will be reviewed based on the Academic Plan; if a student fails to meet the requirements of the Academic Plan, he or she will become ineligible for financial aid.

The Academic Plan is structured to assist the student in regaining SAP status by a projected point in time not to exceed the Maximum Timeframe.

Students will generally be limited to one appeal during the course of their education at Gurnick Academy, regardless of the reason or other circumstance. If a student regains SAP status, he or she regains the ability to appeal one additional time.
GENERAL TITLE IV AND STATE FINANCIAL AID FUNDS INFORMATION

All Title IV and state financial aid funds received by the institution will be credited to the student's account (excluding Federal WorkStudy).

Financial aid from federal programs is not guaranteed from one year to the next. Each student must reapply every year. The award year for most financial aid programs runs from July 1st to June 30th of the following year.

Some students’ financial aid applications are selected for the process of verification. In order to be eligible to receive financial aid, students are required to provide documents supporting the FAFSA information. Selected students will be notified of their verification status and supporting documents required by the Financial Aid Office. Students must complete verification, as well as comment code resolution, prior to disbursement of any financial aid.

In order to maintain eligibility for financial aid, the student must be in a good academic status with Gurnick and must be making Satisfactory Progress towards the completion of his/her program of study.

RETURN OF TITLE IV FUNDS

The U.S. Department of Education mandates a “Return to Title IV Funds” (R2T4) policy for all financial aid recipients. This policy is separate from the institutional tuition refund policy described in this catalog. The federal policy defines the proportion of Title IV funds that the student is qualified to receive which can be applied to pay institutional charges. The portion of Cal grant earned is based on a pro rata calculation of hours earned compared to hours scheduled in the period.

A brief description of the R2T4 calculation follows. For further information, or a more detailed version of the calculation, please see the Financial Aid Office.

1. Determine the Student’s withdrawal date
2. Calculate % of Title IV aid earned by the Student: Number of clock hours or scheduled days to be completed / Number of clock hours or scheduled days in the payment period = Percentage of Title IV Funds Earned
3. This ratio is multiplied by the Title IV aid disbursed plus the Title IV aid that could have been disbursed to equal the Title IV aid earned. Total disbursed minus total earned equals the federal funds that must be returned to the funding program.
   The federal policy for “Return of Title IV Funds” defines that a student who has attended up through the 60% point in each payment period or period of enrollment has fully earned the Title IV funds for the payment period/period of enrollment.
4. Calculate amount of Title IV aid earned by the student: This ratio is multiplied by the total Title IV aid disbursed (including aid that could have been disbursed) to equal the amount of the Title IV aid earned.
5. Determine if post withdrawal disbursement is due or if Title IV aid must be returned
6. Determine return of Title IV funds to be returned by the school: Any funds that are required to be returned by the school will be returned within 45 days of the date of determination that a student has withdrawn.
   Funds will be returned in the following order:
   1) Unsubsidized Stafford Loans;
   2) Subsidized Stafford Loans;
   3) PLUS Loans;
   4) Pell Grants;
   5) FSEOG.
7. Calculate initial amount of unearned Title IV due from the Student: Students will be informed of any amounts of Financial Aid that they need to return. On an individual basis, the student will receive instructions on returning the funds with a copy of the calculation. Students not making their portion of the return of unearned funds may be ineligible for Federal Student Aid funds in the future.
The “Payment Period” is the period of time for which a Title IV distribution has been authorized. Students will be notified of any refunds made to a student loan program on their behalf through the mailed exit interview material. This material will include a copy of both the R2T4 calculation and the school’s refund calculation.

Refunds to any of the Title IV programs will be paid within 45 days from the date of determination. Further information is available at the Financial Aid Office or at www.StudentAid.ed.gov.

**RETURN OF NON-TITLE IV FUNDS**

Those students who receive Cal grants and withdraw from the academy are required to have a calculation to the Return of Title IV calculation to determine the portion of Cal Grant funds that are unearned. The portion of the Cal grant earned is based on a pro rata calculation of hours earned compared to the schedule in the period.

**VETERANS BENEFITS & VETERANS ADMINISTRATION APPLICANTS ADDITIONAL INFORMATION**

Gurnick Academy of Medical Arts is approved for the training of veterans and eligible persons as an eligible institution. Applications for Veterans benefits may be obtained by contacting the Veterans Administration. Approval of training benefits to be awarded is the responsibility of the Veterans Administration. In order to achieve and maintain eligibility in the VA, there are additional requirements placed upon the institution and the applicant who intends to utilize their VA benefits.

Applicants to Gurnick Academy who are eligible for VA benefits must comply with the items included in this section as well as all Gurnick Academy’s institutional policies. Students may check their GI Bill® eligibility at http://gibill.va.gov. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

**VA Review of Prior Training for Transfer Credit**

Prior to being accepted into Gurnick Academy of Medical Arts, any VA eligible applicant must supply Gurnick with an academic transcript or other official documentation of all previous training. This previous training includes any military courses and training, any prior post-secondary educational institutions attended, whether traditional college, vocational, and/or any medical training.

Gurnick will review each submitted academic transcript or other official documentation to determine if any prior training may be utilized as transfer credit into a program. The review will be documented by Gurnick in writing, and a copy of the determination will be given to the applicant.

The transcripts, or other official documentation, the written Gurnick review and determination will become a part of the student’s official Gurnick academic record, and subject to all policies and regulations concerning academic records.

**VA Transfer Credit**

If transfer credit is granted to a VA eligible applicant, the portion of the program that is replaced is not eligible for certification for VA benefits. The applicable part of the program substituted is not billable to the student or VA, or any other agency.

**VA Specific Academic Requirements of Eligibility**

VA eligible students must maintain Satisfactory Progress in their program to maintain benefits eligibility. Students not receiving a minimum grade of “C” in any course will be referred for remediation a maximum of 3 times. VA Benefits will be terminated if the student is referred for remediation for three times throughout the duration of the program and obtains a non-passing grade in any remaining courses. This academic performance will lead to being expelled from the college.

*Please read our Academic Probation/Remediation policy for more information.*
**Additional Responsibilities for VA Eligible Applicants**

Gurnick Academy does not determine any eligibility for VA benefits. The eligible applicant must complete all required VA applications and requirements with the VA and receive VA approval prior to Gurnick accepting any expected VA funds as part of a tuition payment plan.

**Receipt of VA Additional Notices**

The VA requires that all VA eligible applicants receive a copy of the Gurnick Catalog including Addendum and that Gurnick Academy of Medical Arts documents such disclosures.

**Maximum Timeframe**

VA benefits are paid for 100% of the published program length and not up to 150% of the maximum timeframe.

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## ADMINISTRATIVE POLICIES

### CATALOG POLICIES

Policies governing student conduct, admissions, prerequisites, graduation requirements, fees, course structures, duration of the subjects and courses, time of programs offerings and other aspects of this institution’s operations are subject to change. Changes in the content of this catalog will be added to Catalog Addendum as well as posted on www.gurnick.edu. Together, the Catalog and the Addendum represent current and updated information.

We reserve the right to adopt, amend, or repeal all Gurnick Academy policies. This catalog does not constitute a contract or enrollment agreement, nor does it constitute a statement of the conditions of a contract between the student and this institution. The relationship of the individual student to this institution is governed by applicable state education codes, state regulations, and academy policies.

A copy of the catalog will be provided to each student prior to signing an enrollment agreement. Copies of the catalog can also be located at the front desk at each campus as well as the Gurnick website: [www.gurnick.edu](http://www.gurnick.edu).

### PROGRAM POLICIES

Academy policies cover all programs and courses offered at Gurnick Academy of Medical Arts. There are, however, program specific particulars and guidelines that are explained in much more detail in programmatic Student Handbooks. Many of our programs have Student Handbooks that include programmatic rules and regulations (subject to change without notice). Students must make sure to read and understand all programmatic rules and regulations in addition to Gurnick Academy Catalog and Addendum.

### INDIVIDUAL RESPONSIBILITY

It is the responsibility of each Gurnick Academy of Medical Arts student, staff and faculty member to be familiar with Gurnick Academy of Medical Arts policies and regulations published in this catalog. Gurnick Academy of Medical Arts Catalog is disclosed to each individual prior to his/her enrollment at Gurnick Academy. All students, staff and faculty members are required to sign receipt of disclosures acknowledging that they understand and agree to abide with all of the policies stated in this Catalog.

### ACADEMIC FREEDOM

Gurnick Academy is committed to assuring full academic freedom to its faculty. Confident in the qualifications and expertise of its faculty members, the academy encourages its faculty members to exercise their individual judgments regarding the organization of topics and instructional methods. Content is approved by the program-specific governing body. Instructors are encouraged to develop teaching methods that encourage student success.
Gurnick Academy believes that the important diversity that can accrue to the benefit of students by the diversity of thought resulting from free discussion, open expression of viewpoints and opinions on the subject matter at hand, and free exercise of research and original thinking in the academic fields related to the academy’s course offerings. Gurnick Academy supports and encourages instructors and students to engage in discussion and dialog. Students and faculty members alike are encouraged to freely express views as they apply to understanding in the specialized knowledge inherent in discipline being studied.

## NON-DISCRIMINATION

Gurnick Academy of Medical Arts is committed to providing equal opportunities to all applicants. No discrimination shall occur in any program or activity of this academy, including activities related to the solicitation of students or employees on the basis of race, color, religion, religious beliefs, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, veteran’s status, or any other classification that precludes a person from consideration as an individual. Please direct inquiries regarding this policy, if any, to a Campus Director who is assigned the responsibility for assuring that this policy is followed. Employees may refer to Gurnick Academy’s Employee Handbook for more details.

**Harassment/Title IX Coordinator**

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”. (Title IX, Education Amendments of 1972, Title 20 U.S.C. Sections 1681)

Gurnick Academy of Medical Arts has designated Title IX Coordinators on each campus to oversee Gurnick Academy of Medical Arts’ compliance with all State and Federal discrimination laws, particularly in regard to sex discrimination. These members of the Gurnick Academy of Medical Arts’ staff function as the Title IX Coordinator in addition to their primary titled function. Please note that the Title IX Coordinator function is associated with the title(s), as the name of the designee may change at any time.

In the case of any questions, concerns, or grievances, students should contact the Campus Director in which they are enrolled. The Campus Director, or their official designee, functions as the Title IX Coordinator for each campus.

The designated Title IX Coordinators will ensure compliance in all areas and aspects of Gurnick Academy of Medical Arts while facilitating any discrimination grievance procedures. This designee will also be responsible for keeping all records affiliated with discrimination grievances and are trained on how to investigate and conduct hearings in a manner that “protects the safety of victims” and “promotes accountability”. With this responsibility the designee is considered a resource not only to the students of Gurnick Academy of Medical Arts, but also a resource for the faculty and staff.

**Sexual Harassment**

Gurnick Academy is committed to providing a work environment that is free of discrimination, intimidation and harassment. In keeping with this commitment we believe that it is necessary to affirmatively address this subject and express our strong disapproval of sexual harassment.

No associate within our academy may engage in verbal abuse of a sexual nature; use sexually degrading or graphic words to describe an individual or an individual’s body; or display sexually suggestive objects or pictures at any campus. Students are responsible for conducting themselves in a manner consistent with the spirit and intent of this policy.

**Anti-Bullying/Anti-Harassment**

Gurnick Academy of Medical Arts believes that all individuals, including students, employees, and applicants are entitled to a safe, equitable, and harassment-free academy experience. Bullying and harassment will not be tolerated and shall be just cause for disciplinary action and/or law enforcement intervention.

“Bullying” and “harassment” are defined as a pattern of aggressive, intentional or deliberately hostile behavior...
that occurs repeatedly and over time. These behaviors normally fall into three categories, physical, emotional, and verbal, and may include, but are not limited to, intimidation, assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks; gestures, or actions; rumors; false accusations; hazing, social isolation, and cyber-bullying. Such behavior is considered bullying or harassment whether it takes place on or off academy property.

Any student, employee, or applicant who believes he or she has been or is currently the victim of bullying or harassment should immediately report the situation to the academy administrator or another trusted employee of the institution who will be responsible for reporting it to the appropriate authority. Reported incidents will be investigated promptly and thoroughly by the academy administration. Advising, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitutes violations of this policy.

**Sexual Assault Prevention and Response**

Gurnick Academy of Medical Arts educates the student community about sexual assaults and date rape through orientation. The Police Department offers sexual assault education and information programs to students and employees upon request. Literature on date rape education and risk reduction is available through the Campus Director/Administrator.

Gurnick Academy of Medical Arts is committed to creating and maintaining an educational environment where respect for the individual is of vital importance. Gurnick Academy does not tolerate sexual assault in any form. The definition of “sexual assault” includes but is not limited to sexual battery, threat of a sexual assault, rape including but not limited to forced oral copulation, foreign object or sodomy. Statement of the Standard of Evidence: Gurnick Academy of Medical Arts uses a preponderance of the evidence standard.

**Sanctions Gurnick Academy May Impose Following a Final Institutional Disciplinary Determination of Rape, Acquaintance Rape, Domestic Violence, Dating Violence, Sexual Assault, Stalking or Other Sexual Offense:**

Sexual assaults violate the standards of conduct expected of every member of Gurnick Academy of Medical Arts. Sexual assault is a criminal act, which subjects the perpetrator to criminal and civil penalties under state and federal law. In all cases, Gurnick Academy will abide by and cooperate with local, state and federal sanctions. Academy disciplinary action may include expulsion depending on the seriousness of the situation. Gurnick Academy will review victim’s academic standing after a sex offense or alleged sex offense if those changes are requested by the victim and are reasonably available.

Gurnick Academy will undertake an investigation of the sexual assault allegations in which the accuser and the accused are entitled the same opportunities to have others present during an institutional disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of choice. Students who have allegedly violated the code of conduct, or who have been accused of sexual harassment or other Title IX violations, may request a hearing by the Student Disciplinary Panel. The panel is composed of the Title IX Coordinator, the Director of Financial Aid and the Program Director. A faculty member may substitute for one of the panel members as necessary.

The complaining student will be asked to put his or her allegations in writing and a copy of the allegations will be provided to the alleged perpetrator. A hearing will be held within two weeks of receipt of the allegations, and the panel will hear from the complainant and the alleged perpetrator separately. Both parties may have anyone present with them for the hearing, including an advisor of their choice. The panel may call other students or employees as needed.

Both the accuser and the accused must be notified simultaneously and in writing of: the outcome of the proceeding, appeal procedures, any change to the result before it becomes final, and when the result becomes final. The parties will be provided the determinations concurrently. If other action is taken, and the alleged perpetrator remains in school, the complainant may request a transfer to another program start or shift as a protective measure. A transfer of the alleged perpetrator to another program start or shift may also be considered by the panel.
Gurnick Academy may impose sanctions following a final determination of a disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses including disciplinary action for students, which may include penalties up to and including expulsion from the academy. Disciplinary action imposed by Gurnick Academy will not be in lieu of penalty, fines or imprisonment imposed through the legal system.

For employees, appropriate personnel action will be taken in accordance with academy policies in the Employee Handbook.

The victim’s confidentiality will be protected, including record keeping that excludes personally identifiable information on victims. If the complainant requests confidentiality or asks that the complaint not be pursued, the school will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the school will inform the complainant that its ability to respond may be limited. Title IX prohibits retaliation, and that school officials will not only take steps to prevent retaliation but also take strong responsive action if it occurs.

**Reporting a Sexual Assault**

In the event of a sexual assault DIAL 9-1-1. If the victim is unable to contact the authorities, please report this assault to any Instructor or Staff member who will contact the authorities on your behalf.

While waiting for medical and law enforcement to arrive, although difficult, try to make mental notes of the incident so while reporting this assault to the local police there can be as much detail as possible. Be certain to request medical treatment.

If the incident occurred on campus, the victim is to report the assault to any Faculty/Staff member or Academy Director. Although sexual assault is a criminal offense, police will not collect evidence of a personal nature from the victim’s body. After the sexual assault, it is imperative to receive medical examination by trained personnel for a full physical exam prior to showering, changing clothes or bathing as preserving the evidence is imperative. Please note that victims have the option to, or not to, notify and seek assistance from law enforcement and campus security authorities.

**Counseling**

The survivor of a sexual assault is urged to seek counseling shortly after the sexual assault has occurred. Victims of sexual assault may receive FREE CONFIDENTIAL 24-HOUR counseling by calling RAINN (Rape Abuse Incest National Network) HOTLINE NUMBER 1-800-656-HOPE (4673). Trained counselors are available at the aforementioned number 24 hours a day, 7 days a week. RAINN can also be reached 24/7 through online chat at [https://ohl.rainn.org/online/](https://ohl.rainn.org/online/). You can find more information at [http://www.rainn.org](http://www.rainn.org)

**Sex Offender Registry**

In accordance with the “Campus Sex Crimes Prevention Act” of 2000, which amends the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act, the Jeanne Clery Act and the Family Educational Rights and Privacy Act of 1974, Gurnick Academy of Medical Arts is providing a link to the National Sex Offender Registry. This act requires institutions of higher education to issue a statement advising the campus community where law enforcement information concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice to each institution of higher education in that State at which the person is employed, carries a vocation, or is a student.

The California Department of Justice’s Internet website, which lists designated, registered sex offenders in California: [http://www.meganslaw.ca.gov](http://www.meganslaw.ca.gov)

The following website offers a link to all registered sex offenders that are searchable either by name or by zip code within a radius of a certain address: [http://www.familywatchdog.us](http://www.familywatchdog.us)
STUDENT’S RIGHT TO PRIVACY

Gurnick Academy complies with The Family Educational Rights and Privacy Act of 1974 (FERPA) commonly referred to as the Buckley Amendment. This act provides Gurnick Academy students and their parents with certain rights involving access and release of records that are deemed personally identifiable.

Gurnick Academy departments maintain student records. Personally identifiable information from these records may not be disclosed to a third party without either the written consent of the eligible student. Notwithstanding the above, disclosure to members of Gurnick administration and faculty who have a legitimate educational purpose in seeing the records is permitted. Release of records to regulatory bodies, accrediting bodies, oversight bodies and legally executed court subpoenas do not require student or parent consent of release.

Directory information may be released by Gurnick Academy without the student’s permission unless the student states, in writing, within the first two weeks of the program, the specific information he or she desires not be included as part of his or her directory information. Directory information includes the student’s name, home town, class level, registered credits (current term), major fields of study, participation in recognized activities and sports, biographic data for public relations purposes, diploma and awards received, most recent previous educational institution attended, veteran status, and job placement information. Students who wish to have information disclosed must complete a Gurnick Academy FERPA Release Form available on www.gurnick.edu.

Any student or employee who engages in conduct which directly or indirectly violates, or infringes upon, the privacy rights of an employee or student will be subject to disciplinary action up to and including expulsion/termination from Gurnick Academy.

STUDENT RECORDS

Gurnick Academy maintains student records in individual student folders according to privacy regulations. Student folders are started for each future student during registration and enrollment at Gurnick Academy. Student folders contain documents such as the registration form, enrollment agreement, transcripts, and other official information. If a student withdraws/is expelled prior to completion/graduation of the program, student folder will also contain documents such as a summary statement of the student’s progress, refund calculation, a copy of refund (if applicable) and so on.

Gurnick Academy student folders will contain official information for one year after student separation from the academy. After one year the student folder will be archived into electronic format and will be kept on an off-site computer server.

Gurnick Academy of Medical Arts will maintain the transcripts for all students indefinitely. Students are encouraged to make and archive copies of all important documentation during and after their studies at Gurnick Academy of Medical Arts. Students may review their student folders any time under the direct supervision of the Program Director or a Designated School Official. Should students find their folder information inaccurate or misleading, students are encouraged to voice their opinions and request a review of their student folder by an Admission Advisor/Designated School Official.

TRANSCRIPTS

Each student’s folder contains the student’s academic progress record and evidence of diplomas issued by Academy. Official transcript requests will be granted upon payment of a fee of $15.00. Transcripts will only be released to the student upon receipt of a written and signed request. Transcripts will be issued in full when all tuition and other fees due the institution are paid current. If partial payment has been made, then a partial transcript will be provided that corresponds to the pro rata tuition or loan obligation the student has not paid. Please note that transcripts may not be available immediately as they are processed though the Registrar at the Corporate office.
STUDENT CODE OF CONDUCT

Students shall conduct themselves in a professional and ethical manner at all times. Students are expected to conduct themselves within the bounds of acceptable behavior and appearance, as defined in this catalog and judgment of Gurnick Academy of Medical Arts personnel. No profanity in the patient care areas or in the campus or classroom environments is tolerated. Insubordination to faculty and clinical instructors, or dishonesty, could be a reason for immediate expulsion from the program.

In addition to being expected to follow the rules and regulations established by the program and clinical facilities, students are expected to follow the Standard of Ethics and act in accordance with the American Hospital Association’s Patient’s Bill of Rights.

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state and local governments, and for conducting themselves in a manner consistent with the best interests of the academy and of the student body. Gurnick Academy of Medical Arts reserves the right to expel a student for any of the following reasons, including but not limited to:
- Failure to maintain satisfactory academic progress
- Failure to pay academy fees and/or tuition by applicable deadlines
  - Any unpaid balance for tuition, fees and supplies becomes due and payable immediately upon a student’s expulsion from the academy.
- Disruptive behavior, posing a danger to the health or welfare of students or other members of the Gurnick Academy’s community
- Unlawful possession, use, distribution, or attempted unlawful possession, use or distribution of drugs and/or alcohol
- Destruction or damage or personal or school property
- Reckless driving or parking violations on campus
- Hazing of students or initiation that is dangerous, harmful, or degrading
- Distribution or obstruction of instruction, classroom activity, research, administrative activity, or other school activity on campus
- Forceful or illegal entry into an area of the school property
- Cheating or stealing
- Illegal activities or other actions deemed inappropriate by the Director
- Distributing or posting of materials, publications, leaflets or other printed materials without prior permission from the school administration
- Possession of firearms, fireworks, explosives, or any other weapons
- False alarms or threats
- Sexual Harassment of any kind
- Failure to comply with the policies and procedures of the Gurnick Academy of Medical Arts.

SAFETY & CAMPUS SECURITY

The following policies have been adopted to comply with the requirements of the Campus Security Act (34CFR 668.46).

Access
During business hours, Gurnick Academy campuses will be open to students, employees, contractors, guests, and invitees. During non-business hours access to all academy facilities is by key, if issued, or by admittance via authorized personnel.

Campus Residences
Gurnick Academy of Medical Arts does not have campus residences.

Campus Police Authority and Jurisdiction
Security personnel hired by Gurnick Academy of Medical Arts have the authority to ask all persons on the premises of Gurnick Academy for identification and to determine whether those persons have lawful business
at Gurnick Academy of Medical Arts. Security personnel do not possess arrest power. Criminal incidents are referred to the local police who have jurisdiction on the campus.

**Crime Prevention Programs**

Gurnick Academy of Medical Arts does not have a crime prevention program. In addition, Gurnick Academy of Medical Arts does not have any off-campus student organizations that require monitoring of criminal activity off campus.

**Security Awareness Programs**

During initial orientation students are informed of services offered by the academy. Students are told about crime on campus. Similar information is presented to new employees during new hire orientation. Periodically, as determined to be needed, presentations or materials may be provided on crime prevention awareness, sexual assault prevention, drug and alcohol abuse, theft, and vandalism, as well as educational sessions on personal safety.

A common theme of all awareness and crime prevention policy programs is to encourage students and employees to be aware of their responsibility for their own security and the security of others. Information is disseminated to students and employees through the Campus Security Policy and at orientation. When time is of the essence, information is released to students and employees of Gurnick Academy.

**Timely Warnings**

In the event that a situation arises, either on or off campus, that, in the judgment of the Campus Director constitutes an ongoing or continuing threat, a campus wide “timely warning” will be issued.

**Procedure:**

When a determination has been made that a timely warning should be issued, Gurnick Academy will inform the campus community by taking one or more of the following steps to ensure timely notification.

The warning will be issued through faculty, staff and management:

- Class Announcements
- Campus-wide email of the timely notice issued
- Warning fliers around the campus distributed
- Website warning posted

Such warning(s) may include, but are not limited to the type of crime, date, time occurred, location and any suspect information.

Anyone with information warranting a timely warning should report the circumstances to the Campus Director by phone or in person. The names of the victims will be withheld when following the procedure described above.

**Annual Disclosure of Crime Statistics**

Gurnick Academy prepares this report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of this report can be located on www.gurnick.edu. This report is prepared in cooperation with the local law enforcement agencies surrounding our campus. Each entity provides updated information on their educational efforts and programs to comply with the Act.

Campus crime, arrest and referral statistics include those reported to Gurnick Academy of Medical Arts. These statistics may also include crimes that have occurred in private residences or businesses and is not required by law. California law (11160 of the California Penal Code) requires prompt, mandatory reporting to the local law enforcement agency by healthcare practitioners when they provide medical services to a person they know or reasonably suspects is suffering from wounds inflicted by a firearm or is a result of assaultive or abusive conduct.

Each year, an e-mail notification is made to all at Gurnick Academy with the web address to access this report.
Crime Reporting
Prompt reporting will assure timely warning notices on campus and timely disclosure of crime statistics. Gurnick Academy of Medial Arts does not have campus police. All crime victims and witnesses are strongly encouraged to immediately report the crime. In the event of a crime or other emergency, students are instructed to notify any staff/faculty member of Gurnick Academy including the Security personnel if applicable. They will place the 911 call. If the nature of the emergency is such that this is not possible, the students should call 911 themselves. Contact appropriate Campus Director for non-emergencies. This information is posted in several conspicuous places on Gurnick Academy premises.

Confidential Reporting
Gurnick Academy of Medical Arts does not allow confidential reporting. All reports will be investigated. The academy does not have procedures for voluntary, confidential reporting of crime statistics. Violations of the law will be referred to law enforcement agencies and when appropriate, to the Campus Director for review. When a potentially dangerous threat to Gurnick Academy of Medical Arts community arises, timely reports or warnings will be issued. Please see Timely Warnings Policy above for more information.

Procedures
All individuals at Gurnick Academy premises are encouraged to report crimes and public safety related incidents to the Campus Director/Designated School Official in a timely manner. The Campus Director will investigate a report when it is deemed appropriate. If assistance is required from the local Police Department or Fire Department, he/she will contact the appropriate unit. If a sexual assault or rape should occur, the Gurnick Academy Designated School Official on the scene will offer the victim assistance after calling 911.

This publication contains information about on-campus and off-campus resources that are available in the event of a crime. The information about “resources” is not provided to infer that such resources are “reporting entities” for Gurnick Academy of Medical Arts.

Personal Property
Gurnick Academy of Medical Arts does not assume responsibility or is held liable for any loss, damage, or theft of any students' personal property. This includes, but is not limited to clothing, jewelry, electronic devices, school material, credit cards, checks, cash, or cash equivalent. All personal property is the sole responsibility of the student and is strongly recommended to avoid bringing valuable items when attending class on campus or in a clinical environment. Students bringing any valuable belongings to school do so at their own risk.

Incident/Accident Reporting
All accidents/incidents, including those that occurred both on the premises of Campus/Clinical Site that result in either personal injury or illness shall be promptly reported and investigated. If the injury or illness requires emergency medical treatment, call 911 for proper notification of emergency services. Management is to complete an Incident/Accident Report form in all cases requiring first-aid treatment, emergency services, or any incident which can potentially develop into an injury or illness. If students/faculty are involved, their Program Coordinator should be notified. If Staff is involved, their appropriate supervisors must be notified. In all cases Campus Directors and management must be notified any time an Incident/Accident Report form is completed. These reports are then filed in the respective individual’s physical folder.

An Incident Report must be completed in full, describing the following:

- Incident circumstances, including the date and time of incident/accident, details of the procedure being performed, including where and how the incident/accident occurred, and if there was an exposure related to a sharp device, the type of device and how and when in the course of handling the device the incident/accident occurred;
- Details of the incident/accident including if there was an exposure to blood or bodily fluids and details about the exposure source (i.e., whether the source material contained HIV or other bloodborne pathogen[s]), and if the source is an HIV-infected person, the stage of disease, history of antiretroviral therapy, and viral load, if known; Attempt to persuade the source person to make themselves available for bloodborne pathogen testing, pre-test counseling, and form completion.
- Details about the follow-up
• List all parties involved, ensure form is signed by all relevant parties, and returned to Program Coordinators/Directors immediately
• Keep affected parties privacy rights in mind if/when sharing information regarding the incident and report (E.g., Do not scan the report and keep it on an open network folder).

It is expected that the student utilize common sense in patient care procedures and those OSHA policies related to bloodborne pathogens that minimize risks to the student and/or if pregnant, to the unborn fetus. If a student has an incident that involves contact with bloodborne pathogens, it is expected that the student follow the affiliate’s exposure control policies. It is then the student's responsibility to see his or her own physician immediately to establish baseline testing and to seek any required follow-up. If all above mentioned procedures are not adhered to, supervisors must be promptly notified. Additionally, if the incident occurred on the premise of any Clinical Facility/Site, the Incident/Accident Report Form should be completed by the student and instructor and should note any concerns where processes are incongruent to this procedure. Similarly, our clinical affiliations can file an Incident Report if students do not adhere to proper procedures.

More details regarding needle sticks, the incident/accident reporting of needle sticks, and exposure to blood/bodily fluids is detailed in the Needle Stick Policy.

**Needle Stick**
Healthcare professionals may be exposed to blood and/or bodily fluids. Bloodborne pathogens such as Hepatitis B, Hepatitis C, and HIV, can be serious, even life-threatening. Gurnick Academy students, faculty and staff members should follow this policy in the event of exposure to blood or bodily fluids.

Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water; mucous membranes should be flushed with water. The application of caustic agents (e.g., bleach) or the injection of antiseptics or disinfectants into the wound is not recommended.

- Irrigate area with clean water, saline, or other sterile irrigating solution.
- Report the incident to the clinical site supervisor, department supervisor, clinical instructor, etc.
- Follow-up is indicated if it involves direct contact with a bodily fluid listed above and there is evidence of compromised skin integrity (e.g., dermatitis, abrasion, or open wound).
- The exposed individual should be evaluated for susceptibility to bloodborne pathogen infections. Baseline testing (i.e., testing to establish serostatus at the time of exposure) for Hepatitis B, Hepatitis C and HIV antibodies should be performed.
- Individuals exposed to Hepatitis B, Hepatitis C or HIV should receive follow-up counseling, post exposure testing, and medical evaluation. HIV-antibody testing should be performed for at least 6 months post exposure.
- An Incident Report must be completed in full. Please see Incident Accident Reporting policy above.

Use safer needle devices and needleless devices to decrease needle sticks or sharps exposures. Properly handle and dispose of needles and other sharps according to the Bloodborne Pathogens Standard. It is important to utilize your training, the personal protective clothing and equipment available, and stay vigilant to signs, labels, and other provisions.

**Communicable Disease**
Students with known communicable diseases will need to follow the clinical site’s protocol for personnel with communicable disease. Gurnick Academy has no jurisdiction over a clinical facility’s communicable disease protocol. However, the student must report illness, communicable diseases, and any condition that might affect the health of the student, patients, or clinical staff. This should be reported to a program official or clinical instructor.

To protect clinical personnel and as a safeguard to patients, all students are required to meet safe health standards. Any student with an elevated temperature (100 degrees F. or more orally), symptoms of urinary infection (dysuria, urgency, or frequency), symptoms of respiratory infection, symptoms of gastrointestinal infection, or symptoms of pink eye must report the condition to a program official or clinical instructor, even though the student may be under the care of a private physician. The program official or clinical instructor is
responsible for reporting the condition to the Infection Control Department at the clinical site.

Before the student returns to the program, the student’s physician must verify a clean bill of health status. The student is responsible for making up lost clinical time and missed class work during his/her absence.

Radiography students take part in invasive procedures. Students with known latex sensitivity or allergies should be aware that the Gurnick Academy of Medical Arts cannot guarantee non-exposure to latex in the clinical arena. During student experiences in the clinical setting the student may possibly come in contact with diseases, equipment, and treatments that may be hazardous to the individual and/or to an unborn fetus. TB exposure should be followed immediately with another Mantoux and a three (3) month follow-up. A copy of the incident should be sent to the Gurnick Academy of Medical Arts administration. If the student comes into contact with diseases outside of the program or contracts diseases that may be hazardous to other students, patients, or hospital personnel, it must be reported to the appropriate program’s director immediately. A decision will then be made on an individual basis regarding the future of the student's participation in the program.

A student who may have been exposed to a communicable disease may be asked to leave the clinical area until the incubation period has expired. In the event of a student absence any missed clinical hours must be made up at a later date.

**Federal Law Concerning Chemical Hazards**
Federal law requires that all individuals be notified about hazardous chemicals present in the workplace. This law applies to all occupations with the basic purpose of raising the level of consciousness on chemical safety.

Chemical suppliers are required to prepare Material Safety Data Sheets (MSDS) for all chemicals used in radiology. Photographic chemicals are used in radiology for processing x-ray film. Some of these chemicals must be used with more than routine precaution. Photographic chemicals can cause allergic reactions or can irritate the skin with repeated or prolonged contact. The use of gloves can minimize skin contact hazards. MSDS should be available at all clinical facilities upon request.

**Drug and Alcohol Prevention Program**
Gurnick Academy of Medical Arts is committed to protecting the safety, health and well-being of all employees and students. We recognize that drug use and alcohol abuse pose significant threats to our goals. We have established a drug free workplace program that balances our respect for individuals with the need to maintain a drug and alcohol-free environment.

The Academy encourages employees and students to voluntarily seek help with drug and alcohol problems. The Owner of the Academy is required to certify to the U.S. Department of Education that a Drug and Alcohol Prevention Program and Drug Free Policy are in place and maintained.

This policy includes and is not limited to all students, employees and anyone conducting business on behalf of Gurnick Academy of Medical Arts.

**Applicability**
This policy is intended to apply whenever anyone is representing or conducting business with or for our academy. Therefore, this policy applies during all work and school hours, whenever conducting business with or representing the academy, while on call or paid standby, or while on academy property or at academy-sponsored events/sites.

**Prohibited Behavior**
It is a violation of this policy to use, possess, sell, trade, offer for sale alcohol, illegal drugs or intoxicants while on campus or at an academy sponsored site/activity. It is a violation to be intoxicated while on campus or while conducting academy business.
Being under the influence of any substance such as marijuana is prohibited while attending Gurnick Academy of Medical Arts or any off-site activity associated with the institution, such as clinical experiences and field trips. GAMA’s drug-free policy must follow federal laws, regardless of State of law, as an institution with approval to distribute Title IV funds to those who qualify. For example, federal laws classify marijuana as an illegal drug, regardless if you may have a medical marijuana card or the substance being legal within California.

**Notification of Convictions**

Any employee or student who is convicted of a criminal drug or alcohol violation must notify the academy in writing within five (5) calendar days of the conviction. The academy will take appropriate action within thirty (30) days of notification.

**Consequences**

One of the goals of our drug and alcohol-free workplace program is to encourage employees/students to voluntarily seek help with alcohol and/or drug problems. If an employee or student violates the policy, sanctions may include any of the following:

1. Mandated treatment for the problem.
2. Mandated treatment at a local treatment center.
3. Mandated completion of a drug rehabilitation program.
4. Mandated probation period not to exceed one month.
5. Termination from the school or discharge from employment.

The academy will terminate a student or employee after receiving notification that the individual is convicted of a drug crime and require that the employee or student participate in a drug abuse assistance or rehabilitation program approved by a Federal, State or local health enforcement agency or other appropriate agency.

Eligibility for Title IV programs may be suspended or terminated as part of a conviction.

**Assistance**

Gurnick Academy of Medical Arts recognizes that drug and alcohol abuse and addiction are treatable illnesses. We also realize that early intervention and support improve the success of rehabilitation. To support our employees/students our drug-free workplace policy:

1. Encourages employees and students to utilize the services of qualified professionals in the community to assess the seriousness of suspected drug or alcohol problems and identify appropriate sources of help.
2. Ensures the availability of a current list of qualified community professionals.

The ultimate financial responsibility for recommended treatment belongs to the employee and student.

**Resources**

The Center for Substance Abuse Treatment and Referral Hotline: **1.800.843.4971**
The National Clearinghouse for Alcohol and Drug Information: **1.800.729.6686**
Substance Abuse Treatment Facility Locator by City: [https://findtreatment.samhsa.gov/locator](https://findtreatment.samhsa.gov/locator)

<table>
<thead>
<tr>
<th>Location</th>
<th>Resource</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Mateo, CA</td>
<td>Project Ninety Inc. O'Toole Center</td>
<td>15 9th Avenue, San Mateo, CA 94401, (650) 579-7157</td>
</tr>
<tr>
<td>San Mateo, CA</td>
<td>Mills Peninsula Health Services Behavioral Health Department</td>
<td>1601 Trousdale Drive Burlingame, CA 94010, (650) 696-5363</td>
</tr>
<tr>
<td>Concord, CA</td>
<td>John Muir Behavioral Health Center for Recovery</td>
<td>2740 Grant Street, Concord, CA 94520, (925) 674-4100</td>
</tr>
<tr>
<td>Concord, CA</td>
<td>Recovery Management Services Crossroads Treatment Center Inc.</td>
<td>2449 Pacheco Street Concord, CA 94520, (925) 682-5704</td>
</tr>
</tbody>
</table>
Confidentiality
All information received by Gurnick Academy through the drug-free workplace program is confidential. Access to this information is limited to those who have a legitimate need to know in compliance with relevant laws and management policies.

Shared Responsibility
A safe and productive drug-free workplace is achieved through cooperation and shared responsibility. Students and employees including management have important roles to play. All employees and students are required not to report to work or academy while their ability to perform duties is impaired due to on- or off-duty use of alcohol or other drugs. In addition, employees and students are to report dangerous behavior to their appropriate designated official and inform their supervisor or program coordinator of any over-the-counter or prescription medications that may affect their performance/behavior. It is the supervisor's and instructor’s responsibility to:
1. Observe employee and student performance.
2. Investigate reports of dangerous practices.
4. Counsel employees and students as to expected performance improvement.
5. Clearly state consequences of policy violations.

Reasonable Suspicion Testing
Testing may be required where there is reasonable suspicion based on objective symptoms, such as factors related to appearance, behavior, or speech, if the employee or student is found to be in possession of physical evidence (i.e., drug and/or alcohol paraphernalia), or at the discretion of management or the academy following an injury or other incident causing suspicion of drug or alcohol use.

Communication
Communicating our Drug Free Policy to employees and students is critical to our success. To ensure that all employees and students are aware of their role in supporting our program:
- All employees and students will receive a written copy of the policy and program.
- The policy and program will be reviewed in orientation sessions with new employees and students.
- All employees and students will receive an update of the policy and program annually.

Review of this Policy
Gurnick Academy of Medical Arts will review the Drug Free Policy/Drug and Alcohol Prevention Program at a minimum of once every two years.

Alcoholic Beverage Programs
The possession, sale, or the furnishing of alcohol on the academy campus is governed by the Campus Director/Administrator and California state law. Laws regarding the possession, sale, consumption or furnishing of alcohol is controlled by the California Department of Alcohol and Beverage Control (ABC). However, the
enforcement of alcohol laws on campus is the primary responsibility of the Campus Director/Administrator.

The campus has been designated “Drug free”. The possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced. Violators are subject to disciplinary action, criminal prosecution, fine, and imprisonment. It is unlawful to sell, furnish or provide alcohol to a person under the age of 21.

The possession of alcohol by anyone less than 21 years of age in a public place or a place open to the public is illegal. It is also a violation of the Alcohol Policy for anyone to consume or possess alcohol in any public or private area of campus without prior approval from the Campus Director/Administrator. Students, employees, or groups violating alcohol/substance policies or laws may be subject to sanctions by the academy.

**Illegal Drugs**
The campus has been designated “Drug free”. The possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced by the Campus Director. Violators are subject to disciplinary action, criminal prosecution, fine, and imprisonment.

**Prevention Programs**
Gurnick Academy has developed a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees. The program provides services related to drug use and abuse including dissemination of referrals and disciplinary actions. The Campus Director will provide referral services upon request.

**Local, State and Federal Legal Sanctions**

**Laws Governing Alcohol, Controlled Substances & Health Risks**

*A violation of any law regarding alcohol and controlled substances is also a violation of the Student Code of Conduct and will be treated as a separate disciplinary matter.*

The State of California sets 21 as the minimum age to purchase or possess any alcoholic beverage. The unlawful use, possession, distribution, manufacturing, or dispensing of illegal drugs is prohibited.

Substance abuse may result in serious health problems, or even sudden death, which in the case of some drugs (e.g., cocaine) can occur after first-time use. The following is a partial list of other potential health risks:

- Acute problems; Heart attack; Stroke; Long-lasting effects; Disruption of normal heart rhythm; High blood pressure; Destruction of brain cells; Permanent memory loss; Infertility and impotency; Immune system; Impairment; Kidney failure; Cirrhosis of the liver; Pulmonary damage, etc.

Specific ordinances regarding violations of alcohol laws, including driving while intoxicated as well as for the unlawful possession or distribution of illegal drugs and alcohol include the following:

- No person may sell, furnish, give, or cause to be sold, furnished or given away, any alcoholic beverage to a person under the age of 21, and no person under the age of 21 may purchase alcoholic beverages. (California Business and Professions Code 256560).
- It is unlawful for any person under the age of 21 to possess alcoholic beverages on any street or highway or in any place open to public view. (California Business and Professions Code 25662).
- It is a misdemeanor to sell, furnish, or give away an alcoholic beverage to any person under the age of 21 (California Business and Professions Code 25658) or to any one obviously intoxicated (California Business Professions Code 25602).
- It is unlawful for any person to drink while driving, or to have an open container of an alcoholic beverage in a moving vehicle. With a blood alcohol level of .08 or higher, a driver is presumed under the influence of alcohol. Between .05% and .08% a person may be found guilty of driving under the influence (Vehicle Code 23153).
- Every person who is found in any public place under the influence of intoxicating liquor, any drug, controlled substance or any combination of any of the above and is in such a condition that he/she is unable to exercise care for his/her own safety or the safety of others is guilty of a misdemeanor (Penal Code 647(f)).
• It is unlawful to possess controlled substances: Imprisonment in State prison for possession of specified controlled substances, including opium derivatives and cocaine (Health and Safety Code Section 11350).

• It is unlawful to sell controlled substances: Imprisonment in State prison for two to four years for possession or sale of specified controlled substances including opium derivatives and cocaine (Health and Safety Code Section 11351).

• It is unlawful to possess marijuana under the following: Possession of not more than 28.5 grams or more than four grams of concentrated cannabis, or both, shall be punished as follows: Persons under the age of 18 upon a first offense must complete four hours of drug education or counseling and up to 10 hours of community service. Persons at least 18 years of age but less than 21 years of age shall be guilty of an infraction and punishable by a fine of not more than $100 (Health and Safety Code Section 11357 (b)); Possession of more than 28.5 grams or marijuana or more than 4 grams of concentrated cannabis shall be punished by imprisonment in county jail and/or fine of not more than $500.

• It is unlawful to possess with intent to sell marijuana: shall be punished by imprisonment in the State prison (Health and Safety Code Section 11359).

• It is unlawful to distribute prescription drugs: it is unlawful for any person who is not a pharmacist to manufacture, compound, furnish, sell, or dispense any dangerous drug or dangerous device, or to dispense or compound any prescription (Business and Professions Code Section 4051 (a)).

• It is unlawful to be under the influence of controlled substance: No person shall use or be under the influence of any controlled substance. Any person convicted of violating this is guilty of a misdemeanor and shall be sentenced to serve a term of not less than 90 days or more than one year in a county jail. (Health and Safety Code Section 11550 (a)).

For reference:
Health and Safety Codes:
Penal Codes:
https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=PEN&tocTitle=+Penal+Code+-+PEN
Vehicle Code:

Drug use during pregnancy may result in fetal damage and birth defects causing hyperactivity, neurological abnormalities, and developmental difficulties.

PREGNANCY

Gurnick Academy of Medical Arts to provide all students a safe environment for clinical experiences and training. In compliance with regulations regarding pregnant students, female students have the option to inform program officials whether or not they are pregnant. With written notification to the Program Director, the student may change from one option to another at any time during the pregnancy if all program objectives, courses, and competencies are completed. However, if a student chooses to declare her pregnancy to program officials, she must provide written notification. Associate of Science in RT Program students: Upon declaration of pregnancy the academy will insure compliance with the lower radiation exposure limit and dose monitoring requirements.

At any time, a student may submit a written request to withdraw her declaration without question. A student who has chosen to declare her pregnancy will be allowed to choose one of the following options for completing the training at Gurnick Academy of Medical Arts.

Options:
1. Continuing the training without modification or interruption. This option means that the student agrees to attend and complete all classes, clinical assignments, and competencies in a manner
consistent with her peers within the guidelines set forth by the instructors and Gurnick Academy of Medical Arts. The student must present a letter from a physician releasing the student to continue in the training with Gurnick reserving the right to contact the physician to verify student physical activity level and ability to complete all requirements of the clinical experience.

2. The student may take up to 180 days leave of absence from the didactic and clinical components of the program and be allowed readmission to the program. The student is required to make up all clinical and didactic hours missed and to complete all the necessary competencies. This option timing is contingent upon an available student position in an appropriate clinical facility. For students in Associate of Science in Radiologic Technology, Associate of Science in Ultrasound Technology and Associate of Science in Magnetic Resonance Imaging Programs there is an additional option:

3. Students may also continue the training with a modification of clinical assignments. This option means the student would have the choice to delay clinical assignments and/or competencies in areas high in potential hazardous exposure. However, in order to accomplish this successfully, the training may need to be extended. The student is required to make up all clinical and didactic hours missed and to complete all the necessary competencies. The student will present a letter from a physician releasing the student to continue in the training.

§ STUDENT BEREAVEMENT

Recognizing that a time of bereavement is very difficult, every effort will be made to ensure that a bereaved student is able to attend to family matters. The student will provide documentation of the death or funeral service to the Program Coordinator. Designated School Official will inform the student’s instructors of the student’s leave.

Immediate Family
Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of a spouse, domestic partner, parent, child, grandparent, grandchild or sibling, or a corresponding in-law or step-relative.

Relative Living in the Student’s Home
Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of an uncle, aunt, niece, nephew or first cousin living in the student’s home.

Relative
Students are eligible for one (1) day of excused absence for the death of an uncle, aunt, niece, nephew, or first cousin. In the event of the death of another family member or friend not explicitly included within this policy, a bereaved student should petition for grief absence through the Program Coordinator.

Travel and Absences
Depending on the number of miles needed to travel, additional days may be granted. Within 150 miles radius of the student campus, no additional excused absence days are allowed. Between 150-300 mile radius of the student campus, one additional excused absence day may be allowed. Beyond a 300 mile radius of the student campus, two additional excused absence days may be taken. Outside the 48 contiguous United States, four additional excused absence days may be approved.

Making up Clock Hours
Depending on where the student is in the program and due to the nature of Gurnick’s educational structure, hours cannot be guaranteed, and this could affect the students’ graduation date and completion status of the program. The student is required to make up all hours missed and to complete all of the necessary competencies. Given proper documentation, didactic instructors will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. Making up Clinical Hours is also contingent upon an available student position in appropriate clinical facilities.
**CHANGE OF NAME**

Any changes to a student’s current or former legal name require the following:

- One of the following:
  - a certified copy of their birth certificate
  - valid (current) passport
  - a marriage license issued by a county or city clerk
  - a divorce decree from a court of law
  - a court ordered name change

- A second piece of identification (with the new name) in the form of a government-issued photo ID

Changes of Name Forms are available on www.gurnick.edu or by asking a campus designee. Students must complete the Change of Name Form and bring the above mentioned official documents in person to the Student Services Coordinator or Designated School Official located on their campus, or mail notarized copies of documents with a cover letter explaining the change. If the student chooses to mail the certified documents, he/she must sign the cover letter and include his/her Gurnick student ID number or social security number, and date of birth. Mail should be sent to the student’s campus.

Student Services Coordinator, or Designated School Official, will photocopy the official documents evidencing the name change, and must file these documents in the appropriate student folder in conjunction with the completed Change of Name Form.

**STUDENT DRESS CODE**

The Student Dress Code applies whenever the student is at the campus or at a clinical site in either a clinical or didactic setting.

Students are expected to maintain a neat, clean, and professional appearance while attending Gurnick Academy. This helps to ensure a positive teaching and learning environment for all students and is essential to the image and safe operation of Gurnick Academy. Dress codes in the medical profession are common and our dress code is designed to teach our students to adhere to policies and to look professional. Our dress code identifies the student as a medical professional in training.

**General Requirements:**

All students attending class on campus are required to wear school-designated scrubs and white professional medical shoes (non-porous material, leather or pleather, that can be easily cleaned and polished) during didactic, laboratory, and at the clinical sites. The provided uniform set consist of blue scrub tops, blue scrub bottoms, and a sweater. Students may wear white short or long-sleeved undershirt without visible designs for additional warmth. Individual programs may enforce a stricter dress code.

While in attendance at a clinical site, student must adhere to both the Gurnick Academy of Medical Arts Policies and Designated Clinical Facility Policies. Violation of the dress code policy may result in disciplinary action including being sent home. Clinical sites requesting an exception to Gurnick’s Dress Code Policy will need to provide their request in writing and accommodations will be made specifically for that clinical site only.

**Exceptions or Additions to the Student Dress Code by Program:**

**Physical Therapist Assistant (ASPTA) and Ultrasound Technology (ASUT) Programs:**

Students must wear Khaki pants and Gurnick supplied shirts for didactic sessions. For the lab, Physical Therapist Assistant and Ultrasound students must wear the Gurnick supplied shorts and shirts. Women must wear tank top or sports bra if shirts are to be removed.
**Distance Education (Online) Programs:**

Students enrolled in Distance Education (Online) programs including ASVN and BSDMI are not required to abide by the above dress code.

**Bachelor of Science in Nursing (RN to BSN) Program:**

Students in the RN to BSN program are exempt from the above dress code for the externship portion of the program. However, students must dress appropriately for the facility that they are attending for their externship hours.

### PERSONAL APPEARANCE AND HYGIENE

In addition to the above dress code, students are required to maintain a neat and professional appearance and maintain personal hygiene at all times. Below guidelines are for the student’s health, safety, and professionalism as well as the patient’s comfort in being cared for by a medical professional in training. Please note that the following requirements are not all-encompassing. Circumstances may arise which are not covered by this policy:

- Students with long hair must keep their hair up and away from the face at all times.
- Students must wear their Gurnick Academy of Medical Arts Identification Badge at shoulder or chest height at all times. (Clinical facilities may additionally require an identification badge issued by their department to be worn during the students’ clinical experiences at their facility).
- Tattoos must be covered. Tattoos on the arms (including upper arm, forearm, and wrists) must be covered by long sleeves. Tattoos on the chest and that extend up the neck must be covered by a white undershirt or turtleneck without visible designs. Tattoos which cannot be covered must not convey a message that is contrary to professional standards and must not pose a potential customer relations issue.
- Undergarments must be worn at all times.
- Fragrances must be avoided.
- Jewelry must be discrete and provide no risk to the wearer or patient. Visible piercing jewelry is not allowed.
- No head coverings, including hats, except for verified religious practices.
- Neatly trimmed, naturally colored, fingernails; no long artificial nails are permitted.
- Facial hair must be closely trimmed.
- Any make up must be minimal.
- Daily hygiene adhered to (shower, deodorant, oral care)
- This list is not meant to be exhaustive and other requirements may be applied as deemed professional by the Academy.

### CELL PHONE

Cell phones must be turned off in class* and clinical settings at all times. Students may use their cell phones on campus before or after class and during breaks in the posted designated areas or outside of the academy. Students who are not in compliance with this policy are subject to disciplinary probation or expulsion at the discretion of the academy administration.

*Please note some instructors may allow restricted use of cell phones in class for certain activities.

### ADMINISTRATION OF EXAMINATION

All electronic devices must be turned completely off during the administration of all forms of evaluation and displayed within the instructors view. All non-electronic personal belongings will be stored out of all class members’ view by storing belongings under the chair and/or desk. There will be no talking or questions during the administration of evaluations. Forms of evaluation include but are not limited to: quizzes, tests, and examinations. Students who are not in compliance with this policy are subject to disciplinary probation or expulsion at the discretion of the academy administration.
ELECTRONIC RECORDING

Gurnick Academy of Medical Arts prohibits video recording of any kind on academy grounds or at a clinical site by students and/or any other individuals who have not secured written permission from the Academy’s administration to do so. This policy is in order to protect the privacy of all students, faculty, staff, as well as clinical site employees and patients in addition to protecting the confidentiality and intellectual property of all instructional material and curricula. Voice recording is solely permitted during a lecture class with the instructor’s permission and when being used for the educational purpose of an individual’s studying resource. Any student found in violation of this policy will be immediately expelled from Gurnick Academy of Medical Arts and will not be permitted to re-enroll per the Academy’s Re-enrollment Policy’s guidelines on expulsion due to disciplinary action.

VIDEO AND AUDIO SURVEILLANCE NOTIFICATION

When on Gurnick Academy of Medical Arts premises, individuals enter an area where video and audio recording may occur. By entering the premises, individuals consent to video and audio recording and release Gurnick Academy of Medical Arts, its officers and employees, and each and all persons involved from any liability connected with the video and audio recordings.

In order to promote the safety of employees and students, as well as the security of its facilities, Gurnick Academy of Medical Arts may conduct video and audio surveillance of any portion of its premises at any time, the only exception being private areas such as restrooms and that video cameras will be positioned in appropriate places within and around Gurnick Academy of Medical Arts.

By entering the premises, individuals waive any right to inspect or approve any video or audio recordings taken by Gurnick Academy of Medical Arts or the person or entity designated to view recordings.

TRANSFER

Within the Program
Students may be considered for transfer from one cohort into another within the same program if:
- Students are returning from LOA by expected return date
- Students are currently Active (students have started the program) and wish to:
  - transfer from AM/PM or PM/AM
  - transfer to another campus

Students may not be eligible for transfer if there is a large discrepancy in cost, length, start date, as well as availability of programs and/or seats in the preferred group or campus.

To Another Program
Students who are not eligible for transfer within the program may withdraw from the current program and enroll to the available desired other program. Please see Re-Enrollment Policy for further details.

Transfer students are not subject to pay $75.00 Registration Fee.

TRANSFERABILITY OF CREDITS AND CREDENTIALS

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

**UNIT OF CREDIT**

Academic credit is measured in quarter credit or clock hours. Typically, one hour of instructional time is defined as a fifty-minute period. Credits earned at Gurnick Academy of Medical Arts are for determining progress towards program completion only. The credits are not typically transferable to another school, college or university.

- **Quarter credit hours are determined as follows:**
  - 10 hours of lectures = 1 quarter credit hour
  - 20 hours of laboratory = 1 quarter credit hour
  - 30 hours of clinical = 1 quarter credit hour

- **Semester credit hours are determined as follows:**
  - 15 hours of lectures = 1 semester credit hour
  - 30 hours of laboratory = 1 semester credit hour
  - 45 hours of clinical = 1 semester credit hour

**ESTIMATED TIME FOR OUTSIDE OF SCHOOL PREPARATION HOURS (OSPH)**

The OSPH policy estimates the number of hours it takes students to perform outside of school preparation activities. Such activities include but are not limited to: homework assignments; test and quizzes preparations; reports competitions; other assignments that will require students to study outside of regular scheduled hours in school.

The number of hours it takes students to perform OSPH is estimated using the following methodology:

"The average adult reading rate is 250 words per minute with 70% comprehension. [Smith, Brenda D. "Breaking Through: College Reading" 7th Ed. Longman, 2004]. Reading for learning (100-200 wpm); reading for comprehension (200-400 wpm); and skimming (400-700 wpm). With an average of 400 words per page, at 200 words per minute a student should read around 30 pages per hour (200 words per minute x 60 = 12,000 words per hour divided by 400 = 30 pages per hour). Therefore, we are using 25-30 pages per hour. Audiobooks are recommended to be 150-160 words per minute or 22 pages per hour. Reading on Monitor: 180-200 wpm or 27 pages per hour. Slide presentations are closer to 100 wpm or 15 pages per hour."

OSPH related activates may be graded. Student must spend at a minimum 5 hours of OSPH per quarter (didactic or lab) to receive credit.

**STUDENT GRIEVANCE AND APPEALS**

Our academy is dedicated to the fair treatment of and professional conduct with students. In compliance with the recommendations of the Office of Civil Rights (OCR), this policy and procedure pertains to grievances of various nature including but not limited to: academic, discrimination, harassment and bullying. Students are first encouraged to discuss any concerns or questions regarding policies and/or decisions rendered directly with the party with whom the student has a concern. Should any student have a complaint, the student is asked to discuss the matter within five days directly with an Instructor or Administrative Manager/Designated School Official who will engage in an informal process to settle the dispute in good faith. That informal process will involve three steps:

1. an effort to define the problem
2. an effort to identify acceptable options for resolution
3. an attempt to resolve the conflict through the application of one or more of acceptable options for resolution
If, as a result of these discussions, the student does not feel that the issue has been satisfactorily resolved, he or she may, within five (5) days, file a written complaint directly with the Program Director who will do his/her best to resolve the matter at hand for the benefit of the student and the academy. The Program Director will try to resolve or alleviate the complaint or grievance that the student presents within five (5) days of receipt. If after following these steps the Program Director is unable to remedy the issue and student is still unsatisfied with the solution, then the Campus Director will investigate all written complaints, attempt to resolve all such complaints, and record an entry into the campus’s official log. The formal process will require the student’s submission of a written description of the specific complaint and the desired remedy, accompanied by any available documentation. The Campus Director will have five (5) days to respond to the grievance and determine a fair course of action. The Campus Director may notify the student of the decision reached. If need be, students may also follow the Appeals Procedures outlined below for further course of action.

To provide students with a neutral mechanism for the reconsideration of disciplinary actions or performance evaluations that would necessitate the dismissal of the student from a program, Gurnick Academy has a designated Appeals Committee consisting of the following individuals: Chief Academic Officer, Chief Operations Officer, and Chief Executive Officer. Note: A student must stay within the appeal process and is not to contact the Appeal Committee members for any reason unless directed to do so by a Campus Director or Committee member. A student who goes outside the procedure of this policy will be denied his/her appeal.

In the event the Campus Director was unable to remedy the issue and student is still unsatisfied with the outcome, the student may ask the Campus Director, in writing, to forward all written grievances and correspondence to the Appeals Committee. The Appeals Committee will have five (5) working days to respond to the appeal and determine a fair course of action. All grievances and appeals will be handled discreetly. Dissemination of the resolution will be at the discretion of the Campus Director and/or Appeals Committee and on a “need-to-know” basis. The decisions rendered by the Appeals Committee will be the final and binding decision of the academy.

At any time, 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 website www.bppe.ca.gov.

Associate of Science in Physical Therapist Assistant (ASPTA) at Gurnick Academy of Medical Arts is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 650-425-9672 or email btong@gurnick.edu.

All VN and PT students have the right to contact the Board of Vocational Nursing and Psychiatric Technicians regarding concerns about the education program. The BVNPT contact info is: BVNPT 2535 Capital Oaks Drive, Suite 205 Sacramento, CA 95833-2945 Phone: 916-263-7800 Fax: 916-263-7859 Web: www.bvnpt.ca.gov

All students in a Joint Review Committee on Education in Radiologic Technology (JRCERT) accredited program have the right to contact the JRCERT regarding concerns about their education program. The JRCERT contact information is 20 North Wacker Drive, Suite 2850, Chicago IL 60606-3182. Phone: (312) 704-5300. E-mail is mail@jrcert.org. Website is www.jrcert.org.

**COPYRIGHT**

It is the policy of Gurnick Academy of Medical Arts to respect the copyright protections given by federal law to owners of texts, publications, documents, works of art, digital materials, and software, and to abide by all license and contractual agreements in the provision of resources and services to Gurnick Academy of Medical Arts.
Members of the institution community are advised to become as knowledgeable as possible regarding copyright law and this policy. Individuals who willfully disregard this policy and guidelines do so at their own risk and may be subject to personal liability. The institution regards a violation of this policy as a serious matter, and any such violation is without its consent and is subject to disciplinary action up to and including termination, in the case of institution employees, and expulsion, in the case of students.

Use of copyright material(s) is permissible with written permission from the owner(s). A sample request letter can be obtained from the Campus Director. When permission is obtained please provide a copy of the signed letter to the Campus Director. The Campus Director will review the content of the letter and either provide or deny the request to utilize the texts, publications, documents, works of art, digital materials, or software requested.

Gurnick Academy prohibits the use of its equipment for access, use, copy or otherwise reproduce, or make available to others, which includes unauthorized peer-to-peer sharing, any copyright-protected materials or software except as permitted under copyright law or specific license. Specifically, users are prohibited from:

- Copying or reproducing any texts, publications, documents, works of art, digital materials, and software on Gurnick Academy of Medical Arts photocopiers, fax machines, or computing equipment, except as expressly permitted in writing by the owner. Also, users may not use unauthorized copies of texts, publications, documents, works of art, digital materials, and software on-site at Gurnick Academy of Medical Arts facilities, or on owned computers, or on personal computers housed in the institution’s facilities.
- Copying, downloading, or uploading audio recordings, music, movies, videos, and other kinds of copyright-protected files electronically without the owner's written permission.
- Posting copyrighted material on a Gurnick Academy of Medical Arts owned website (official or personal).

Additionally, faculty, staff, administrators and students must:

- Fully read, understand, and abide by all terms of software license agreements.
- Where applicable, remove any copyrighted material from the academy facilities, or downloaded from the web after the evaluation period has expired.
- Not accept unlicensed software from any third party.
- Not install, nor direct others to install, illegal copies of computer software or unlicensed software onto any institution-owned or operated computer system.

Although Gurnick Academy of Medical Arts does not routinely monitor the network for activity that is illegal or in violation of institution policy, Gurnick Academy of Medical Arts does reserve the right to monitor network use for operational needs and to ensure compliance with applicable laws and institution policies. The institution has a legal duty to comply with applicable laws protecting the intellectual property rights of third parties and to respond to formal legal complaints that it receives.

The institution reserves the right to authorize removal of any illegal copyright material or disconnecting a user's account if the user represents a serious threat to system integrity or poses a liability to the institution. Gurnick Academy of Medical Arts may refer suspected violations of applicable law to appropriate law enforcement agencies.

If any provision of this policy is ruled invalid under law, it shall be deemed modified or omitted solely to the extent necessary to come into compliance with said law, and the remainder of the policy shall continue in full force and effect.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750.00 and not more than $30,000.00 per work infringed. For "willful" infringement, a court may award up to $150,000.00 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.
Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000.00 per offense.

For more information, please see the Website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov), especially their FAQ's at [www.copyright.gov/help/faq](http://www.copyright.gov/help/faq).

**FILE SHARING**

Academy computers are strictly for supporting the mission of Gurnick Academy of Medical Arts and are to only be used by our students, faculty, and staff. No user should perform any action which may be deemed inappropriate or dangerous. All use of academy computers should be within the ethical standards Gurnick Academy of Medical Arts. This includes but is not limited to plagiarism, illegal file sharing, or the distribution of copyrighted material. Gurnick Academy of Medical Arts’ student, faculty, and staff in violation of this policy are subject to disciplinary probation, suspension, or termination at the discretion of the academy administration. In addition, any user found in violation of State or Federal laws is responsible for the consequences of their actions which may include civil action or criminal prosecution.

**PLAGIARISM**

Plagiarism is defined as “literary theft,” i.e., the presentation and passing off as one’s own ideas, words or writings of another. One common violation is the use of another student’s work without acknowledgment. The most common violation involves a student using published materials and failing to acknowledge the sources.

Copying a direct quotation without using quotation marks or crediting the source is considered plagiarism. Another form of plagiarism consists of paraphrasing an idea or use of an original idea without properly introducing or documenting the paraphrase or borrowed idea.

The ideas and words of an author are his/her property - they are protected by law and must be credited to him/her when they are borrowed. In order to avoid plagiarism, one should:

- Use quotation marks for all quoted materials.
- Paraphrase material in his/her own style and language rather than just rearrange sentences.
- Use footnotes or other accepted methods to credit the author.
- Provide a bibliography for the sources noted in the footnotes.
- Introduce the quotation or paraphrase with the name of the author of the material that was borrowed.

**STUDENT SERVICES**

**Student Identification Card**

Prior to the start of any program internship component, students must receive a student identification card through the Student Services office. If a replacement identification card is required for any reason the student is responsible for all applicable fees. It is required for all students to wear their Student Identification Card while in a clinical setting at all times. Failure to do so could impact the student’s ability to attend the clinical facilities, to complete the program’s graduation requirements, or to obtain certification after completion of the program.

**Academic Advisement**

All applicants and students may discuss program and course selection with applicable Program Director or Admission Advisor. An appointment is required.

**Accessibility for Disabled Students**

All campuses of Gurnick Academy of Medical Arts have handicapped parking spaces available. Students with disabilities who require assistance are encouraged to disclose this information to their Admission Advisor in order to determine a plan of action for support services.
Orientation of New Students
Orientation is conducted prior to the beginning of each program as a means of introducing new students to Gurnick Academy of Medical Arts. During this orientation, members of the administration familiarize students with the Academy facilities and explain academic policies and academy regulations.

Tutor Locator Service
Students who experience difficulty or who have learning challenges will be provided assistance in locating qualified tutors, since our academy does not provide a tutoring program. Interested students should contact the Program Director. Individual tutoring can be arranged by the program director to help straggling students to catch up with the program and to improve academic progress.

Library Resources
Gurnick Academy of Medical Arts, Sacramento Branch campus is a digital campus that provides students with online resources through our consortium membership and subscriptions with the Library & Information Resources Network (LIRN). Gurnick Academy subscribes to the LIRN Core Collection of databases to provide access to excellent online reference books, journal, magazine and news content and to the LIRN Medical Module to provide journal, magazine, news, and dissertation content in biomedical science, nursing, and allied health. Students can access our LIRN database content 24/7. Gurnick Academy also subscribes to LIRN's Consortium Librarian Services. For research assistance and training, students and faculty may contact the LIRN Librarian at librarian@lirn.net.

Computer and Internet Resources
Computer and Internet Resources are available for students use at each campus. Students have access to equipment and programs that are essential for their educational and work-related experiences. Most of our computer labs are also equipped with a printer to help students in education and research projects.

Student Information System
Student Information System is available to students for the idea sharing, communication between faculty and students, quizzes and research exchange, email communications and grades and attendance verification and review.

Phlebotomy Training
Medical Assistant Graduates in San Mateo, Concord, or Fresno Campuses are eligible to take a free phlebotomy technician course. This complementary course is intended to provide the entry-level student with a solid foundation in clinical and administrative duties needed for a successful entry into the medical field.

Employment Assistance
Gurnick Academy of Medical Arts provides job search assistance to graduates in good standing for as long as the graduate continues to cooperate with the academy. The academy cannot and does not guarantee employment upon graduation. Embarking on a course of education typically enhances one’s thinking and potential productivity. The concentrated programs offered at Gurnick Academy of Medical Arts require a significant commitment of time and effort. There is also the risk that, due to market fluctuations, personal issues or other factors, some graduates may be unable to find employment in their field of training within a timeframe that is acceptable to them. Therefore, they may elect to pursue other career options; some use their training indirectly and some do not.

Job search assistance will be provided in the form of some or all of the following:
- Interviewing skills seminars
- Resume preparation seminars
- Job search techniques seminars
- Referrals to potential employers

In some allied health occupations, many jobs begin as part-time, averaging 20 to 25 hours per week, with a potential opportunity to progress to or change to full-time employment in the future.

Finding employment is a joint effort between the student and the academy. Gurnick Academy holds workshops and meetings with students and graduates. The student must agree to cooperate with our Career Services
Coordinators in conducting a job search including providing a resume, participating in scheduled workshops, attending interviews and completing all required assignments. Further, it should be understood that the effort it takes to find a job upon completion of the program is equal to that of the program itself. In order to maximize chances for success, students must commit to a reasonable timeframe to complete the job search process, which typically takes several months beyond graduation. During this time, the student should maintain regular weekly contact with the school. It should also be understood that a potential employer may consider a job applicant’s attitude, grades, attendance, and personal performance on an interview, work background, educational background and other intangible factors in determining whether or not to hire the applicant.

Gurnick Academy of Medical Arts programs are comprehensive in nature and are designed to prepare students for entry-level positions. After obtaining an entry-level position, additional training is usually required to develop further skills and protocols specific to that position. Normally an applicant for an entry-level position, in order to secure such employment, must adopt a “get your foot in the door” approach by maintaining flexibility with regard to salary, hours, location and potential relocation.

**Housing**
Gurnick Academy of Medical Arts does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. According to [www.rentals.com](http://www.rentals.com) rental properties in the following cities start at approximately the following rates per month: San Mateo, CA $1,400.00, Concord, CA $1,100.00, Modesto, CA $966.00, and Fresno, CA $843.00.

**Student Referrals**
Students can obtain a list of local support services from an Admissions Advisor. The list of services include, but are not limited to: safety class providers, counseling services, tutoring services, medical care services, financial assistance services, and public transportation.

**Learning Disabilities**
At Gurnick Academy we understand and agree with the notion that student learning disability or learning disorder/difficulty is a situation where a student has difficulty learning using a typical approach. The causes vary however usually the causing factor is usually a disorder that affects the brain’s ability to receive and process information. In other words learning disabilities are neurologically-based conditions that get in the way of proper attainment, management and use of skills and knowledge. Every effort is put forth to ensure that students, faculty and staff with disabilities at Gurnick Academy of Medical Arts receive the services and accommodations to which they are entitled.

We also think that the learning disorder can make it problematic for a person to learn as quickly or in the same way as someone who is not affected by a learning disability. People with a learning disability have trouble performing specific types of skills or completing tasks if left to figure things out by themselves or if taught in conventional ways.

The diagnosis of a learning disability in an adult requires documentation of at least average intellectual functioning along with deficits in such areas as:

- Auditory processing
- Visual processing
- Information processing speed
- Abstract reasoning
- Memory (long-term, short-term, visual, auditory)
- Spoken and written language skills
- Reading skills
- Mathematical skills
- Visual spatial skills
- Motor skills
- Executive functioning (planning)

Gurnick Academy believes that a learning disability is not a temporary disorder. This type of disability affects
how students with normal or above-average intelligence process incoming information, outgoing information, or both.

Learning disabilities are often inconsistent. They may be manifested in only one specific academic area, such as math or foreign language. There might be problems in grade school, none in high school, and then back again in a higher educational institution.

Learning disabilities are not the same as mental retardation or emotional disorders. Common accommodations for students with learning disabilities are alternative print formats, taped lectures, note takers, adaptive technology, course substitutions, early syllabus, exam modifications, priority registration, and study skills and strategies training.

Students may be required to submit documentation verifying the nature and extent of the disability prior to receiving any accommodations. In this case the documentation must be provided to the Academy on professional letterhead and contain dates of assessment, signatures, titles, and license/certification numbers of the diagnosing professionals. Diagnoses and disabilities that do not contain the required information may not be used for determining eligibility for academic accommodations.

Disability Accommodation & Grievance Policy

1. Statement of Non-Discrimination and Accommodation
   a. Gurnick Academy of Medical Arts, LCC (“the Institute”) does not discriminate on the basis of disability.
   b. Individuals with disabilities are entitled to a reasonable accommodation to ensure that they have full and equal access to the educational resources of the Institute, consistent with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) (“Section 504”) and the Americans with Disabilities Act (42 U.S.C. § 12182) (“ADA”) and their related statutes and regulations.
   c. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. The ADA prohibits a place of public accommodation from discriminating on the basis of disability. The applicable law and regulations may be examined in the office of the ADA Compliance Coordinator, who has been designated to coordinate the efforts of the Institute to comply with Section 504 and ADA.

      ADA Compliance Coordinator: Jason Ho
      2121 S. El Camino Real
      San Mateo, CA 94403
      (650) 425-9673
      jho@gurnick.edu

2. Requests for Accommodation
   a. Individuals with disabilities wishing to request a reasonable accommodation must contact the ADA Compliance Coordinator. A disclosure of a disability or a request for accommodation made to a faculty or staff member, other than the ADA Compliance Coordinator, will not be treated as a request for an accommodation. However, if a student discloses a disability to faculty or staff member, he or she is required to direct the student to the ADA Compliance Coordinator.
   b. The ADA Compliance Coordinator will provide a student or applicant with an Accommodation Request Form.
   c. Reasonable accommodations are available for students and applicants who provide the appropriate documentation of a disability. Such documentation should specify that a student has a physical or mental impairment and how that impairment substantially limits one or more major life activities. In general, the supporting documentation must be dated less than three years from the date a student requests a reasonable accommodation, and must be completed by a qualified professional in the area of the student’s disability, as enumerated below:
<table>
<thead>
<tr>
<th>Disability</th>
<th>Qualified Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical disability</td>
<td>MD, DO</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>MD, ophthalmologist, optometrist</td>
</tr>
<tr>
<td>Mobility, orthopedic impairment</td>
<td>MD, DO</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>MD, Audiologist (Au.D) *audiology exam should not be more than a year old</td>
</tr>
<tr>
<td>Speech and language impairment</td>
<td>Licensed speech professional</td>
</tr>
<tr>
<td>Learning disability</td>
<td>PhD Psychologist, college learning disability specialist, other appropriate professional</td>
</tr>
<tr>
<td>Acquired brain impairment</td>
<td>MD neurologist, neuropsychologist</td>
</tr>
<tr>
<td>Psychological disability</td>
<td>Psychiatrist, PhD Psychologist, LMFT or LCSW</td>
</tr>
<tr>
<td>ADD/ADHD</td>
<td>Psychiatrist; PhD Psychologist, LMFT or LCSW</td>
</tr>
<tr>
<td>Other disabilities</td>
<td>MD who practices or specializes within the field of the disability.</td>
</tr>
</tbody>
</table>

Documentation used to evaluate the need and reasonableness of potential accommodations may include a licensed professional's current medical diagnosis and date of diagnosis, evaluation of how the student's disability affects one or more of the major life activities and recommendations, psychological and/or emotion diagnostic tests, functional effects or limitations of the disability, and/or medications and recommendations to ameliorate the effects or limitations. The Institute may request additional documentation as needed. The Institute may, at its discretion, waive the requirement for medical documentation to support accommodation requests that relate to obvious impairments and/or are *de minimus* in nature.

d. After the ADA Compliance Coordinator receives the Request Form and the required documentation, he/she will engage the student or applicant in an interactive process to determine what accommodations may be reasonable.

e. If the student or applicant is denied the requested accommodation, he/she may file a grievance using the Grievance Process below or he/she may file a complaint with the U.S. Department of Education’s Office for Civil Rights or a similar state entity.

f. The Institute will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. The ADA Compliance Coordinator will be responsible for such arrangements

### 3. Grievance Process

a. The Institute has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 and/or the ADA.

b. Any person who believes she/he has been subjected to discrimination on the basis of disability, including disagreements regarding requested accommodations, may file a grievance pursuant to the procedure outlined below. The Institute will not retaliate against anyone who files a grievance in good faith or cooperates in the investigation of a grievance.

c. Procedure

   i. Grievances must be submitted to the ADA Compliance Coordinator

      Jason Ho  
      2121 S. El Camino Real  
      San Mateo, CA 94403  
      (650) 425-9673  
      jho@gurnick.edu

Grievances must be submitted to the ADA Compliance Coordinator, within thirty (30) days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
ii. A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.

iii. The ADA Compliance Coordinator (or her/his trained designee) shall investigate the complaint and afford all interested persons an opportunity to submit relevant evidence. The Complainant may also present witnesses relative to the complaint. The ADA Compliance Coordinator will maintain the files and records relating to such grievances.

iv. All reasonable efforts will be made to provide a written determination to the student or applicant within 30 days after its filing. If a written determination cannot be made within 30 days of the complaint’s filing, the ADA Compliance Coordinator will so advise the student and provide an update as to the status of the investigation. The student may also contact the ADA Compliance Coordinator to inquire as to the status of the investigation at reasonable intervals.

v. The person filing the grievance may appeal the decision of the ADA Compliance Coordinator by writing to:

Burke Malin  
Chief Operating Officer  
2121 S. El Camino Real  
San Mateo, CA 94403  
(650) 558-9038  
bmalin@gurnick.edu

within 15 days of receiving the ADA Compliance Coordinator’s decision. The Chief Operating Officer shall issue a written decision in response to the appeal no later than 30 days after its filing.

vi. The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Education’s Office for Civil Rights and/or a similar state agency.

vii. The Institute will take all steps to prevent recurrence of any harassment or other discrimination and to correct discriminatory effects where appropriate.

Consumer Protection

A student receiving a loan is responsible for repaying the loan amount including interest, less the amount of any refund. If the student receives federal financial aid funds, the student is entitled to a refund of the moneys not paid from federal aid programs.

Gurnick Academy of Medical Arts has not entered into a transfer or articulation agreement with any other college or university. Gurnick Academy of Medical Arts 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, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

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.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the school may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bmppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

ACADEMIC INTEGRITY

All students of Gurnick Academy of Medical Arts are expected to maintain integrity in all academic pursuits. These include the writing of papers, examinations, assignments, records and other details relative to the assessment of student performance. Integrity and honesty is a quality essential of all medical workers, the faculty does not want students who are dishonest since that attitude and perspective will put patient’s health
and lives at risk. Any dishonesty with regard to these matters is subject to censure or penalty (including but not limited to expulsion) in proportion to the seriousness of the action.

Dishonesty includes:
- Copying answers of another person or persons during an examination,
- Secreting (hiding) of unauthorized materials to assist in an examination,
- Plagiarism, taking as one’s own statements those of another without giving due credit to the author, even though such material may have been restated in one’s own words,
- Fraudulently obtaining test information, falsifying records, transcripts, recommendations or other documents indicative of student qualifications.

Gurnick Academy of Medical Arts also considers the following to be serious breaches of integrity:
- Falsification of patient records
- Breach of patient confidentiality
- Taking property or drugs from clinical sites or patients
- Felony convictions
- Endangering patients due to psychological impairment or by being under the influence of alcohol, or drugs
- Falsification of assignments that are to be conducted on patients or members of the community
- Having someone else complete your written assignments and submitting them as your work

In proportion to the seriousness of the action, censure, and penalty may extend from a failing grade in the work in question to expulsion from the program. Ordinarily the responsibility for resolving the issues lies with the faculty member and the student.

- “Statement on Cheating and Plagiarism: Cheating includes all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one’s own work. Plagiarism includes using materials from such sources as books, articles, class notes, web sources, & audio video resources. Penalties for cheating and plagiarism range from a “0” or “F” on a particular assignment, through receiving a grade of “F” for the course, to expulsion from the school.”
- “Statement on Disruptive Classroom Behavior: In the classroom or laboratory environment you must respect the rights of others seeking to learn, respect the professionalism of the instructor, and honor the differences of viewpoints. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”
- “Syllabus is Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.”

Professional Behavior Objectives
1. Demonstrates Professional Behavior.
   - Appears at the clinical agency, whether for patient assignment or care, appropriately dressed (name pin and School badge), consistent with agency dress code.
   - Presents a professional appearance in regard to neatness and personal hygiene.
   - Arrives at the clinical setting on time and notifies staff and/or instructor when leaving or returning to patient care or the agency.
   - Notifies clinical agency and/or instructor in a timely manner when unable to report to the clinical assignment.
   - Notifies instructor if there are any physical or psychological conditions that would limit the ability to perform safe, effective care.
   - Does not report for clinical under the influence of alcohol and/or mind-altering drugs.
   - Does not discriminate against the clients on the basis of race, creed, national origin, physical disability, sexual preference, or disease entity.
   - Is courteous to staff, interdisciplinary team members and faculty.
   - Avoids the use of profane language with clients and staff.
2. Provides Safe Care Based on Scientific Principles
   - Prepares for client care by acquiring theory and knowledge essential to the care of assigned clients (e.g., prepare drug cards, calculate drug dosages, describe treatment, look up procedures, etc.).
   - Implements safe care based on scientific principles (e.g., asepsis, protection from physical and psychological injury, correct medicine and administration).

3. Demonstrates Ethical Behavior
   - Maintains confidentiality of all client, family, and agency information.
   - Informs instructor and/or staff of any unsafe practices observed in the clinical setting.

Penalty for failure to comply with these objectives will result in either a failing grade in the work in question or expulsion from the program.

PROGRAM DELIVERY

With the exception of the Associate of Science in MRI, Associate of Science in RT, Associate of Science in UT, BSDMI and RN to BSN Programs, the instructional delivery at Gurnick Academy of Medical Arts is conducted through direct classroom instruction. The lectures and labs are being held on campus and clinical/practicum at an assigned clinical site(s). The method of delivery for the Associate of Science in MRI, Associate of Science in RT, Associate of Science in UT, ADN and RN to BSN Programs are blended, while the method of delivery for the ASVN and BSDMI program is fully online. Limited online and hybrid courses are available for prerequisite courses.

ELECTRONIC BOOKS

In accordance with federal regulations set by the U.S. Department of Education (USDOE), students are not required to use electronic books (e-books) and may request to opt out of any e-book services. For further details regarding the timeline of opting out, please see an Admission Advisor or the Program Director.

General Education, Technical Education & Professional education

General Education courses are required of all students pursuing an Associate or Bachelor level program. When reviewing a program outline, General Education is identified by italic letters and numbers. General Education prepares students to think broadly and have the general skills for life needed in the ever-changing world. General Education courses assist students to build a foundation for Technical and Professional Education and develop habits to pursue life-long learning.

Technical Education, in the area of concentration for which the degree is awarded, is designed to assist students in developing the skills, attitudes, and knowledge necessary for immediate job opportunities in their chosen field of study. Furthermore, Technical Education allows students to be technically prepared upon graduation and develop habits to pursue life-long learning. Professional education requires the student to think critically and to master a complex set of knowledge and skills through formal education, and/or practical experience. Professional education is subject to strict codes of conduct enshrining rigorous ethical and moral obligations. Professional standards of practice and ethics for a particular field are typically agreed upon and maintained through widely recognized professional associations.

General education requirements may vary among programs. Some programs may require General Education courses be taken prior to advancing to the technical and professional courses or even being accepted to the program; others may intersperse general education throughout the program.

ENGLISH INSTRUCTION

Gurnick Academy of Medical Arts does not offer English as a Second Language instruction. All instruction occurs in English.
STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

In order for students to be considered in a good academic standing, they must be making Satisfactory Progress in the pursuit of their program of study. Students are required to achieve a level of competence in all coursework, which includes didactic, laboratory, and in the clinical environment, that is consistent with the level of expertise required to pass the licensing exams.

Satisfactory Progress measurements consist of both a Qualitative Measurement and a Quantitative Measurement. Both the Qualitative Measurement and Quantitative Measurement are measured at the point when the student has attended the scheduled clock hours of each payment period as well as at the time of completion of each program-required module. At that time both the Grade Point Average and the Rate of Progress/Passed Measurement are calculated.

Qualitative Measurements
The Qualitative Measurement portion consists of a student’s grades, calculated into a cumulative Grade Point Average (GPA). The GPA is calculated on a weighted scale, using course hours and quality points based upon the course final grade. The GPA is the calculated average of the course grades for the entire program of study to date. A student must maintain a minimum GPA of 2.00 or a “C” to be considered making Satisfactory Progress.

The grading system is defined as follows for all programs.

Table 12. Qualitative Measurements.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Grade</th>
<th>Description Legend</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>75 – 79%</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>65 – 74%</td>
<td>Unsatisfactory</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0 – 64%</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Pass (Clinical)</td>
<td>N/A</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Fail (Clinical)</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawn</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>Repeat</td>
<td>N/A</td>
</tr>
<tr>
<td>T</td>
<td></td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>TO</td>
<td></td>
<td>Tested Out</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Calculation of a student’s GPA is weighted based upon the number quality points earned. Quality points earned are determined by the number of hours assigned to a particular course multiplied by the quality points awarded for the letter grade earned in this course. The total calculated quality points are then divided by the total number of hours completed to determine the GPA.

For example, a course is defined as being 24 clock hours and the final grade received is a “C”. As defined in the above chart, the “C” grade is worth 2.00 quality points. For a 24-hour course, the total number of quality points awarded would be 24 times 2.00 or 48 total quality points. The total calculated quality points are then divided by the number of clock hours completed to determine the GPA.
All didactic and laboratory courses with a grade of “A”, “B”, “C”, “D”, and “F” enter into the GPA calculation. All courses with a grade of “A”, “B”, “C”, “D” are also included in the Rate of Progress/Passed Measurement calculation as hours attempted and as hours earned. All didactic and laboratory courses with a grade of F are also included in the Rate of Progress/Passed Measurement calculation as hours attempted, but not as hours earned.

A grade of “P” is given for courses designated as pass/fail. A grade of “P” does not enter into the GPA calculation. A grade of “P” is included in the Rate of Progress/Passed Measurement calculation as both hours attempted and as hours earned.

A grade of “F” is given for courses designated as pass/fail does not enter into the GPA calculation. A clinical course with a grade of “F” is included in the Rate of Progress/Passed Measurement calculation as hours attempted, but not as hours earned.

A grade of “W” is listed on the transcript for any course a student officially withdraws from before the end of the scheduled course. Grades of “W” do not enter into the GPA calculation. A grade of “W” is included in the Rate of Progress/Passed Measurement calculation at hours attempted, but not as hours earned.

A grade of “I” is listed on the transcript for any courses that have not been successfully completed. A grade of “I” indicates that the student was in attendance for the entire term, but has not successfully completed all necessary coursework or homework in order to receive a punitive grade. Should missing coursework not be made up within the required period of time frame, the grade of “I” will be replaced with an “F”. Should a student receive a grade of “I” and successfully undergo the remediation process, the course grade will be changed to a grade of “C”. Should a student receive a grade of I and not be placed on remediation, the course grade will be changed to a punitive grade. A grade of “I” does not enter into the GPA calculation. A grade of “I” is included in the Rate of Progress/Passed Measurement calculation as credits attempted, but not earned.

A grade of “R” is given solely in the event that a student repeats a course. The grade received in the most recent completion of the course will be the grade used in the calculation of the GPA. Upon receiving a punitive grade for the repeated course, the original course grade will be changed to an “R.” A grade of “R” is not entered into the GPA calculation. A grade of “R” is used to calculate the Rate of Progress/Passed Measurement as both hours attempted and hours earned.

A grade of “T” is listed on the transcript for any course that a student has taken at another institution that has been accepted by Gurnick. Courses with a grade of “T” are listed on the transcript to identify which courses have been accepted into the program of study to satisfy graduation requirements. A grade of “T” does not enter into the GPA calculation. A grade of “T” is not included in the Rate of Progress/Passed Measurement calculation as hours attempted nor as hours earned.

A grade of “TO” is listed on the transcript for any course that a student has successfully tested out of at Gurnick Academy. A grade of “TO” does not enter into the GPA calculation. A grade of “TO” is included in the Rate of Progress/Passed Measurement calculation as both hours attempted and as hours earned.

**Quantitative Measurements**

The Quantitative Measurement portion consists of a student’s satisfactorily completed program hours, as by a Rate of Progress/Passed Measurement calculation. The Rate of Progress/Passed Measurement is the percentage of successfully completed hours of the total hours attempted.

The Rate of Progress/Passed Measurement has two components: the attempted hours and the actual hours earned. To determine the Rate of Progress/Passed Measurement of a student, the total of actual hours earned is divided by the total attempted hours.

The maximum time frame for successful completion of programs of study at Gurnick Academy is defined as 150% of the scheduled program length. Programs are measured in both clock and credit hours; however, for the calculation of maximum time frame and the Rate of Progress/Passed Measurement clock hours will be used.
Periods of non-enrollment are not considered in the calculation of the maximum timeframe. Any student who has not reached program completion by the maximum timeframe will be expelled from the Academy.

Table 13. Quantitative Measurements

<table>
<thead>
<tr>
<th>Program</th>
<th>Clock Hours in Program</th>
<th>Midpoint of the Maximum Time Frame</th>
<th>Maximum Time Frame (credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Science in Magnetic Resonance Imaging (ASMRI)</td>
<td>1,886</td>
<td>1,414.5</td>
<td>2,829</td>
</tr>
<tr>
<td>Associate of Science in Nursing - Generic (ADN)</td>
<td>1830</td>
<td>1372.5</td>
<td>2745</td>
</tr>
<tr>
<td>Associate of Science in Nursing - AP (ADN)</td>
<td>645</td>
<td>483.75</td>
<td>967.5</td>
</tr>
<tr>
<td>Associate of Science in Physical Therapy Assistant (ASPTA)</td>
<td>1,353*</td>
<td>1,014.75</td>
<td>2,029.5</td>
</tr>
<tr>
<td>Associate of Science in Radiologic Technology (ASRT)</td>
<td>2,956</td>
<td>2,217</td>
<td>4,434</td>
</tr>
<tr>
<td>Associate of Science in Ultrasound Technology (ASRT)</td>
<td>2,386</td>
<td>1,789.5</td>
<td>3,579</td>
</tr>
<tr>
<td>Associate of Science in Vocational Nursing (ASVN)</td>
<td>2070</td>
<td>1552.5</td>
<td>3105</td>
</tr>
<tr>
<td>Bachelor of Science in Diagnostic Medical Imaging (BSDMI)</td>
<td>825</td>
<td>618.75</td>
<td>1237.5</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing (RN to BSN)</td>
<td>1,710*</td>
<td>1,282.5</td>
<td>2,565</td>
</tr>
<tr>
<td>Medical Assistant (MA)</td>
<td>941</td>
<td>705.75</td>
<td>1,411.5</td>
</tr>
<tr>
<td>Medical Assistant with Phlebotomy (MAPHL)</td>
<td>1,041</td>
<td>780.75</td>
<td>1561.5</td>
</tr>
<tr>
<td>Dental Assistant (DA)</td>
<td>946.5</td>
<td>709.88</td>
<td>1,419.75</td>
</tr>
<tr>
<td>Psychiatric Technician (PT)</td>
<td>1,530</td>
<td>1,147.5</td>
<td>2,295</td>
</tr>
<tr>
<td>Vocational Nurse (VN)</td>
<td>1,570</td>
<td>1,177.5</td>
<td>2,355</td>
</tr>
</tbody>
</table>

*These numbers reflect only the clock hours for Gurnick Technical/Professional Courses.

**ATTENDANCE - ABSENT - TARDINESS - DROP**

Students are expected to attend all classes as scheduled. All efforts should be made not to miss any class. In the event a student is absent due to illness or any other reason, he or she must notify the academy in advance whenever possible. All absences must be approved by the student’s instructor.

Program lengths are calculated excluding any holiday and vacation times. In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday).

Absent:
- Students that arrive more than 15 minutes after class begins.
- Students that leave more than 15 minutes before class ends.
- Students that return from break more than 15 minutes after class begins.
- Three tardies is equivalent to one absence.

Tardy:
- Students that arrive 1 to 15 minutes after class begins.
- Students that leave class 1 to 15 minutes before class ends.
• Students that return from break 1 to 15 minutes after class begins

Drop:
• Students that miss a significant portion of any course within a program will be expelled.
• Both unexcused and excused absences without approved and completed make-up work cannot exceed more than 10% at the time Rate of Progress/Passed Measurement is calculated.

For more details about unexcused absences, please see the table Number of Unexcused Absences. To find out how and when the Rate of Progress is calculated, contact your Student Service Representative.

The table Number of Unexcused Absences outlines the number of unexcused absences per course (otherwise noted) resulting in various disciplinary measures.

Table 14. Number of Unexcused Absences

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Type</th>
<th># of Absences resulting in Student Warning Notification</th>
<th># of Absences resulting in Disciplinary Probation</th>
<th># of Absences resulting in Expulsion</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA &amp; MAPHL</td>
<td>Didactic</td>
<td>2*</td>
<td>3*</td>
<td>4*</td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>DA</td>
<td>Didactic</td>
<td>1*</td>
<td>2*</td>
<td>3*</td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>ADN</td>
<td>Didactic</td>
<td>1</td>
<td>3</td>
<td>4**</td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
<td>1</td>
<td>3</td>
<td>4**</td>
</tr>
<tr>
<td>ASUT ASMRI ASPTA ASRT</td>
<td>Didactic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PT</td>
<td>Didactic</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PT120</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>VN</td>
<td>Didactic</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>VN120</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>VN420</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASVN</td>
<td>Online Course (see below)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSDMI</td>
<td>Online Course (see below)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RN to BSN</td>
<td>Online Course (see below)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* These numbers are considered to be per module, not per course
** Either in Didactic or Clinical or a total of both Didactic and Clinical

Online Courses Attendance, Participation, and Absences
ATTENDANCE: Attendance of this class is mandatory and in accordance with the School policy as printed in the current school catalog. Students’ attendance is tracked through submission of online activities and assignments. Absence of more than 10% of the course (more than 2 class periods) may result in student placed on academic probation and is grounds for expulsion from the program. ALL ABSENCES MUST BE MADE UP BEFORE COURSE COMPLETION.

PARTICIPATION: You will be expected to participate in Discussion sections. Ask questions, provide comments, and share your own experiences and knowledge with the rest of the class. Your participation in this class is required. Please, visit “Netiquette“ for details of proper participation in the Class Forum.

Instructor Absence
Should an instructor be absent, an email will be sent informing the students of class cancellation and any assignments which need to be completed prior to the next class. Every attempt will be made to provide a substitute rather than cancel a class.

Student Absence
The following absences are the only excused absences. Students must provide proof of excused absences:

- Medical Emergency
- Jury Duty
- Family Emergency*
- Bereavement

* If you are the sole responsible person for a child or dependent adult and there is a medical emergency, you must provide written documentation from physician. Medical clearance must be provided to and approved by the program coordinator prior to the student being allowed to return to the clinical setting.

Continuing Education Courses Attendance-Tardiness-Drop Policy
Please read this policy on our website as it differs from the above stated policy.

Make-up Guidelines
The table Make-up AssignmentsDeadlines summarizes the make-up guidelines per program. All absences must be made up within the period specified in the table or by the end of the course whichever comes first. It is the student’s responsibility to ensure that a make-up plan of action for each absence is completed within the period specified in the table and documented on didactic make-up and/or clinical make-up form. All make-up forms must be filled out completely and accurately with all required signatures for all missed hours prior to credit of make-up hours is granted.

Table 15. Make-up Assignments Deadlines

<table>
<thead>
<tr>
<th>Program</th>
<th>Make-up Plan of Action Establishment Deadline for Clinical and Didactic Absences</th>
<th>Didactic Absence Make-up Assignment Due</th>
<th>Clinical Absence Make-up Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASMRI</td>
<td>Within 7 days upon Return from Absence*</td>
<td>Within 30 Days from Date of Absence*</td>
<td>Within 30 Days from Date of Absence*</td>
</tr>
<tr>
<td>PT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASRT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASUT</td>
<td>Immediately upon Return from Absence</td>
<td>Within 7 Days from Return of Absence*</td>
<td></td>
</tr>
<tr>
<td>DA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA &amp; MAPHL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASPTA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ADN, ASVN, RN to BSN, & BSDMI | Within 7 days upon return from Absence | Within 14 days from date of Absence | Within 14 days from date of Absence
---|---|---|---

* or by the end of the course whichever comes first

**Associate of Science in Physical Therapist Assistant Program (ASPTA)**

In order to meet the criteria for attendance and the specific course objectives, students must arrange make-up time of missed hours with the instructor for all instructor-approved absences. Make-up theory hours can include case studies, independent study, written examination, attendance at seminars or workshops, auto-tutorial laboratory, and research reports. Make-up clinical hours require scheduling additional time at the assigned facility with the assigned clinical instructor.

**Vocational Nurse (VN) and Psychiatric Technician (PT) Programs**

All Vocational Nurse and Psychiatric Technician students must complete all required theory and clinical hours to graduate. Whenever possible the instructor must approve all absences in advance. Approval for all absences is at the instructor’s discretion.

In order to meet the criteria for attendance and the specific course objectives, students must arrange make-up time of missed hours with the instructor for all instructor-approved absences.

Make-up theory hours can include case studies, independent study, written examination, attendance at seminars or workshops, auto-tutorial laboratory, and/or research reports. Make-up clinical hours can include performance evaluation(s) in the skills laboratory or additional time in the clinical area with clients/patients.

### ACADEMIC PROBATION/REMEDIATION

*Please read this policy and its programmatic sections as there are slight variations of the policy per program.*

The table Remediation/Probation Plan Details summarizes the Academic Probation/Remediation and Disciplinary Probation guidelines per program.

#### Table 16. Remediation/Probation Plan Details

<table>
<thead>
<tr>
<th>Program</th>
<th>Remediation Plan Establishment</th>
<th>Maximum Time Frame of Remediation Plan Completion</th>
<th>Probation Plan Establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of business days from the course completion date</td>
<td># of calendar days from the date of issuance</td>
<td># of business days - academic probation/disciplinary probation</td>
</tr>
<tr>
<td>ASPTA</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ASMRI</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>ASRT</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ASUT</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>ASVN</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PT</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>MA &amp; MAPHL</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>DA</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>VN</td>
<td>2</td>
<td>2</td>
<td>5 Disciplinary only</td>
</tr>
<tr>
<td>ADN</td>
<td>5</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>RN to BSN</td>
<td>5</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>BSDMI</td>
<td>5</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>
Duration of Probationary Period: two probationary periods are the maximum allotted per course and only if the problem is not similar in nature (academic versus disciplinary).

The Academy is committed to the success of each student. We recognize there are times and circumstances where students may find they have poor academic, laboratory or clinical performance. The academy monitors the student’s performance and, in order to keep them on track, implements a progressive academic performance policy.

The clinical practicum internship courses cannot be remediated. Students who fail a clinical practicum internship course will be expelled from the program.

All students who receive a non-passing grade in any didactic or laboratory course will be placed on remediation. Please read the Qualitative Measurements section for more information on grading. To lift the remedial status students must complete the remedial plan. If the student decides not to complete the remedial plan for any reason and/or if the student does not successfully complete remediation plan, the student receives a failing grade for the course and will be expelled from the program for academic reasons.

The remedial plan of action will be developed by a Designated School Official with student collaboration (student collaboration is required for successful end result of the remedial plan) and finalized within maximum of time frame specified in the table above. The maximum time frame allotted for completion of a remedial plan of action is specified in the table above. The purpose of the remedial plan of action is to improve the student’s chance for successful completion of the program and strengthen areas of concern/weakness. Students may be required to attend remediation sessions with the instructor and/or complete remediation assignments as per remediation plan. The remediation coursework is designed per individual student’s situation.

The remediation grade is not calculated into the overall course grade, nor is it considered “extra credit”. For this purpose, students who pass the remediation are considered to receive a passing grade of a grade of “C” in the course for which remediation was given. It is the responsibility of the student to adhere to and complete the plan of action in order to remain in the program. Failure to attend and/or to complete remediation within the maximum time frame will result in expulsion from the program for academic reasons (please see the Re-Enrollment policy for more details).

Students on remediation are not eligible for Federal Student Aid. Once the student successfully completes the remediation plan and receives a passing grade of “C” for the course for which the student was placed on remediation, the Student will regain eligibility for Federal Student Aid.

Students on remediation are not eligible to be placed on Leave of Absence (LOA).

Students may be placed on remediation only for a maximum of 2 courses per module/semester as necessary, and are not to exceed the total of three (3) times throughout the entire duration of the program.

If the student has completed 2 remediations per module/semester or a total of 3 remediations and still obtains a non-passing grade in any of the rest of the courses, student will be expelled from the program for academic reasons.

Additional information for Vocational Nurse Program (VN)
Course VN 440 cannot be remediated.

Additional information for Associate of Science in MRI (ASMRI), Associate of Science in Physical Therapist Assistant (ASPTA), Associate of Science in Radiologic Technology (ASRT) and Associate of Science in Ultrasound Technology (ASUT) Programs
Students may be placed on academic probation during any course (didactic, lab and/or clinical evaluations) if a grade of less than a “C” is achieved.
If a student is placed on academic probation, he/she must meet with the instructor and Program Director or designee within the time frame specified in table Remediation/Probation Plan Details to prepare a probationary plan of action explicitly stating expectations that must be met during the probationary period. The probationary plan of action identifies the areas of concern and the goals for improvement. The probation plan of action is designed on an individual basis and is not calculated into the overall course grade, nor is it considered “extra credit”. The consequence of failing to meet the level of expectations and failing to ultimately receive a passing grade for the course will result in the offer of a remedial plan of action.

A plan for improvement will be initiated with specific due dates. Academic probationary status is lifted once the student has met the expectations as defined within the probationary plan of action and has completed the course in satisfactory academic standing. Student receives a final passing grade for the course after being placed on probation. This final grade will be reflected on the Student’s transcript.

### DISCIPLINARY PROBATION

During the course of student study students must adhere to Gurnick Academy’s acceptable conduct and behavior at all times. Disciplinary probation status is given as a consequence when a student disregards the boundaries of acceptable behavior outlined in this Catalog and other applicable disclosures. Students who violate any of the various Academy and Program policies/guidelines are placed on disciplinary probation.

A written disciplinary probation is an official notice for a specified period of time during which a student must demonstrate conduct that conforms to Gurnick Academy of Medical Arts’ standards of conduct. Assigned discipline may include a combination of sanctions for a particular incident. Misconduct during the probationary period or violation of any conditions of the probation will result in further disciplinary action, normally in the form of expulsion. Expulsion is the termination of “Student” status for an indefinite period. Please see our Re-enrollment Policy for more details.

Disciplinary probation status does not prohibit a student being placed on academic probation and/or remediation.

Please see the summary of Disciplinary Probation guidelines per program in Academic Probation/Remediation policy.

### REPETITION OF CLASSES OR MODULES

If students are assigned to repeat any classes or modules for any reasons, they will be responsible for additional tuition payment based on the prorated hourly charges. (Ex. Total number of hours needed to repeat multiplied by hourly charge.)

### LEAVES OF ABSENCE (LOA)

Should a student’s circumstances be such that a leave of absence is needed, the student must submit a request for Leave of Absence. A Leave of Absence is an approved absence from a program for the period of maximum 180 days in a 12-month calendar period. Students who are approved for a LOA for less than 180 days may request an additional LOA, for well-documented reasons, so long as combined they do not exceed a total of 180 days in a 12-month calendar period.

Eligibility for LOA depends on individual student circumstances. Academic Probation/Remediation, Re-enrollment policies and Financial section provide more information on LOA eligibility.

Eligible students must meet with Program Coordinator in order to request a leave of absence.* Students must consider the effects of a leave of absence on their current enrollment, academic standing and financial aid and discuss the expected return date along with the make-up plan. It is the responsibility of the student to obtain the signatures of the Program Coordinator and the Campus Director in order to finalize the LOA approval process. Student must keep a copy of the approved LOA Form.
If the student is not able to meet with the Program Coordinator a LOA Request Form is available to download on Gurnick Academy website.

During the approval process the Program Coordinator/Campus Director or School Official Designee will take into consideration the individual circumstance of the student as well as the frequency of LOA requests (for example: student repeatedly resorts to the use of a leave of absence, and such applications show a pattern of delays). Should the issuance of a leave of absence be such that it would significantly interfere with the planned completion of a program of study, appropriate actions will take place at the sole discretion of the Program Coordinator/Campus Director or designated official.

If the student does not return by the expected return date, he/she will be expelled from the program, with effective date as the student’s Last Day of Attendance (LDA). Student’s grace period may be shortened for loans received from financial aid by the amount of time spent on Leave of Absence (LOA).

The Academy awards the grade of “W” for courses from which the student has withdrawn due to an approved leave of absence.

**GRADUATION REQUIREMENTS**

The following requirements must be met for a student to graduate from any program at Gurnick Academy of Medical Arts:

1. Successful completion of all program courses and hours.
2. Successful completion of program exit examinations (HESI for VN Program and PT Exit Exam for PT Program). Students will be provided three (3) attempts to complete this requirement.
3. All financial obligations have been met including tuition and textbook charges.

**Program Specific Graduation Requirements**

**Additional Graduation Requirements for the Associate of Science in Radiologic Technology Program (ASRT):**

1. The student must have completed and provide verified documentation of a minimum of 2,000 clinical and laboratory hours; 1850 hours must be in the clinical setting. The student must have successfully completed and must provide verification of the minimum clinical competencies as defined by the American Registry of Radiologic Technologists.
2. Students are required to have acquired an associate’s degree prior to sitting for the American Registry of Radiologic Technology exam.

**Additional Graduation Requirements for the Associate of Science in Nursing Program (ADN):**

1. Students must successfully meet the benchmark of 900 on the HESI Exit Exam to graduate from the Associate of Science in Nursing Program.

**Additional Graduation Requirements for Medical Assistant (MA) and Medical Assistant with Phlebotomy (MAPHL) Program:**

1. Students must participate in the CCMA (AAMA) national examination during Module III.
2. Students must participate in the CET Certified EKG Technician Examination.

**Additional Graduation Requirements for Dental Assistant Program DA:**

1. Students are required to bring to campus 3 patients (18 or above) for Coronal Polishing. Each patient must have written proof of an examination and approval from a dentist, stating they are calculus-free. The document must be received 14 days before the scheduled Coronal Polish testing date.
2. Students are required to bring to campus, 4 patients (18 or above) for full set of mouth X-Rays (FMX). Each patient must have written proof of an examination and approval from a dentist, stating they are eligible to participate. The document must be received 14 days before the FMX examination date.
**VN HESI/PT Exit Examination and Extraordinary Circumstances**
Under extraordinary circumstances, students who submit a written request outlining those circumstances might be given a fourth additional attempt to take the HESI or PT Exit exam with additional provisions (such as mandatory license preparation sessions, or assignments similar in nature).
Extraordinary circumstances are defined as: documented illness, family or other emergency, severe circumstances, etc. Requests are to be addressed in letter format to the Campus Director. Campus Director will review the request and inform the Student of the final decision within 5 business days.

**ONLINE COURSE RESPONSE TIME**
For online courses, the institution has 7 days between the institution’s receipt of student lessons, projects, or dissertations and the institution’s mailing of its response or evaluation.

**GAINFUL EMPLOYMENT DISCLOSURE INFORMATION**
Students are required to view the Gainful Employment Disclosure Information prior to enrollment. Effective January 2014 the new electronic Gainful Employment Disclosure is web based format only. You may view the information on our website at: [http://www.gurnick.edu/gainful-employment-disclosures](http://www.gurnick.edu/gainful-employment-disclosures)

Please note that student signature in the Receipt of Disclosures indicates that Students have reviewed the Gainful Employment Disclosure prior to enrollment.

**PROGRAM INFORMATION**
Program schedules vary per campus. The times and dates below are for general information. Please be sure to review your programmatic schedules in the Addendum, Student Handbook, and Enrollment Agreement.

The Marking Period within each program is defined as a general term referring to a designated time period for each program such as module or semester.

**Table 17. Marking Period Table**

<table>
<thead>
<tr>
<th>Program</th>
<th>Marking Period</th>
<th>Number of Marking Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASRT</td>
<td>Module</td>
<td>8</td>
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<tr>
<td>ASUT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASMRI</td>
<td>Module</td>
<td>6</td>
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<tr>
<td>PT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VN</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MA &amp; MAPHL</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>RN to BSN</td>
<td>Semester</td>
<td>3</td>
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<tr>
<td>ADN</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>ASVN</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>BSDMI</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ASPTA</td>
<td>Quarter</td>
<td>4</td>
</tr>
</tbody>
</table>
VOCATIONAL NURSE PROGRAM (VN)

52 WEEKS
1570 CLOCK HOURS
92.5 QUARTER CREDIT HOURS
DIPLOMA PROGRAM, 4 MODULES
STANDARD OCCUPATIONAL CLASSIFICATION
(SOC Code): 29-2053.00, 29-2061.00.

POTENTIAL OCCUPATION:
Please see school official for complete list of potential occupations.

LOCATIONS:
San Mateo, Concord, Fresno, and Modesto Campuses.
RESIDENTIAL

VN Program Description
The Vocational Nurse program (VN) utilizes the plan that nursing courses progress along the continuum of simple to complex. The organizing principle is homeostasis as it relates to the study of representative client problems by addressing the various anatomical systems and specialty areas in nursing. The program includes didactic and laboratory training as well as a clinical component that correlates with the theoretical knowledge. As a result of preparation, students will be able to work as a Vocational Nurse in hospitals or medical clinics.

VN Program Goals and Objectives
- Incorporate principles from nursing, behavioral and physical sciences to provide competent care to clients of different ages with different bio-psychosocial needs.
- Apply knowledge of specific disease conditions in the prevention, treatment, nursing care, and rehabilitation of clients.
- Differentiate the role of the Vocational Nurse within the medical team.
- Adhere to professional standards incorporating legal and ethical responsibilities of a Vocational Nurse.
- Utilize critical thinking in assessment, planning, intervention, and evaluation of client care within the scope of Vocational Nurse practice.
- Organize, prioritize and delegate care communicating effectively with members of the medical team.

VN Program Outline

Table 18. VN Program Course Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Clock Hours</th>
<th>Quarter Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VN 100</td>
<td>Fundamental of Nursing</td>
<td>96</td>
<td>9.5</td>
</tr>
<tr>
<td>VN 110</td>
<td>Anatomy and Physiology</td>
<td>56</td>
<td>5.5</td>
</tr>
<tr>
<td>VN 120</td>
<td>Clinical Nutrition</td>
<td>32</td>
<td>3</td>
</tr>
<tr>
<td>VN 130</td>
<td>Clinical Lab I</td>
<td>120</td>
<td>6</td>
</tr>
<tr>
<td>VN 200</td>
<td>Medical/Surgical Nursing I</td>
<td>88</td>
<td>8.5</td>
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<tr>
<td>VN 210</td>
<td>Pharmacology I</td>
<td>40</td>
<td>4</td>
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<td>VN 220</td>
<td>Clinical II</td>
<td>278</td>
<td>9</td>
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<td>VN 300</td>
<td>Medical/Surgical Nursing II</td>
<td>96</td>
<td>9.5</td>
</tr>
<tr>
<td>VN 310</td>
<td>Pharmacology II</td>
<td>48</td>
<td>4.5</td>
</tr>
<tr>
<td>VN 320</td>
<td>Clinical III</td>
<td>278</td>
<td>9</td>
</tr>
</tbody>
</table>
The Vocational Nurse Program is a diploma program. Gurnick Academy of Medical Arts Vocational Nurse program provides a library and classrooms equipped with modern audio-visual teaching aids, textbooks and journals, and anatomical charts and models. Instructor to student ratio is 1:15 in laboratory and clinical and 1:45 in lecture. (This depends on the campus. Some campuses and cohorts are only approved by the BVNPT for 30 or 35 students per group. Do we want to define this by campus? Classes begin twice a year on the San Mateo, Concord and Fresno Campuses. Classes begin four times per year on the Modesto campus. Students spend thirty (30) to forty (40) hours per week attending classes and the program consists of 4 modules.

Module One – Monday through Friday
Morning Group students must be available 9AM-2PM for the lectures/labs – 4 days a week and 6AM-3PM for the clinical lab – 1 day a week.

Evening Group students must be available 5PM-10PM for the lectures/labs – 4 days a week and 2PM-11PM for the clinical lab – 1 day a week. (Modesto campus is 2:30 pm to 10:30 pm). Listed times are approximate.

Module Two, Three, and Four – Monday through Friday
Morning Group students must be available 9AM-2PM for the lectures/labs – 2 to 3 days a week. Evening Group students must be available 5PM-10PM for the lectures/labs – 2-3 days a week.

Morning and Evening Groups students must be available 2-5 days per week for the clinical rotations. Regular clinical rotations hours are: 6:30AM-3:30PM and 2:30PM-11:30PM. Special clinical rotations (Ex. Ob, Peds, etc) might require an alternative schedule (Ex. 8AM-6PM, Saturdays, etc). Students must be able to complete those special rotations at the schedule provided.

For the last 4 weeks of the program students attend a Preparation for NCLEX course – Monday through Friday
Morning Group students must be available 9AM-2PM. Evening Group students must be available 5PM-10PM.

Students receive six hundred and sixteen (616) hours of didactic and laboratory instruction and nine hundred and fifty-four (954) hours of laboratory and clinical education allowing them to apply the lecture topics to practical use.

The curriculum provides students with the technical, clinical and interpersonal skills necessary to succeed in this challenging field. Normal completion time for this program is fifty-two (52) weeks excluding holidays and vacation times. Preparation for NCLEX (HESI) is provided at the conclusion of the didactic, laboratory, and clinical hours. Students are permitted three (3) attempts to pass the HESI exit exam to graduate. The 1st attempt is given at the completion of the program. The 2nd attempt is given 2 weeks after the completion of the program. The 3rd attempt is given at 4 weeks after completion of the program. Under extraordinary circumstances, applicable Students may be eligible for a 4th attempt; see Student Grievance and Appeals Policy for more information.
In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday).

**ASSOCIATE OF SCIENCE IN MAGNETIC RESONANCE IMAGING PROGRAM (ASMRI)**

The Magnetic Resonance Imaging (MRI) Technologist is a medical professional who uses specialized MRI equipment to create images of structures inside the human body. MRI Technologists must be able to interact compassionately and effectively with people who range from healthy to critically ill. The MRI Technologist will be supervised by board certified radiologists, but will be provided responsibility and independence in the performance of their duties.

This program is designed to prepare the student to perform clinical MRI examinations of the patient's body with special consideration to image production, quality control, signal to noise ratio, and basic pulse sequences.

**ASMRI Program Goals**

- To train students who demonstrate the knowledge and skills required for employment as entry-level MRI technologists.
- To develop interpersonal skills in communicating with patients, medical and administrative individuals.
- To help students acquire the necessary skills to practice proper patient care.
- To provide students with the knowledge, clinical skills, problem solving abilities, and interpersonal skills to practice in the field of magnetic resonance imaging.
- To produce graduates who will be competent in entry-level positions as an MRI Technologist and who display appropriate behaviors as set forth by the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT), American Society of Radiologic Technologists (ASRT), and the Section for Magnetic Resonance Technologists (SMRT).
- To prepare students to take and pass the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT) examination and/or ARRT (MR) Examination.

**ASMRI Program Outline**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Clock Hours</th>
<th>Quarter Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 001</td>
<td>Biology Basics</td>
<td>45</td>
<td>4.5</td>
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<tr>
<td>GE 021</td>
<td>Essentials of Anatomy and Physiology</td>
<td>66</td>
<td>6.5</td>
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<tr>
<td>GE 110</td>
<td>Critical Thinking</td>
<td>45</td>
<td>4.5</td>
</tr>
<tr>
<td>GE 112</td>
<td>Algebra I</td>
<td>45</td>
<td>4.5</td>
</tr>
</tbody>
</table>
ASMRI Program Information, Length and Schedule
Gurnick Academy of Medical Arts Associate of Science in MRI Program provides a library and classrooms equipped with modern audio-visual teaching aids, textbooks and journals, and anatomical charts and models.

Instructor to Student ratio is 1:20 in lecture and 1:1 or 1:2 during internship.

The MRI program is a full-time course of study and takes place over seventy-two (72) weeks. The program is offered twice per calendar year. The curriculum encompasses all principles of magnetic resonance imaging technology which includes two hundred forty six (246) hours of general education instruction, six hundred and thirty-two (632) hours of technical didactic instruction and labs and one thousand and eight (1008) hours of supervised internship experience. The program is based on the parameters suggested by the Joint Review Commission on Education in Radiologic Technology (JRCERT), the Association of Educators in Radiological Sciences (AERS), and the American Society of Radiologic Technologists (ASRT), and American Registry of Magnetic Resonance Imaging (ARMRIT). In addition, MRI program integrates general education component to complement technical courses.

The program consists of six (6) - 12 weeks modules. During 1st module (12 weeks) of the program, students will be taking General Education courses up to 24 hours per week via online delivery. During 2nd module (12 weeks), students will continue to take General Education courses online up to 24 hours per week for the first 8 weeks. The last 4 weeks of the 2nd module, students' workload consists of on campus didactic sessions, which include five days per week of six (6) hours per day didactic instruction.
During modules 3 through 6, didactic courses take place twice per week on for the duration of the program. Throughout the modules 3 through 6 students are generally expected to be present on campus twice per week for minimum of four (4) hours and up to a maximum of six (6) hours per day for didactic instructions. For Clinical Rotations starting from 3rd module, students will attend their internship at an assigned MRI facility for a period of forty-eight (48) weeks 2-4 days per week. During all modules students will attend their internship at a minimum of twenty-one (21) hours per week with +/- ten (10) hours per week variance. Labs are scheduled on an individual basis during regular clinical setting business hours. Occasional Saturday clinical will be required for the completion of clinical hours.

Normal completion time for this program is seventy-two (72) weeks excluding any holidays and vacation times. The curriculum provides our students with the general education, technical, clinical, and interpersonal skills necessary to succeed in this challenging field. Upon completion of the program, an Associate of Science Degree is awarded. In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday).

### ASSOCIATE OF SCIENCE IN NURSING PROGRAM (ADN)

#### 90 WEEKS (GENERIC); 33 WEEKS (LVN TO RN)
80 SEMESTER CREDIT HOURS
ASSOCIATE DEGREE PROGRAM, 6 SEMESTERS
LVN TO RN, 2 SEMESTERS
STANDARD OCCUPATIONAL CLASSIFICATION
(SOC Code): 29-1141.00
POTENTIAL OCCUPATIONS:
Please see school official for complete list of potential occupations.
LOCATION: Fresno Campus
BLENDED

#### ADN Program Description

The Associate of Science in Nursing Program is a six semester program for non-nursing applicants. For applicants with an LVN license and completed GE courses, the program can be completed within 33 weeks (2 semesters and a 3 week LVN to RN transition course). Students will study a wide variety of curricular content required for licensure by the California Board of Registered Nursing. Students will study fundamentals of nursing and required technical skills, health assessment, pharmacology, critical children and families and psychiatric/mental health nursing. A complex medical surgical / leadership course is offered in the final semester of the program to reinforce previous learning. After program completion, students will receive an NCLEX prep class to prepare for the RN board examination.

#### ADN Program Goals

- Provide a high quality of educational experience to each individual desirous of entering or advancing in the healthcare profession.
- Provide a depth of human understanding and a wide range of nursing skills based on communication and scientific principles.
- Guide the Associate Degree student in collaborative practice with other healthcare professionals to meet patient nursing needs.
- Employ the nursing process in the provision of safe and effective care.
- Help develop the Associate degree student to become a role model, patient advocate, patient educator, and care giver who provides an environment conducive to maintaining dignity and maximizing wellness of each individual.
- Guide the Associate Degree student in becoming an active participant in the learning process and assist with their development of self-awareness and self-direction.
• Provide a shared learning environment between faculty and students through the exchange of knowledge and experience to promote change within the participants.
• Prepare the Associate Degree student with the knowledge, skill, and ability to administer safe, ethical, competent nursing care as a beginning practitioner in a variety of settings.

ADN Educational Objectives
Upon completion of the Associate of Science in Nursing Program, the graduate will function within the roles of the Registered Nurse in a variety of healthcare settings and will be able to:
1. Demonstrate the cognitive abilities necessary to integrate the nursing concepts and the multidisciplinary body of knowledge to provide therapeutic nursing care.
2. Exhibit the psychomotor and psychotherapeutic abilities necessary to provide safe nursing care.
3. Implement teaching strategies to promote adaptation to health.
4. Demonstrate caring behaviors in the provision of patient-centered, individualized care.
5. Use critical thinking and the nursing process as bases for clinical decision making.
6. Care for clients and families from diverse and multicultural populations across the life span.
7. Communicate effectively with clients, families and members of the interdisciplinary healthcare team.
8. Provide a standard of care consistent with legal, ethical, and regulatory guidelines and the BRN Practice Act
9. Recognize responsibility for maintaining competence as a registered nurse through self-evaluation and continuing nursing education.
10. Perform as an accountable member of the profession of nursing.
11. Understand and integrate technology into the provision of care of clients across the healthcare continuum.
12. Develop a foundation for advanced study and professional growth in nursing.

ADN Program Outline

Table 20. Generic ADN Program Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Clock Hours</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 020A</td>
<td>Human Body in Health and Disease I with Lab</td>
<td>75</td>
<td>4</td>
</tr>
<tr>
<td>GE 041</td>
<td>General Microbiology with Lab</td>
<td>75</td>
<td>4</td>
</tr>
<tr>
<td>GE 222</td>
<td>English Reading and Composition</td>
<td>45</td>
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</tr>
<tr>
<td>GE 112</td>
<td>Algebra I</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GE 202</td>
<td>General Psychology</td>
<td>45</td>
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</tr>
<tr>
<td>GE 020B</td>
<td>Human Body in Health and Disease II with Lab</td>
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</tr>
<tr>
<td>GE 031</td>
<td>Nutrition in Health &amp; Disease</td>
<td>45</td>
<td>3</td>
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<tr>
<td>GE 110</td>
<td>Critical Thinking</td>
<td>45</td>
<td>3</td>
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<tr>
<td>GE 201</td>
<td>Introduction to Sociology</td>
<td>45</td>
<td>3</td>
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<tr>
<td>GE 240</td>
<td>Public Speaking, Basics of Effective Communication</td>
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<tr>
<td>RN 100</td>
<td>Fundamentals of Nursing Theory</td>
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<td>3</td>
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<tr>
<td>RN 101</td>
<td>Fundamentals of Nursing Clinical and Lab</td>
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<tr>
<td>RN 102</td>
<td>Health Assessment Theory</td>
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<td>RN 103</td>
<td>Health Assessment Skills Lab</td>
<td>67.5</td>
<td>1.5</td>
</tr>
<tr>
<td>RN 104</td>
<td>Fundamentals of Pharmacology</td>
<td>30</td>
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<td>RN 106</td>
<td>Pathophysiology</td>
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<td>RN 200</td>
<td>Medical/Surgical I Theory-Introduction to Med/Surg</td>
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<td>RN 201</td>
<td>Medical/Surgical I Clinical-Introduction to Med/Surg</td>
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<td>Course Number</td>
<td>Course Title</td>
<td>Clock Hours</td>
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<tr>
<td>---------------</td>
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<tr>
<td>RN 202</td>
<td>Medical/Surgical II Theory-Intermediate Med/Surg</td>
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<tr>
<td>RN 203</td>
<td>Medical/Surgical II Clinical-Intermediate Med/Surg</td>
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<tr>
<td>RN 300</td>
<td>Maternal Newborn Theory</td>
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<td>Maternal Newborn Clinical</td>
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<td>RN 303</td>
<td>Care of Children Clinical</td>
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<tr>
<td>RN 304</td>
<td>Medical/Surgical III Theory-Advanced Med/Surg</td>
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<td>Medical/Surgical III Clinical-Advanced Med/Surg</td>
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<td>RN 400</td>
<td>Mental Health Theory</td>
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<td>RN 401</td>
<td>Mental Health Clinical</td>
<td>90</td>
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<tr>
<td>RN 402</td>
<td>Medical/Surgical IV Theory-Complex/Critical Care</td>
<td>45</td>
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<td>RN 403</td>
<td>Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg &amp; Leadership</td>
<td>90</td>
<td>2</td>
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</tbody>
</table>

**TOTAL** | 1785 | 80

*General Education Courses are identified in Italic.*

**ADN Program - LVN to RN Advanced Placement Program Outline**

Prerequisite-General Education Courses LVN to RN Advanced Placement *(Can be completed at Gurnick Academy or be credit granted)*

**Table 21. LVN to RN Advanced Placement General Education Outline**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Clock Hours</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 020A</td>
<td>Human Body in Health and Disease I with Lab</td>
<td>75</td>
<td>4</td>
</tr>
<tr>
<td>GE 041</td>
<td>General Microbiology with Lab</td>
<td>75</td>
<td>4</td>
</tr>
<tr>
<td>GE 222</td>
<td>English Reading and Composition</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GE 112</td>
<td>Algebra I</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GE 202</td>
<td>General Psychology</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GE 020B</td>
<td>Human Body in Health and Disease II with Lab</td>
<td>75</td>
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<tr>
<td>GE 031</td>
<td>Nutrition in Health &amp; Disease</td>
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</tr>
<tr>
<td>GE 110</td>
<td>Critical Thinking</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GE 201</td>
<td>Introduction to Sociology</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GE 240</td>
<td>Public Speaking, Basics of Effective Communication</td>
<td>45</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL GURNIICK GENERAL EDUCATION COURSES** | 540 | 33

*General Education Courses are identified in Italic.*

Prerequisite- Nursing Courses: LVN to RN Advanced Placement *(These courses are to be credit granted for LVNs, subject to Credit Granting Policy)*

**Table 22. LVN to RN Advanced Placement Prerequisite Outline**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Clock Hours</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN 100</td>
<td>Fundamentals of Nursing Theory</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>RN 101</td>
<td>Fundamentals of Nursing Clinical and Lab</td>
<td>157.5</td>
<td>3.5</td>
</tr>
<tr>
<td>RN 102</td>
<td>Health Assessment Theory</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>RN 103</td>
<td>Health Assessment Skills Lab</td>
<td>67.5</td>
<td>1.5</td>
</tr>
<tr>
<td>RN 104</td>
<td>Fundamentals of Pharmacology</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Clock Hours</td>
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<td>-------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>RN 200</td>
<td>Medical/Surgical I Theory-Introduction to Med/Surg</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>RN 201</td>
<td>Medical/Surgical I Clinical-Introduction to Med/Surg</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td>RN 202</td>
<td>Medical/Surgical II Theory-Intermediate Med/Surg</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>RN 203</td>
<td>Medical/Surgical II Clinical-Intermediate Med/Surg</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL NURSING PREREQUISITE COURSES</strong></td>
<td><strong>600</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

Table 23. LVN to *RN Advanced Placement Admission Course Outline*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Clock Hours</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN 180</td>
<td>LVN to RN Transition Theory &amp; Lab Course</td>
<td>120</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL GURNICK ADMISSION COURSES</strong></td>
<td><strong>120</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

Table 24. LVN to *RN Advanced Placement Professional Course Outline*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Clock Hours</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN 106</td>
<td>Pathophysiology</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>RN 300</td>
<td>Maternal Newborn Theory</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>RN 301</td>
<td>Maternal Newborn Clinical</td>
<td>67.5</td>
<td>1.5</td>
</tr>
<tr>
<td>RN 302</td>
<td>Care of Children Theory</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>RN 303</td>
<td>Care of Children Clinical</td>
<td>67.5</td>
<td>1.5</td>
</tr>
<tr>
<td>RN 304</td>
<td>Medical/Surgical III Theory-Advanced Med/Surg</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>RN 305</td>
<td>Medical/Surgical III Clinical-Advanced Med/Surg</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td>RN 400</td>
<td>Mental Health Theory</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>RN 401</td>
<td>Mental Health Clinical</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td>RN 402</td>
<td>Medical/Surgical IV Theory-Complex/Critical Care Med/Surg &amp; Leadership</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>RN 403</td>
<td>Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg &amp; Leadership</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL GURNICK PROFESSIONAL COURSES</strong></td>
<td><strong>645</strong></td>
<td><strong>25</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL PROGRAM FOR DEGREE (Prerequisites plus Professional)</strong></td>
<td><strong>1785</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

**ADN Program Information, Length and Schedule**

The ADN program is designed with two separate pathways of admission. Both pathways are designed for full-time attendance.

**Generic ADN (6 semesters for a total of 80 Semester Credit Hours):**

In the first two semesters of the program, students will be taking 33 Semester-Credit Hours of General Education courses via online delivery.

The third semester is 15 weeks and consists of 14 Semester Credit Hours (9 - lecture, 5 - clinical & skills lab). Courses include Fundamentals of Nursing inclusive of theory, skills and clinical, Health Assessment, Pharmacology, and Pathophysiology. Theory and Lab will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

The fourth semester consists of 10 Semester Credit Hours (6 – lecture, 4 - clinical). Courses include Introduction

The fifth semester consists of 14 Semester Credit Hours (9 - lecture, 5 - clinical). Courses include Maternal/Newborn Theory and Clinical, Care of Children Theory and Clinical, and Advanced Med/Surg I Theory and Clinical. Theory and Lab will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

The sixth semester consists of 9 Semester Credit Hours (5 - lecture, 4 - clinical). Courses include Mental Health Nursing Theory and Clinical, and Complex Med-Surg Theory and Clinical/Leadership. Classes will be held Monday through Friday. Clinical schedule may vary depending on clinical site availability.

Students of this pathway receive eight hundred eighty-five (885) hours of didactic and nine hundred (900) hours of clinical and lab instruction allowing them to apply the lecture topics in practical use.

**LVN to RN Advanced Placement (2 semesters for a total of 25 Semester Credit Hours):**

Students in this pathway can complete the ADN program within 33 weeks (2 semesters and a 3 week LVN to RN transition course), assuming maximum credit granting for nursing and GE courses.

An admission course is required for all students electing to enroll into the LVN to RN Advanced Placement program. The admission course is called RN 180 - LVN to RN Transition Theory & Lab Course. It is a 5-unit, 120-hour course that evaluates the student’s readiness to be eligible for enrollment into the Advanced Placement pathway. The student must demonstrate the required knowledge and skills to successfully complete this course. All students must successfully complete prior to starting any Professional Courses.

The third semester is 16 Semester Credit Hours (11 – lecture, 5 - clinical). Classes will be held Monday through Friday with 2 days on campus (9 hours of class each week for 15 weeks) and 9 hours/2 days per week in clinical practice for 10 weeks.

The fourth semester is 9 Semester Credit Hours (5 – lecture, 4 - clinical). Classes will be held Monday through Friday with 2 days on campus (7 hours of class) and 3 days per week in clinical practice each at 8-9 hours.

Students of this pathway receive two hundred ninety-two point five (292.5) hours of didactic and four hundred seventy-two point five (472.5) hours of clinical and lab instruction allowing them to apply the lecture topics in practical use. The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in this challenging field. Normal completion time for this program is thirty-three (33) weeks excluding holidays and vacation times.

Gurnick Academy of Medical Arts has adopted HESI standardized testing to assess student learning outcomes and evaluate student readiness for the nursing licensure examination. The NCLEX Preparation and Remediation course assist students in this program by bringing a direct focus on the current NCLEX-RN test plan, application process, and test taking strategies in preparation for the NCLEX-RN licensure exam.

Preparation for NCLEX-RN (HESI) is provided at the conclusion of the didactic, laboratory, and clinical hours. Students are permitted three (3) attempts to pass the HESI exit exam to graduate. The 1st attempt is given at the completion of the program. The 2nd attempt is given 2 weeks after the completion of the program. The 3rd attempt is given at 4 weeks after completion of the program. Under extraordinary circumstances, applicable students may be eligible for a 4th attempt; see Student Grievance and Appeals Policy for more information.

**LVN 30-Unit Option:**

This option is available to all individuals who are a License Vocational Nurse in the state of California. Completion of the required courses will provide the opportunity and eligibility of taking the California Registered Nurse licensure examination. This option does not meet the Associate of Arts Degree in Nursing graduate requirements.
and students taking this option will not be a graduate of the nursing degree program. In addition, several states do not recognize individuals who complete this option or successfully pass the NCLEX-RN examination as a registered nurse. Admission to the LVN 30 Unit Option is dependent on space availability. The candidate must meet the criteria in order to enroll into the 30 Unit Option. 22.5 units must be completed in the Gurnick Academy of Medical Arts Associate Degree Nursing program. The remaining 6.5 units will be transfer credits from Physiology (3.5 units) and Microbiology (3 units) which are admission requirements. This option is not applicable to ADN students enrolled in the program or to students who failed any course from the ADN program.

Table 25. LVN 30-Unit Option Course Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Clock Hours</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN 180</td>
<td>LVN to RN Transition Theory &amp; Lab Course</td>
<td>120</td>
<td>5</td>
</tr>
<tr>
<td>RN 102</td>
<td>Health Assessment Theory</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>RN 103</td>
<td>Health Assessment Skills Lab</td>
<td>67.5</td>
<td>1.5</td>
</tr>
<tr>
<td>RN 202</td>
<td>Medical/Surgical II Theory-Intermediate Med/Surg</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>RN 203</td>
<td>Medical/Surgical II Clinical-Intermediate Med/Surg</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td>RN 400</td>
<td>Mental Health Theory</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>RN 401</td>
<td>Mental Health Clinical</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td>RN 402</td>
<td>Medical/Surgical IV Theory-Complex/Critical Care Med/Surg &amp; Leadership</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>RN 403</td>
<td>Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg &amp; Leadership</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL GURNICK PROFESSIONAL COURSES</td>
<td></td>
<td>607.5</td>
<td>22.5</td>
</tr>
<tr>
<td>TOTAL PROGRAM FOR 30-Unit Option (Transfer plus Professional)</td>
<td></td>
<td>-</td>
<td>30</td>
</tr>
</tbody>
</table>

ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT PROGRAM (ASPTA)

80 WEEKS including prerequisites taken prior to enrolling in the 44 weeks of technical courses
1713 CLOCK HOURS
101 QUARTER CREDIT HOURS
ASSOCIATE OF SCIENCE DEGREE PROGRAM, 4 QUARTERS
POTENTIAL OCCUPATIONS:
Please see official for complete list of potential occupations.
LOCATION:
San Mateo Campus
RESIDENTIAL

ASPTA Program Description

Physical Therapist Assistants (PTAs) provide physical therapy services under the direction and supervision of a physical therapist. PTAs help individuals of all ages who are ill, injured or have a health condition that limits their ability to perform daily activities needed for life. PTAs work in variety of settings including hospitals, outpatient centers, home health, schools, work settings, and the sports and fitness arenas. Care provided by a PTA may include teaching patients/clients exercises for mobility, strength and coordination, training for activities such as walking with crutches, canes or walkers, massage, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation. PTAs must complete a 2-year associate’s degree and are licensed, certified, or registered in most states. Source: American Physical Therapy Association.

Physical Therapist Assistant program is an Associate of Science Degree program. The length of the As in
The Associate of Science in PTA is a full time program offered during the day. Clinical Affiliations are full time during the day at various facilities in the Greater San Francisco Bay Area.

Graduation from an accredited Physical Therapist Assistant education program allows the graduate to sit for the National Physical Therapy Exam (NPTE) for PTAs and the California Law Exam (CLE). Upon successful completion of these exams, the student will be licensed to practice in the State of California. For information about Gurnick Academy’s PTA program accreditation, please see Accreditation, Approval, Recognition, Membership section.

ASPTA Program Goals

- The program will offer a technical curriculum that is sequential, integrated and that reflects contemporary Physical Therapist Assistant practice.
- The program will prepare graduates to provide physical therapy interventions, in a variety of settings, which are within the PTA scope of practice and under the supervision of a Physical Therapist.
- The program will prepare graduates to demonstrate ethical and professional behaviors consistent with California State Law and Practice Acts and the professional standards of practice.
- The program will employ faculty who demonstrate current knowledge in the areas they teach and who are committed to the current professional standards of excellence.
- The program will prepare graduates to utilize self-assessment and awareness in communication, skills, knowledge, and behaviors with patients/clients, caregivers, colleagues, and other members of the healthcare team.

ASPTA Program Outline

Table 26. ASPTA General Education Courses

<table>
<thead>
<tr>
<th>Required program prerequisites courses</th>
<th>Equivalent Clock Hours</th>
<th>Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(to transfer into Gurnick Academy of Medical Arts at the time of enrollment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities: English: Reading and Writing Composition</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>Humanities: Oral Communication: Speech or Interpersonal Communication</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>Sciences: Anatomy and Physiology with Lab Note: 100 lecture hours with 40 laboratory hours</td>
<td>140</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics: Minimum Algebra 1</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>Social Science: Introduction to Psychology or Lifespan Psychology</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>Social Science Elective: History, Economics, Political Science, Geography, Sociology, Anthropology, or General Psychology</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL GENERAL EDUCATION COURSES</strong></td>
<td><strong>360</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>
Table 27. ASPTA Technical Courses and Total Program Hours.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Clock Hours</th>
<th>Quarter Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA 100</td>
<td>Introduction to Physical Therapist Assistant</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>PTA 110</td>
<td>Fundamental PTA Procedures with lab</td>
<td>77</td>
<td>4.5</td>
</tr>
<tr>
<td>PTA 120</td>
<td>Clinical Kinesiology with lab</td>
<td>77</td>
<td>4.5</td>
</tr>
<tr>
<td>PTA 130</td>
<td>Pathology</td>
<td>44</td>
<td>4</td>
</tr>
<tr>
<td>PTA 210</td>
<td>Procedures II with lab</td>
<td>66</td>
<td>4</td>
</tr>
<tr>
<td>PTA 220</td>
<td>Orthopedic Management</td>
<td>66</td>
<td>4</td>
</tr>
<tr>
<td>PTA 230</td>
<td>Professional Behaviors</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>PTA 222</td>
<td>Patient Care Skills I</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>PTA 225</td>
<td>Clinical Education I</td>
<td>184</td>
<td>6</td>
</tr>
<tr>
<td>PTA 226</td>
<td>Clinical Education I Seminar</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>PTA 240</td>
<td>Applied Neurology</td>
<td>66</td>
<td>4</td>
</tr>
<tr>
<td>PTA 250</td>
<td>Physical Therapy Aspects of Growth, Development and Aging</td>
<td>44</td>
<td>3</td>
</tr>
<tr>
<td>PTA 260</td>
<td>Selected Topics</td>
<td>44</td>
<td>3</td>
</tr>
<tr>
<td>PTA 233</td>
<td>Patient Care Skills II</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>PTA 235</td>
<td>Clinical Education II</td>
<td>240</td>
<td>8</td>
</tr>
<tr>
<td>PTA 280</td>
<td>Senior Seminar</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>PTA 245</td>
<td>Clinical Education III</td>
<td>280</td>
<td>9</td>
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<tr>
<td>PTA 290</td>
<td>Licensure Exam Preparation</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL GURNICK TECHNICAL COURSES</td>
<td></td>
<td>1,353</td>
<td>67</td>
</tr>
<tr>
<td>TOTAL Program for degree: GE plus technical</td>
<td></td>
<td>1,713</td>
<td>101</td>
</tr>
</tbody>
</table>

ASPTA Program Information, Length and Schedule

The program information, length and schedule may change. Make sure to read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details.

The Physical Therapist Assistant program is an Associates of Science degree program and follows the 1+1 model in which completion of the General Education Courses occurs prior to enrollment into the technical education curriculum at Gurnick.

General education coursework including, Anatomy and Physiology is transferred to Gurnick from the student’s previous college coursework. This allows the program at Gurnick to be offered in 44 weeks of technical coursework only.

Classes begin once a year and are scheduled Monday-Friday full time during the day. Clinical education assumes the Clinical Site hours during the day.

Gurnick Academy of Medical Arts’ AS in Physical Therapist Assistant Program at the San Mateo campus has a 1,200 sq. ft. classroom/laboratory equipped with industry standard equipment found at typical Physical Therapy facilities. This includes cardio, modalities, balance, weights, and treatment tables. Classroom lecture instructor to student ratio is 1:30 and in the laboratory sessions the ratio is 1:15. Clinical Education is a crucial part of the PTA Program. Students have the opportunity for three full time rotations at various types of Physical Therapy facilities.
ASSOCIATE OF SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (ASRT)

94 WEEKS
2,956 CLOCK HOURS
161.5 QUARTER CREDIT HOURS
ASSOCIATE OF SCIENCE DEGREE PROGRAM, 8 MODULES
STANDARD OCCUPATIONAL CLASSIFICATION
(SOC Code): 29-2034.00, 29-2035.00, 29-2099.06
POTENTIAL OCCUPATIONS:
Please see school official for complete list of potential occupations
LOCATIONS:
Concord and Sacramento Campus
BLENDED

ASRT Program Description
A Radiologic Technologist is a person trained in the “art and science” of creating images of the human body using ionizing radiation. The radiologic technologist works closely with the radiology doctor (radiologist) and other physicians and plays a vital role as a professional member of the total medical team. Technologists work in hospitals’ general radiography, surgery, trauma, pediatrics, clinics, doctors’ offices, CT, mammography, and imaging centers. The role of radiologic science in medicine is continually growing. New applications and imaging equipment are in a constant state of development. Imaging’s continued growth and development is dependent on highly qualified and well-trained radiologic technologists.

ASRT Program Goals and Objectives
• To graduate students who will demonstrate the knowledge and skills required of competent entry-level radiologic technologists.
• To produce students who will demonstrate effective interpersonal skills enabling them to interact efficiently with the entire healthcare team and the public.
• To enable students to employ appropriate critical thinking and problem-solving skills in the clinical setting.
• To promote lifelong learning, ethics and professionalism through continuing education and membership in professional organizations.
• To maintain program effectiveness through the utilization of benchmarks in assessing graduate satisfaction, employer satisfaction, and employment rates.
• To maintain program effectiveness through the utilization of benchmarks in assessing areas of graduate pass rates on certification exams and program completion rates.

ASRT Student Learning Outcomes
• Students will exhibit positioning accuracy to produce diagnostic radiographs.
• Students will employ proper exposure techniques to produce diagnostic radiographs.
• Students will communicate effectively in both verbal and written forms.
• Students will demonstrate effective age-appropriate communication skills with diverse populations.
• Students will evaluate images for proper exposure, positioning and pathology.
• Students will utilize proper safety and ALARA practices for routine & non-routine exams.
• Students will practice with high ethics and an exemplary level of professionalism.
• Upon graduation, students will establish a plan for professional development and career enhancement.
## ASRT Program Outline

Table 28. ASRT Program Course Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Clock Hours</th>
<th>Quarter Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 011</td>
<td>Anatomy &amp; Physiology I</td>
<td>56</td>
<td>5.5</td>
</tr>
<tr>
<td>GE 112</td>
<td>Algebra I</td>
<td>45</td>
<td>4.5</td>
</tr>
<tr>
<td>GEH 020</td>
<td>Medical Terminology</td>
<td>18</td>
<td>1.5</td>
</tr>
<tr>
<td>GE 110</td>
<td>Critical Thinking</td>
<td>45</td>
<td>4.5</td>
</tr>
<tr>
<td>GE 201</td>
<td>Introduction to Sociology</td>
<td>45</td>
<td>4.5</td>
</tr>
<tr>
<td>GE 253</td>
<td>Ethics and Law in Radiography</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>GE 262</td>
<td>Career Development and Preparation</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>GE 222</td>
<td>English Reading &amp; Composition</td>
<td>45</td>
<td>4.5</td>
</tr>
<tr>
<td>RT 110C</td>
<td>Clinical Practice I</td>
<td>128</td>
<td>4.0</td>
</tr>
<tr>
<td>RT 112</td>
<td>Fundamentals of Radiology and Patient Care</td>
<td>84.5</td>
<td>6.5</td>
</tr>
<tr>
<td>RT 113</td>
<td>Radiographic Procedures I</td>
<td>107.5</td>
<td>7.0</td>
</tr>
<tr>
<td>RT 120C</td>
<td>Clinical Practice II</td>
<td>184</td>
<td>6.0</td>
</tr>
<tr>
<td>RT 121</td>
<td>Radiographic Physics I</td>
<td>48</td>
<td>4.5</td>
</tr>
<tr>
<td>RT 123</td>
<td>Radiographic Procedures II</td>
<td>75</td>
<td>6.0</td>
</tr>
<tr>
<td>RT 130C</td>
<td>Clinical Practice III</td>
<td>176</td>
<td>5.5</td>
</tr>
<tr>
<td>RT 131</td>
<td>Radiographic Physics II</td>
<td>48</td>
<td>4.5</td>
</tr>
<tr>
<td>RT 132</td>
<td>Imaging and Technique</td>
<td>42</td>
<td>3.5</td>
</tr>
<tr>
<td>RT 133</td>
<td>Radiographic Procedures III</td>
<td>78</td>
<td>6.0</td>
</tr>
<tr>
<td>RT 134</td>
<td>Information Systems in Radiography</td>
<td>30</td>
<td>3.0</td>
</tr>
<tr>
<td>RT 140C</td>
<td>Clinical Practice IV</td>
<td>192</td>
<td>6</td>
</tr>
<tr>
<td>RT 142</td>
<td>Radiographic Pathology</td>
<td>48</td>
<td>4.5</td>
</tr>
<tr>
<td>RT 143</td>
<td>Radiologic Procedures IV</td>
<td>81</td>
<td>6.0</td>
</tr>
<tr>
<td>RT 250C</td>
<td>Clinical Practice V</td>
<td>280</td>
<td>9.0</td>
</tr>
<tr>
<td>RT 251</td>
<td>Radiation Protection &amp; Biology</td>
<td>48</td>
<td>4.5</td>
</tr>
<tr>
<td>RT 253</td>
<td>Radiographic Pharmacology, Drug Administration and Venipuncture</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>RT 252</td>
<td>Cross Sectional Anatomy</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>RT 260C</td>
<td>Clinical Practice VI</td>
<td>240</td>
<td>8.0</td>
</tr>
<tr>
<td>RT 261</td>
<td>Special Radiographic Procedures</td>
<td>48</td>
<td>4.5</td>
</tr>
<tr>
<td>RT 270C</td>
<td>Clinical Practice VII</td>
<td>264</td>
<td>8.5</td>
</tr>
<tr>
<td>RT 272 or RT 273</td>
<td>Computed Tomography or Mammography</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>RT 280C</td>
<td>Clinical Practice VIII</td>
<td>280</td>
<td>9</td>
</tr>
<tr>
<td>RT 263</td>
<td>Registry Review and Fluoroscopy</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>2,956</strong></td>
<td><strong>162.5</strong></td>
</tr>
</tbody>
</table>

*General Education Courses are identified in Italic.*
ASRT Program Information, Length and Schedule
The program information, length and schedule may change. Please read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details.

Gurnick Academy of Medical Arts Radiologic Technology program provides a library and classrooms which are equipped with modern media teaching aids, textbooks, journals, periodicals, anatomical charts, phantoms, and energized lab equipment.

The Radiologic Technology program is an Associate of Science degree program. The student will receive didactic, laboratory and clinical experience in affiliated medical facilities. Instructor to student ratio is as follows: laboratory 1:10, lectures 1:30 and clinical 1:1. Classes may be scheduled Monday through Sunday. Students will attend an average of forty (40) hours per week of instruction including didactic, labs and clinical. Clinical activities may be held during weekdays or weekends and shifts may include day, evening, or graveyard as required by the clinical site. Didactic courses are held between 8:00 AM to 8:00 PM.

The program’s affiliated clinical sites hold current state-issued certificates as approved clinical sites. The clinical sites are utilized to provide supervised clinical instruction in the patient care setting. All clinical sites employ radiologic technologists and supervisor/operators (doctors) who hold certification issued by the State of California Radiologic Health Branch.

ASSOCIATE OF SCIENCE IN ULTRASOUND TECHNOLOGY PROGRAM (ASUT)

96 WEEKS
2386 CLOCK HOURS
149 QUARTER CREDIT HOURS
ASSOCIATE OF SCIENCE DEGREE PROGRAM, 8 MODULES
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):
29-2032.00
POTENTIAL OCCUPATIONS:
Please see school official for complete list of potential occupations
LOCATIONS:
San Mateo, Fresno, and Sacramento Campuses.
BLENDED

ASUT Program Description
Our Ultrasound Technology program prepares our students for entry-level employment after their graduation as a Diagnostic Medical Sonographer with specialization in general sonography (Abdominal and Small Parts, Obstetrics and Gynecology and Vascular Sonography). Graduates will be qualified to work in hospitals, imaging centers, physicians’ offices, or clinics.

ASUT Program Goals and Objectives
- To train students to be professional and competent diagnostic medical sonographers in the medical imaging community.
- To develop interpersonal skills in communicating and interacting with patients of all generations, cultures and medical conditions.
- To develop interpersonal skills in communicating and interacting with medical and administrative personnel in the medical imaging setting.
- To teach students about using ultrasound to produce an image from the human body so they can contribute to the diagnosis of disease.
- To teach students the necessary skills needed for proper patient care.
- To ensure that students will have the ability to produce quality diagnostic images with the required information contributing to the diagnostic process.
- To provide students with knowledge, clinical skills, problem solving abilities, and interpersonal skills.
to practice in the profession of sonography.
• To prepare students to pass ARDMS, ARRT (S) and RVT certification exam.

ASUT Program Outline
Table 29. ASUT Program Course Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Clock Hours</th>
<th>Quarter Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 001</td>
<td>Biology Basics</td>
<td>45</td>
<td>4.5</td>
</tr>
<tr>
<td>GE 021</td>
<td>Essentials of Anatomy and Physiology</td>
<td>66</td>
<td>6.5</td>
</tr>
<tr>
<td>GE 112</td>
<td>Algebra I</td>
<td>45</td>
<td>4.5</td>
</tr>
<tr>
<td>GE 110</td>
<td>Critical Thinking</td>
<td>45</td>
<td>4.5</td>
</tr>
<tr>
<td>GE 201</td>
<td>Introduction to Sociology</td>
<td>45</td>
<td>4.5</td>
</tr>
<tr>
<td>UT 201</td>
<td>Sectional Anatomy</td>
<td>48</td>
<td>4.5</td>
</tr>
<tr>
<td>UT 200</td>
<td>Ultrasound Physics and Instrumentation</td>
<td>62</td>
<td>6.0</td>
</tr>
<tr>
<td>UT 301</td>
<td>Patient Care for Ultrasound Professional</td>
<td>12</td>
<td>1.0</td>
</tr>
<tr>
<td>UT 302</td>
<td>Abdominal Sonography</td>
<td>84</td>
<td>8.0</td>
</tr>
<tr>
<td>UT 302L</td>
<td>Laboratory Abdominal Sonography 1</td>
<td>84</td>
<td>4.0</td>
</tr>
<tr>
<td>UT 303</td>
<td>Small Parts Sonography 1</td>
<td>38</td>
<td>3.5</td>
</tr>
<tr>
<td>UT 303L</td>
<td>Laboratory Small Parts Sonography 1</td>
<td>12</td>
<td>0.5</td>
</tr>
<tr>
<td>UT 402</td>
<td>Abdominal Sonography 2</td>
<td>70</td>
<td>7.0</td>
</tr>
<tr>
<td>UT 402L</td>
<td>Laboratory Abdominal Sonography 2</td>
<td>70</td>
<td>3.5</td>
</tr>
<tr>
<td>UT 403L</td>
<td>Laboratory Small Parts Sonography 2</td>
<td>12</td>
<td>0.5</td>
</tr>
<tr>
<td>UT 403</td>
<td>Small Parts Sonography 2</td>
<td>12</td>
<td>1.0</td>
</tr>
<tr>
<td>UT 405</td>
<td>Neonatal Sonography</td>
<td>48</td>
<td>4.5</td>
</tr>
<tr>
<td>UT 406</td>
<td>Pediatric Sonography</td>
<td>30</td>
<td>3.0</td>
</tr>
<tr>
<td>UT X01</td>
<td>Clinical 1</td>
<td>192</td>
<td>6.0</td>
</tr>
<tr>
<td>UT 504A L</td>
<td>Laboratory Vascular Sonography 1</td>
<td>20</td>
<td>1.0</td>
</tr>
<tr>
<td>UT 504A</td>
<td>Vascular Sonography 1</td>
<td>20</td>
<td>2.0</td>
</tr>
<tr>
<td>UT 504B L</td>
<td>Laboratory Vascular Sonography 2</td>
<td>25</td>
<td>1.0</td>
</tr>
<tr>
<td>UT 504B</td>
<td>Vascular Sonography 2</td>
<td>20</td>
<td>2.0</td>
</tr>
<tr>
<td>UT 507A</td>
<td>Gynecology 1</td>
<td>20</td>
<td>2.0</td>
</tr>
<tr>
<td>UT 507B</td>
<td>Gynecology 2</td>
<td>56</td>
<td>5.5</td>
</tr>
<tr>
<td>UT 507L</td>
<td>Laboratory Gynecology Sonography</td>
<td>36</td>
<td>1.5</td>
</tr>
<tr>
<td>UT 508</td>
<td>MSK Sonography 1</td>
<td>40</td>
<td>4.0</td>
</tr>
<tr>
<td>UT 508L</td>
<td>Laboratory MSK Sonography 1</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td>UT X02</td>
<td>Clinical 2</td>
<td>192</td>
<td>6.0</td>
</tr>
<tr>
<td>UT 604A L</td>
<td>Laboratory Vascular Sonography 3</td>
<td>20</td>
<td>1.0</td>
</tr>
<tr>
<td>UT 604A</td>
<td>Vascular Sonography 3</td>
<td>25</td>
<td>2.5</td>
</tr>
<tr>
<td>UT 604B</td>
<td>Vascular Sonography 4</td>
<td>20</td>
<td>2.0</td>
</tr>
<tr>
<td>UT 604B L</td>
<td>Laboratory Vascular Sonography 4</td>
<td>20</td>
<td>1.0</td>
</tr>
</tbody>
</table>
ASUT Program Information, Length and Schedule

The program information, length and schedule may change. Make sure to read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details. Gurnick Academy of Medical Arts Ultrasound Technology Program has a library and classrooms equipped with modern audio-visual teaching aids, textbooks, journals, anatomical charts, and models in addition to e-library resources. The scan laboratory is equipped with ultrasound machines and an Ankle-Brachial Index (ABI) machine.

The Ultrasound Technology Program is an Associate of Science Degree program. The student will receive didactic and internship education in abdominal sonography, small parts, obstetrics and gynecology, ultrasound physics and instrumentation, musculoskeletal (MSK), pediatric, neonatal, patient care and vascular sonography which will be combined with General Education courses. Instructor to student ratio is 1:30 in lecture and 1:10 in laboratory and 1:1 during internship.

The program consists of 8 modules of 12 weeks each. During the 1st module (12 weeks) of the program, students will be taking General Education courses up to 24 hours per week via online delivery. During 2nd module (12 weeks), students will continue to take General Education courses online up to 24 hours per week for the first 7 weeks. The last 5 weeks of the 2nd module, students workload consists of on campus didactic/lab sessions which include up to three days per week of six (6) hours per day instructions.

The next 2 modules (Module 3 and 4 or Module 5 and 6 depending on the module sequence) consist of on campus didactic/lab sessions only, which include three days per week of up to eight hours per day didactic instruction. After completing 4 modules, students are generally expected to start attending internship two days per week up to 8 hours per day and continue to attend didactic/lab sessions on campus three days per week up to 8 hours per day. The last 2 modules of the program students attend internships only for three to four days per week in addition to attending Master Scanning Lab courses once a month on days to be announced on a separate schedule.
The student receives one thousand four hundred and twenty-six (1,426) hours of didactic and laboratory instruction and nine hundred and sixty (960) hours of clinical education, allowing them to apply the lecture topics to practical use. The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in this field. In addition, the program prepares students to take their ARDMS examinations. Upon completion of the program, an Associate of Science Degree in Ultrasound Technology is awarded. Normal completion time for this program is 96 weeks excluding any holiday and vacation times. In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (i.e: Sunday through Saturday).

**Associate of Science in Vocational Nursing PROGRAM (ASVN)**

**82 WEEKS** including technical courses taken prior to enrolling in the 30 weeks of General Education courses

**2070 CLOCK HOURS**

**90.5 SEMESTER CREDIT HOURS**

**ASSOCIATE DEGREE PROGRAM**

**LOCATION:** Fresno Campus

**BLENDED**

**ASVN Program Description**

The Associate of Science in Vocational Nursing Program is a two semester program for graduates of an approved Vocational Nursing or Practical Nursing program, who wish to obtain an Associate of Science Degree. This program builds on the Vocational Nurse diploma program by adding the same General Education courses that is offered for our Associate of Science in Nursing Program (ADN Program).

**ASVN Program Goals and Objectives**

- Incorporate principles from nursing, behavioral and physical sciences to provide competent care to clients of different ages with different bio-psychosocial needs.
- Apply knowledge of specific disease conditions in the prevention, treatment, nursing care, and rehabilitation of clients
- Differentiate the role of the Vocational Nurse within the medical team
- Adhere to professional standards incorporating legal and ethical responsibilities of a Vocational Nurse
- Utilize critical thinking in assessment, planning, intervention, and evaluation of client care within the scope of Vocational Nurse practice
- Demonstrate organization, prioritization, delegation, and collaboration with healthcare professionals using effective communication
- Prepare the Associate Degree student with the knowledge, skill, and ability to administer safe, ethical, competent nursing care as a beginning practitioner in a variety of settings.

**Table 30. ASVN Program Course Outline**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CLOCK HOURS</th>
<th>SEMESTER CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 020A</td>
<td>Human Body in Health and Disease I with Lab</td>
<td>75</td>
<td>4</td>
</tr>
<tr>
<td>GE 041</td>
<td>General Microbiology with Lab</td>
<td>75</td>
<td>4</td>
</tr>
<tr>
<td>GE 222</td>
<td>English Reading and Composition</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GE 112</td>
<td>Algebra I</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GE 202</td>
<td>General Psychology</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------</td>
<td>---------</td>
<td>---------------</td>
</tr>
<tr>
<td>GE 020B</td>
<td>Human Body in Health and Disease II with Lab</td>
<td>75</td>
<td>4</td>
</tr>
<tr>
<td>GE 031</td>
<td>Nutrition in Health &amp; Disease</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GE 110</td>
<td>Critical Thinking</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GE 201</td>
<td>Introduction to Sociology</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GE 240</td>
<td>Public Speaking, Basics of Effective Communication</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>540</td>
<td>33</td>
</tr>
</tbody>
</table>

*General Education Courses are identified in Italic.*

**ASVN Program Information, Length and Schedule**

The expected program length is 30 weeks to complete all 33 semester credit hours of online General Education courses, after receiving transfer credit for 57.5 semester credits of a prior Vocational Nursing or Practical Nursing program. Graduates will earn 90.5 semester credit hours and an Associate of Science Degree in Vocational Nursing.

### BACHELOR OF SCIENCE IN NURSING PROGRAM (RN to BSN)

**45 WEEKS** of professional courses, not including inter-semester breaks.

**120 SEMESTER CREDIT HOURS** (80 of which are completed prior to program admission)

**BACHELOR OF SCIENCE DEGREE PROGRAM, 3 SEMESTERS**

**STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-1141.03, 29-1141.00, 29-1141.01**

**POTENTIAL OCCUPATIONS:**

*Please see school official for complete list of potential occupations*

**LOCATION:**

Concord Campus

**BLENDED**

**RN to BSN Program Description**

Students will study a wide range of curricular content to develop an advanced skill base in demand by employers, students will also study the organization and function of health services, ethics and law in healthcare, writing skills for health professionals, leadership and management, nursing research, and essentials of patient education. Emphasis will be placed on evidenced-based practice and critical thinking skills in the provision of safe and effective care to patients from diverse and multicultural populations and communities across the life span. Students will also take Community Health Nursing, which includes certification in reporting of child abuse and in disaster management.

**RN to BSN Program Goals**

- Provide a depth of human understanding and a wide range of nursing skills based on communication and scientific principles.
- Guide the student in collaborative practice with other healthcare professionals to meet patient nursing needs.
- Teach the student to employ the nursing process while providing safe and effective care.
- Help the student to become a role model, patient advocate, patient educator, and care giver who provides an environment conducive to maintaining dignity and maximizing wellness of each individual.
- Guide the student in becoming an active participant in the learning process and assist with his/her development of self-awareness and self-direction.
- Provide a shared learning environment among faculty and students through the exchange of knowledge and experience to promote critical thinking within the participants.
- Prepare the student with the knowledge, skill, and ability to administer safe, ethical, competent nursing care as a beginning practitioner in a variety of settings.

**RN to BSN Program Terminal Educational Objectives**
1. Demonstrate the cognitive abilities necessary to integrate the nursing concepts and the multidisciplinary body of knowledge to provide therapeutic nursing care.
2. Exhibit the psychomotor and psychotherapeutic abilities necessary to provide safe nursing care.
3. Implement teaching strategies to promote adaptation to health.
4. Demonstrate caring in the provision of patient-centered, individualized care.
5. Use critical thinking and the nursing process as bases for clinical decision making.
6. Care for clients and families from diverse and multicultural populations across the life span.
7. Communicate effectively with clients, families, and members of the interdisciplinary healthcare team.
8. Provide a standard of care consistent with legal, ethical, and regulatory guidelines and BRN Practice Act.
9. Interpret and critique nursing and other healthcare research reports to optimize evidence based practice.
10. Assess the healthcare needs of specific aggregates and vulnerable population groups and use community health nursing interventions to assist these groups to meet their needs.
11. Recognize responsibility for maintaining competence as a registered nurse through self-evaluation and continuing nursing education.
12. Perform as an accountable member of the profession of nursing.
13. Understand and integrate technology into the provision of care of clients across the healthcare continuum.
14. Apply strategies of leadership, management, team building and collaboration in meeting the social, legal, political, and economic factors affecting nursing and healthcare.
15. Develop a foundation for advanced study and professional growth in nursing.

RN to BSN Program Program Outline

Table 31. RN to BSN Program General Education Courses (completed prior to admission to Bachelor of Science in Nursing Program)

<table>
<thead>
<tr>
<th>Required program prerequisite courses (to transfer into Gurnick Academy of Medical Arts at the time of enrollment)</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Composition and Reading</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition in Health and Disease</td>
<td>3</td>
</tr>
<tr>
<td>Human Anatomy w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>Human Physiology w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking/ Fundamentals of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL GENERAL EDUCATION COURSES</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

Table 32. Registered Nursing courses required to be completed prior to admission to the Bachelor of Science in Nursing Program

<table>
<thead>
<tr>
<th>Registered Nursing Prerequisite Courses</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN 100 Fundamentals of Nursing Theory</td>
<td>3.0</td>
</tr>
<tr>
<td>RN 101 Fundamentals of Nursing Clinical and Lab</td>
<td>3.5</td>
</tr>
<tr>
<td>RN 102 Health Assessment Theory</td>
<td>2.0</td>
</tr>
</tbody>
</table>
*Experiential learning by examination and nursing practice: 10 semester credit hours granted for proof of having passed the NCLEX-RN National Council Licensure Examination for Registered Nurses taken through the Board of Registered Nursing) and documentation of a minimum of 225 hours of Registered Nurse work experience (clinical experience) within the last three years (letter from employer is required).

Table 33. Professional Courses and Total Program Hours: Bachelor of Science in Nursing

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Clock Hours</th>
<th>Outside of School Preparation Hours (These hours are not included in Total Clock Hours Count)</th>
<th>Total Clock Hours</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEH 203</td>
<td>Writing Skills for Healthcare Professionals</td>
<td>30</td>
<td>60</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>GEH 101</td>
<td>Organization and Function of Health Services</td>
<td>45</td>
<td>90</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GEH 102</td>
<td>Essentials of Patient Education</td>
<td>45</td>
<td>90</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GE 103</td>
<td>Growth and Development through Lifespan</td>
<td>45</td>
<td>90</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>GE 111</td>
<td>Research Statistics</td>
<td>30</td>
<td>60</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Semester 1 Total</td>
<td></td>
<td>195</td>
<td>390</td>
<td>195</td>
<td>13</td>
</tr>
<tr>
<td>GEH 201</td>
<td>Holistic Health and Complimentary Alternative Medicine</td>
<td>30</td>
<td>60</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>GEH 202</td>
<td>Loss, Grief, Dying, and Death</td>
<td>45</td>
<td>90</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Hours</td>
<td>Credits</td>
<td>Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>-------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>BSN 305</td>
<td>Nursing Research</td>
<td>30</td>
<td>60</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>BSN 403</td>
<td>Community Health Nursing Theory</td>
<td>45</td>
<td>90</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>BSN 404</td>
<td>Community Health Nursing Practicum</td>
<td>90</td>
<td>-</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Semester 2 Total</td>
<td></td>
<td></td>
<td>240</td>
<td>300</td>
</tr>
<tr>
<td>GEH 301</td>
<td>Ethics and Law in Healthcare Clinical Nutrition</td>
<td>45</td>
<td>90</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>BSN 503</td>
<td>Leadership/Management Nursing Theory</td>
<td>45</td>
<td>90</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>BSN 504</td>
<td>Leadership/Management in Nursing Practicum</td>
<td>90</td>
<td>-</td>
<td>90</td>
<td>2</td>
</tr>
<tr>
<td>BSN 505</td>
<td>Advanced Pathophysiology</td>
<td>30</td>
<td>60</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>BSN 506</td>
<td>Advanced Pharmacology</td>
<td>30</td>
<td>60</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Semester 3 Total</td>
<td></td>
<td></td>
<td>240</td>
<td>300</td>
</tr>
<tr>
<td>BSN 507</td>
<td>Bachelor’s Achievement Capstone Portfolio</td>
<td>45</td>
<td>90</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL GURNIK PROFESSIONAL COURSES</td>
<td></td>
<td>720</td>
<td>1,080</td>
<td>720</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL Program for degree: GE plus RN plus professional</td>
<td></td>
<td>2,490</td>
<td>3,000</td>
<td>2,490</td>
<td>120</td>
</tr>
</tbody>
</table>

*General Education Courses are identified in Italic.*

**RN to BSN Program Information, Length and Schedule**

The Bachelor of Science in Nursing program (RN to BSN) admission track is a 3-semester distance education program for RNs to complete their Bachelor of Science Degree in Nursing in one year. Each semester is 15 weeks in length and covers 5 courses. Each week day a new lecture will be opened by course instructors and assignments must be submitted by specified deadlines, set by the course instructors and indicated in the course syllabi.

The two practicum courses, Community Health Nursing Practicum and Leadership/Management in Nursing Practicum, require the student to do 6 hours each week for 15 weeks each in a clinical setting. Students are responsible for obtaining their own local clinical site/preceptor based on where they work or reside. Gurnick Academy has agreements with multiple clinical sites in the Bay Area, California, where students can alternatively complete their clinical/preceptorship.

Normal completion time for this program is forty-five (45) weeks excluding holidays and vacation times. Instructor to Student ratio is 1:25 in lecture and 1:1 during clinical.

At Gurnick Academy (professional courses only) students receive five hundred forty (540) hours of didactic instruction and one hundred eighty (180) hours of clinical allowing them to apply the lecture topics in practical use. Besides didactic instruction and clinical time, one thousand eighty (1,080) hours will be student outside of school preparation time.

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**BACHELOR OF SCIENCE IN DIAGNOSTIC MEDICAL IMAGING PROGRAM (BSDMI)**

60 WEEKS
120 SEMESTER CREDIT HOURS
DEGREE PROGRAMS, 4 SEMESTERS
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-2032.00, 29-2099.06, 29-2034.00, 29-2035.00
POTENTIAL OCCUPATIONS: Please see school official for complete list of potential occupations
LOCATION: Concord Campus
DISTANCE EDUCATION (ONLINE)
**BSDMI Program Description**

The online Bachelor of Science in Diagnostic Medical Imaging (BSDMI) degree provides the certified imaging professional with skills necessary to advance within their chosen profession. The purpose of the BSDMI program is to develop an advanced skill in which is in demand by employers. Students will study the organization and function of health services, ethics and law in healthcare, writing skills for health professionals, leadership and management, and research.

Our mission is to prepare imaging professionals with higher education, leadership skills, and opportunities for upward mobility in the healthcare field.

Enhanced marketability is an important motive for acquiring a Bachelor’s Degree in Diagnostic Medical Imaging. Holding a Bachelor’s degree makes it possible to advance in the fields of radiology, business, IT, and public health. Positions in administration, management, and education generally require advanced degrees. To further the imaging professional’s career the applicant can choose from three specialty tracks.

- Imaging Informatics – prepares the student for the role of PACS / RIS administrator
- Leadership and Management – prepares the student for positions in healthcare administration and management
- Education – prepares the student for a career in imaging education (depending on minimum course enrollment)

The BSDMI degree is available entirely through distance education delivery method. This program offers advancement for technologists who are unable to attend a traditional college. Registered technologists may earn up to 65 semester credit hours of advanced standing. The courses are listed in Table 30 and include courses that will enhance the student’s understanding of medical imaging as well as the specialty courses depending on which track the student chooses.

The Bachelor of Science in Diagnostic Medical Imaging is designed so that a student may enter the program at the beginning of any semester. There are no prerequisites, therefore all courses may be taken in any order. The program is expected to be completed within 4 consecutive semesters.

**BSDMI Program Goals and Objectives**

Our mission is to prepare imaging professionals with higher education, leadership skills, and opportunities for upward mobility in the healthcare field.

- Students will develop requisite skills to function in advanced roles within the imaging community.
- Students will expand communication skills
- Students will demonstrate the critical thinking and problem-solving skills of a supervisory level professional.
- Students will be adequately prepared to function within the profession in advanced roles.
- Students will develop professionalism through scholarly productivity.
- Students will develop pertinent critical thinking skills.
- Students will develop a working professional e-portfolio.

**Table 34. BSDMI General Education Courses**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Total Contact Hours</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 022</td>
<td>Anatomy &amp; Physiology II (w/o lab)</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>GE 103</td>
<td>Growth and Development through Lifespan</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>GE 111</td>
<td>Research Statistics</td>
<td>30.0</td>
<td>2.0</td>
</tr>
<tr>
<td>GE 120</td>
<td>Introduction to Information Systems</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>GE 202</td>
<td>General Psychology</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>GE 221</td>
<td>Written Communication for Professionals</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Course Number</td>
<td>Title</td>
<td>Total Contact Hours</td>
<td>Semester Credit Hours</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>DMI 310</td>
<td>Advanced Medical Imaging</td>
<td>60.0</td>
<td>4.0</td>
</tr>
<tr>
<td>DMI 330</td>
<td>Advanced Radiobiology</td>
<td>60.0</td>
<td>4.0</td>
</tr>
<tr>
<td>DMI 340</td>
<td>Quality Control in Diagnostic Imaging</td>
<td>60.0</td>
<td>4.0</td>
</tr>
<tr>
<td>DMI 360</td>
<td>Health Science Management</td>
<td>60.0</td>
<td>4.0</td>
</tr>
<tr>
<td>DMI 370</td>
<td>Professional Capstone Portfolio Project</td>
<td>60.0</td>
<td>4.0</td>
</tr>
<tr>
<td>GEH 101</td>
<td>Organization and Function of Health System</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>GEH 301</td>
<td>Ethics &amp; Law in Healthcare</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>390.0</td>
<td>26.0</td>
</tr>
</tbody>
</table>

CHOOSE ONE OF THE FOLLOWING TRACKS:

Table 36. Leadership and Management Track

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Total Contact Hours</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMI 410</td>
<td>Leadership and Performance</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>DMI 420</td>
<td>Operations and Human Resource Management in Diagnostic Imaging</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>DMI 430</td>
<td>Financial and Asset Management in Radiology</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>135.0</td>
<td>9.0</td>
</tr>
</tbody>
</table>

Table 37. Imaging Informatics Track

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Total Contact Hours</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMI 440</td>
<td>Digital Radiography and PACS</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>DMI 450</td>
<td>Communication and Education in Imaging Informatics</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>DMI 460</td>
<td>Systems Management in Informatics</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>135.0</td>
<td>9.0</td>
</tr>
</tbody>
</table>

Table 38. Education Track

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Total Contact Hours</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMI 470</td>
<td>Teaching Strategies for Adult Learners in Health Science</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>DMI 480</td>
<td>Curriculum Design in Diagnostic Imaging Sciences</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>DMI 490</td>
<td>Methods of Teaching Online Course</td>
<td>45.0</td>
<td>3.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>135.0</td>
<td>9.0</td>
</tr>
</tbody>
</table>
DA Program Description
A Dental Assistant works in a dental office or other dental facility and is considered an indispensable partner on the team. A Dental Assistant performs a variety of administrative and clinical tasks. Gurnick Academy of Medical Arts Dental Assistant students will be taught the principles of front and back office dental assisting. They will be introduced to the fundamentals of anatomy and physiology that deal with the oral cavity. Students will practice and become adept at a variety of clinical skills including patient education, chair side assistance, x-ray and coronal polishing. The program includes didactic and laboratory hands-on training as well as a clinical externship component where each student will be placed in a dental office or facility.

DA Program Goals and Objectives
- To graduate students who demonstrate the knowledge and skills required of a competent entry-level dental assistant.
- To provide quality education and training that develops the potential of each student to become a productive, responsible, and professional member of society, as well as a skilled member of the dental assisting workforce.
- To provide our students with open access and a supportive environment that encourages student success in the classroom, laboratory, and on the externship site.
- To prepare students to organize, to prioritize, and to delegate care by communicating effectively with members of the dental team.
- To adhere to professional standards incorporating legal and ethical responsibilities of a Dental Assistant.
- To encourage professionalism, integrity, and high standards in students.
- To adhere to professional standards incorporating legal and ethical responsibilities of a Dental Assistant.

DA Program Outline

Table 39. DA Program Course Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Clock Hours</th>
<th>Outside of School Preparation Hours</th>
<th>Total Clock Hours</th>
<th>Quarter Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA 100</td>
<td>Infection Control</td>
<td>8.0</td>
<td>2.5</td>
<td>10.5</td>
<td>0.5</td>
</tr>
<tr>
<td>DA 200</td>
<td>Fundamentals of Dental Assisting</td>
<td>96.0</td>
<td>30.0</td>
<td>126.0</td>
<td>6.0</td>
</tr>
<tr>
<td>DA 201</td>
<td>Sciences of Dentistry/Infection Prevention</td>
<td>96.0</td>
<td>30.0</td>
<td>126.0</td>
<td>6.0</td>
</tr>
<tr>
<td>DA 202</td>
<td>Foundation of Clinical Dentistry</td>
<td>96.0</td>
<td>30.0</td>
<td>126.0</td>
<td>6.0</td>
</tr>
<tr>
<td>DA 203</td>
<td>Dental Materials/Coronal Polishing</td>
<td>96.0</td>
<td>30.0</td>
<td>126.0</td>
<td>6.0</td>
</tr>
</tbody>
</table>
The program information, length and schedule may change.

Gurnick Academy of Medical Arts Dental Assistant program provides a library and classrooms equipped with modern audio-visual teaching aids, textbooks, and simulators. Instructor to Student ratio is 1:12 in laboratory, and 1:30 in lecture. Classes begin every 4 weeks. The program consists of 7 didactic/laboratory courses contained in 4 week blocks. DA 100-Infection control is taught prior to the students starting any of the other courses. After completing DA-100 course, students will complete all courses. DA 200 through DA 205 are offered regardless of the sequence. Students must complete all didactic/laboratory courses prior to starting DA 300 Externship course.

Students must be available 8AM-6:00PM Monday through Friday for didactic and laboratory course work. While on Externship, student may be required to accommodate alternative schedules based on facility placement business hours. Students must be able to complete those special rotations at the schedule provided. Students receive one hundred ninety-six hours (196) of didactic and three hundred eighty-eight (388) hours of laboratory instruction time and one hundred and eighty (180) hours of clinical externship allowing them to apply their knowledge of lecture topics and lab hands-on skills in practical use when placed in a dental facility.

One hundred eighty-two and a half (182.5) hours is the minimum required student's outside work time. The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in the dental assisting field. Upon completion of the program, a certificate is awarded. Normal completion time for this program is thirty two (32) weeks excluding holidays and vacation times.

In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday).

**Lab Hours:**
Lab hours are completed in conjunction with daily theory delivery and conducted under instructor guidance and supervision.

**Outside Work:**
Outside work will be assigned by instructor in correlation to daily theory topic and skills. Assignments will vary from day to day according to topics, to be done on students own time and will be given due dates.

**Clinical Externship:**
Clinical externship includes student placement in a facility that performs various types of skills and provides exposure to theory concepts, and an opportunity for hands-on practice. Externship will provide opportunity for students to assist facility staff with daily duties in the front and back office under staff supervision. This marks the point of transition from being a student to becoming a dental assistant. The externship serves as a practicum without pay to help students apply learned classroom skills. Students will have a variety of tasks to perform and to document for verification purposes. Daily attendance and performance at the site is verified by facility personnel.
MA Program Description
A Medical Assistant works in a physician or other health practitioner’s office and is considered an indispensable force. A Medical Assistant performs a variety of administrative and clinical tasks. Gurnick Academy of Medical Arts Medical Assistant students will be taught the principles of front and back office medical assisting. They will be introduced to the fundamentals of anatomy and physiology.

Students will practice and become adept at a variety of clinical skills including patient education, phlebotomy, and performing first aid. The program includes didactic and laboratory hands-on training as well as a clinical externship component where each student will be placed in one of a variety of facilities.

MA Program Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Clock Hours</th>
<th>Outside of School Preparation Hours</th>
<th>Total Clock Hours</th>
<th>Quarter Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 100</td>
<td>Introduction to Administrative Medical Assisting</td>
<td>48.0</td>
<td>15.0</td>
<td>63.0</td>
<td>3.0</td>
</tr>
<tr>
<td>MA 101</td>
<td>Anatomy &amp; Physiology I</td>
<td>72.0</td>
<td>22.5</td>
<td>94.5</td>
<td>4.5</td>
</tr>
<tr>
<td>MA 102</td>
<td>Administrative Medical Assisting</td>
<td>168.0</td>
<td>55.0</td>
<td>223.0</td>
<td>11.0</td>
</tr>
<tr>
<td>MA 200</td>
<td>Introduction to Clinical Medical Assisting</td>
<td>48.0</td>
<td>15.0</td>
<td>63.0</td>
<td>3.0</td>
</tr>
<tr>
<td>MA 201</td>
<td>Anatomy &amp; Physiology II</td>
<td>72.0</td>
<td>22.5</td>
<td>94.5</td>
<td>4.5</td>
</tr>
<tr>
<td>MA 202</td>
<td>Clinical Medical Assisting</td>
<td>168.0</td>
<td>55.0</td>
<td>223.0</td>
<td>11.0</td>
</tr>
<tr>
<td>MA 300</td>
<td>Clinical Externship</td>
<td>180.0</td>
<td>0.0</td>
<td>180.0</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>756.0</strong></td>
<td><strong>185.0</strong></td>
<td><strong>941.0</strong></td>
<td><strong>43.0</strong></td>
</tr>
</tbody>
</table>

MA Program Goals and Objectives
- To provide quality education and training that develops the potential of each student to become a productive, responsible, and professional member of society, as well as a skilled member of the medical assisting workforce.
- To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.
- To provide our students with open access and a supportive environment that encourages student
success in the classroom, laboratory, and on the externship site.

- To encourage professionalism, integrity, and high standards in students.
- To adhere to professional standards incorporating legal and ethical responsibilities of a Medical Assistant.
- To prepare students to organize, to prioritize, and to delegate care by communicating effectively with members of the medical team.
- To apply knowledge of specific disease conditions in the prevention, treatment, and wellbeing of the patients.
- To prepare students to take the national exam for Clinical Certified Medical Assistant (CCMA).
- To prepare students to take the national exam for Certified EKG Technician (CET)

**MA Program Information, Length and Schedule**

Gurnick Academy of Medical Arts Medical Assistant program provides a library and classrooms equipped with modern audio-visual teaching aids, textbooks, and simulators. Instructor to Student ratio is 1:15 in laboratory, and 1:30 in lecture. Classes begin four times a year. The program consists of 7 courses contained in 3 modules.

Students must be available 8AM-6:00PM Monday through Friday for didactic and laboratory course work. While on Externship, student may be required to accommodate alternative schedules based on facility placement business hours. Students must be able to complete those special rotations at the schedule provided.

Students receive one hundred eighty (180) hours of didactic and three hundred ninety-six (396) hours of laboratory instruction time and one hundred eighty (180) hours of clinical externship allowing them to apply the lecture topics and lab hands-on skills in practical use when placed in a healthcare facility. One hundred eighty five (185) hours will be student outside work time.

The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in the medical assisting field. Upon completion of the program, a certificate is awarded. Normal completion time for this program is thirty (30) weeks excluding holidays and vacation times.

In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday).

**Lab Hours**

Lab hours are done in conjunction with daily theory delivery and conducted under instructor guidance and supervision.

**Outside Work**

Outside work will be assigned by instructor in correlation to daily theory topic and skills. Assignments will vary from day to day according to topics, to be done on students own time and will be given due dates.

**Certification Exam Review**

Students will undergo two intense theory and lab review provided by instructor for certification exam preparation. Preparation is divided in to two portions Administrative and Clinical.

**Clinical Externship**

Clinical externship includes student placement in a facility that performs various types of skills and provides exposure to theory concepts, and an opportunity for hands-on practice. Externship will provide opportunity for students to assist facility staff with daily duties in the front and back office under staff supervision. This marks the point of transition from being a student to becoming a medical assistant. The externship serves as a practicum without pay to help students apply learned classroom skills. Students will have a variety of tasks to perform and to document for verification purposes. Daily attendance and performance at the site is verified by facility personnel.
*All tasks above are subject to change, add, remove or modify on the ongoing bases according to state regulation and Medical Assistant Certification Examination requirements and ABHES guidelines.

## MEDICAL ASSISTANT with PHLEBOTOMY PROGRAM (MAPHL)

<table>
<thead>
<tr>
<th>40 WEEKS</th>
<th>1041 CLOCK HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 QUARTER CREDIT HOURS</td>
<td></td>
</tr>
<tr>
<td>CERTIFICATE PROGRAM, 4 MODULES</td>
<td></td>
</tr>
<tr>
<td>STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 31-9092.00, 43-6013.00, 27-2071.00, 31-9094.00, 31-9097.00</td>
<td></td>
</tr>
<tr>
<td>POTENTIAL OCCUPATIONS: Please see school official for complete list of potential occupations</td>
<td></td>
</tr>
<tr>
<td>LOCATIONS: Fresno, San Mateo, and Concord Campuses</td>
<td></td>
</tr>
<tr>
<td>DELIVERY METHOD: Residential</td>
<td></td>
</tr>
</tbody>
</table>

### MAPHL Program Description

A Medical Assistant works in a physician or other health practitioner's office and is considered an indispensable force. A Medical Assistant performs a variety of administrative and clinical tasks. Gurnick Academy of Medical Arts Medical Assistant students will be taught the principles of front and back office medical assisting. They will be introduced to the fundamentals of anatomy and physiology.

Students will practice and become adept at a variety of clinical skills including patient education, phlebotomy, and performing first aid. The program includes didactic and laboratory hands-on training as well as a clinical externship component where each student will be placed in one of a variety of facilities.

The Phlebotomy portion of the program combines forty (40) hours classroom instruction with forty (40) hours off-site externship to provide a comprehensive learning experience. Lectures include but are not limited to the anatomy and medical terminology pertaining to the circulatory system, specimen collection, risk factors, complications, and quality assurance in specimen collection. Practical instruction provides hands-on training in venipuncture with procedures verified through a skills check-off system. The forty (40) hour externship includes at a minimum 10 skin punctures and 50 successful venipunctures.

Upon successful completion of the phlebotomy courses, students will be prepared to sit for the Phlebotomy Technician Certification Exam (CPT 1). Once students pass this exam and obtain their state license, they will be able to work as Phlebotomy Technicians. Gurnick Academy of Medical Arts Phlebotomy Technician Level 1 (CPT1) courses are approved by California Department of Health Services, Fields Services.

### MAPHL Program Outline

**Table 41. MAPHL Program Course Outline**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Clock Hours</th>
<th>Outside of School Preparation Hours</th>
<th>Total Clock Hours</th>
<th>Quarter Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 100</td>
<td>Introduction to Administrative Medical Assisting</td>
<td>48.0</td>
<td>15.0</td>
<td>63.0</td>
<td>3.0</td>
</tr>
<tr>
<td>MA 101</td>
<td>Anatomy &amp; Physiology I</td>
<td>72.0</td>
<td>22.5</td>
<td>94.5</td>
<td>4.5</td>
</tr>
<tr>
<td>MA 102</td>
<td>Administrative Medical Assisting</td>
<td>168.0</td>
<td>55.0</td>
<td>223.0</td>
<td>11.0</td>
</tr>
</tbody>
</table>
MAPHL Program Goals and Objectives

- To provide quality education and training that develops the potential of each student to become a productive, responsible, and professional member of society, as well as a skilled member of the medical assisting workforce.
- To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.
- To provide our students with open access and a supportive environment that encourages student success in the classroom, laboratory, and on the externship site.
- To encourage professionalism, integrity, and high standards in students.
- To adhere to professional standards incorporating legal and ethical responsibilities of a Medical Assistant.
- To prepare students to organize, to prioritize, and to delegate care by communicating effectively with members of the medical team.
- To apply knowledge of specific disease conditions in the prevention, treatment, and wellbeing of the patients.
- To prepare students to take the national exam for Clinical Certified Medical Assistant (CCMA).
- To prepare students to take the national exam for Certified EKG Technician (CET)
- To produce competent Phlebotomy Technicians for the medical community.
- To stimulate a life-long pursuit of education in the medical field.
- To develop interpersonal skills in communicating with the patient, medical and administrative individuals.
- To provide educational opportunities in phlebotomy to members of the community.

MAPHL Program Information, Length and Schedule

Gurnick Academy of Medical Arts Medical Assistant portion of the program provides a library and classrooms equipped with modern audio-visual teaching aids, textbooks, and simulators. Instructor to Student ratio is 1:15 in laboratory, and 1:30 in lecture. Classes begin four times a year. The program consists of 9 courses contained in 3 modules.

Students must be available 8AM-6:00PM Monday through Friday for didactic and laboratory course work. While on Externship, student may be required to accommodate alternative schedules based on facility placement business hours. Students must be able to complete those special rotations at the schedule provided.
Students receive two hundred twenty (220) hours of didactic and three hundred ninety-six (396) hours of laboratory instruction time and two hundred twenty (220) hours of clinical externship allowing them to apply the lecture topics and lab hands-on skills in practical use when placed in a healthcare facility. Two hundred five (205) hours will be student outside work time.

The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in the medical assisting field. Upon completion of the program, a certificate is awarded. Normal completion time for this program is forty (40) weeks excluding holidays and vacation times.

In order to ensure program completion is on time and the required program hours are fulfilled, class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday).

**Lab Hours**
Lab hours are done in conjunction with daily theory delivery and conducted under instructor guidance and supervision.

**Outside Work**
Outside work will be assigned by instructor in correlation to daily theory topic and skills. Assignments will vary from day to day according to topics, to be done on students own time and will be given due dates.

**Certification Exam Review**
Students will undergo two intense theory and lab review provided by instructor for certification exam preparation. Preparation is divided in to two portions Administrative and Clinical.

**Clinical Externship**
Clinical externship includes student placement in a facility that performs various types of skills and provides exposure to theory concepts, and an opportunity for hands-on practice. Externship will provide opportunity for students to assist facility staff with daily duties in the front and back office under staff supervision. This marks the point of transition from being a student to becoming a medical assistant. The externship serves as a practicum without pay to help students apply learned classroom skills. Students will have a variety of tasks to perform and to document for verification purposes. Daily attendance and performance at the site is verified by facility personnel.

*All tasks above are subject to change, add, remove or modify on the ongoing bases according to state regulation and Medical Assistant Certification Examination requirements and ABHES guidelines.*

**Phlebotomy Courses**
Gurnick Academy of Medical Arts provides a library and classrooms that are equipped with modern audio-visual teaching aids, textbooks and journals, and anatomical charts and models. The Phlebotomy Technician Instructor to Student ratio is 1:25 in lecture, 1:15 laboratory and externship.

The course is eight (8) hours per week attending didactic training, and eight (8) hours per week receiving clinical instruction in patient care areas. Classes are held two (2) times a week from 6:00 PM - 10:00 PM. The course is forty (40) hours of didactic instruction and forty (40) hours of externship education allowing application of lecture topics in practical use. Normal completion time for this portion of the program is ten (10) weeks excluding any holidays and vacation times.
PSYCHIATRIC TECHNICIAN PROGRAM (PT)

48 WEEKS
1,530 CLOCK HOURS
89.5 QUARTER CREDIT HOURS
DIPLOMA PROGRAM, 4 MODULES
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):
29-2053.00, 29-2061.00
POTENTIAL OCCUPATIONS:
Please see school official for complete list of potential occupations
LOCATION:
Concord Campus
RESIDENTIAL

PT Program Description
Psychiatric Technicians (PTs) provide care for clients diagnosed with mental disorders and/or developmental disabilities under the supervision of the director of the services. The director may be a physician, psychologist, rehabilitation therapist, social worker, registered nurse, or other professional personnel. The Psychiatric Technician utilizes scientific and technical expertise, and manual skills to provide care and training for clients with mental disorders and developmental disabilities. The program includes didactic and laboratory training, as well as clinical experiences that correlate with the theoretical education.

As a result of the preparation, students will be able to work as a Psychiatric Technician in hospitals, substance abuse programs, county jails, special school programs, outpatient mental health clinics, mobile psychiatric emergency teams, psychiatric crisis units, group homes, California Correctional Health Care Services, behavioral centers or state mental hospitals.

PT Program Goals and Objectives
- Incorporate principles from psychiatric, nursing, behavioral, and physical sciences in the provision of competent care to clients of different ages with different bio-psychosocial needs.
- Apply knowledge of specific disease conditions in the prevention, treatment, and rehabilitation of clients diagnosed with medical-surgical and mental disorders, and developmental disabilities.
- Provide care training for persons with intellectual disabilities to enable them to maximize their potential using their therapeutic regime and all the necessary resources available to them.
- Adhere to professional standards incorporating legal and ethical responsibilities of the psychiatric technician.
- Utilize critical thinking in assessment, planning, intervention, and evaluation of client care.
- Organize, prioritize and delegate care to a group of clients using effective communication techniques with unit team members.

PT Program Outline

Table 42. PT Program Course Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Clock Hours</th>
<th>Quarter Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 100</td>
<td>Fundamental of Nursing</td>
<td>96</td>
<td>9.5</td>
</tr>
<tr>
<td>PT 110</td>
<td>Anatomy and Physiology</td>
<td>56</td>
<td>5.5</td>
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<tr>
<td>PT 120</td>
<td>Clinical Nutrition</td>
<td>32</td>
<td>3</td>
</tr>
<tr>
<td>PT 130</td>
<td>Clinical Lab I</td>
<td>120</td>
<td>6</td>
</tr>
<tr>
<td>PT 200</td>
<td>Medical Surgical Nursing for Psychiatric Technicians</td>
<td>88</td>
<td>8.5</td>
</tr>
<tr>
<td>PT 210</td>
<td>Pharmacology I</td>
<td>40</td>
<td>4</td>
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</tbody>
</table>
PT Program Information, Length and Schedule
The program information, length and schedule may change. Make sure to read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details.

The Psychiatric Technician program is a diploma program. Instructor to student ratio is 1:15 in laboratory and clinical.

Psychiatric Technicians (PTs) duties typically include, but are not limited to, basic hygiene and nursing care, measurement of vital signs, performance of prescribed medical treatments, administration of prescribed medications, implementation of behavioral management techniques, crisis intervention, sensory and perceptual development assessment, social and vocational training, and the facilitation of individual and group therapeutic activities.

Classes begin once a year. Students spend twenty to forty (20-40) hours per week attending didactic training and laboratory activities in patient care areas:

- Morning group: Monday through Friday 9:00AM – 2:00PM;
- Evening group: Monday through Friday 5:00PM – 10:00PM;
- Regular clinical rotations hours are: 6:30AM – 3:30PM and 2:30PM – 11:30PM.

The student receives five hundred and seventy-six (576) hours of didactic and laboratory instruction and nine hundred and fifty-four (954) hours of clinical education allowing them to apply the lecture topics to practical use. The sessions schedule for clinical varies. Please check with an Admission Advisor.

Preparation for the CAPT exam is provided at the conclusion of the didactic, laboratory, and clinical hours in the form of an exit exam. Students are permitted three (3) attempts to pass the exit exam to graduate. The 1st attempt is given at the completion of the program. The 2nd attempt is given 2 weeks after the completion of the program. The 3rd attempt is given at 4 weeks after completion of the program. Under extraordinary circumstances, applicable students may be eligible for a 4th attempt; see Student Grievance and Appeals Policy for more information.

The curriculum will provide students with the technical, clinical and interpersonal skills necessary to succeed as a Psychiatric Technician. Normal completion time for this program is forty-eight (48) weeks excluding holidays and vacation times.

### CONTINUING EDUCATION AND ONLINE PREREQUISITE COURSES

### ONLINE EDUCATION PREREQUISITE COURSES

Gurnick Academy of Medical Arts offers Prerequisite Courses that are not accredited by ABHES. Prerequisite courses are offered in online and residential formats. Our online education offers currently prerequisite and supplemental courses and is intended for students who are entering our core programs.
Gurnick Academy of Medical Arts offers Continuing Education Courses. These courses are not accredited and are intended to bring professionals up to date in knowledge and skills.

**CPR Course for Basic Life Support**

1 DAY  
4.5 CLOCK HOURS (Full Course)  
3 CLOCK HOURS (Renewal Course)  
CPR Card  
LOCATION:  
All Campuses  
RESIDENTIAL

**CPR Course Registration**

Prior to registration, applicants must meet the following admission criteria:
- Provide a valid Photo Identification on the day of the course.

Applicants must register online through our website. In order to complete registration applicants must first select CPR Course on CE Courses page. Choose an appropriate campus and desired start date and click on Registration button. Follow the required steps to complete registration. Students must contact Admission Advisors to follow up with the registration completion.

**CPR Course Description**

The goal of the CPR for Basic Life Support Course is to train participants to save lives of victims in cardiac arrest through high-quality cardiopulmonary resuscitation (CPR). The American Heart Association designed the CPR for Basic Life Support Course to prepare healthcare professional to know how to perform CPR in both in and out of hospital settings. This course trains participants to promptly recognize cardiac arrest, give high quality chest compressions, deliver appropriate ventilations and provide early use of an automated external defibrillator (AED) as part of a team and individually. The course also teaches how to relieve choking. This course includes adult, child and infant rescue techniques.

**Intended Audience:**
Medical or nursing students, aides, medical assistants and other healthcare personnel.

**Course Length:**
- Approximately 4.5 hours (Full Course)  
- Approximately 3 hours (Renewal Course)

**CPR Card Information**

Upon completion of the class, students who pass the test will receive the BLS/CPR card that is valid for 2 years. If students do not pass the test, they will not receive the card.
Prior registration applicants must meet the following admission criteria:
1. Provide a valid Photo Identification
2. Provide a proof of one of the following:
   • A current and valid California LVN license
   • Senior standing in a California Vocational Nurse Program with successful completion of Module IV
   • Graduate from a California Vocational Nurse program
   • Interim Permit status for California LVN licensure
   • RN License from State of CA
   • Physician License from State of CA

Applicants must register online through our website. In order to complete registration, the applicant must first select IV Therapy/Blood Withdrawal Course on the CE Courses page. Choose an appropriate campus and desired start date and click on Registration button. Follow the required steps to complete registration. Applicants must contact the desired campus Admission Advisors to follow up with the registration completion.

Course Information, Length and Schedule
The IV Therapy/Blood Withdrawal Certification Course at Gurnick Academy of Medical Arts can be used for the continuing education requirement to enhance the knowledge of vocational nurse at a level above that required for licensure.

Gurnick Academy of Medical Arts IV Therapy/Blood Withdrawal course provides a library and classrooms that are equipped with modern audio-visual teaching aids, textbooks and journals, and anatomical charts and models.

The IV Therapy/Blood Withdrawal course Instructor to Participant ratio is 1:15 in lecture and clinical practicum.

The course is three (3) days of nine (9) hours of didactic training on the theory behind the practice and principles of intravenous therapy and blood withdrawal within the scope of practice for LVNs, RNs, and licensed physicians, in the state of California, and one (1) nine (9) hour day of clinical practicum in the clinical skills lab setting in which each student must complete a minimum of three (3) individually supervised successful venipunctures and three (3) individually supervised skin punctures (capillary blood withdrawal) on live human subjects.

Normal completion time for this course is per campus schedule.

Course Goals and Objectives
• Recognize the role of the Registered Nurse and the Licensed Vocational Nurse in IV Therapy and Blood Withdrawal
• List factors that affect flow rates of IV solutions
• Describe proper use of specific IV therapy, arterial puncture and blood withdrawal equipment.
• Initiate IV therapy, blood withdrawal, arterial puncture utilizing nursing precautions or patient safety by:
   - Preparing the patient psychologically
   - Explaining the rationale for blood withdrawal, arterial punctures, and venipunctures
Differentiating between the types of skin puncture, venipunctures and arterial devices and their appropriate uses
- Differentiating between skin puncture, arterial puncture, and venipunctures
- Distinguishing between types of intravenous solutions and their appropriateness
- Preparing equipment properly and aseptically
- Selecting and correctly preparing the most appropriate vein for venipunctures, blood withdrawal or arterial puncture
- Preparing the site in a manner which reduces the chance of infection
- Performing venipunctures utilizing direct or indirect method
- Performing blood withdrawal utilizing skin puncture (vacutainer, butterfly, syringe), arterial puncture or venipunctures
- Dressing site according to policy
- Securing and immobilizing device appropriately and safely
- Regulating flow rate and fluid accurately
- Documenting on medical record

- Recognize complications related to blood withdrawal, arterial punctures, and venipunctures
- Recognize local and systemic reactions related to intravenous therapy
- List the nursing measures taken to reduce local and systemic reactions
- List five reasons to discontinue and restart IV device
- List the cause and differentiate clinical symptoms of hypovolemia and hypervolemia
- List the cause and differentiate clinical symptoms of electrolyte imbalances
- Identify the role of IV therapy and pH balance
- List the causes of pH imbalances
- Differentiate actions, dosages, side effects, and nursing implications of specified intravenous solutions
- Correlate the IV fluid container label with the name of the solution as commonly ordered
- List the usual components of Total Parenteral Nutrition (TPN)
- Identify nursing precautions relating to TPN
- Recognize safety techniques utilized in blood transfusions
- Recognize types of transfusion reactions
- List nursing actions taken when a blood transfusion occurs
- Examine the differences between techniques used in adult and pediatric IV therapy
- Discuss situations related to IV therapy and legal implications
- Describe appropriate ways of minimizing legal risks in IV therapy and blood withdrawal practice
- Identify the safety precautions in regards to administering IV fluids, withdrawing blood and testing for adequate circulation pertaining to arterial puncture site

Course Outcomes
Upon completion of the course, the student will be able to:
- Discuss the structure and function of veins
- Identify the names and the locations of the veins most suitable for phlebotomy and cannulation/venipuncture.
- Assemble equipment and supplies needed to collect blood and for cannulation/venipuncture and discuss the correct use of each.
- Demonstrate the steps in performing blood collection and cannulation/venipuncture procedure.
• Assess techniques and equipment used to minimize biohazard exposure in blood collection and cannulation/venipuncture.
• Evaluate procedural errors in blood collection and cannulation/venipuncture and discuss remedies for each.
• Differentiate complications associated with blood collection and cannulation/venipuncture and their effect on the quality of laboratory results.

Certification Information
In order to complete the clinical portion of the course, all participants are required to bring a volunteer to participate in the venipuncture and skin puncture skills check off on the final day of the course.

There are two types of certificates that Gurnick Academy provides to its IV Therapy/Blood Withdrawal Course graduates: Course Completion Certificate and Continuing Education Certificate. Please see below for more details regarding certificate applicability.

Course Completion Certificate
LVNs:
At the completion of the course, the LVN who satisfactorily completes the course will receive a certificate of completion. The certificate will include the course title, date of completion, licensee’s name, address, telephone number, and license number and provider code issued by the board. The licensee is advised to retain the certificate in a secure location. After completion of the course, a copy of the certificate will be submitted to the board and the licensee will be listed as certified in intravenous therapy and blood withdrawal.
Non-Licensed VNs:
Seniors in good academic standing may also complete the course. However, once senior students complete the course, their Certificate of Completion will not be forwarded to BVNPT until they receive their license. It is the responsibility of the student to contact Gurnick Academy upon receipt of licensure and request submission of the required certificate to the Board.

Continuing Education Certificate
RNs or Licensed Physicians:
These students complete the IV/BW course provided by Gurnick as Continuing Education course and should receive Continuing Education Certificates only which includes the Gurnick’s continuing education course approval number.

Course Outline

Table 4. Course Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VN 500</td>
<td>Intravenous Therapy/Blood Withdrawal Certification For Licensed Vocational Nurses</td>
<td>36</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>36</td>
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</table>
COURSE DESCRIPTIONS

Courses within the programs are not necessarily offered in the sequence as they appear in this catalog. Gurnick Academy of Medical Arts reserves the right to make changes in equipment and instructional materials, to modify curriculum and to combine or cancel classes.

GE Courses – Distance Education (Online)

GE 001 – Biology Basics – 4.5 Quarter Credit Hours
This course is an introduction to major biological molecules, cell structure and function for both eukaryotic and prokaryotic organisms, cell cycle, genetics, sexual and asexual reproduction, bioenergetics, cell communication and signaling. This is a General Education Course.

GE 011 – Anatomy & Physiology – 5.5 Quarter Credit Hours
Prerequisite – None
This course covers the structure and function of the human body from the single cell through all body systems and the inter-relatedness of the structure and functions in the body are examined. Basic concepts of fluid, electrolyte and acid/base balance are included.

GE 020A – Human Body in Health and Disease I with Lab – 4 Semester Credit Hours
This course is the first in the series of two courses to cover the human organ systems’ structure and function. In both the lecture and the lab, the basics of structures and functions of the human body will be discussed. Between GE 020A and GE 020B, topics on all individuals major organ systems will be examined, while considering them in the state of health versus the state of disease. This course is the prerequisite for GE 020B – Human Body in Health & Disease II. This is a General Education Course.

GE 020B – Human Body in Health and Disease II with Lab – 4 Semester Credit Hours
This course is the second in the series of two courses to cover the human organ systems’ structure and function. In both the lecture and the lab, the basics of structures and functions of the human body will be discussed. Between GE 020A and GE 020B, topics on all individual major organ systems will be examined, while considering them in the state of health versus the state of disease. Prerequisite: GE 020A – Human Body in Health & Disease I. This is a General Education Course.

GE 021 – Anatomy & Physiology I with Laboratory – 6.5 Quarter Credit Hours
In both the lecture and the lab, the essential basics of structures and functions of the human body systems will be discussed. Topics on all individual major organ systems will be examined, while considering them in the state of health versus the state of disease, focusing mainly on structures. Various clinical implications and possible deviations from norm of each organ system will be brought up throughout the course. This is a General Education Course.

GE 022 – Anatomy & Physiology II – 3 Semester Credit Hours
This is an advanced course in Anatomy and Physiology, where details of structures and functions of the human body systems will be discussed in the context of various disease states. Pathophysiology of all individual major organ systems will be addressed, while comparing them in the state of health versus the state of disease, focusing mainly on functions and pathological abnormalities. Various clinical implications and possible deviations from norm of each organ system will be brought up throughout the course. This is a General Education course at Gurnick Academy of Medical Arts.

GE 031 – Nutrition in Health and Disease – 3 Semester Credit Hours
This course covers the nutrient needs for maintaining positive nutritional status, including diets to fit specific health needs and primary nutritional care.

GE 041 – General Microbiology w/ Lab – 4 Semester Credit Hours
This course presents basic concepts of microbiology; practical applications to medicine, public health, and the environment, with laboratory techniques in isolation, enumeration, and identification of microorganisms.
GE 103 – Growth and Development through Lifespan – 3 Semester Credit Hours
This course discusses the existing theories of growth and development and focuses on an understanding of the dynamic sequence of biologic, psychological, and sociological changes which occur through the life cycle from birth to death.

GE 110 – Critical Thinking – 3 Semester Credit Hours
This course explores the mechanisms of and obstructions to critical thinking. Students will examine principles and fallacies in myriad types of arguments and rhetoric. This course will include the evaluation of all components of persuasive communications.

GE 112 – Algebra I – 4.5 Quarter Credit Hours
This course is designed to give students the math skills that provide a foundation for more advanced courses. Students will explore writing and solving linear and nonlinear equations, powers and exponents, quadratic equations, polynomials and factoring, graphing and solving linear inequalities, and functions. This is a General Education Course.

GE 110 – Critical Thinking – 4.5 Quarter Credit Hours
This course teaches students the skills they need in order to think for themselves—skills they will call upon in this course, in other college courses, and in the world that awaits. This course covers the core concepts with real-world examples and practice exercises. This is a General Education Course.

GE 111 – Research Statistics – 2 Semester Credit Hours
This course is preparation for RN 305 – Nursing Research. The course introduces statistical test tools, the conditions under which these tools are used, statistical calculation, and the meaning of statistics. The tools are also discussed as the basis of data analysis, probability, and statistical inference and their importance in decision-making.

GE 112 – Algebra I – 3 Semester Credit Hours
This course is equivalent to second year high school algebra, including exponents, radicals, logarithms, systems of linear equations, complex numbers, and quadratic equations.

GE 120 – Introduction to Information Systems – 3 Semester Credit Hours
This course is the introduction to personal computer application software, hardware components, and the Internet. The course covers an introduction to word processing, electronic spreadsheet, database, and presentation software.

GE 201 – Introduction to Sociology – 4.5 Quarter Credit Hours
This course includes the study of basic methods and concepts of sociology, which have broad academic relevance, and which can be applied to the study of sociology as well other academic disciplines. This is a General Education Course.

GE 201 – Introduction to Sociology – 3 Semester Credit Hours
(Designed for general education or those students majoring in one of the behavioral sciences.)
This course introduces human interaction from the sociological perspective and through the utilization of sociological concepts, theories, and principles. Topics include culture, socialization, organizations, deviance, stratification, institutions, population, and social change.

GE 202 – General Psychology – 3 Semester Credit Hours
This course includes the study of basic methods and concepts of psychology, which have broad academic relevance, and which can be applied to the study of psychology as well other academic disciplines.

GE 202 – General Psychology – 3 Semester Credit Hours
This course presents basic methods and concepts of psychology, which have broad academic relevance and which can be applied to the study of psychology as well as other academic disciplines
GE 221 – Written Communication for Professionals – 3 Semester Credit Hours
The ability to write clearly and effectively is key to professional communication. This set of skills should not be limited to journalists or professional authors. This course will discuss how to overcome common mistakes and improve communication using the written word. This writing skills course includes sections on spelling, grammar, importance of structure, formal and informal writing styles. This course also covers the skills needed to enable learning, communication of ideas and understanding the ideas of others more effectively. This is a General Education Course at Gurnick Academy of Medical Arts.

GE 222 – English Reading and Composition – 4.5 Quarter Credit Hours
Prerequisite – None
This course introduces students to reading a variety of literature texts and teaches them the basic elements of fiction, poetry, and drama. The course will teach students how to write analysis, explication, and compare – and contrast essays in response to the literature read. This is a General Education Course at Gurnick Academy of Medical Arts.

GE 240 – Public Speaking, Basics of Effective Communication – 3 Semester Credit Hours
This course offers an introduction to communication in interpersonal relationships, group interactions, and formal speaking, with skill development in listening, speech preparation, and oral presentation.

GE 253 – Ethics and Law in Radiography – 2 Quarter Credit Hours
Prerequisite: Completion of 5th Module
Course provides a fundamental background in ethics and human diversity. The historical and philosophical basis of ethics, as well as the elements of ethical behavior will be discussed. The student will examine a variety of ethical issues and dilemmas found in clinical practice. Course activities will include research and analysis on case studies germane to the field of medical imaging. An introduction to legal terminology, concepts and principles will also be presented. Topics include misconduct, malpractice, legal and professional standards, and the ASRT scope of practice. The importance of proper documentation and informed consent is emphasized. Additional topics covered are safety in the medical imaging department, documentation, recordkeeping, risk management, and reporting requirements.

GE 262 – Career Development and Preparation – 3 Quarter Credit Hours
Prerequisite: Completion of 6th Module
Course provides to prepare the graduate for the post – education transition into the workforce. The course will guide students in the development of a portfolio, skills in writing a resume, developing effective interviewing techniques, and job search strategies. Students will be informed as to the processes necessary to obtain certification as radiographers from both the American Registry of Radiologic Technologists and from the State of California Department of Public Health, Radiologic Health Branch.

GE 301 – Spanish I – 3 Semester Credit Hours
The emphasis of this class is on oral proficiency: conversational speaking and listening comprehension with detailed instruction in the fundamentals of Spanish grammar, vocabulary, reading comprehension, and writing in Spanish. This is a General Education Course at Gurnick Academy of Medical Arts.

GEH 020 – Medical Terminology – 1.5 Quarter Credit Hours
Prerequisite – None
The purpose of this course is to introduce the student to medical and pathological terms related to specific body systems. Through lecture, discussion, demonstration, visual aids, and self – study the student will develop knowledge and understanding of the professional language so that they may function and communicate effectively with other members of the medical team.

GEH 101 – Organization and Function of Health Services – 3 Semester Credit Hours
This course focuses on healthcare and delivery of services: identification and function of governmental, private and voluntary organizations; programs in health protection, and promotion at local, state, and national levels.
**GEH 102 – Essentials of Patient Education – 3 Semester Credit Hours**
This GE course toward the BSN Degree or Bachelor’s Degree in imaging disciplines identifies the principles of effective patient education. It explores cultural needs, literacy and other barriers to understanding, and amiability to health education. Oral and written presentations of culturally sensitive material will be developed by students by the end of the course.

**GEH 201 – Holistic Health and Complementary Alternative Medicine – 2 Semester Credit Hours**
This course is a synthesis of East and West modalities that can be applied to patient care in and out of care facilities. It introduces the holistic concept of health and wellness and adjunctive therapies. The use of Complementary Alternative Medicine (CAM) can be used alone or in conjunction with established approaches to medical intervention. Among topics to be discussed are those that include stress reduction, meditation, relaxation techniques, visual imagery, and herbal therapies.

**GEH 202 – Loss, Grief, Dying, and Death – 3 Semester Credit Hours**
This 3 – unit GE course toward the BSN Degree focuses on loss and dying in healthcare. This course guides students through an understanding of this universal phenomenon as it applies to themselves and their patients. Philosophical, physiological, psychological, and sociological aspects are identified and discussed in the course, as well as cultural and cross – cultural variations on this subject. Ways to help oneself and others are identified. Bioethical issues of dying and death, which conflict the individual and society, are addressed.

**GEH 203 – Writing Skills for Healthcare Professional – 2 Semester Credit Hours**
This course reviews academic and scientific writing format and style, fostering an awareness of research – based scientific writing. Students will develop skills in writing an introductory paragraph, organizing a critical review of the literature, and creating a concise conclusion. Bibliographic search methodology and American Psychological Association (APA) editorial format will be reviewed and utilized.

**GEH 301 – Ethics and Law in Health Science – 3 Semester Credit Hours**
This course examines health law and ethics and their financial and emotional impact on healthcare professionals, patients, and healthcare facilities. Course content includes legal and compliance issues affecting both the employee and employer. Topics include administrative law, professional malpractice, patient rights, risk management, labor law, contract law, and ethical considerations.

**Associate of Science in Magnetic Resonance Imaging (ASMRI) Courses – Blended Program**

**MR 001 – Introduction to MRI – 12 Quarter Credit Hours**
This course is designed for use as the initial introduction for the MRI training program. The one hundred and twenty (120) hours of didactic instruction will prepare students for clinical which begins in the fourth week, insuring safety in the practice of MRI technology. This course will provide the student with an overview of Magnetic Resonance Imaging and Safety. Program policies and student responsibilities will be outlined. The fundamental principles of MRI, equipment and terminology will be introduced. The role of the technologist in maintaining patient safety and comfort will be discussed as well as personal safety and safety of coworkers. A brief introduction about imaging parameters and the clinical application of MRI is included. The student will be introduced to the basic setup for most routine MRI procedures.

**MR 101 – Sectional Anatomy I – 2 Quarter Credit Hours**
This is a study of human anatomy as seen in axial, sagittal and coronal planes. Other imaging planes are studied when relevant for demonstration of anatomy in specific regions. Correlation to MRI is practiced in this course. Bony, muscular, vascular, organs, and soft tissues of the following anatomical regions are studied: central nervous system (brain and spine), other structures in the head, soft tissue neck, musculoskeletal, cardiovascular, thorax, abdomen, and pelvis.

**MR 102 – Medical Terminology I – 1.5 Quarter Credit Hours**
The purpose of this course is to introduce the student to medical and pathological terms related to specific body systems. Through lecture, discussion, demonstration, visual aids, and self – study the student will develop knowledge and understanding of the professional language so that they may function and communicate
effectively with other members of the medical team.

**MR 103L – Physical Principles of MRI – 4.5 Quarter Credit Hours**
This unit provides the student with a comprehensive overview of MR imaging principles. The subjects are formatted in individual outlines and can be sequenced according to the level of knowledge desired. Topics include the history of MR, nuclear MR signal production, tissue characteristics, pulse sequencing, imaging parameters/options and image formation.

**MR 104L – Patient Care – 4 Quarter Credit Hours**
Content is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures will be described, as well as infection control procedures utilizing standard precautions. The role of the MRI technologist in patient education will be identified including ethics, communication, and age appropriate care.

**MR 111 – MRI Clinical – 8 Quarter Credit Hours**
This course will allow the student the opportunity to practice skills necessary to obtain high quality MR images, to objectively alter protocols based on patient pathology or physical condition, and to identify image quality problems and make appropriate corrections. The clinical is conducted at a clinical facility after or in conjunction with didactic instruction. Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student will proceed with performing studies under indirect supervision to gain experience and expertise in MR imaging. This course is presented with a progression in competency levels in the form of clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations and educational materials to competently achieve the course objectives.

**MR 201 – Sectional Anatomy II – 2 Quarter Credit Hours**
This is a study of human anatomy as seen in axial, sagittal and coronal planes. Other imaging planes are studied when relevant for demonstration of anatomy in specific regions. Correlation to MRI is practiced in this course. Bony, muscular, vascular, organs, and soft tissues of the following anatomical regions are studied: central nervous system (brain and spine), other structures in the head, soft tissue neck, musculoskeletal, cardiovascular, thorax, abdomen, and pelvis.

**MR 202 – Medical Terminology II – 1.5 Quarter Credit Hours**
The purpose of this course is to introduce the student to medical and pathological terms related to specific body systems. Through lecture, discussion, demonstration, visual aids, and self-study the student will develop knowledge and understanding of the professional language so that they may function and communicate effectively with other members of the medical team.

**MR 203L – MRI Protocols and Procedures I – 3 Quarter Credit Hours**
This course will provide the student with imaging techniques related to the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn specific clinical application, coils that are available and their use, considerations in the scan sequences, specific choices in the protocols (i.e.; slice thickness, phase direction, flow compensation), and positioning criteria. Anatomical structures and the plane that best demonstrates anatomy will be discussed as well as signal characteristics of normal and abnormal structures. Pharmacology as it pertains to MRI will be discussed. Students will demonstrate the practices they have learned by applying their didactic knowledge during their laboratories.

**MR 204 – MRI Safety – 3.5 Quarter Credit Hours**
This content introduces the basic principles of MR safety and covers the basic concepts of patient management. Educating patients and ancillary staff on magnet safety also is presented. Patient and magnet-related emergencies represent a unique situation to an MR technologist; recommended procedures and responsibilities of the technologist will be discussed for these situations. This content also covers MR contrast agents.

This introduction provides basic knowledge of MR safety, patient preparation and monitoring of patients in the
MR suite. This information enables the student to better communicate with the healthcare team to ensure patients’ safety. Health effects and safety issues are important aspects of this diagnostic modality.

**MR 211 – MRI Clinical – 8 Quarter Credit Hours**
This course will allow the student the opportunity to practice skills necessary to obtain high quality MR images, to objectively alter protocols based on patient pathology or physical condition, and to identify image quality problems and make appropriate corrections. The clinical is conducted at a clinical facility after or in conjunction with didactic instruction. Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student’s proficiency, the student will proceed with performing studies under indirect supervision to gain experience and expertise in MR imaging. This course is presented with a progression in competency levels in the form of clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations and educational materials to competently achieve the course objectives.

**MR 301 – Sectional Anatomy III – 2 Quarter Credit Hours**
This is a study of human anatomy as seen in axial, sagittal and coronal planes. Other imaging planes are studied when relevant for demonstration of anatomy in specific regions. Correlation to MRI is practiced in this course. Bony, muscular, vascular, organs, and soft tissues of the following anatomical regions are studied: central nervous system (brain and spine), other structures in the head, soft tissue neck, musculoskeletal, cardiovascular, thorax, abdomen, and pelvis.

**MR 302L – Physics I – 2.5 Quarter Credit Hours**
This course is designed to provide the student with a comprehensive overview of MR imaging. Topics include instrumentation, magnetism, NMR signal production, tissue characteristics, spatial localization, pulse sequencing, imaging parameters/options, special applications, safety, and quality assurance. Advanced level training is included which provides activities related to physical principles in addition to quality assurance procedures.

**MR 303L – MRI Protocols and Procedures II – 3 Quarter Credit Hours**
This course will provide the student with imaging techniques related to the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn specific clinical application, coils that are available and their use, considerations in the scan sequences, specific choices in the protocols (i.e. slice thickness, phase direction, flow compensation), and positioning criteria. Anatomical structures and the plane that best demonstrates anatomy will be discussed as well as signal characteristics of normal and abnormal structures. Pharmacology as it pertains to MRI will be discussed. Students will demonstrate the practices they have learned by applying their didactic knowledge during their laboratories.

**MR 304 – Pathology in Diagnostic Imaging – 3.5 Quarter Credit Hours**
This course will familiarize the student with the common pathologies found in magnetic resonance imaging and their appearances with various imaging protocols. The course content will be inclusive of all commonly imaged body systems and areas. Case studies and images of the pathologies will be used to reinforce the lectures by the student from cases that they have performed or observed during clinical. The student will research pathologies and present the research in class.

**MR 311 – MRI Clinical – 8 Quarter Credit Hours**
This course will allow the student the opportunity to practice skills necessary to obtain high quality MR images, to objectively alter protocols based on patient pathology or physical condition, and to identify image quality problems and make appropriate corrections. The clinical is conducted at a clinical facility after or in conjunction with didactic instruction. Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student’s proficiency, the student will proceed with performing studies under indirect supervision to gain experience and expertise in MR imaging. This course is presented with a progression in competency levels in the form of clinical performance objectives and competency exams. The student will have access to the facilities,
personnel, examinations and educational materials to competently achieve the course objectives.

**MR 401 – Medicolegal Considerations in Healthcare – 2 Quarter Credit Hours**
Content is designed to provide a fundamental background in ethics and human diversity. The historical and philosophical basis of ethics, as well as the elements of ethical behavior, will be discussed. The student will examine a variety of ethical issues and dilemmas found in clinical practice. Course activities will include research and analysis on case studies germane to the field of medical imaging. An introduction to legal terminology, concepts and principles will also be presented. Topics include misconduct, malpractice, legal and the ASRT professional standards.

**MR 402 – MRI Registry Review – 3.5 Quarter Credit Hours**
This course will prepare the student for and to pass the required registry board exams so that they are able to work as MRI Technologists. This course includes a review of the MRI program and the students will take a mock registry board exams. Students will learn effective ways to study and answer question from the registry.

**MR 403L – Physics II – 2.5 Quarter Credit Hours**
This course is designed to provide the student with a comprehensive overview of MR imaging. Topics include instrumentation, magnetism, NMR signal production, tissue characteristics, spatial localization, pulse sequencing, imaging parameters/options, special applications, safety, and quality assurance. Advanced level training is included which provides activities related to physical principles in addition to quality assurance procedures.

**MR 404 – Computers in Imaging – 2 Quarter Credit Hours**
This course is designed to give the student an understanding of the components, principles and operation of digital imaging systems found in radiology. The student will learn the principles of digital imaging systems, factors that impact image acquisition, display, archiving, and retrieval of MR images.

**MR 411 – MRI Clinical – 8 Quarter Credit Hours**
This course will allow the student the opportunity to practice skills necessary to obtain high quality MR images, to objectively alter protocols based on patient pathology or physical condition, and to identify image quality problems and make appropriate corrections. The clinical is conducted at a clinical facility after or in conjunction with didactic instruction. Activities include demonstration and observation, after which the student assists in performing the activity. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student’s proficiency, the student will proceed with performing studies under indirect supervision to gain experience and expertise in MR imaging. This course is presented with a progression in competency levels in the form of clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations and educational materials to competently achieve the course objectives.

**Associate of Science in Nursing (ADN) Courses – Blended Program**

**RN 100 – Fundamentals of Nursing – 3 Semester Credit Hours**
This course introduces professional nursing. Content includes a brief history of nursing, including roles and responsibilities of the health care team. The provision of a standard of care consistent with legal, ethical, and regulatory guidelines and ANA Standards of Practice are emphasized. Verbal communication skills, informatics, evidence based practice, safety and the development of a patient centered, therapeutic nurse - client relationship are fostered. Students are taught the nursing process and use of nursing diagnosis in the development of a nursing care plan.

**RN 101 – Fundamentals of Nursing Clinical and Lab – 3.5 Semester Credit Hours**
This course integrates concepts, theories, and skills fundamental to the practice of nursing. Students will use the nursing process to plan and provide for the cultural, physiological, social, psychological, and spiritual needs of adult patients with health disruptions.

**RN 102 – Health Assessment Theory – 2 Semester Credit Hours**
This course focuses on strategies to obtain health histories and physical assessment data for diverse populations across the life span. Students are instructed in the identification of normal and abnormal findings using inspection, palpation, percussion and auscultation. Health risk prevention and promotion of optimal health behaviors are also addressed.

**RN 103 – Health Assessment Skills Lab – 1.5 Semester Credit Hours**
This course focuses on the use of health assessment theory to develop the hands – on skills of inspection, palpation, percussion and auscultation. Laboratory experience includes demonstration, practice and critique of skill performance.

**RN 104 – Fundamentals of Pharmacology – 2 Semester Credit Hours**
The student is familiarized with a history of pharmacology, the classification of medications, their actions, application and nursing considerations. Principles and procedures for the safe administration of medications are stressed. Basic math and computation of adult and pediatric dosages are included. Actions, interactions, applications and nursing considerations are addressed.

**RN 106 – Pathophysiology – 2 Semester Credit Hours**
Pathophysiological changes in the acutely ill and chronically ill patient across the lifespan are explored using a systems and inter – s. systems approach. Identification of pathological changes in the assessment of patients with major health disruptions; techniques appropriate to patients using a major systems approach; analysis of data and describing intersystem relationships across the life span as a basis for problem solving in the nursing process. Introduction of how genomics is offering new possibilities for therapies and treatments for some complex diseases, as well as new diagnostic methods. Basic EKG and arrhythmia determination and ABG analysis are included.

**RN 200 – Medical/Surgical I Theory – Introduction to Med/Surg – 3 Semester Credit Hours**
This course provides basic medical/surgical theory related to endocrine, musculoskeletal, integumentary, and sensory system disorders as well as perioperative care and fluid and electrolytes imbalances. Develop an understanding of the dynamic sequence of biologic, psychologic, and sociologic changes which occur through older adulthood. Usual growth and development patterns as well as disruption in critical periods of development are presented and help the development of nursing insight which will enable safe, effective patient – centered care.

**RN 201 – Medical/Surgical I Clinical – Introduction to Med/Surg – 2 Semester Credit Hours**
This course applies theoretical content of patient – centered care of patients with medical surgical conditions. Emphasis is on care planning, assessment, teaching and clinical interventions to promote healthy outcomes for patients.

**RN 202 – Medical/Surgical II Theory – Intermediate Med/Surg – 3 Semester Credit Hours**
This course provides basic medical/surgical theory related to endocrine, gastrointestinal, genitourinary, hematology problems patients with cancer, palliative care. Develop an understanding of the dynamic sequence of biologic, psychologic, and sociologic changes which occur through older adulthood. Usual growth and development patterns as well as disruption in critical periods of development are presented and help the development of nursing insight which will enable safe, effective patient – centered care.

**RN 203 – Medical/Surgical II Clinical – Intermediate Med/Surg – 2 Semester Credit Hours**
This course applies theoretical content of patient – centered care of patients with medical surgical conditions. Emphasis is on care planning, assessment, teaching and clinical interventions to promote healthy outcomes for patients.

**RN 300 – Maternal Newborn Theory – 3 Semester Credit Hours**
Comprehensive maternal and new born care beginning with preconception planning, and including risks occurring in pregnancy and post – partum, maternal and new born complications, male and female reproductive problems and needs, and family needs and problems during the maternity cycle. Concepts of nutrition, cultural variations, and safety of mother and newborn are integrated throughout. Therapeutic use of drugs during
pregnancy, labor and delivery, and immediate postpartum period are included.

**RN 301 – Maternal Newborn Clinical – 1.5 Semester Credit Hours**
This course is taught at a clinical site. This course applies theoretical content of patient – centered care of mothers and newborns. Emphasis is on assessment, teaching and clinical interventions to promote healthy outcomes for families.

**RN 302 – Maternal/Newborn Nursing & Women’s Health Clinical III – 2 Semester Credit Hours**
This course applies theoretical content of patient – centered care of mothers and newborns. Emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

**RN 303 – Care of Children Theory – 1.5 Semester Credit Hours**
This course is taught at a clinical site. This course applies theoretical content into practice with attention to patient centered, quality care. Interaction with family members facilitates the student’s ability to recognize family dynamics and their effects on the developmental process. Advanced skills necessary to care for the pediatric patient are achieved through simulation. Application of the nursing process to optimize patient and family outcomes are emphasized.

**RN 304 – Medical/Surgical III Theory – Advanced Med/Surg – 3 Semester Credit Hours**
This course provides basic medical/surgical theory related to respiratory, cardiac, neurologic, and musculoskeletal disorders. Develop an understanding of the dynamic sequence of biologic, psychologic, and sociologic changes which occur through older adulthood. Usual growth and development patterns as well as disruption in critical periods of development are presented and help the development of nursing insight which will enable safe, effective patient – centered care.

**RN 305 – Medical/Surgical III Clinical – Advanced Med/Surg – 2 Semester Credit Hours**
This course is taught at a clinical site. Integration and practical application of the advanced medical/surgical theory course caring for selected groups of patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes

**RN 400 – Mental Health Theory – 2 Semester Credit Hours**
This course addresses theories and principles of psychiatric nursing. Biopsychosocial foundations of behavior, communication and psychopharmacology are emphasized. Patient relationship and use of effective and non – effective communication is addressed. The nurse’s role in the prevention and early identification of psychiatric disorders of children, adolescents, adults and older adults and the treatment modalities of mental illness and organic brain syndromes are studied.

**RN 401 – Mental Health Clinical – 2 Semester Credit Hours**
This course is taught at clinical sites. This course facilitates the application of theory into clinical practice in the care of selected patients who may experience psychological stress, neurobiological disorders, and high – risk situations such as homelessness, family violence, child abuse, HIV and post – traumatic stress syndrome. Students apply the nursing process to optimize patient outcomes.

**RN 402 – Medical/Surgical IV Theory – Complex Med/Surg & Leadership – 3 Semester Credit Hours**
This course incorporates previous medical – surgical nursing theory with emphasis on the integration of pathophysiology, nutrition, pharmacology and psychosocial components of safe and individualized care for patients with complex medical – surgical health disruptions. Focus on holistic care to patient with burns, heart failure, acute respiratory distress, shock and multiple organ dysfunction, and traumatic brain injury. Leadership and management in nursing are explored as they relate to management of complex medical – surgical health alterations.

**RN 403 – Medical/Surgical IV Clinical – Complex Med/Surg & Leadership – 2 Semester Credit Hours**
This course is taught at a clinical site. Integration and practical application of the advanced medical/surgical theory course caring for selected groups of patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.
Associate of Science in Physical Therapy Assistant (ASPTA) Courses – Residential Program

PTA 100 – Introduction to Physical Therapist Assistant – 2 Quarter Credit Hours
This course provides an introduction to the role and scope of practice of the Physical Therapist Assistant. Emphasis will be on educational preparation, historical overview of physical therapy in the healthcare system, professional affiliations, structure and function of physical therapy services, ethical and legal issues in healthcare documentation. This course also provides an introduction to a self-study program in medical terminology and HIPAA regulations training.

PTA 110 – Fundamental PTA procedures with lab – 4.5 Quarter Credit Hours
This course begins with patient handling skills and continuation of documentation. Students practice and develop skills in gathering data for documentation necessary for the assessment of patient response to physical therapy while under the direction and supervision of a physical therapist. Students will acquire skills in test and measurements, patient handling, assistive devices, guarding, transfers and components of volumetric circumferential will be covered.

PTA 120 – Clinical Kinesiology with lab – 4.5 Quarter Credit Hours
This course provides knowledge of the principles of mechanics, musculoskeletal anatomy and how they relate to human motion and the field of physical therapy. The concepts of locomotion, forces, and levers are introduced. Topics include muscle origins and insertions, and actions. Laboratory experiences correlate to the lectures and include manual muscle testing and goniometry. Students will be expected to achieve competency on a given list of skills.

PTA 130 – Pathology – 4 Quarter Credit Hours
This course provides knowledge of disease processes and systemic disorders as well as guidelines, precautions, and contraindications for physical therapy interventions.

PTA 210 – Procedures II with lab – 4 Quarter Credit Hours
Lab PT Modalities – Physical Agents – Massage – Soft Tissue Interventions; this course provides an introduction into the use and application of physical agents, soft tissue interventions and massage in the practice of physical therapy. Practice of treatment techniques is emphasized through laboratory time. Students will be expected to achieve competency on a given list of skills.

PTA 220 – Orthopedic Management – 4 Quarter Credit Hours
This course provides an introduction into orthopedic related conditions commonly seen in Physical Therapy. Basic exercise principles and their application are covered with laboratory discussion, demonstration and practice. Students will be expected to achieve competency on a given list of skills.

PTA 230 – Professional Behaviors – 3 Quarter Credit Hours
This course provides an introduction into the concept of multicultural society and how it plays an increased role in the physical therapy clinic. Topics include cross-cultural communication skills, the psychology of disability, health disparities between populations, age differences, ethics and values, and professional development within the healthcare system.

PTA 222 – Patient Care Skills I – 1 Quarter Credit Hour
This course is Lab only and builds upon the foundational information from concurrent and previous courses. Procedures from concurrent lab classes are available for practice. Students are expected to use this time to improve their level of expertise in areas of difficulty. Group participation and student to student assistance fostering communication and independence is encouraged to prepare for the coming clinical affiliation. Application of clinical interventions will be emphasized in case studies. Students will develop clinical problem solving skills in following Physical Therapist’s Plan of Care in Orthopedic conditions, Modalities, patient handling, and other Pathologies concurrently or previously presented. Self-Assessment and peer assessment is expected. Competency and Practical exam is part of the course.
PTA 225 – Clinical Education I – 6 Quarter Credit Hours
4+ weeks full time; this is the second integrated clinical experience designed to give the student the opportunity to further their exposure to physical therapy practice in the clinic environment, and apply those skills that he/she has tested proficient in prior to affiliation and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full time for 4 weeks. Following the clinical affiliation, the students return to campus for one – week seminar, which will include case study presentations and review of the first full time clinical experience.

PTA 226 – Clinical Education I Seminar – 1 Quarter Credit Hour
This one week lecture course follows PTA 225 and includes case presentations from the PTA 225 experience and additional content related to reimbursement, discharge planning, billing, and other administrative issues of a physical therapy practice.

PTA 233 – Patient Care Skills II – 1 Quarter Credit Hour
This course is Lab only and builds upon the foundational information from concurrent and previous courses. Procedures from concurrent lab classes are available for practice. Students are expected to use this time to improve their level of expertise in areas of difficulty. Group participation and student to student assistance fostering communication and independence is encouraged to prepare for the coming clinical affiliation. Application of clinical interventions will be emphasized in case studies. Students will develop clinical problem solving skills in following Physical Therapist’s Plan of Care in Neurological conditions, Orthopedics conditions, Geriatrics, Pediatrics, Modalities, patient handling, and other Pathologies concurrently or previously presented. Self-Assessment and peer assessment is expected. Competency and Practical exam is part of the course.

PTA 235 – Clinical Education II – 8 Quarter Credit Hours
6 weeks full time; this is the third integrated clinical experience designed to give the student the opportunity to further their exposure to physical therapy practice in the clinic environment, and apply those skills that he/she has tested proficient in prior to affiliation and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full time for 5 weeks. This will be the last five weeks of the quarter.

PTA 240 – Applied Neurology – 4 Quarter Credit Hours
This course provides an introduction to neurologically based disabilities commonly seen in physical therapy practice. Common therapeutic interventions for rehabilitation are practiced. The chronic nature of neurologic conditions and the effect on the life of the individual will be addressed as it affects the provision of physical therapy. Students will be expected to achieve competency on a given list of skills.

PTA 245 – Clinical Education III – 9 Quarter Credit Hours
7 weeks full time; this is the terminal clinical experience designed to give the student the opportunity to further their exposure to physical therapy practice in the clinic environment, and apply those skills that he/she has tested proficient in prior to affiliation and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full time for 7 weeks.

PTA 250 – Physical Therapy Aspects of Growth, Development and Aging – 3 Quarter Credit Hours
This course provides an introduction into relevant topics and interventions that deal with the delivery of physical therapy services to the pediatric population and the aging population. Specific considerations for handling and psychosocial needs will be addressed. Pediatrics and geriatrics as specialty areas of practice as they occur within the typical in/out patient experience is covered. Students will be expected to achieve competency on a given list of skills.

PTA 260 – Selected Topics – 3 Quarter Credit Hours
This course is comprised of selected topics in physical therapy to complement prior course work and to respond to student and faculty (academic and clinical) identified requests for additional information. Required content in Orthotics, Prosthetics and Cardiopulmonary. Additional clinical topics may include: advanced wound topics, chronic pain, ergonomics and other contemporary issues encountered in physical therapy delivery systems.

PTA 280 – Senior Seminar – 3 Quarter Credit Hours
This course is designed to bring full circle the educational and clinical experience for the APTA student. Each
student will present a case study from their clinical experience. Each case study will be used to demonstrate the PT/PTA relationship, the process of development of the Plan of Care and the PTA’s responsibility to that Plan of Care. Students will explore what worked and what did not in delivery of Physical Therapy service. Psychomotor, cognitive, affective, treatment approaches, communication, and documentation will be discussed as it pertains to each case study.

PTA 290 – Licensure Exam Preparation – 2 Quarter Credit Hours
1 week; this course is designed to provide a review of information and testing that will aid the student in preparation to take the NPTE for licensure as a PTA in California. Topics related to employment opportunities will be presented as well as resume preparation and interview skills.

Associate of Science in Radiologic Technology (ASRT) Courses – Blended Program

RT 110 C – I – Clinical Practice – 4 Quarter Credit Hours
Prerequisite: Acceptance into the Associate of Science in Radiology Technology program
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient – centered clinical practice, and professional development are evaluated through structured, competency – based clinical assignments. Levels of competency ensure the well – being of the patient prior to, during, and following the radiologic procedure.

RT 112 – Fundamentals of Radiology and Patient Care – 6.5 Quarter Credit Hours
Prerequisite: Acceptance into the Associate of Science in Radiology Technology program
Course provides an overview of the foundations in radiography and the technologist’s role in the medical delivery system, and provides education of patient care, including routine, emergency, and infection control procedures. The concepts of patient education and considerations for physical and psychological needs of the patient and their family members will be discussed. Principles, practices, policies, and organizational structure of the medical and professional organizations will be discussed in addition to the professional responsibilities of the radiographer. An overview of all aspects within the field of medical imaging is provided to introduce the student to other modalities such as C.T., M.R.I., ultrasonography, mammography, nuclear medicine, and interventional radiography. Eligibility requirements for certification with both the State of California and the America Registry of Radiologic Technologists are outlined.

RT 113 – Radiographic Procedures I – 7 Quarter Credit Hours
Prerequisite: Acceptance into the Associate of Science in Radiology Technology program
Course provides the knowledge base necessary to perform standard imaging of the abdomen, respiratory system, and upper extremities. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate lectures, demonstrations, image analyses, and positioning lab practicum. Students will be required to demonstrate competency in positioning skills, equipment manipulation and radiation protection before they are allowed to perform these skills under direct supervision in the patient care setting.

RT 120C – Clinical Practice II – 6 Quarter Credits
Prerequisite: Completion of 1st Module
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient – centered clinical practice, and professional development are evaluated through structured, competency – based clinical assignments. Levels of competency ensure the well – being of the patient prior to, during, and following the radiologic procedure.

RT 121 – Radiographic Physics I – 4.5 Quarter Credit Hours
Prerequisite: Completion of 1st Module
Course provides knowledge of general physics, atomic structure, and related terminology. Also presented are the nature and characteristics of radiation, x – ray production and the fundamentals of photon interactions with matter. Content provides basic information about electricity, magnetism, electromagnetism, and the application of these principles to the x – ray circuit. Lab activities and experiments may be conducted to enhance student learning.

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RT 123 – Radiographic Procedures II – 6 Quarter Credit Hours

Prerequisite: Completion of 1st Module

Course provides a knowledge base necessary to perform standard radiographic procedures of the bony pelvis, lower extremities, vertebral column, sternum, and ribs. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate lectures, demonstrations, image analysis, and positioning lab practicum. Students will be required to demonstrate competency in positioning skills, equipment manipulation and radiation protection before they are allowed to perform these skills under direct supervision in the patient care setting.

RT 130 C – Clinical Practice II – 5.5 Quarter Credit Hours

Prerequisite: Completion of 2nd Module

Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient–centered clinical practice, and professional development are evaluated through structured, competency–based clinical assignments. Levels of competency ensure the well–being of the patient prior to, during, and following the radiologic procedure.

RT 131 – Radiographic Physics II – 4.5 Quarter Credit Hours

Prerequisite: Completion of 2nd Module

Course provides a knowledge base in radiographic, fluoroscopic, mobile and tomographic equipment requirements, function and design, to provide a basic knowledge of quality control and quality assurance protocols, and to prepare students for the State of California (Department of Public Health, Radiologic Health Branch) licensing examination for certification in fluoroscopy. Content also includes the principles of radiation protection and fluoroscopic equipment, application of special equipment illumination and photometry, anatomy and physiology of the eye, and relationship of internal organs. Laboratory experiments will support learning in the function and structure of imaging equipment as well as principles of basic quality assurance procedures. Upon successful completion of this course and once basic radiographer certification has been obtained the student will meet the eligibility requirements to apply for the State certification exam in fluoroscopy.

RT 132 – Imaging and Technique – 3.5 Quarter Credit Hours

Prerequisite: Completion of 2nd Module

Course provides a knowledge base of factors that govern and influence the production and recording of radiologic images. Film imaging with related accessories are emphasized. Class demonstrations/labs are used to demonstrate application of theory. A basis for analyzing radiographic images is provided. Included is the importance of minimum imaging standards, discussion of a problem – solving technique for image evaluation and the factors that can affect image quality. Actual images will be included for analysis. Lab activities and experiments are conducted to enhance student learning and fulfill California Department of Public Health–Radiologic Health Branch requirements.

RT 133 – Radiographic Procedures III – 6 Quarter Credit Hours

Prerequisite: Completion of 2nd Module

Course provides a knowledge base necessary to perform standard radiographic procedures. Emphasis is on imaging of the facial bones and cranium, biliary system, genitourinary system, gastrointestinal tract, and procedures that are done using fluoroscopy and endoscopy (to include hysterosalpingogram, myelogram, sialogram, bronchoscopy, bronchogram, venogram, arthrogram, and lymphangiogram). Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate lectures, demonstrations, image analysis, positioning lab practicum, and self–paced study utilizing multimedia programs. Students will be required to demonstrate competency in positioning skills, equipment manipulation and radiation protection before they are allowed to perform these skills under direct supervision in the patient care setting.

RT 134 – Information Systems in Radiography – 3 Quarter Credit Hours

Prerequisite: Completion of 2nd Module

Course provides an understanding of the components, principles, and operation of digital imaging systems found in diagnostic radiology. Factors that impact image acquisition, display, archiving and retrieval are discussed.
Guidelines for selecting exposure factors and evaluating images within a digital system assist students to bridge between film–based and digital imaging systems. Principles of digital system quality assurance and maintenance are presented. Lab activities and experiments are conducted to enhance student learning.

RT 140 C – Clinical Practice IV – 6 Quarter Credit Hours  
*Prerequisite: Completion of 3rd Module*  
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient–centered clinical practice, and professional development are evaluated through structured, competency–based clinical assignments. Levels of competency ensure the well–being of the patient prior to, during, and following the radiologic procedure.

RT 142 – Radiographic Pathology – 4.5 Quarter Credit Hours  
*Prerequisite: Completion of 3rd Module*  
Course provides theories of disease causation and the pathophysiologic disorders that compromise healthy systems. Etiology, pathophysiologic responses, clinical manifestations, radiographic appearance, and management of alterations in body systems will be presented. Students will be required to write a research paper on a topic germane to medical imaging and will be encouraged to submit it for consideration in the annual student competition held by the American Society of Radiologic Technologists.

RT 143 – Radiographic Procedures IV – 6 Quarter Credit Hours  
*Prerequisite: Completion of 3rd Module*  
Course provides information necessary to perform radiographic procedures using special techniques for trauma cases. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate lectures, demonstrations, image analysis, positioning lab practicum, and self–paced study utilizing multimedia programs. Students will be required to demonstrate competency in positioning skills, equipment manipulation and radiation protection before they are allowed to perform these skills under direct supervision in the patient care setting.

RT 250 C – Clinical Practice V – 9 Quarter Credit Hours  
*Prerequisite: Completion of 4th Module*  
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient–centered clinical practice, and professional development are evaluated through structured, competency–based clinical assignments. Levels of competency ensure the well–being of the patient prior to, during, and following the radiologic procedure.

RT 251 – Radiation Protection and Biology – 4.5 Quarter Credit Hours  
*Prerequisite: Completion of 4th Module*  
Course provides an overview of the principles of radiation protection, the responsibilities of the radiographer for patients, personnel and the public, and radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and medical organizations. An overview of the principles of interaction of radiation with molecules, cells, tissues, and the body as a whole, and the factors affecting biological response are presented including acute and chronic effects of radiation. Lab activities and experiments are conducted to enhance student learning and fulfill California Department of Public Health – Radiologic Health Branch requirements.

RT 252 – Cross Sectional Anatomy – 3 Quarter Credit Hours  
*Prerequisite: Completion of 5th Module*  
Course provides entry–level radiography students with principles related to sectional anatomy. A self–study portion provides an overview of transverse, coronal and sagittal sectional anatomy of the human body. Correlations between cadaver cross–sections, CTs, MRI’s, and radiographs are explored.

RT 253 – Radiographic Pharmacology, Drug Administration and Venipuncture – 3 Quarter Credit Hours  
*Prerequisite: Completion of 4th Module*  
Course provides basic concepts of pharmacology, techniques of venipuncture, and the administration of diagnostic contrast agents and intravenous medications. The appropriate delivery of patient care during these
procedures is emphasized. Students will perform venipuncture on I.V. training arms and on fellow students. In addition, representatives from vendors who sell imaging and other pharmaceuticals germane to medical imaging will be utilized as guest lecturers to provide the most current information.

RT 260 C – Clinical Practice VI – 8 Quarter Credit Hours  
*Prerequisite: Completion of 5th Module*  
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient – centered clinical practice, and professional development are evaluated through structured, competency – based clinical assignments. Levels of competency ensure the well – being of the patient prior to, during, and following the radiologic procedure.

RT 261 – Special Radiologic Procedures – 4.5 Quarter Credit Hours  
*Prerequisite: Completion of 5th Module*  
Course provides entry – level radiography students with principles related to angiography, mammography, mobile radiography, surgical radiography, pediatric imaging, geriatric imaging, magnetic resonance imaging, and ultrasonography.

RT 270 C – Clinical Practice VII – 8.5 Quarter Credit Hours  
*Prerequisite: Completion of 6th Module*  
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient – centered clinical practice, and professional development are evaluated through structured, competency – based clinical assignments. Levels of competency ensure the well – being of the patient prior to, during, and following the radiologic procedure.

RT 272 – Computed Tomography – 4 Quarter Credit Hours  
*Prerequisite: Completion of 6th Module*  
Course provides entry – level radiography students with principles related to computer tomography (CT) imaging. Special emphasis is placed on a study of the head and brain, thorax, abdomen, pelvis, shoulder, elbow, hip, and knee. Correlations between cadaver cross – sections, CTs, MRI’s, and radiographs are explored.

RT 273 – Mammography – 4 Quarter Credit Hours  
*Prerequisite: Completion of 6th Module*  
Course provides didactic coursework needed to take the ARRT mammography registry examination. Topics include patient care, anatomy, physics, positioning, pathology interventional, and quality control for both digital and analog systems.

RT 280 C – Clinical Practice VIII – 9 Quarter Credit Hours  
*Prerequisite: Completion of 7th Module*  
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. The concepts of team practice, patient – centered clinical practice, and professional development are evaluated through structured, competency – based clinical assignments. Levels of competency ensure the well – being of the patient prior to, during, and following the radiologic procedure.

RT 263 – Registry and Fluoroscopy Review – 6 Quarter Credit Hours  
*Prerequisite: Completion of 7th Module*  
Course reviews the radiologic technology curriculum and prepare students for the ARRT radiographer primary certification and State of California Department of Public Health, Radiologic Health Branch fluoroscopy certification examinations.

**Associate of Science in Ultrasound Technology (ASUT) Courses – Blended Program**

UT 200 – Ultrasound Physics and Instrumentation – 6 Quarter Credit Hours  
*Prerequisite: Admission to Ultrasound Technology program at Gurnick Academy.*  
This course teaches the fundamentals of ultrasound physics and instrumentation. The material is presented with the purpose to educate the student on the needed skills, concepts, knowledge and understanding of the
ultrasound machine. It is also with the purpose of preparing the student for the SPI exam with the ARDMS. Lectures will have assigned exercises to be completed by the end of class.

**UT 201 – Sectional Anatomy – 4.5 Quarter Credit Hours**  
*Prerequisite: Completion of Anatomy & Physiology.*  
Cross – sectional and sagittal human anatomy as seen on sonograms as well as other imaging modalities will be reviewed. Students will be able to find and recognize different organs, muscle, vessels, and other body parts in their relationship to each other. An interactive computer program will be used as a teaching tool.

**UT 301 – Patient Care for Ultrasound Professional – 1 Quarter Credit Hours**  
*Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III UT didactic or laboratory courses.*  
This course includes basic principles of patient care for the ultrasound professional. The student will learn patient’s privacy rights (HIPAA), professional ethics, legal considerations, communication processes with accent on patient education, cultural differences, dealing with communication situations, and coverage of ultrasound regulations. Safety, ergonomics, infection control, aseptic techniques, patient assessment and assistance, which include interaction with patients who have tubes, catheters, vascular access lines and dressings are a major component of this course. In addition, students will be exposed to patient care in critical or emergency situations such as changes in patient status, dealing with patients undergoing altered level of consciousness, shock and diabetic emergencies. This is a practical course of integrated patient care into clinical and hospital settings for ultrasound professionals.

**UT 302 – Abdominal Sonography 1 – 8 Quarter Credit Hours**  
*Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III UT didactic or laboratory courses.*  
Abdominal Sonography 1 is an introduction to the anatomy and basic protocols that pertain to ultrasound examinations of the abdominal organs. This course establishes foundations for scanning techniques, protocols and variations in patient’s body habitus. Students will gain an understanding of the role a sonographer plays in the diagnoses of diseases of the abdominal organs by understanding what is the criteria for “normal”.

**UT 302L – Laboratory Abdominal Sonography 1 – 4 Quarter Credit Hours**  
*Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III UT didactic or laboratory courses.*  
Laboratory Abdominal Sonography 1 is concurrent with the lecture portion of abdominal sonography 1. Students will practice the protocols and scanning techniques within the lab. This course will set the foundation of protocols so students can build on them with advanced techniques taught in other courses.

**UT 303 – Small Parts Sonography 1 – 3.5 Quarter Credit Hours**  
*Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III UT didactic or laboratory courses.*  
Small Parts Sonography 1 course covers complete breast sonography and the basics of thyroid, parathyroid, neck glands, scrotum and prostate sonography. Students will learn the basic normal anatomy, scanning techniques and expectations of a sonographer when performing these exams.

**UT 303L – Laboratory Small Parts Sonography 1 – 0.5 Quarter Credit Hours**  
*Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module III UT didactic or laboratory courses.*  
Laboratory Small Parts Sonography 1 course covers the basics of thyroid, parathyroid, neck glands, and scrotum sonography. Students will also learn proper annotation in regards to breast sonography. Students will learn the basic normal anatomy, scanning techniques and expectations of a sonographer when performing these exams. Patient care skills will be taught. There is a scrotal phantom in the lab that students can use to scan. This will enable them to practice scanning techniques and recognize pathology.

**UT 402 – Abdominal Sonography 2 – 7 Quarter Credit Hours**  
*Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is
required with all Module IV UT didactic or laboratory courses.
Abdominal Sonography 2 is a progression of UT 302 – Abdominal Sonography 1. This course builds on the foundations set in the instruction process of protocols and scanning techniques. The students will learn additional anatomy pertinent to sonographic imaging along with skills in the diagnostic process. The common disease processes of each organ will be covered with the instruction of what and how to identify and present suspected diseases and disease processes using other diagnostic tools such as patient history, lab results and correlation with other imaging modalities. Doppler of the abdominal vessels will be taught as a tool to discover and prove disease processes of organs.

**UT 402L – Laboratory Abdominal Sonography 2 – 3.5 Quarter Credit Hours**
Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV UT didactic or laboratory courses.
This course builds on the foundations set in the instruction process of protocols and scanning techniques. The students will learn additional anatomy pertinent to sonographic imaging along with skills in the diagnostic process. The common disease processes of each organ will be covered with the instruction of how to identify and present suspected diseases using other diagnostic tools such as patient history, lab results and correlation with other modalities. Doppler of the abdominal vessels will be taught as a tool to discover and prove disease processes of certain organs.

**UT 403L – Laboratory Small Parts Sonography 2 – 0.5 Quarter Credit Hours**
Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV UT didactic or laboratory courses.
UT 403L Laboratory Small Parts 2 focuses on advanced scanning techniques of the thyroid and scrotum. Doppler evaluation will be covered along with its use in the diagnosis of multiple disease processes. A scrotal phantom and a simulator is used in the lab to practice protocols and recognize pathology.

**UT 403 – Small Parts Sonography 2 – 1 Quarter Credit Hours**
Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV UT didactic or laboratory courses.
Small Parts Sonography 2 focuses on the common diseases that affect the thyroid, scrotum and prostate. Students will learn how to correlate lab tests and other modalities to assist the physicians in a correct diagnosis along with ultrasound imaging. Students will learn how to present normal vs. abnormal and what is required when writing a report and filling out a diagram. Interventional procedures such as biopsies and brachytherapy will be covered and ultrasound’s role with each exam. Patient care techniques will be addressed with each type of exam.

**UT 405 – Neonatal Sonography – 4.5 Quarter Credit Hours**
Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV UT didactic or laboratory courses.
Neonatal sonography covers the exams required of sonographers of the neonatal patient. Neonatal brain sonography, lumbar spine sonography and infant hip joint sonography will be the main focus. Students will learn the normal and abnormal findings as well as patient care of the premature patient.

**UT 406 – Pediatric Sonography – 3 Quarter Credit Hours**
Prerequisite: Completion of Module I, II, and III courses with C or better are required. Concurrent enrollment is required with all Module IV UT didactic or laboratory courses.
UT 406 covers the disease processes specific to the abdominal pediatric patient. Students will already have knowledge of the basic anatomy and physiology of the abdomen and be able to recognize and present abnormalities. Patient care techniques with the pediatric patient will be covered along with protocols and scanning techniques.

**UT X01 – Clinical 1 – 6 Quarter Credit Hours**
Prerequisite: Completion of Modules 1, 2, 3 and 4 courses and concurrent enrollment in Module 5 or Completion of Modules 1, 2, 5 and 6 courses and concurrent enrollment in Module 3.
UT X01 is twelve weeks of Level 1 internship which is integrated within UT Module 5 or 3 depending on the when
students started technical portion of the program. Internship expectations will vary as to the internship site assignment for each student. This provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and acquire effective diagnostic information on patients is evidenced by meeting specific objectives in each clinical specialty area. Students will be given a Level 1 competency sheet to be signed off by clinical instructors by the end of Module 5/3.

UT 504A L – Laboratory Vascular Sonography 1 – 1 Quarter Credit Hours
Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.
This course will review Doppler sonography within the lab setting. Students will learn techniques and skills for the optimization of the vascular examination. Laboratory Vascular 1 focuses on the lower extremity venous and arterial system protocols. Indirect assessment of the arteries will also be introduced and taught with the lab’s ABI machine. This will introduce and prepare students for studies for deep vein thrombosis and peripheral vascular disease.

UT 504A – Vascular Sonography 1 – 2 Quarter Credit Hours
Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.
Students will learn vascular terminology and advanced vascular physical principles. Anatomy and hemodynamic characteristics of the arteries and veins of the lower extremities will be the main focus of this course. Scanning techniques and protocols will be taught as well as challenges in the clinical setting.

UT 504B L – Laboratory Vascular Sonography 2 – 1 Quarter Credit Hours
Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.
Upper extremity venous and arterial protocols will be demonstrated, practiced and evaluated. Students will learn scanning techniques of required anatomy and what is required to prove normal vs. abnormal.

UT 504B – Vascular Sonography 2 – 2 Quarter Credit Hours
Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.
Upper extremity arterial and venous vascular protocols are the main focus of this course. Vascular hemodynamics and physical principles are reviewed and practiced. Scanning skills and techniques are taught for the purpose of recognizing normal and abnormal anatomy and disease (and disease processes) of the upper extremity.

UT 507A – Gynecology 1 – 2 Quarter Credit Hours
Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.
This module is an introduction to gynecology sonography. Students will learn the anatomy and physiology of the female pelvis along with embryology and congenital anomalies.

UT 507B – Gynecology 2 – 5.5 Quarter Credit Hours
Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.
This course will cover the pathology found during gynecologic ultrasound examinations. Students will learn sonographic features of malignant and benign disease processes including required correlation with clinical, laboratory and pathologic findings.

UT 507L – Laboratory Gynecology Sonography – 1.5 Quarter Credit Hours
Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.
This module covers protocols for sonography of the female pelvis. Students will learn the basic protocol along with the Doppler portions included in most facility protocols. Students will understand why images are needed along with patient care components such as communication skills and transvaginal sonography techniques and
disinfection requirements.

UT 508 – MSK Sonography 1 – 4 Quarter Credit Hours
Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.
This course is a basic introduction to the anatomy and physiology of the shoulder, elbow, wrist, knee and ankle. Scanning techniques will be covered as well as specifics to MSK scanning in sonography.

UT 508L – Laboratory MSK Sonography 1 – 2 Quarter Credit Hours
Prerequisite: Completion of Module I and II courses with C or better are required. Concurrent enrollment is required with all Module V UT didactic and laboratory courses.
Students will scan normal MSK anatomy and acquire the skills and techniques needed to present normal structures with ultrasound.

UT X02 – Clinical 2 – 6 Quarter Credit Hours
Prerequisite: Completion of Modules 1, 2, 3, 4 and 5 or Completion of Modules 1, 2, 5, 6 and 3. UT X02 is twelve weeks of internship which are integrated with UT Module 6 or Module 4.
Internship schedules will vary as to the internship site assignment for each student which provides the student with an opportunity to relate theory to practice in a supervised situation. The student’s ability to perform correct protocols and effective diagnostic information to patients is evidenced by meeting specific I objectives in each clinical area. The student’s progress is documented on the student’s Clinical Progress Sheet. Lack of satisfactory performance is documented on the Counseling/Probation form. A detailed quarterly clinical evaluation is performed on each student with full faculty participation. Clinical areas for this quarter will be primarily patient care techniques and skills with students assigned to specialty areas.

UT 604A L – Laboratory Vascular Sonography 3 – 1 Quarter Credit Hours
Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.
Extracranial Doppler will be the focus of this course, primarily carotid artery ultrasound exams. Students will learn to Doppler velocities and create ratios that determine normal vs. abnormal flow. Students will learn carotid protocols and scanning techniques with the goal of being able to perform the complete exam in 45 minutes.

UT 604A – Vascular Sonography 3 – 2.5 Quarter Credit Hours
Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.
This course covers extra cranial sonography and the protocols and scanning techniques required for diagnostic exams.

UT 604B – Vascular Sonography 4 – 2 Quarter Credit Hours
Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.
This course will continue to build upon the knowledge of vascular sonography. Bypass evaluations and stents will be extensively covered as well as contrast agents and non – atherosclerotic arterial pathology. Venous valve insufficiency studies will be taught and practiced in the laboratory. Quality Assurance statistics will be taught for preparation for the RVT exam.

UT 604B L – Laboratory Vascular Sonography 4 – 1 Quarter Credit Hours
Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.
Students will be introduced to venous valve insufficiency anatomy and protocols as well as interventional vascular sonography, stent placements, contrast Medias and quality assurance protocols.

UT 608 – MSK Sonography 2 – 4 Quarter Credit Hours
Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.
Students will learn to recognize abnormalities in the shoulder, elbow, wrist, knee and ankle. Writing reports will be covered and how to present normal and abnormal exams.

**UT 608L – Laboratory MSK Sonography 2 – 2 Quarter Credit Hours**
*Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.*
Students will learn to enhance their MSK scanning skills as well as how to present exams, correlate with other modalities and write reports.

**UT 609A – Obstetric Sonography 1 – 3 Quarter Credit Hours**
*Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.*
This course covers the first trimester pregnancy. Students will learn the indications for an OB first trimester sonogram along with the sonographic findings of normal vs. abnormal.

**UT 609B – Obstetric Sonography 2 – 6.5 Quarter Credit Hours**
*Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.*
This course covers the second and third trimester of pregnancy. Students will learn the correct protocols for each trimester including biometric measurements, required organs, amniotic fluid volume, placenta grade and position, number of pregnancies and lung maturity. Students will learn to use biometric parameters and be able to determine fetal dating. Various anomalies will be covered and protocols to follow if abnormalities are detected. Students will be introduced to biophysical profiles and recognition of intrauterine growth retardation.

**UT 620A – Master Scanning Lab Extracranial Vascular Duplex Exam – 0.5 Quarter Credit Hours**
*Prerequisite: Completion of modules I, II and V are required with a grade of C or higher. Concurrent enrollment is required with all Module VI UT didactic and laboratory courses.*
This course provides the learner with an overview of duplex imaging of the Cerebrovascular System including Vertebral and Subclavian arteries for the evaluation of Cerebrovascular Disease. Course study includes normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications for exam, definition of terms, scanning protocol, instrumentation, sonographic techniques (black and white conventional and color Doppler) and examples of various carotid, vertebral and Subclavian artery diseases. Clinical hands-on training integrated with didactic instruction is the primary focus of this program.

**UT 701 – Clinical 3 – UT 701 – 9.5 Quarter Credit Hours**
*Prerequisite: Completion of Modules 1, 2, 3, 4, 5 and 6 as well as Clinical 1 and 2.*
UT – 701 is twelve weeks of internship at level 3. Internship schedules will vary as to the internship site assignment for each student which provides the student with an opportunity to relate theory to practice in a supervised situation. The student’s ability to perform correct protocols and effective diagnostic information on patients is evidenced by meeting specific objectives in each clinical area. The student’s progress is documented on the student’s Clinical Progress Sheet. Lack of satisfactory performance is documented on the Counseling/Probation form. A detailed quarterly clinical evaluation is performed on each student with full faculty participation. Students will be given a level 3 competency worksheet that must be completed by the end of the quarter. Clinical areas for this quarter will be primarily patient care techniques and skills with students assigned to specialty areas.

**UT 720B – Master Scanning Lab Lower Extremity Venous Exam – 0.5 Quarter Credit Hours**
*Prerequisite: Completion of Modules I – VI courses with C or better is required.*
This course provides the learner with an overview of duplex imaging of the venous system in the lower extremity for the evaluation of Superficial and Deep Venous Thrombosis (DVT). Areas covered include normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications, definition of terms, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color Doppler). Clinical hands-on training integrated with didactic instruction is the primary focus of this program.
UT 720C – Master Scanning Lab Lower Extremity Arterial Exam – 0.5 Quarter Credit Hours

Prerequisite: Completion of Modules I – VI courses with C or better is required.

This course provides the learner with an overview of duplex imaging of the lower extremity arterial system (native and graft) for the evaluation of peripheral vascular disease (PAD). Areas covered include overview of (PAD), normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications, definition of terms, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color/power Doppler). Normal and abnormal criteria will be reviewed to classify the severity of peripheral arterial disease. Evaluation of bypass grafts will be discussed. Examples of lower extremity arterial disease will be shown to familiarize the learner with common pathologies seen when performing duplex mapping of lower extremity arteries. Clinical hands – on training integrated with didactic instruction is the primary focus of this program.

UT 720D – Master Scanning Lab Upper Extremity Venous Exam – 0.5 Quarter Credit Hours

Prerequisite: Completion of Modules I – VI courses with C or better is required.

This course provides the learner with an overview of duplex imaging of the venous system in the upper extremity for the evaluation of Superficial and Deep Venous Thrombosis (DVT). Areas covered include normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications, predisposing factors, types and categories of venous thrombosis, PICC lines, pacemaker leads, stents, ancillary findings, pitfalls, limitations, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color/power Doppler). Clinical hands – on training integrated with didactic instruction is the primary focus of this program.

UT 801 – Clinical 4 – 9.5 Quarter Credit Hours

Prerequisite: Completion of Modules 1, 2, 3, 4, 5, 6, and 7 as well as Clinical 1, 2 and 3.

UT 801 is twelve weeks of internship. Internship schedules will vary as to the internship site assignment for each student which provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and effective diagnostic information on patients is evidenced by meeting specific objectives in each clinical area. The student's progress is documented on the student's Clinical Progress Sheet. Lack of satisfactory performance is documented on the Counseling/Probation form. A detailed quarterly clinical evaluation is performed on each student with full faculty participation. Clinical areas for this quarter will concentrate on the advanced sonography student who can perform exams with little supervision.

UT 820E – Master Scanning Lab Duplex Evaluation of the Portal Venous System for Portal Hypertension – 0.5 Quarter Credit Hours

Prerequisite: Completion of Modules 1, 2, 3, 4, 5, 6, 7 and Clinical 1, 2 and 3.

This course provides the learner with an overview of duplex imaging of the portal, splenic, hepatic, and mesenteric vessels in the abdomen for the evaluation of Portal Hypertension, Portal Vein Thrombosis, Budd Chiari Syndrome and Transjugular Portosystemic Shunt malfunction. Areas covered include normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications, definition of terms, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color/power Doppler). Clinical hands – on training integrated with didactic instruction is the primary focus of this program.

UT 820F – Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam 1 – 0.5 Quarter Credit Hours

Prerequisite: Completion of Modules 1, 2, 3, 4, 5, 6, 7 and Clinical 1, 2 and 3.

The one – day Basic Ultrasound Course provides the student with an overview of anatomy, pathology and duplex imaging of the venous system of the lower extremity for the evaluation of deep, superficial and perforator incompetency in patients with Chronic Venous Insufficiency (CVI). Areas covered include normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indication, definition of terms, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color doppler). Clinical hands – on training integrated with didactic instruction is the primary focus of this program.
UT 820G – Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam 2 – 0.5 Quarter Credit Hours

Prerequisite: Completion of Modules 1, 2, 3, 4, 5, 6, 7 and Clinical 1, 2 and 3.

This is the advanced portion of the Lower Extremity Venous Valve Insufficiency Course. The student will receive an advanced overview of anatomy, pathology and duplex imaging of the venous system of the lower extremity for the evaluation of deep, superficial and perforator incompetency in patients with Chronic Venous Insufficiency (CVI). Areas covered include normal and abnormal cross section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indication, definition of terms, scanning protocol, instrumentation, and sonographic technique (black and white conventional and color Doppler). In addition to the review portion will be instruction as to assisting vascular surgeons with the reparative process of varicose veins. Clinical hands – on training integrated with didactic instruction is the primary focus of this program.

Associate of Science in Vocational Nursing (ASVN) Courses – Blended Program

Please see course description under General Education

BS in Diagnostic Medical Imaging (BSDMI) Courses – Distance Education (Online) Program

DMI 310 – Advanced Medical Imaging – 4 Semester Credit Hours

This course will offer students an understanding of advanced imaging modalities such as, CT, MRI, Nuclear Medicine and Ultrasound. The ability to locate and identify structures in the axial sagittal, coronal and orthogonal planes is critical in all imaging modalities. Volumetric data sets and three dimensional reconstructions of the body structures are increasingly important to the critical diagnosis and treatment of diseases. To enhance patient care and assist physicians with the prognosis, radiologic science professionals must understand cross sectional anatomy in each of the imaging modalities. The student will augment their skills in diagnostic imaging through a practical foundation of diagnostic knowledge.

DMI 330 – Advanced Radiobiology – 4 Semester Credit Hours

This course will provide the radiologic science professional with theories and principles of the interaction of ionizing radiation with living systems. Radiation effects on biologic molecules & organisms and factors affecting biological response are explored. Acute and long – term effects of ionizing radiation exposure are discussed. Applications in diagnostic and therapeutic settings are presented.

DMI 340 – Quality Control in Diagnostic Imaging – 4 Semester Credit Hours

Training and managing image quality and patient dose in film screen and digital radiology systems will be presented. This course will introduce new regulations and discuss new challenges for practitioners. Radiographers will learn to ensure that imaging capability and radiation dose management is integrated and maintained in the department. Quality control will be discussed in depth including procedures and protocols, visualization, transmission and archiving of the images.

DMI 360 – Health Science Management – 4 Semester Credit Hours

This course is designed to provide entry – level managers with a wide variety of tools and theories from which to choose. A marked focus is offered on evaluation and resolution of personnel issues. An emphasis is placed on the ultimate responsibility of supervisors and managers for the performance of their staff. The text provides information and guidance to obtain maximum results from others. Getting things done through people is a key component of this text.

DMI 370 – Professional Capstone Portfolio Project – 4 Semester Credit Hours

This is an independent study project, where students will prepare a professional E – portfolio. This portfolio is to be worked on by the BS DMI students throughout the course of the entire program starting from their first Semester until completion of the BS DMI program and is to be composed of a multitude of individual projects and documents preparing the student for professional practice as an imaging professional with BS DMI. This portfolio serves as the exit project for the Bachelor Degree Program in Nursing at Gurnick Academy of Medical Arts.
DMI 410 – Leadership and Performance – 3 Semester Credit Hours
Leadership and performance is a dynamic exploration of Universal Laws of Performance and how to apply them both personally or to any organization. Used by notable businesses worldwide these laws open doors to discover and create cultures within a company that will literally alter the course of any organization. Using case studies of three organizations this course guides you to discover the universal laws and how to apply them now.

DMI 420 – Operations and Human Resource Management in Diagnostic Imaging – 3 Semester Credit Hours
This course focuses on a variety of issues including the application of Operations Management techniques in the context of radiologic and diagnostic imaging. We will identify protocols, policies, and procedures; marketing services; customer management and satisfaction methods. This course will provide the student with the foundation necessary to address the day – to – day issues an imaging administrator will experience. This course will foster the student’s goal to achieve their Certified Radiology Administrator Certification (CRA).

DMI 430 – Financial and Asset Management in Radiology – 3 Semester Credit Hours
This course will represent a cross section of today’s imaging profession and give students insight and knowledge on the financial and asset management system in Radiology and its processes. This is a course that will aid imaging professionals in the preparation of the Certified Radiology Administrator examination by providing education materials specific to the field. This course will discuss in depth insights and analyses on various subjects pertaining to financial and asset management and also discuss Strategic planning and implementing a SWOT analysis to increase total performance.

DMI 440 – Digital Radiography & PACS – 3 Semester Credit Hours
Many facets of imaging informatics will be investigated in this comprehensive course; information technology, imaging modality capabilities, supervision of modality integration, establishing programs for image display quality control, recognition of specific hazards to the healthcare environment. In addition students will learn to identify and implement medical imaging standards: DICOM, HL – 7, MQSA, ACR, and ICD – 9, SMOMED. This course prepares students for the Imaging Informatics Professional Certification exam, offered by the American Board of Imaging Informatics (ABII).

DMI 450 – Communication & Education in Imaging Informatics – 3 Semester Credit Hours
This is an inclusive course discussing the roles and relationships in healthcare settings, medical terminology, communications relating to system availability or changes, feedback, and feedback mechanisms. Furthermore, this course will explore performance needs assessment, training programs, implementation training and evaluations of effectiveness training. This course prepares students for the Imaging Informatics Professional Certification exam, offered by the American Board of Imaging Informatics (ABII).

DMI 460 – Systems Management in Imaging Informatics – 3 Semester Credit Hours
This course will explore procurement, project management, and operations of digital imaging systems. Additionally systems management will be introduced including; cost analysis, system capacity, throughput, disaster plan recovery, business continuity strategies, use problem management, data migration procedures and data security and individual privacy. This course prepares students for the Imaging Informatics Professional Certification exam, offered by the American Board of Imaging Informatics (ABII).

Bachelor of Science in Nursing (RN to BSN) Courses – Blended Program

RN 100 – Fundamentals of Nursing – 3 Semester Credit Hours
This course introduces professional nursing. Content includes a brief history of nursing, including roles and responsibilities of the health care team. The provision of a standard of care consistent with legal, ethical, and regulatory guidelines and ANA Standards of Practice are emphasized. Verbal communication skills, informatics, evidence based practice, safety and the development of a patient centered, therapeutic nurse – client relationship are fostered. Students are taught the nursing process and use of nursing diagnosis in the development of a nursing care plan.
RN 102 – Nursing Skills Laboratory – 1.5 Semester Credit Hours
In this course, students are taught to perform fundamental and complex nursing skills, which incorporate theories and principles from nursing, health assessment, and related sciences. Laboratory includes demonstration, practice, and critique of skill performance.

RN 103 – Health Assessment Theory – 2 Semester Credit Hours
This course focuses on strategies to obtain health histories and physical assessment data for diverse populations across the life span. Students are instructed in the identification of normal and abnormal findings using inspection, palpation, percussion, and auscultation. Health risk prevention and promotion of optimal health behaviors are also addressed.

RN 104 – Health Assessment Skills Lab – 1.5 Semester Credit Hours
This course focuses on the use of health assessment theory to develop the hands-on skills of inspection, palpation, percussion and auscultation. Laboratory experience includes demonstration, practice, and critique of skill performance.

RN 106 – Fundamentals of Pharmacology – 2 Semester Credit Hours
In this course, the student is familiarized with a history of pharmacology, the classification of medications, their actions, application and nursing considerations. Principles and procedures for the safe administration of medications are stressed. Basic math and computation of adult and pediatric dosages are included. Actions, interactions, applications, and nursing considerations are addressed.

RN 107 – Pathophysiology – 3 Semester Credit Hours
In this course, pathophysiological changes in the acutely ill and chronically ill patient across the lifespan are explored using a systems and inter-systems approach. The course covers identification of pathological changes in the assessment of patients with major health disruptions; techniques appropriate to patients using a major systems approach; analysis of data; and description of intersystem relationships across the life span as a basis for problem solving in the nursing process. Basic EKG and arrhythmia determination and ABG analysis are included.

RN 201 – Medical Surgical Nursing Theory – 3 Semester Credit Hours
This course provides basic medical/surgical theory and an understanding of the dynamic sequence of biological, psychological, and sociological changes that occur through older adulthood. Usual growth and development patterns, as well as disruption in critical periods of development, are presented and aid in the development of nursing insight, which will enable safe, effective patient-centered care.

RN 202 – Clinical II – 3 Semester Credit Hours
This course applies theoretical content of patient-centered care of patients with medical surgical conditions. Emphasis is on care planning, assessment, teaching, and clinical interventions to promote healthy outcomes for patients.

RN 301 – Maternal/Newborn Nursing & Women’s Health Theory – 3 Semester Credit Hours
This course covers comprehensive maternal and newborn care beginning with preconception planning and including risks occurring in pregnancy and post-partum, maternal and newborn complications, male and female reproductive problems and needs, and family needs and problems during the maternity cycle. Concepts on nutrition, cultural variations, and safety of mother and newborn are integrated throughout. Therapeutic use of drugs during pregnancy, labor and delivery, and the immediate postpartum period are included.

RN 302 – Maternal/Newborn Nursing & Women’s Health Clinical III – 2 Semester Credit Hours
This course applies theoretical content of patient-centered care of mothers and newborns. Emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

RN 303 – Care of Children & Family Nursing Theory – 3 Semester Credit Hours
This course examines in-depth identification of various diseases affecting the child through young adult, as well as physical and developmental maturation. Cultural variations and family interactions are explored. Disease
prevention, health maintenance, and appropriate therapeutic interventions, such as pharmacologic agents and nutrition, are included

**RN 304 – Care of Children & Family Clinical IV – 2 Semester Credit Hours**
This course applies theoretical content into practice with attention to patient centered, quality care. Interaction with family members facilitates the student's ability to recognize family dynamics and their effects on the developmental process. Advanced skills necessary to care for the pediatric patient are achieved through simulation. Application of the nursing process to optimize patient and family outcomes is emphasized.

**RN 401 – Psychiatric/Mental Health Nursing Theory – 3 Semester Credit Hours**
This course addresses theories and principles of psychiatric nursing. Biopsychosocial foundations of behavior, communication, and psychopharmacology are emphasized. Patient relationship and use of effective and non–effective communication are addressed. The nurse’s role in the prevention and early identification of psychiatric disorders children, adolescents, adults, and older adults, and the treatment modalities of mental illness and organic brain syndromes are studied.

**RN 402 – Psychiatric/Mental Health Nursing Clinical V – 3 Semester Credit Hours**
This course facilitates the application of theory into clinical practice in the care of selected patients who may experience psychological stress, neurobiological disorder, and high risk situations such as homelessness, family violence, child abuse, HIV and post-traumatic stress syndrome. Students apply the nursing process to optimize patient outcomes.

**RN 405 – NCLEX Preparation and Remediation – 1 Semester Credit Hour**
In this course, the NCLEX test plan, application process, and test taking strategies will be reviewed. Students will take a computerized comprehensive NCLEX type test. Based on individual analysis of the computerized comprehensive NCLEX type test, the student will remediate on areas identified as needing improvement.

**Dental Assistant (DA) Courses – Residential Program**

**DA 100 – Infection Control – 0.5 Quarter Credit Hours**
This course is a prerequisite in order to be able to begin the dental assisting program. The course will contain 4 hours of didactic and 4 hours of practical applications that will explain the basic dental science and microbiology as they relate to infection control in dentistry. The course will explain the legal and ethical aspects of infection control procedures. Terms and protocols specified in the regulations of the board regarding the minimum standards for infection control. Describe the principles of modes of disease transmission and prevention. Principles, techniques, and protocols of hand hygiene, personal protective equipment, surface barriers and disinfection, sterilization, sanitation, and hazardous chemicals associated with infection control. Explain the principles and protocols of sterilizer monitoring and the proper loading, unloading, storage, and transportation of instruments to work area. Describe and demonstrate the principles and protocols associated with sharps management, waterline maintenance and infection control for laboratory areas.

**DA 200 – Fundamentals of Dental Assisting – 6 Quarter Credit Hours**
This course will cover an overview of the dental profession, healthcare teams, history of dentistry through the ages, and the legal and ethical responsibilities expected of dental professional. Students will become knowledgeable of the landmarks of the face and oral cavity, tooth numbering, patterns of eruption, and the functions of the dental arch and teeth in the opposing arch. Students will be able to classify dental caries as an infectious disease, and name the types of bacteria that cause caries. The student will be able to identify systemic factors that may cause periodontal disease and describe the two basic types of periodontal disease and explain the significance of plaque and calculus in periodontal disease.

**DA 201 – Sciences of Dentistry/Infection Prevention – 6 Quarter Credit Hours**
In this course, instruction will be provided in the location, structures, and functions of head and neck anatomy, including bones of the head and face, musculature, innervations, and the circulatory system. Coursework will include an introduction to the terminology and functions of body systems. Students will be able to describe specific terms relative to general anatomy and physiology of the human body, including systems, planes, cavities,
and basic units as well as microorganisms affecting humans. The students will be able to describe the importance of prevention of oral disease and treatment of periodontal disease as well as infection control standards, including requirements of the OSHA Bloodborne Pathogens Standard, hazardous materials handling, labeling, inventory, housekeeping, laundry, and disposal of hazardous materials will be covered. This course will also provide instruction in the process of inflammation, identification of oral lesions, oral diseases and related biological, physical, and chemical agents, as well as hormonal, developmental, and nutritional disturbances. Students will be instructed in basic pharmacology and drugs associated with treating diseases, their use in dentistry, related terms, parts of a prescription, and types of anesthetics.

**DA 202 – Foundations of Clinical Dentistry – 6 Quarter Credit Hours**
In this course, instruction will address the parts of dental hand instruments, categories and uses, functions of dental burs, abrasives, dental hand pieces, and the importance and function of instrument tray systems and color coding. This course will provide instruction in the types of restorative materials and cements used in general dentistry. The student will be able to describe the role of the dental assistant in chair side restorative procedures, and the properties of dental materials.

**DA 203 – Dental Materials/Coronal Polishing – 6 Quarter Credit Hours**
This course will provide instruction in a variety of expanded dental functions. Students will be able to prepare, apply, and remove a dental dam, dental matrix and wedge. The student will be able prepare and manipulate and place dental cavity liners, cavity varnish and cements. The student will be able to suture removal and postoperative patient care following oral surgical procedures. The student will be able to explain and describe the placement and removal of gingival retraction devices; preparation and application of enamel sealant material, benefits and types of dental bleaching materials, application techniques, and patient education instructions.

**DA 204 – Radiology Safety/Administrative – 6 Quarter Credit Hours**
In this course, instruction will be provided in the history and biological effects of radiation, safety precautions, components of the dental x-ray unit, and their function. X-ray study explains how x-rays are produced, and students describe the composition, sizes, types, and storage requirements of dental x-ray film. Students will be instructed in how to expose and process diagnostically acceptable intraoral and extraoral dental films, using both the paralleling and bisecting techniques. Common production errors, processing techniques, mounting procedures, identification of radiographic landmarks, the procedures and state policies required for dental offices to ensure quality radiographs, and the use of imaging systems for dental purposes are covered. Students will study the overall aspects of dental office management, including patient reception, marketing, telephone technique, business office systems, patient scheduling, records managements, accounts receivable, management of patients’ accounts, accounts payable, inventory control, and recall systems management. The student will describe in the importance of accurate charting and interpretation for diagnosis, consultation, and financial and billing purposes. Computerized business office systems for the dental office are explored for patient scheduling, records management, patient accounts, and accounts payable. Students develop self-awareness and the importance of communication skills. Emphasis will be placed on assessing professional qualifications including developing a job search network, interview strategies, and interview follow up. Students will create resumes, cover letters, and review the application completion process.

**DA 205 – Dental Specialties/Patient Assessment – 6 Quarter Credit Hours**
This course will address dental office design, working environment, and the performance of four-handed dental procedures, instrument grasp and transfer, and requirements for special needs patients. The scope of oral and maxillofacial surgery, orthodontics, pediatric dentistry and periodontics will be covered. Students will also receive instruction on how to identify the equipment used for procedures within oral and maxillofacial surgery, orthodontics, pediatric dentistry, and periodontic practice. Instruction will include preparation for common medical and dental emergencies, including cardiopulmonary resuscitation, treating patients with syncope, anaphylaxis, asthma attacks, heart conditions, cerebrovascular accident, and common dental emergencies. Students are required to pass CPR certification during this course. Students will be able to provide patient instruction in the use of removable and fixed prosthetics including diagnostic steps, materials required for treatment, the importance of a consultation appointment, the advantages and disadvantages of partial and full dentures, the steps required in denture polishing, relining and repair, as well as the function of an overdenture.
The definition of an endodontist and how endodontics relates to the dental practice is also included in this course.

**DA 300 – Clinical Externship – 6 Quarter Credit Hours**
Clinical externship is an 8 week course that includes student placement in a facility that performs various types of skills. The student will be required to complete an average of 20 – 30 hours a week. Externship provides exposure for hands on practice. Externship will provide students the opportunity to apply theory concepts assist the dental staff with daily duties in the front and back office under staff supervision. This experience marks the point of transition from being a student to becoming a Dental Assistant.

**BS in Diagnostic Medical Imaging (BSDMI) Courses**

**Medical Assistant (MA) Courses – Residential Program**

**MA 100 – Introduction to Administrative Medical Assisting – 3 Quarter Credit Hours**
Prerequisite: Acceptance to Medical Assistant Program
Introduction to Medical Assisting will introduce students to the history and practice of medical medicine. It will introduce concepts of communication (verbal & non – verbal). It will present professionalism by describing the concepts of making a commitment to the profession. Professionalism in dress, behavior, and attitude are presented and monitored throughout the program. Students will gain knowledge in patient education and Basic First Aid.

**MA 101 – Anatomy & Physiology I – 4.5 Quarter Credit Hours**
Prerequisite: Acceptance to Medical Assistant Program
This course will introduce the basic concepts of the body system, disorders, including basic drugs, and lab tests and diagnostic studies. Students will understand the knowledge of diseases in each specialty and the introduction to EKG use and pulmonary function evaluation.

**MA 102 – Administrative Medical Assisting – 11 Quarter Credit Hours**
Prerequisite: Acceptance to Medical Assistant Program
This course will introduce administrative office environment and duties. Introduction to telephone techniques, office supplies, equipment, appointment scheduling, and patient reception customer service. Course will also introduce medical office management, financial management, insurance billing and coding. Medical records are also introduced along with charting guidelines, computer applications and medical key terms.

**MA 200 – Introduction to Clinical Medical Assisting – 3 Quarter Credit Hours**
Prerequisite: Acceptance to Medical Assistant Program
Introduction to Medical Assisting will introduce students to the history and practice of medicine. It will introduce concepts of medical law and ethics. Students will learn and understand HIPAA, Disabilities Act, Portability and Accountability Act. It will present professionalism by describing the concepts of making a commitment to the profession. Professionalism in dress, behavior, and attitude are presented and monitored throughout the program. Students will gain knowledge in patient education and Basic First Aid. Students will understand the foundations of proper diet and nutrition, and will develop the ability to effectively convey and educate patients on these guidelines.

**MA 201 – Anatomy & Physiology II – MA 201 – 4.5 Quarter Credit Hours**
Prerequisite: Acceptance to Medical Assistant Program
This course will introduce the basic concepts of the body system, disorders, including basic drugs, and lab tests and diagnostic studies. Students will understand the knowledge of diseases in each specialty and the introduction to nutrition and health matters will be covered.

**MA 202 – Clinical Medical Assisting – 11 Quarter Credit Hours**
Prerequisite: Acceptance to Medical Assistant Program
This course will cover concepts and hands on skills of the back office of the medical assistant clinical duties. Including how to assist in physical examinations, set up patient rooms, instrument sterilization and vital sign measurements. Students will have knowledge of medical instruments and EKG use.
MA 300 – Clinical Externship – 6 Quarter Credit Hours
Prerequisite: Completion of module 1 and 2
Clinical externship is a six week course includes student placement in a facility that performs various types of skills. It provides exposure for hands on practice, and to apply theory concepts. Externship will provide students the opportunity to assist facility staff with daily duties in the front and back office under staff supervision. This experience marks the point of transition from being a student to becoming a Medical Assistant.

Psychiatric Technician (PT) Courses – Residential Program

PT 100 – Fundamental of Nursing – 9.5 Quarter Credit Hours
This course begins with a historical perspective on the art and science of nursing and the legal and ethical aspects of the nursing profession. The nursing tools of critical thinking, communication skills, teaching ability and cultural sensitivity are presented and analyzed, with emphasis on the nursing process, nursing diagnoses, documentation, and exploration of the therapeutic nurse/client relationship. The core of the course emphasizes the Licensed Vocational Nurse’s and Psychiatric Technician’s role in meeting the basic physiologic needs of the client. Normal physiologic processes are presented as a means of comprehending abnormal processes.

PT 110 – Anatomy and Physiology – 5.5 Quarter Credit Hours
Prerequisite: VN 001 – Essential Medical Bioscience
This course covers the structure and function of the human body from the single cell through all body systems and the inter-relatedness of the structure and functions in the body are examined. Basic concepts of fluid, electrolyte and acid/base balance are included.

PT 120 – Clinical Nutrition – 3 Quarter Credit Hours
Clinical Nutrition for Healthcare Professionals is a required course and a vital part of the Vocational Nurse and Psychiatric Technician program, where the basics of Human Nutrition in Health and Disease will be considered. As opposed to General Nutrition courses, this Clinical Nutrition course focuses on Medical Nutrition Therapy pertaining specifically to Nursing Care in inpatient and/or outpatient setting. In this course, the main goal is to teach and prepare VN and PT students to complete basic screening, assessment of patient’s nutritional status, and participate in Medical Nutritional Interventions and Therapy, such as Therapeutic Diets, Mechanically Altered Diets, Enteral and Parenteral Nutrition Support, Pre – and Post – operative Nutrition therapy, and many others.

PT 130 – Clinical Lab I – 6 Quarter Credit Hours
This practical skill lab course is an introduction to clinical practicum. Nursing skills are structured and covered in the following order: basic nursing skills which include basic principles of nursing such as role and responsibility of the nursing and psychiatric technician team, the nursing process and nursing and psychiatric care plan, delegation, patient and resident rights and medical asepsis followed by bathing, bed making, body mechanics and exercise, measurements, normal elimination, personal hygiene and grooming, concepts of safety and restraints, and preventing and treating pressure ulcers. Intermediate nursing skills include enteral nutrition, ostomy care, oxygenation, preoperative and postoperative nursing care, specimen collection, urinary catheter management, wound care, and suctioning. Advance nursing skills cover managing non – parenteral medications, and safe medication administration. Upon completion of this course students will be ready to apply their nursing skills in the real – life clinical settings.

PT 200 – Medical Surgical Nursing for Psychiatric Technicians – 8.5 Quarter Credit Hours
This course covers basic pathology, signs, symptoms, incidence, methods of diagnosis and treatment, and medical and surgical conditions. Emphasis is placed on the effect and nursing implications of commonly used drugs and diet modifications are explored. The role of the practical nurse and psychiatric technician in caring for aging patients both in the home and medical settings are explored. Clinical experience and client centered conferences are used to reinforce classroom theory. In this course students are introduced to the foundation of medical – surgical nursing such as caring for clients with altered fluid, electrolyte, and acid – base balance, caring for clients in pain, experiencing shock, trauma, and critical illness.
PT 210 – Pharmacology I – 4 Quarter Credit Hours
Pharmacology I is the first in the series of two required courses in Pharmacology as part of the Vocational Nurse and Psychiatric Technician programs at Gurnick Academy of Medical Arts. In this class, discussions include drug regulations, drug classification and categorization, as well as methods of drug administration and drug metabolism. The basic concepts of pharmacokinetics and pharmacotherapy will be discussed. By the end of this course, students will also be introduced and become knowledgeable in medications affecting cardiovascular system and drugs affecting fluid, acid – base, and electrolyte balance. Drugs affecting other organ systems will be briefly introduced, but discussed in further detail in the Advanced Pharmacology course later on.

PT 220 – Internship II – 9 Quarter Credit Hours
The first clinical experience consists of clinical which is integrated with Medical – Surgical Nursing for Psychiatric Technicians. Clinical schedules will vary for each student and will provide the opportunity to relate theory to practice in a supervised situation. The student’s ability to provide safe and effective care to selected clients with supervision by the clinical instructor is evidenced by meeting specific behavioral objectives in each clinical area.

PT 300 – Introduction to Modern Psychiatry/Mental Disorders/Developmental Disabilities – 9.5 Quarter Credit Hours
This is the first course of the three course series, Introduction to Modern Psychiatry, Mental Disorders, and Developmental Disabilities. This course covers psychological and mental health concepts as they relate to the psychiatric technician. Also, this course will cover the etiology, pathophysiology and treatment of mental, emotional and behavioral disorders.

PT 310 – Pharmacology II – 4.5 Quarter Credit Hours
Pharmacology II is the second in the series of two required courses in Pharmacology as part of the Vocational Nurse and Psychiatric Technician programs at Gurnick Academy of Medical Arts. In this class, we will continue to discuss medications affecting pulmonary system, Digestive System, Hormonal balance, musculoskeletal system. Antibiotics, Pain – management drugs, and drugs affecting central nervous system will be covered in detail.

PT 320 – Internship III – 9 Quarter Credit Hours
This portion of the curriculum provides the student with an opportunity to continue to relate theory to practice in a supervised situation and sharpen their clinical skills. The student’s ability to provide safe and effective special care is evidenced by meeting specific behavioral objectives in each clinical area.

PT 400 – Advanced Mental Disorders – 4 Quarter Credit Hours
The second part of the Mental Disorders, Modern Psychiatry and Developmental Disabilities series continues to cover more advanced pathology, signs, symptoms, prevalence, methods of diagnosis and treatment, and mental and developmental conditions. In this course students are covering assessment Organic Mental Syndromes, and Case Management. This course will cover the role of the Psychiatric Technician, Psychopharmacology, and Mental Health Nursing I and II. The course reviews management of assault behaviors, client’s rights, psychophysiological, neurotic and psychotic disorders, group therapy, crisis intervention, substance abuse, domestic violence.

PT 410 – Advanced Developmental Disabilities – 8 Quarter Credit Hours
This course continues to cover more advanced pathology, signs, symptoms, incidence, methods of diagnosis and treatment, and mental and developmental conditions. In this course students continue to cover assessment and intervention of the client with developmental disabilities, etiologies, diseases associated with developmental disabilities, teaching and training using a developmental model, clients rights with developmental disabilities, tests and measurements, normalization, behavior modification, organic mental syndromes, and case management.

PT 420 – Internship IV – 9 Quarter Credit Hours
This portion of the curriculum provides the student with an opportunity to relate theory to clinical practice in a supervised situation in psychiatric rotation. The student's ability to provide safe and effective care to selected clients with a minimum of supervision by the clinical instructor is evidenced by meeting specific behavioral
objectives in each clinical area.

Vocational Nurse (VN) Courses – Residential Program

VN 001 – Essential Medical Bioscience – 80 Clock Hours
This course is a required prerequisite for admission into the Vocational Nurse and Psychiatric Technician Programs.
Essential Medical Bioscience is a course, where the basics of general and human biology will be considered. We will examine topics in molecular and cell biology, human anatomy, microbiology, nutrition, and biochemistry, while incorporating some basic medical terminology into the course material and reviewing basic math skills in preparation for drug calculations. This is a prerequisite course for entering professional education programs at Gurnick Academy of Medical Arts.

VN 100 – Fundamental of Nursing – 9.5 Quarter Credit Hours
This course begins with a historical perspective on the art and science of nursing and the legal and ethical aspects of the nursing profession. The nursing tools of critical thinking, communication skills, teaching ability and cultural sensitivity are presented and analyzed, with emphasis on the nursing process, nursing diagnoses, documentation, and exploration of the therapeutic nurse/client relationship. The core of the course emphasizes the Licensed Vocational Nurse’s and Psychiatric Technician’s role in meeting the basic physiologic needs of the client. Normal physiologic processes are presented as a means of comprehending abnormal processes.

VN 110 – Anatomy and Physiology – 5.5 Quarter Credit Hours
Prerequisite: VN 001 – Essential Medical Bioscience
This course covers the structure and function of the human body from the single cell through all body systems and the inter – relatedness of the structure and functions in the body are examined. Basic concepts of fluid, electrolyte and acid/base balance are included.

VN 120 – Clinical Nutrition – 3 Quarter Credit Hours
Clinical Nutrition for Healthcare Professionals is a required course and a vital part of the Vocational Nurse and Psychiatric Technician program, where the basics of Human Nutrition in Health and Disease will be considered. As opposed to General Nutrition courses, this Clinical Nutrition course focuses on Medical Nutrition Therapy pertaining specifically to Nursing Care in inpatient and/or outpatient setting. In this course, the main goal is to teach and prepare VN and PT students to complete basic screening, assessment of patient’s nutritional status, and participate in Medical Nutritional Interventions and Therapy, such as Therapeutic Diets, Mechanically – Altered Diets, Enteral and Parenteral Nutrition Support, Pre – and Post – operative Nutrition therapy, and many others.

VN 130 – Clinical Lab I – 6 Quarter Credit Hours
This practical skill lab course is an introduction to clinical practicum. Nursing skills are structured and covered in the following order: basic nursing skills which include basic principles of nursing such as role and responsibility of the nursing and psychiatric technician team, the nursing process and nursing and psychiatric care plan, delegation, patient and resident rights and medical asepsis followed by bathing, bed making, body mechanics and exercise, measurements, normal elimination, personal hygiene and grooming, concepts of safety and restraints, and preventing and treating pressure ulcers. Intermediate nursing skills include enteral nutrition, ostomy care, oxygenation, preoperative and postoperative nursing care, specimen collection, urinary catheter management, wound care, and suctioning. Advance nursing skills cover managing non – parenteral medications, and safe medication administration. Upon completion of this course students will be ready to apply their nursing skills in the real – life clinical settings.

VN 200 – Medical/Surgical Nursing I – 8.5 Quarter Credit Hours
The first part of series of the series of medical/surgical nursing, through a study of theory relative to the adult client, that covers basic pathology, signs, symptoms, incidence, methods of diagnosis and treatment, and medical and surgical conditions. Emphasis is placed on the effect and nursing implications of commonly used drugs and diet modifications are explored. The role of the practical nurse in caring for aging patients, both in the home and medical settings are explored. Clinical experience and client – centered conferences are used to
reinforce classroom theory. In this course students are introduced to the foundation of medical – surgical nursing such as caring for clients with altered fluid, electrolyte, and/or acid – base balance, caring for clients in pain, experiencing shock, trauma, and critical illness. The caring for clients with inflammation, infection, altered immunity, loss, grief, and end – of – life care is also covered. Disrupted respiratory, cardiovascular, hematologic, and lymphatic functions are discussed with emphasis on nursing and continuing care. Specific consideration is given to caring for clients with cancer and oncological care.

VN 210 – Pharmacology I – 4 Quarter Credit Hours
Pharmacology I is the first in the series of two required courses in Pharmacology as part of the Vocational Nurse and Psychiatric Technician programs at Gurnick Academy of Medical Arts. In this class, discussions include drug regulations, drug classification and categorization, as well as methods of drug administration and drug metabolism. The basic concepts of pharmacokinetics and pharmacotherapy will be discussed. By the end of this course, students will also be introduced and become knowledgeable in medications affecting cardiovascular system and drugs affecting fluid, acid – base, and electrolyte balance. Drugs affecting other organ systems will be briefly introduced, but discussed in further detail in the Advanced Pharmacology course later on.

VN 220 – Clinical II – 9 Quarter Credit Hours
VN 220 is twelve weeks of internship, which are integrated with Medical – Surgical Nursing I. Internship schedules will vary as to the term for each student which provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to provide safe and effective nursing care to selected clients is evidenced by meeting specific behavioral objectives in each clinical area. The student’s progress is documented on the student's Clinical Progress Sheet. Lack of satisfactory performance is documented on the Counseling/Probation form. A detailed quarterly clinical evaluation is performed on each student with full faculty participation. Clinical areas for this quarter will be primarily Medical – Surgical Nursing with some students assigned to specialty areas.

VN 300 – Medical/Surgical Nursing II – 9.5 Quarter Credit Hours
This course covers more advanced pathology, signs, symptoms, incidence, methods of diagnosis, treatment, and medical and surgical conditions. In this course students are covering disrupted endocrine, urinary, reproductive, neurologic, musculoskeletal and integumentary functions.

VN 310 – Pharmacology II – 4.5 Quarter Credit Hours
Pharmacology II is the second in the series of two required courses in Pharmacology as part of the Vocational Nurse and Psychiatric Technician programs at Gurnick Academy of Medical Arts. In this class, we will continue to discuss medications affecting pulmonary system, Digestive System, Hormonal balance, musculoskeletal system. Antibiotics, Pain – management drugs, and drugs affecting central nervous system will be covered in detail.

VN 320 – Clinical III – 9 Quarter Credit Hours
VN 320 provides the student with an opportunity to continue to relate theory to practice in a supervised situation and sharpen their clinical skills. The student's ability to provide safe and effective nursing care is evidenced by meeting specific behavioral objectives in each clinical area. Student’s progress is documented on the Counseling/Probation form. Clinical areas for this quarter will be medical and surgical and other specialty areas.

VN 400 – Obstetrical Nursing – 4 Quarter Credit Hours
This course emphasizes the total care of the obstetrical client including the therapeutic uses and effects of drugs during pregnancy, labor and delivery, the immediate postpartum period, and nutrition as it relates to pregnancy and lactation. Care of the newborn is included. The role of the family and the importance of bonding are stressed. Clinical experience and client centered conferences reinforce classroom theory.

VN 410 – Pediatric Nursing –4 Quarter Credit Hours
This nursing course provides an introduction to pediatric nursing through theory. The focus is on meeting the basic human needs of the pediatric client and their family, utilizing critical thinking, therapeutic communication, technical skills, leadership/management skills, effective time management, and the nursing process.
Professionalism and caring are emphasized. The role of the practical nurse in relation to the concepts of growth and development, health promotion, and illness prevention are discussed and demonstrated. Didactic focus is on the most common illnesses and conditions that the nurse is likely to encounter while working with children and their families in the acute care setting.

**VN 420 – Psychiatric Nursing – 3 Quarter Credit Hours**
This course offers an overview of the practical nurse’s role in the prevention and treatment of mental illness, nursing management of the neurotic and psychotic client, the client with organic brain syndrome, and the suicide client. Clinical experience consists of primarily observational experience.

**VN 430 – Clinical IV – 9 Quarter Credit Hours**
This portion of the curriculum provides the student with an opportunity to relate theory to clinical practice in a supervised situation in maternity, pediatric, and psychiatric rotations. The student’s ability to provide safe and effective nursing care to selected clients with a minimum of supervision by the clinical instructor is evidenced by meeting specific behavioral objectives in each clinical area.

**VN 440 – Preparation for NCLEX – 4 Quarter Credit Hours**
This course covers application of critical thinking and test – taking strategies in preparing nursing students for licensure success. The course is based on the most current NCLEX Test Plan, addressing patient safety, provision of effective care healthcare environment, healthcare promotion and maintenance, physiologic, and psychosocial integrity. Content includes, but not limited to: the nursing process, fundamentals of care in nursing, communication with psychiatric clients, and nursing care of the children, women of childbearing age, the elderly, and medical surgical clients.

**NOTE:** Please review the attached Addendum for any changes and updates that we may have regarding our programs and the Academy as a whole.
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NOTE: Addendum is always attached to Gurnick Academy Catalog. Together, Addendum and Catalog (also, in the event if the catalog is outside of its period of effectiveness), represent current and updated information.
FACULTY AND STAFF

Dr. Krishna Misra
Medical Director (PT) – Ultrasound Technology, Radiologic Technology, and Magnetic Resonance Imaging (MRI) Programs
MD – S. C. B. Medical College – Cuttack, India
MD, Certified by E.C.F.M.G
Board Certified: American Board of Radiology, Licensed Physician in California
Dr. Misra has over 25 years of experience.

CORPORATE OFFICE STAFF

Christy Walston          Marketing Process Coordinator (FT)
Dave Kuhs               Career Services and Talent Acquisition Director (FT)
Crystal Hickam          Collections Specialist (PT)
Elena Kudrya            Finance Director (FT)
Erica Smith             Process Coordinator (FT)
George Cortes           Collection Specialist (PT)
Jamil Allanigue         Admissions Advisor (FT)
Jason Ho                Compliance Director (FT)
Jenilee Ceralde         Accounts Payable Accountant (FT)
Kamilia Bell            Financial Aid Director (FT)
Li Xing Zhao            System Administrator (FT)
Olga Guchek             System Administrator (PT)
Raquel Mendez           Financial Aid Assistant (FT)
Renata Espinoza         Financial Aid Assistant (FT)
Sarah Nguyen            Registrar (FT)
Seble Marion            System Administrator (FT)
Serguei Kakhnovich      Marketing Specialist (FT)
Stella Kwong            Accounts Receivable Specialist (FT)
Stephanie Nguyen Vargas Corporate Office Manager (FT)
Suzees Sturn             Corporate Outreach Director (FT)
Tanya Tran              Director of Admissions (FT)
Tiffany Chan            Accounts Receivable Specialist (FT)
Val Pashchenko          IT Manager (FT)
Yvette Montevirgen      Financial Aid Manager (FT)

PROGRAM DIRECTORS AND SUPERVISORS

Larisa Revzina          VN/PT/PHL Program Director
Claudia Vass            Executive Director of AS in Ultrasound
Elena Danilova          Executive Director of AS in MRI
Theodore C. Vanderlaan Executive Director of BSDMI
Gelena Gorelik          Director of Online Education
Beverly Quan Tong       AS PTA Program Director
Lisa Dianda  MA Program Supervisor
Renee McAuliffe  DA Program Supervisor
Karen Johnson-Brennan  ASN and BSN Program Director
Sabia Young  Director of Quality Education
Samantha Manlosa
Sanchez  Executive Director of RN Program
Alberto Verdad  Associate VN Program Director
Elizabeth Hopkins  AS in RT and BSDMI Program Director
Christy Foster Bollman  AS in RT Program Director

**Online Staff**

Gelena Gorelik  Director of Online Education (FT)
Christine Peppers  Online Administrative Manager (FT)
Sonia Parievsky  Online Teaching Assistant (PT)

**Online Faculty**

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<thead>
<tr>
<th>Full Time</th>
<th>Part Time</th>
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</thead>
<tbody>
<tr>
<td><strong>Jesse Kleis, MS</strong></td>
<td><strong>Guillermo Paredes, MD, RDMS (AB) (OB), RVT</strong></td>
</tr>
<tr>
<td>GE Didactic Instructor</td>
<td>GE Didactic Instructor</td>
</tr>
<tr>
<td>MA – CSU Dominguez Hills – Carson City, CA</td>
<td>MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru</td>
</tr>
<tr>
<td>BA – CSU Long Beach – Long Beach, CA</td>
<td>Dr. Parades has 15 years of experience.</td>
</tr>
<tr>
<td>Mr. Kleis has 7 years of experience.</td>
<td></td>
</tr>
<tr>
<td><strong>Anna Parievsky, PhD</strong></td>
<td><strong>Karolina Kopczynski, Ed.D</strong></td>
</tr>
<tr>
<td>GE Didactic Instructor</td>
<td>Didactic Instructor</td>
</tr>
<tr>
<td>PhD – UCLA – Los Angeles, CA</td>
<td>Ed.D – University of Phoenix – Phoenix, AZ</td>
</tr>
<tr>
<td>BS – University of California, Los Angeles – Los Angeles, CA</td>
<td>MA – University of Jean – Spain</td>
</tr>
<tr>
<td>Dr. Parievsky has 9 years of experience.</td>
<td>MA – University of Iberoamerica – Puerto Rico</td>
</tr>
<tr>
<td></td>
<td>MA – School for International Training – VT</td>
</tr>
<tr>
<td></td>
<td>Dr. Kopczynski has 18 years of experience.</td>
</tr>
<tr>
<td><strong>Kelly Flores, RN</strong></td>
<td><strong>Karen Vanderlaan, MSC, BS</strong></td>
</tr>
<tr>
<td>Didactic Instructor</td>
<td>Didactic Instructor</td>
</tr>
<tr>
<td>BSN – University of Phoenix</td>
<td>MSC – University of Phoenix – Phoenix, AZ</td>
</tr>
<tr>
<td>AA – Merced Community College – Merced, CA</td>
<td>BS – Weber State University – Ogden, UT</td>
</tr>
<tr>
<td>Ms. Flores has 7 years of experience.</td>
<td>Ms. Vanderlaan has over 15 years of experience.</td>
</tr>
<tr>
<td><strong>Ana Maria Estrada-Sanchez, PhD</strong></td>
<td><strong>Ana Maria Estrada-Sanchez, PhD</strong></td>
</tr>
<tr>
<td>GE Didactic Instructor</td>
<td>GE Didactic Instructor</td>
</tr>
<tr>
<td>PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico</td>
<td>PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico</td>
</tr>
<tr>
<td>BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico</td>
<td>Ms. Estrada-Sanchez has over 12 years of experience.</td>
</tr>
<tr>
<td>Ms. Estrada-Sanchez has over 12 years of experience.</td>
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<tr>
<td><strong>Tamra Skye, MA</strong></td>
<td></td>
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<tr>
<td>GE Didactic Instructor</td>
<td></td>
</tr>
<tr>
<td>MA – Washington State University – Pullman, WA</td>
<td></td>
</tr>
<tr>
<td>BA – Washington State University – Richland, WA</td>
<td></td>
</tr>
<tr>
<td>Ms. Skye has over 21 years of experience.</td>
<td></td>
</tr>
</tbody>
</table>
Sanjana Krishnamurthy, M. Sc, MS  Didactic Instructor
MS – California State University Fresno– Fresno, CA
M.Sc – University of Mysore – Mysore, India
B.Sc – University of Mysore – Mysore, India
Ms. Krishnamurthy has over 2 years of experience.

Ludmila Kisseleva-Eggleton, PhD  Didactic Instructor
PhD – Russian Academy of Sciences – St. Petersburg, Russia
Dr. Eggleton has over 30 years of experience.

Steven Visniski, BEE, MBA, DrBA  Didactic Instructor
BEE – Penn State University – State College, PA
MBA – University of Phoenix – Online
DrBA – University of Phoenix – Online
Mr. Visniski has over 12 years of experience.

Karen T. Smith, MS  GE Didactic Instructor
MS – Nicholls State University – Thibodaux, LA
BA – Nicholls State University – Thibodaux, LA
Mrs. Smith has over 20 years of experience.

SAN MATEO CAMPUS
San Mateo, CA – Staff
Fred Faridian  Campus Director, Title IX Coordinator (FT)
Dalisia Banks  Front Desk Representative – Evening (FT)
Amy Huang  Admissions Assistant (FT)
Danielle Palengat  Student Services Manager (FT)
Harry Jaochico  Admissions Advisor (FT)
La’Kara Green  Career Services Coordinator (FT)
Leana Darden  Administrative Assistant (FT)
Mariam Alghahmasi  UT Lab Technician (PT)
Michael Morris  Admissions Manager (FT)
Omar Barrera  Financial Aid Assistant (FT)
Richard Olayvar  Evening Front Desk Representative (FT)
Shema Khidir  Financial Aid Manager (FT)
Katie Curnyn  Career Services Coordinator (FT)

San Mateo, CA – Dental Assistant Program Faculty
Full Time
Renee McAuliffe, RDA  Program Coordinator
CDA – Brymans College – San Francisco, CA
Ms. McAuliffe has over 17 years of experience.

Part Time
Lisa Souza, RDA  DA Instructor
DA/Coronal Polish – Med Help – Walnut Creek, CA
Ms. Souza has over 30 years of experience.

San Mateo, CA – Associate of Science in Physical Therapist Assistant Program Faculty
Full Time
Beverly Quan Tong, MA  Program Director
MA – Stanford University – Stanford, CA
BS – UC Berkeley – Berkeley, CA
Ms. Tong has over 36 years of experience.

Patricia Kunse, MS PT  Academic Coordinator of
Clinical Education
BS – Santa Clara University – Santa Clara, CA
Jesse Kleis, MS  GE Didactic Instructor  MS – Texas Women’s University – Houston, TX  Ms. Kunse has over 31 years of experience.  MA – CSU Dominguez Hills – Carson, CA  BA – CSU Long Beach – Long Beach, TX  Mr. Kleis has over 7 years of experience.

<table>
<thead>
<tr>
<th>Part Time</th>
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<tbody>
<tr>
<td>Larry Lee Leong, PT, BS, MBA, MS</td>
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<tr>
<td>Erick Kong, Ed.D, PTA, CEAS II, CTRS, RTC</td>
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<tr>
<td>Guillermo Paredes, MD, RDMS (AB) (OB), RVT</td>
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San Mateo, CA – Medical Assistant Program Faculty

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<tbody>
<tr>
<td>Lisa Dianda, MA, RMA, CCMA-AC</td>
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<tr>
<td>Jovan Brown</td>
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<tbody>
<tr>
<td>Yulong Ji, CLS, MT (ASCP)</td>
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<tr>
<td>Jesus Garcia-DeLeon</td>
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<tr>
<td>Maryoum Sandoval, MPA</td>
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<tr>
<td>Dominic Flores, BS</td>
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San Mateo, CA – Associate of Science in Ultrasound Technology and Ultrasound Technology Programs Faculty

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<thead>
<tr>
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<tbody>
<tr>
<td>Claudia Vass, RDMS, RVT, CRT</td>
<td>Executive Director of AS in Ultrasound</td>
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<tr>
<td>Gelena Gorelik, MS, RD</td>
<td>Director of Online Education</td>
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<tr>
<td>Irene Leech, ARDMS, RVT</td>
<td>Didactic Instructor</td>
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<tr>
<td>Jesse Kleis, MS</td>
<td>GE Didactic Instructor</td>
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**Part Time / Per Diem**

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<tr>
<td>Karen T. Smith, MS</td>
<td>GE Didactic Instructor</td>
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<tr>
<td>Stephen Jackson, RDMS</td>
<td>Didactic Instructor</td>
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<tr>
<td>Caryn Rorabaugh, RDMS, RVT</td>
<td>Didactic Instructor</td>
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<tr>
<td>Guillermo Paredes, MD, RDMS (AB) (OB), RVT</td>
<td>GE Didactic Instructor</td>
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<tr>
<td>Anna Parievsky, PhD</td>
<td>GE Didactic Instructor</td>
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<tr>
<td>Ana Maria Estrada-Sanchez, PhD</td>
<td>GE Didactic Instructor</td>
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<td>Tamra Skye, MA</td>
<td>GE Didactic Instructor</td>
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<tr>
<td>Vivian Sassaki, RVT</td>
<td>Didactic Instructor</td>
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<tr>
<td>Karen T. Smith, MS</td>
<td>GE Didactic Instructor</td>
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San Mateo, CA – Associate of Science in MRI Program and MRI Technology Program Faculty

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<thead>
<tr>
<th>Full Time</th>
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<tbody>
<tr>
<td>Elena Danilova, ARMRIT, ARRT (RT)(MR)</td>
<td>Executive Director of AS in MRI</td>
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Revised by: Gurnick Academy of Medical Arts Process Department
Date of Catalog Print: April 2018
Effective Dates: April 1, 2018 to May 31, 2019
Date of Revision: October 5, 2018
Ms. Danilova has over 9 years of experience.

Ms. Gorelik has over 17 years of experience.

Mr. Kleis has over 7 years of experience.

Mr. Efremov has four years of experience.

Mr. Madariaga has over 38 years of experience.

Mrs. Smith has over 20 years of experience.

Dr. Paredes has over 15 years of experience.

Dr. Parievsky has over 9 years of experience.

Ms. Estrada-Sanchez has over 12 years of experience.

Ms. Qasmi has over 8 years of experience.

Ms. Paguyo has over 30 years of experience.
Gelena Gorelik, RD
Director of Online Education/Didactic Instructor
MS Nutrition, Endocrinology – UC Davis – Davis, CA
BS Biology, Health Sciences, Dietetics – UC Davis – Davis, CA
Ms. Gorelik has over 10 years of experience.

Guillermo Paredes, MD, RDMS (AB)(OB), RVT
Didactic Instructor
MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru
Dr. Paredes has over 15 years of experience.

Sashi Bir, RN
VN Clinical Coordinator
MSN – University of Phoenix – Phoenix, AZ
Ms. Bir has over 10 years of experience.

Part Time

Norgene D. Erfe, RN
Clinical Instructor
BSN – Philippine Women’s University – Manila, Philippines
Ms. Erfe has over 37 years of experience.

Alicia Braggiato, RN
Didactic Instructor
RN Diploma – Rhode Island Hospital School of Nursing – Providence, RI
Ms. Braggiatto has over 30 years of experience.

Sashi Bir, RN
VN Clinical Coordinator
MSN – University of Phoenix – Phoenix, AZ
Ms. Bir has over 10 years of experience.

Mahbubeh Mahmoudieh, RN
Didactic Instructor
MSN – University of Oklahoma – Norman, OK
ASN – Malcolm X College – Chicago, IL
Certificate – Midwifery – Mariendorff Habame Schule – Berlin, West Germany
Ms. Mahbubeh Mahmoudieh has over 30 years of experience.

Joe Madariaga, CRT, ARRT
Didactic Instructor
AA Radiologic Technology – Fullerton College
Level II Teaching Credential for Allied Health Careers – California State University, Long Beach – Long Beach, CA
Mr. Madariaga has over 38 years of experience.

Roselyn Jequinto, RN
Didactic/Clinical Instructor
BSN – Filamer Christian University – Roxas City, Philippines
Ms. Jequinto has over 35 years of experience.

Jennifer Lin, LVN
Clinical Instructor
BSN – Holy Names University – Oakland, CA
Ms. Lin has over 3 years of experience.

Marie Harty, BSN, RN
Didactic/Clinical Instructor
BSN – University of Massachusetts – Boston, MA
ASN – Quincy College – Quincy, MA
Ms. Harty has 10 years of experience.

Leon Kwong, BS
Instructor
BS – San Francisco State University – San Francisco, CA
Mr. Kwong has 16 years of experience.

Eric Escobedo, MS, RN, PHN, CCM, CHA
Didactic Instructor
MS – Nursing, Healthcare Leadership-Regis University – Denver, CO
Mr. Escobedo has 20 years of experience.

Melanie Domantay, RN, BSN
Didactic IVBW Instructor
BSN – Dominican University – San Rafael, CA
Ms. Domantay has 7 years of experience.

Krystie Johnson, RN
Teachers Assistant
VN– Gurnick Academy – San Mateo, CA
ADN – Unitek College – Fremont, CA
Ms. Johnson has 2 years of experience.

Criselda Imperio, RN, BSN
Didactic Instructor
BSN – Concordia College – Manila, Philippines
Ms. Imperio has 22 years of experience.

Jessica Auld, R, BSN
Didactic Instructor
BSN – Baylor University – Waco, TX
Ms. Auld has 11 years of experience.

Chris Estarellas, BSN, RN
Didactic/Clinical Instructor
MS – Clinical Psychology – Capella University – Minneapolis, MN
BSN – Chamberlain College of Nursing – Downers Grove, IL
Mr. Estarellas has over 5 years of experience.

Melissa Lipardo, BSN, RN, CCRN, CSC
Didactic/Clinical Instructor
BSN – Velez College Cebu City – Philippines
Ms. Lipardo has over 12 years of experience.

Marie Kay Valle, MSN
Didactic/Clinical Instructor
MSN – Aspen Online University – Denver, CO
Ms. Valle has over 8 years of experience.

### San Mateo, CA – Continuing Education Faculty

<table>
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<tr>
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<tbody>
<tr>
<td>Elizabeth Saiz, RN</td>
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<tr>
<td>Elisa S. Ramirez, RN</td>
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</table>

Ms. Saiz has over 30 years of experience.
Ms. Ramirez has over 30 years of experience.

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## CONCORD CAMPUS

### Concord, CA – Staff

Gari Hakobov
Campus Director (FT); Title IX Coordinator (FT)

Joe Kheusida
Assistant Campus Director (FT)

Anna Pimentel
Admissions Manager (FT)

Steven Brown
Admissions Advisor (FT)

Claudia Zelaya
Admissions Assistant (FT)

Maria Alfonso
Evening Front Desk Representative (FT)

Elaine Reeves
Student Services Coordinator (FT)

Lynnell Hannah
Financial Aid Assistant (PT)

Kimberly Savel
Career Services Coordinator (FT)

Rosa Castellon
Student Services Coordinator (FT)

Sheri Catalano-Wight
Outreach Development Manager (FT)

Jessica Murachanian
Morning Front Desk Representative (PT)

Bibi Faiez
Front Desk Representative (FT)

Raquel Morales
Financial Aid Advisor (FT)

Sheiako Thompson
VN Faculty Support (FT)

Michelle Williams
VN Faculty Support (PT)

### Concord, CA – RN to BSN Program (Online) Faculty

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<tr>
<td>Karen C. Johnson-Brennan, RN, Ed.D</td>
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Gelena Gorelik, MS, RD
Director of Online Education

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<tbody>
<tr>
<td>Karen T. Smith, MS</td>
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</table>

Ms. Gorelik has over 17 years of experience.
Jesse Kleis  Didactic Instructor  MA – CSU Dominguez Hills – Carson City, CA
Mrs. Smith has over 20 years of experience.

Anna Parievsky, PhD  GE Didactic Instructor  PhD – UCLA – Los Angeles, CA
Mr. Kleis has over 7 years of experience.

Beth-Anne White, MA  Didactic Instructor  MA – Southern Adventist University – Collegedale, TN
Ms. White has over 7 years of experience.

Kelly Flores, RN  Didactic Instructor  BSN – University of Phoenix
Ms. Flores has 7 years of experience.

Concord, CA – Medical Assistant Program Faculty

Full Time

Linda Michaels Hughes, MBA, CMA (AAMA)  Program Supervisor  AS/MA – Silicon Valley College – Walnut Creek, CA
BA – Utah State University – Logan, UT
MBA – American Intercontinental University – Los Angeles, CA
Mrs. Hughes has over 15 years of experience.

Part Time

Dina Somers, MA, CPT II  Didactic/Clinical Instructor  MA – Western Career College – San Leandro, CA
PHL – Summit Hospital – Oakland, CA
Mrs. Somers has 8 years of experience.

Tharwat Morkos, MS  Instructor Assistant  MS – Assiut University – Asyut, Egypt
Mr. Morkos has 20 years of experience.

Nancy Beshay, MAM  Medical Assistant  MAM – Ain Shams University – Cairo, Egypt
Ms. Beshay has 5 years of experience.

Peter Youssef Labib Beshay, MD  Didactic/Clinical  MD – Ain Shams University AS – Cairo, Egypt
Mr. Beshay has 5 years of experience.

Concord, CA – Associate of Science in Radiologic Technology Program Faculty

Full Time

Elizabeth Hopkins, MBA, RT(R)  Program Director  MBA – Bowling Green State university – Bowling Green, OH
BS – Baker College – Flint, MI
AS – Owens Community College – Perrysburg, OH
Ms. Hopkins has over 2 years of experience.

Charline Sealy, MS, RT (R)  Didactic Instructor/Clinical Coordinator  MS – University of Maryland University College – Washington DC
BS – St. John's University – Jamaica, NY
Ms. Sealy has 2 years of experience.

Gelena Gorelik, MS, RD  Director of Online Education  MS – UC Davis – Davis, CA
BS – UC Davis – Davis, CA
Ms. Gorelik has over 17 years of experience.
Jesse Kleis, MS  
GE Didactic Instructor  
MA – CSU Dominguez Hills – Carson, CA  
BA – CSU Long Beach – Long Beach, TX  
Mr. Kleis has over 7 years of experience.

Farrah Johnson RT, (R)(M)(BS), CNMT, NMTCB(CT)  
Didactic Instructor  
BA – Brandman University – Fairfield, CA  
AS – Community College of the Air Force – Montgomery, AL  
Ms. Johnson has over 6 years of experience.

Jesse Kleis, MS  
GE Didactic Instructor  
MA – CSU Dominguez Hills – Carson, CA  
BA – CSU Long Beach – Long Beach, TX  
Mr. Kleis has over 7 years of experience.

Part Time

Karen T. Smith, MS  
GE Didactic Instructor  
MS – Nicholls State University – Thibodaux, LA  
BA – Nicholls State University – Thibodaux, LA  
Mrs. Smith has over 20 years of experience.

Beth-Anne N. White, MA  
Didactic Instructor  
MA – Southern Adventist University – Collegedale, TN  
BA – Southern Adventist University – Collegedale, TN  
Mrs. White has over 7 years of experience.

Guillermo Paredes, MD, RDMS (AB) (OB), RVT  
GE Didactic Instructor  
MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru  
Dr. Paredes has over 15 years of experience.

Ana Maria Estrada-Sanchez, PhD  
GE Didactic Instructor  
PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico  
BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico  
Ms. Estrada-Sanchez has over 12 years of experience.

Beth-Anne N. White, MA  
Didactic Instructor  
MA – Southern Adventist University – Collegedale, TN  
BA – Southern Adventist University – Collegedale, TN  
Mrs. White has over 7 years of experience.

Guillermo Paredes, MD, RDMS (AB) (OB), RVT  
GE Didactic Instructor  
MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru  
Dr. Paredes has over 15 years of experience.

Ana Maria Estrada-Sanchez, PhD  
GE Didactic Instructor  
PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico  
BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico  
Ms. Estrada-Sanchez has over 12 years of experience.

Tamra Skye, MA  
GE Didactic Instructor  
MA – Washington State University – Pullman, WA  
BA – Washington State University – Richland, WA  
Ms. Skye has over 21 years of experience.

Margaret DeMarinis, PhD, ARRT (R)(M)  
Didactic Instructor  
PhD – University of Wisconsin – Madison, WI  
BA – Psychology and Linguistics University of California – Berkley, CA  
Ms. DeMarinis has over 35 years of experience.

Jacqueline Custard, Ed. D., RT (R)(M)  
Didactic Instructor  
EdD – St. Mary’s College of California – Moraga, CA  
MS – Central Michigan University – Mt. Pleasant, MI  
BS – Tuskegee University – Tuskegee, AL  
Dr. Custard has over 29 years of experience.

Anna Parievsky, PhD  
GE Didactic Instructor  
PhD – UCLA – Los Angeles, CA  
BS – University of California, Los Angeles – Los Angeles, CA  
Dr. Parievsky has 9 years of experience.

Concord, CA – Vocational Nurse (VN) and Psychiatric Technician (PT) Programs Faculty

Full Time

Mabelle Joy Golingan-Viera, RN  
PT Program Coordinator  
VN/PT Clinical/ Didactic Instructor  
BS – San Pedro College, Inc. – Davao City, Philippines  
Ms. Golingan-Viera has over 33 years of experience.

Belinda Bueno, BSFN, LVN  
VN Clinical Coordinator  
VN/PT Didactic/ Clinical Instructor  
BSFN – Philippine Women’s University  
LVN – American College of Nursing  
Ms. Bueno has over 5 years of experience.

Norman M. Elizaga, LVN  
VN Didactic / Clinical Instructor  
BSN – Our Lady Fatima College, Philippines  
Mr. Elizaga has over 8 years of experience.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
<th>Experience Notes</th>
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</thead>
<tbody>
<tr>
<td>Deborah Galloway, RN</td>
<td>VN/PT Clinical/ Didactic Instructor</td>
<td>MSN – Gonzaga University – Spokane, WA</td>
<td>Ms. Galloway has over 24 years of experience.</td>
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<tr>
<td></td>
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<td>BSN – Holy Names College – Oakland, CA</td>
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<tr>
<td>Aarthi Savoor, MS</td>
<td>VN/PT</td>
<td>MS – San Francisco State University – San Francisco, CA</td>
<td>Ms. Savoor has over 9 years of experience.</td>
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<tr>
<td></td>
<td>Didactic Instructor</td>
<td>BA Biology – Queens College, City University of New York – New York, NY</td>
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<tr>
<td>Sally Shirey, LVN</td>
<td>VN Clinical Instructor</td>
<td>VN – California College of Medical Affiliates – San Francisco, CA</td>
<td>Ms. Shirey has over 10 years of experience.</td>
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<tr>
<td>Jennifer Longsworth, RN</td>
<td>VN/PT Didactic Instructor</td>
<td>MSN – University of Phoenix</td>
<td>Ms. Longsworth has over 30 years of experience.</td>
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<tr>
<td></td>
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<td>BSN – University of Phoenix</td>
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<td>AS – Trade Technical College</td>
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<tr>
<td>Linda Cook, RN</td>
<td>Clinical Instructor</td>
<td>RN Diploma – Rio Hondo College – Whittier, CA</td>
<td>Ms. Cook has over 40 years of experience.</td>
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<tr>
<td></td>
<td>VN/PT</td>
<td>VN Diploma – Rio Hondo College – Whittier, CA</td>
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<tr>
<td>Francis Estrella, RN</td>
<td>VN/PT Clinical/ Didactic Instructor</td>
<td>ASN – Unitek College – Fremont, CA</td>
<td>Mr. Estrella has over 7 years of experience.</td>
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<tr>
<td></td>
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<td>LVN – American College of Nursing – Concord, CA</td>
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<tr>
<td>Laura Werner, DC, RN</td>
<td>VN/PT Clinical/ Didactic Instructor</td>
<td>DC – The Chiropractic College – San Lorenzo, CA</td>
<td>Dr. Werner has over 23 years of experience.</td>
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<tr>
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<td>MSN – The Chiropractic College – San Lorenzo, CA</td>
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<td></td>
<td>BSN – Orvis School of Nursing – Reno, NV</td>
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<td>BA – Western Illinois University – Macomb, Illinois</td>
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<tr>
<td>Geraldine Perez, RN</td>
<td>VN/PT Clinical/ Didactic Instructor</td>
<td>BSN – United Doctors’ Medical Center – Quezon City, Philippines</td>
<td>Ms. Perez has over 25 years of experience.</td>
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<tr>
<td>Marnel Yturralde, LVN</td>
<td>VN Clinical Instructor</td>
<td>BSN – Dr. Carlos Lanting College – Philippines</td>
<td>Mr. Yturralde has over 9 years of experience.</td>
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<td>DDM – DeCampo Memorial College – Philippines</td>
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<tr>
<td>Maria Perez, RN, BSN</td>
<td>PT Clinical/Didactic Instructor</td>
<td>BSN – Samuel Merritt University – Oakland, CA</td>
<td>Ms. Perez has over 10 years of experience.</td>
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<td>RN – St. Mary’s College – Moraga, CA</td>
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<tr>
<td>Paula Way LPT, BA</td>
<td>PT Clinical/Didactic Instructor</td>
<td>LPT – Hacienda-La Puente Adult Education Center – La Puente, CA</td>
<td>Ms. Way has over 4 years of experience.</td>
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<td>BA – Cal State Dominguez Hills – Carson, CA</td>
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<tr>
<td>Maria Victoria Mendoza, LVN,</td>
<td>VN Clinical/Didactic Instructor</td>
<td>B.S. - De Los Santos College - Quezon City, Philippines</td>
<td>Ms. Mendoza has over 20 years of experience.</td>
</tr>
<tr>
<td>BS</td>
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<tr>
<td>Harold Collins, LPT, BS</td>
<td>PT Clinical/Didactic Instructor</td>
<td>B.S. – San Francisco State University – San Francisco, CA</td>
<td>Mr. Collins has over 16 years of experience.</td>
</tr>
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<tr>
<td>Nadia Gawargyous, MD</td>
<td>VN/PT Clinical/Didactic Instructor</td>
<td>M.D. - Cairo University - Cairo, Egypt</td>
<td>Ms. Gawargyous has over 30 years of experience.</td>
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<tr>
<td>Sinh Lawrence, LVN</td>
<td>Clinical Instructor</td>
<td>EMT – Academy of Health Science – Fort Sam Houston, TX</td>
<td>Mr. Lawrence has over 22 years of experience.</td>
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<tr>
<td></td>
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<td>LVN – United States Air Force</td>
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</tbody>
</table>
Elizabeth Lee, LVN  Clinical Instructor  RN – Good Samaritan School of Nursing – Philippines  Ms. Lee has over 35 years of experience.

Kathie Lawrence, LVN  Clinical Instructor  LVN – United States Air Force  AS – Solano Community College – Fairfield, CA  Ms. Lawrence has over 35 years of experience.

Jerome G. Hiquiana  Clinical/Didactic Instructor  BSN – University of Pangasinan – Philippines  MBA, MAN – Lyceum-Northwestern University – Philippines  BSCS – Colegio de Dagupan – Philippines  Mr. Hiquiana has over 8 years of experience.

Maricar Telmo, MSN, RN  Clinical Instructor  MSN – University of San Francisco – San Francisco, CA  BSN – Centro Escolar University – Manila, Philippines  Ms. Telmo has over 16 years of experience.

Grace Olandria, RN  Didactic Instructor  BSN – San Pedro College – Davao City, Philippines  LNC – University of Georgia – Athens, GA  Ms. Olandria has over 24 years of experience.

Katherine Zahner  Didactic Instructor  BSN – Marquette University – Milwaukee, WI  MSN – California State University – Sacramento, CA  Ms. Zahner has over 11 years of experience.

Katrice Pagsabugan, VN  Clinical Instructor  BS – Far Easter University – Philippines  Ms. Pagsambugan has 3 years of experience.

Amy Callan, BSN, CCRN  Didactic Instructor  BSN – University of Washington – Seattle, WA  Ms. Callan has over 20 years of experience.

Scott Wallace, RN  Didactic Instructor  ADN – De Anza College – Cupertino, CA  BSN – Pacific Union College – Cupertino, CA  Mr. Wallace has 27 years of experience.

Faith Syquia, BSN  Didactic Instructor  BSN – Lyceum Northwestern University – Dagupcn, Philippines  Ms. Syquia has 31 years of experience.

Liza Jay Elegado, LVN, BSMT  Didactic Instructor  LVN – American College of Nursing – Concord, CA  BSMT – Centro Escalar University – Manila, Philippines  Ms. Elegado has 9 years of experience.

Evangeline Padiernos, BSN  Clinical Instructor  BSN – Philippine Woman University – Manila, Philippines  Ms. Padiernos has 35 years of experience.

Edward Magtoto, RN, BSN  Clinical Instructor  BSN – Tarlac State University – Manila, Philippines  RN – Unitek College – RN International Program – Fremont, CA  Mr. Magtoto has 8 years of experience.

Olivia Marzan, BSN  Clinical Instructor  BSN – Urdaneta City University of Pangasinan – Manila, Philippines  Ms. Marzan has 9 years of experience.

Fred Bunag, BSN, RN  Clinical Instructor  BSN – St. Jude College Manila – Manila, Philippines  RN – St. Jude College Manila – Manila, Philippines  Mr. Bunag has 9 years of experience.

Ester Concepcion, MAN, RN  Didactic/Clinical Instructor  BS – Central Philippine University – Iloilo City, Philippines  MA – Central Philippine University – Iloilo City, Philippines  Ms. Concepcion has 27 years of experience.

Laura Werner, DC, RN  VN/PT Clinical/ Didactic Instructor  DC – The Chiropractic College – San Lorenzo, CA  MSN – Orvis School of Nursing – Reno, NV  BSN – Orvis School of Nursing – Reno, NV  BA – Western Illinois University – Macomb, Illinois  Dr. Werner has over 23 years of experience.
Jennifer Cannon, RN, BSN  Didactic Instructor  BSN – Biola University – La Mirada, CA  
Monica Paylago, BSN  Clinical Instructor  BSN – University of Bohol – Tagbilaran, Philippines  
Mary Anne Duma, ADN  Clinical Instructor  ADN – Los Medanos College – Pittsburg, CA  
Leslie Ann Lazo, AGS  Clinical Instructor  AGS – Portland Community College – Portland, CA  
Augusto Omar Carillo, ADN  Clinical Instructor  ADN – Colleg of Marin – Kentfield, CA  
Estacie Aurelio-Perata, RN, BSN  Clinical Instructor  BSN – University of Santo Tomas – Manilla, Philippines  
Kristine Joyce Rodriguez Perez, BSN  Clinical Instructor  BSN – University of Pangasinan – Dagupan, Philippines  

Concord, CA – BSDMI Program (Online) Faculty  

<table>
<thead>
<tr>
<th>Part Time</th>
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</thead>
<tbody>
<tr>
<td>Elizabeth Hopkins, MBA, RT(R)</td>
<td>Program Director of BSDMI</td>
</tr>
<tr>
<td></td>
<td>MBA – Bowling Green State University – Bowling Green, OH</td>
</tr>
<tr>
<td></td>
<td>BS – Baker College – Flint, MI</td>
</tr>
<tr>
<td></td>
<td>AS – Owens Community College – Perrysburg, OH</td>
</tr>
<tr>
<td></td>
<td>Ms. Hopkins has over 2 years of experience. Mr. Vanderlaan has over 30 years of experience.</td>
</tr>
<tr>
<td>Kim Chan, MBA, PMP</td>
<td>Didactic Instructor</td>
</tr>
<tr>
<td></td>
<td>MBA – Baruch College, Zicklin School of Business, New York, NY</td>
</tr>
<tr>
<td></td>
<td>BA – University of Rochester, Rochester, NY</td>
</tr>
<tr>
<td></td>
<td>Mr. Chan has over 20 years of experience</td>
</tr>
<tr>
<td>Jesse Kleis, MS</td>
<td>GE Didactic Instructor</td>
</tr>
<tr>
<td></td>
<td>MA – CSU Dominguez Hills – Carson, CA</td>
</tr>
<tr>
<td></td>
<td>BA – CSU Long Beach – Long Beach, TX</td>
</tr>
<tr>
<td></td>
<td>Mr. Kleis has over 7 years of experience.</td>
</tr>
<tr>
<td>Guillermo Paredes, MD, RDMS (AB) (OB), RVT</td>
<td>GE Didactic Instructor</td>
</tr>
<tr>
<td></td>
<td>MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru</td>
</tr>
<tr>
<td></td>
<td>Dr. Paredes has over 15 years of experience.</td>
</tr>
<tr>
<td>Kelly Flores, RN</td>
<td>Didactic Instructor</td>
</tr>
<tr>
<td></td>
<td>BSN – University of Phoenix</td>
</tr>
<tr>
<td></td>
<td>AA – Merced Community College – Merced, CA</td>
</tr>
<tr>
<td></td>
<td>Ms. Flores has 7 years of experience.</td>
</tr>
<tr>
<td>Beth-Anne White, MA</td>
<td>Didactic Instructor</td>
</tr>
<tr>
<td></td>
<td>MA – Southern Adventist University – Collegedale, TN</td>
</tr>
<tr>
<td></td>
<td>BS – Southern Adventist University – Collegedale, TN</td>
</tr>
<tr>
<td></td>
<td>Ms. White has over 7 years of experience.</td>
</tr>
<tr>
<td>Karen Vanderlaan, MSC, BS</td>
<td>Didactic Instructor</td>
</tr>
<tr>
<td></td>
<td>MSC – University of Phoenix – Phoenix, AZ</td>
</tr>
<tr>
<td></td>
<td>BS – Weber State University – Ogden, UT</td>
</tr>
<tr>
<td></td>
<td>Ms. Vanderlaan has 15 years of experience.</td>
</tr>
<tr>
<td>Tamra Skye, MA</td>
<td>Didactic Instructor</td>
</tr>
<tr>
<td></td>
<td>MA – Washington State University – Pullman, WA</td>
</tr>
<tr>
<td></td>
<td>BA – Washington State University – Richland, WA</td>
</tr>
<tr>
<td></td>
<td>Ms. Skye has over 21 years of experience.</td>
</tr>
<tr>
<td>Mary Joyce Mckenzie, RN, BSN</td>
<td>Didactic/Clinical Instructor</td>
</tr>
<tr>
<td></td>
<td>BSN – California State University – Hayward, CA</td>
</tr>
<tr>
<td></td>
<td>Ms. Mckenzie has over 31 years of experience.</td>
</tr>
</tbody>
</table>
### MODESTO CAMPUS

#### Modesto, CA – Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Tu Nguyen</td>
<td>Campus Director (FT)</td>
</tr>
<tr>
<td>Teresa Zavala-Pano</td>
<td>Student Services Coordinator (FT)</td>
</tr>
<tr>
<td>Alex Villarreal</td>
<td>Instructional Aid (FT)</td>
</tr>
<tr>
<td>Audra Noppe</td>
<td>Administrative Assistant/Student Services Coordinator (FT)</td>
</tr>
<tr>
<td>Deborah Parsons</td>
<td>Front Desk Representative (FT)</td>
</tr>
<tr>
<td>Felicia De Leon</td>
<td>Financial Aid Manager (FT)</td>
</tr>
<tr>
<td>Kari Rose</td>
<td>Admissions Advisor (FT)</td>
</tr>
<tr>
<td>Leisa Conway</td>
<td>Evening Front Desk Representative (PT)</td>
</tr>
<tr>
<td>Nina Kruis</td>
<td>Admissions Advisor (FT)</td>
</tr>
<tr>
<td>Sharanji Jimenez</td>
<td>Instructional Aid (PT)</td>
</tr>
<tr>
<td>Vanita Devi</td>
<td>Student Services Coordinator (FT)</td>
</tr>
<tr>
<td>Wendy Theisen</td>
<td>Outreach Development Manager</td>
</tr>
<tr>
<td>Wajeha Hussain</td>
<td>Financial Aid Advisor (FT)</td>
</tr>
<tr>
<td>Julia Gorham</td>
<td>VN Instructional Aid (FT)</td>
</tr>
<tr>
<td>Jocelyn Otero</td>
<td>VN Instructional Aid (FT)</td>
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<tr>
<td>Samantha Chavez</td>
<td>VN Instructional Aid (PT)</td>
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<tr>
<td>Cecilia Price</td>
<td>Career Services Coordinator (FT)</td>
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#### Modesto, CA – Dental Assistant Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Donna Bega, RDAEF, BS</td>
<td>Program Coordinator</td>
<td>BS – DeVry University – Folsom, CA&lt;br&gt;Ms. Bega has over 20 years of experience.</td>
</tr>
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</table>

#### Modesto, CA – Medical Assistant Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Carla Jewett, RMA (AMT), BS</td>
<td>Program Coordinator</td>
<td>BS – DeVry University – Folsom, CA&lt;br&gt;AS – Merrit College – Oakland, CA&lt;br&gt;Ms. Jewett has over 20 years of experience.</td>
</tr>
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</table>

#### Modesto, CA – Associate of Science in MRI Technology Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elena Danilova, ARMRT, ARRT (RT)(MR)</td>
<td>Executive Director of AS in MRI</td>
<td>BA – Ashford University – San Diego, CA&lt;br&gt;AAS – Sonoma College – Petaluma, CA&lt;br&gt;Ms. Danilova has over 9 years of experience.</td>
</tr>
<tr>
<td>Gelena Gorelik, MS, RD</td>
<td>Director of Online Education</td>
<td>MS – UC Davis – Davis, CA&lt;br&gt;BS – UC Davis – Davis, CA&lt;br&gt;Ms. Gorelik has over 17 years of experience.</td>
</tr>
</tbody>
</table>
Jesse Kleis, MS  GE Didactic Instructor  MA – CSU Dominguez Hills – Carson, CA
BA – CSU Long Beach – Long Beach, TX
Mr. Kleis has over 7 years of experience.

Steve Deitsch, ARRT, BS  Didactic Instructor  BSHA – University of Phoenix – Online
Mr. Deitsch has 12 years of experience.

Part Time

Karen T. Smith, MS  GE Didactic Instructor  MS – Nicholls State University – Thibodaux, LA
BA – Nicholls State University – Thibodaux, LA
Mrs. Smith has over 20 years of experience.

Guillermo Paredes, MD, RDMS (AB) (OB), RVT  GE Didactic Instructor  MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru
Dr. Paredes has over 15 years of experience.

Anna Parievsky, PhD  GE Didactic Instructor  PhD – UCLA – Los Angeles, CA
BS – University of California, Los Angeles – Los Angeles, CA
Dr. Parievsky has over 9 years of experience.

Ana Maria Estrada-Sanchez, PhD  GE Didactic Instructor  PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico
BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico
Ms. Estrada-Sanchez has over 12 years of experience.

Tamra Skye, MA  GE Didactic Instructor  MA – Washington State University – Pullman, WA
BA – Washington State University – Richland, WA
Ms. Skye has over 21 years of experience.

Karen T. Smith, MS  GE Didactic Instructor  MS – Nicholls State University – Thibodaux, LA
BA – Nicholls State University – Thibodaux, LA
Mrs. Smith has over 20 years of experience.

Modesto, CA – Vocational Nurse Program Faculty

Full Time

Philip Waymire, LVN  NCLEX Integration Manager/Simulation Instructor  LVN – Career Networks Institute – Orange, CA
BA – California State University Stanislaus – Turlock, CA
AA – Modesto Junior College – Modesto, CA
Mr. Waymire has over 5 years of experience.

Jose Solano, RN  Clinical Instructor  BSN – University of Phoenix – Salida, CA
LVN – Los Angeles Job Corps – Los Angeles, CA
Mr. Solano has over 9 years of experience.

June Henley-Meyer, RN  Clinical Instructor  AA – Modesto Junior College – Modesto, CA
AAS – Modesto Junior College – Modesto, CA
Ms. Meyer has over 35 years of experience.

Melanie Guzman, RN  NCLEX Integration/Didactic Instructor  ASN – Modesto Junior College – Modesto, CA
BS- University of Phoenix- Online Campus
Ms. Thompson has over 21 years of experience.

Laura Springston, RN  Clinical Instructor  ASN – Modesto Junior College – Modesto, CA
Ms. Springston has over 21 years of experience.

Mendy Solano, RN  Clinical Instructor  BSN – University of Phoenix, Salida, CA
<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Solano</td>
<td>LVN – Western Career College, Sacramento, CA</td>
<td>LVN – Western Career College, Sacramento, CA</td>
<td>Mrs. Solano has over 12 years of experience.</td>
</tr>
<tr>
<td>Mr. Mataro</td>
<td>ASN – St. Jude College, Manila, Philippines</td>
<td>ASN – St. Jude College, Manila, Philippines</td>
<td>Mr. Mataro has over 7 years of experience.</td>
</tr>
<tr>
<td>Ms. Renslow</td>
<td>Didactic/Clinical Instructor</td>
<td>AS – Modesto Junior College – Modesto, CA</td>
<td>Ms. Renslow has over 25 years of experience.</td>
</tr>
<tr>
<td>Mrs. Parker</td>
<td>Didactic Instructor</td>
<td>BSN – Grand Canyon University – Rocklin, CA</td>
<td>Mrs. Parker has over 7 years of experience.</td>
</tr>
<tr>
<td>Ms. Renslow</td>
<td>Didactic/Clinical Instructor</td>
<td>BS – University of Phoenix – Lathrop, CA</td>
<td>Ms. Renslow has over 25 years of experience.</td>
</tr>
<tr>
<td>Ms. Mataro</td>
<td>Didactic/Clinical Instructor</td>
<td>AS – Modesto Junior College – Modesto, CA</td>
<td>Ms. Mataro has over 7 years of experience.</td>
</tr>
<tr>
<td>Ms. Vogel</td>
<td>Clinical Instructor</td>
<td>AS – Modesto Junior College – Modesto, CA</td>
<td>Ms. Vogel has over 35 years of experience.</td>
</tr>
<tr>
<td>Ms. Renslow</td>
<td>Didactic/Clinical Instructor</td>
<td>BS – University of Phoenix – Salida, CA</td>
<td>Ms. Renslow has over 25 years of experience.</td>
</tr>
<tr>
<td>Ms. Mataro</td>
<td>Didactic/Clinical Instructor</td>
<td>BS – University of Phoenix – Salida, CA</td>
<td>Ms. Mataro has over 25 years of experience.</td>
</tr>
<tr>
<td>Ms. Brown</td>
<td>Clinical Instructor</td>
<td>ADN – San Joaquin Delta College – Stockton, CA</td>
<td>Ms. Brown has over 10 years of experience.</td>
</tr>
<tr>
<td>Ms. Guthrie</td>
<td>Clinical Coordinator</td>
<td>AS – Merced Community College – Merced, CA</td>
<td>Ms. Guthrie has over 8 years of experience.</td>
</tr>
<tr>
<td>Ms. Parker</td>
<td>Didactic/Clinical Instructor</td>
<td>BS – University of Phoenix – Sacramento, CA</td>
<td>Ms. Parker has over 7 years of experience.</td>
</tr>
<tr>
<td>Ms. Sinlapaxay</td>
<td>Clinical Instructor</td>
<td>AS – Modesto Junior College – Modesto, CA</td>
<td>Ms. Sinlapaxay has over 12 years of experience.</td>
</tr>
<tr>
<td>Ms. Decena</td>
<td>Clinical Instructor</td>
<td>DNP – University of San Francisco – San Francisco, CA</td>
<td>Ms. Decena has over 12 years of experience.</td>
</tr>
<tr>
<td>Stacie Dahlin</td>
<td>Didactic Instructor</td>
<td>AS – Pacific Union College – Angwin, CA</td>
<td>Ms. Dahlin has over 22 years of experience.</td>
</tr>
</tbody>
</table>

**Part Time**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
<th>Experience Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Whitaker</td>
<td>Didactic/Clinical Instructor</td>
<td>BSN – University of Phoenix – Salida, NY</td>
<td>Ms. Whitaker has over 22 years of experience.</td>
</tr>
<tr>
<td>Ms. Marks</td>
<td>Didactic/Clinical Instructor</td>
<td>AA – University of New York – Albany, NY</td>
<td>Ms. Marks has over 31 years of experience.</td>
</tr>
<tr>
<td>Ms. Sinlapaxay</td>
<td>Clinical Instructor</td>
<td>BSN – University of Phoenix – Sacramento, CA</td>
<td>Ms. Sinlapaxay has over 12 years of experience.</td>
</tr>
<tr>
<td>Ms. Decena</td>
<td>Clinical Instructor</td>
<td>BSN – University of Phoenix – Salida, CA</td>
<td>Ms. Decena has over 12 years of experience.</td>
</tr>
<tr>
<td>Ms. Dahlin</td>
<td>Didactic Instructor</td>
<td>AS – Pacific Union College – Angwin, CA</td>
<td>Ms. Dahlin has over 22 years of experience.</td>
</tr>
</tbody>
</table>
Kelley Giaramita, RN  Associate Program Coordinator  
BA – CSU Stanislaus - Turlock CA  
ASN – Modesto Junior College – Modesto, CA  
AS – Vocational Nursing – Merced College – Merced, CA  
AS – Cottey College – Nevada, MO  
Ms. Giaramita has over 27 years of experience.  

Lori Ann Worley, RN  Didactic Instructor  
ADN – San Joaquin Delta College – Stockton, CA  
Ms. Worley has over 9 years of experience.  

Jennifer Rani, RN, VN, MA, BS, AS  Didactic Instructor  
MA – Argosy University – Alameda, CA  
BS – Northern Michigan University – Marquette, M  
AS – Evergreen Valley College – San Jose, CA  
Ms. Rani has over 9 years of experience.  

Lori Green-Nevatt, RN  Clinical Instructor  
BSN – CSU Stanislaus – Turlock, CA  
ADN – San Joaquin Delta College – Stockton, CA  
Ms. Green has over 23 years of experience.  

Sandra Smith, ASN  Clinical Instructor  
ASN – Lincoln University – Oakland, CA  
Mrs. Smith has 11 years of experience.  

Rita Arnett, RN  Clinical Instructor  
AS – Modesto Junior College – Modesto, CA  
Ms. Arnette has 37 years of experience  

Becky Lyn Melville, BSN  Didactic/Clinical Instructor  
BS – Grand Canyon University – Online  
AS – Chlone College – Fremont, CA  
Ms. Andersen has over 17 years of experience.  

Tiffany Drake, RN, BSN  Clinical Instructor  
BSN – Grand Canyon University – Phoenix, AZ  
Ms. Drake has over 15 years of experience.  

Dawn Hayek, RN, BSN, PHN  Didactic/Clinical Instructor  
BSN – University of Phoenix – Salida, CA  
Ms. Hayek has over 12 years of experience.  

Blanca Zesati, RN  Clinical Instructor  
ADN – Fresno City College – Fresno, CA  
Ms. Zesati has over 15 years of experience.  

Gloria Patterson, RN, BS, MS  Clinical Instructor  
MS BIO– Chicago State University – Chicago, IL  
BS BIO – Chicago State University – Chicago, IL  
ASN – Modesto Junior College – Modesto, CA  
Ms. Patterson has over 20 years of experience.  

Amy Cerny, LVN  Didactic Instructor  
AA – Modesto Junior College – Modesto, CA  
Ms. Cerny has over 7 years of experience.  

JoAnn Wilson, RN, CPht, EMP  Didactic Instructor  
EMT – Abrams College – Modesto, CA  
Pharmacy Technician – Allied Medical School – Laguna Hills, CA  
DSD – Joshua Tree School – Joshua, CA  
ASN – Marymount University – Arlington, VA  

Leann Collier, RN, BSN  Clinical Instructor  
BSN – Middle Tennessee State University – Murfreesboro, TN  
Ms. Collier has over 11 years of experience.  

Margie Lucas, BSN, ADN, RN  Didactic/Clinical Instructor  
BSN – University of Phoenix – Salida, CA  
ADN – San Joaquin Delta College – Stockton, CA  
Ms. Lucas has over 19 years of experience.
FRESNO CAMPUS

Fresno, CA – Staff

Karen Hobson  Campus Director, Title IX Coordinator (FT)
Rick Urgo  Assistant Campus Director (FT)
Karena Spach  Financial Aid Advisor (FT)
Sandex Sims  Outreach Development Manager (FT)
Manivone Syrisack Le  Student Services Manager (FT)
Mary Young  Front Desk Representative (FT)
Parris Hernandez  Student Services Coordinator (FT)
Lori Shaffer  Admissions Manager (FT)
Stephanie Torres Zazueta  ASUT Instructional Aid (FT)
Laicheeong “Lulu” Vang  ASUT Instructional Aid (PT)
Brittany Garcia  VN Instructional Aid (PT)
Anita Dayal  Admissions Advisor (FT)
Samantha Harris  VN Instructional Aid (FT)
Leonard Zarate  Career Services Coordinator (FT)
Nikki Gill  Admissions Advisor (FT)
Rachel Eyo  VN Instructional Aid (PT)
Brittany Wylie  Front Desk Receptionist & ASUT Teachers Aid (FT)
Marissa Estrada  Administrative Support (FT)
Nathaniel Bell  Front Desk Receptionist (FT)
Nikolas Lara  ADN Instructional Aid (FT)
Mary-Anne Douglas  Admissions Assistant (FT)
Adaena Martinez  Student Services Coordinator (FT)
Sandra Azurdia  Administrative Support (FT)
Marcus Chavoya  ADN Instructional Aid (PT)
Bonifacio Favela  Front Desk Representative (FT)
Lisa Sedano  VN Faculty Support (FT)

Fresno, CA – Associate of Science in Ultrasound Technology Program Faculty

Full Time

Claudia Vass, RDMS, RVT, CRT  Executive Director of AS in Ultrasound  BA – Ashford University – Clinton, IA
Certificate – Radiology – Maxwell AFB, AL
Ms. Vass has over 28 years of experience.

Gelena Gorelik, MS, RD  Director of Online Education  MS – UC Davis – Davis, CA
BS – UC Davis – Davis, CA
Ms. Gorelik has over 17 years of experience.

Cara Holden, RDMS, RVT  Clinical Coordinator  AS – Kettering College of Medical Arts – Dayton, OH
Ms. Holden has over 15 years of experience.

Jesse Kleis, MS  GE Didactic Instructor  MA – CSU Dominguez Hills – Carson, CA
BA – CSU Long Beach – Long Beach, TX
Mr. Kleis has over 7 years of experience.
### Part Time

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Karen T. Smith, MS</td>
<td>GE Didactic Instructor</td>
<td>MS – Nicholls State University – Thibodaux, LA</td>
<td>Mrs. Smith has over 20 years of experience.</td>
</tr>
<tr>
<td>Michele Martin, ARDMS, AB, OB, RVT</td>
<td>Didactic Instructor</td>
<td>AA – Fresno City College, Fresno, CA</td>
<td>Ms. Martin has over 22 years of experience.</td>
</tr>
<tr>
<td>Beverly Shriver, RDMS</td>
<td>Didactic Instructor</td>
<td>ARDMS – Central California School of Continuing Education – San Luis Obispo, CA</td>
<td>Ms. Shriver has over 16 years of experience.</td>
</tr>
<tr>
<td>Guillermo Paredes, MD, RDMS (AB) (OB), RVT</td>
<td>GE Didactic Instructor</td>
<td>MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru</td>
<td>Dr. Paredes has over 15 years of experience.</td>
</tr>
<tr>
<td>Anna Parievsky, PhD</td>
<td>GE Didactic Instructor</td>
<td>PhD – UCLA – Los Angeles, CA</td>
<td>Dr. Parievsky has over 9 years of experience.</td>
</tr>
<tr>
<td>Kristina Souza, RDMS</td>
<td>Didactic Instructor</td>
<td>Diploma – Merced Community College – Merced, CA</td>
<td>Ms. Souza has over 7 years of experience.</td>
</tr>
<tr>
<td>Ana Maria Estrada-Sanchez, PhD</td>
<td>GE Didactic Instructor</td>
<td>PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico</td>
<td>Ms. Estrada-Sanchez has over 12 years of experience.</td>
</tr>
<tr>
<td>Tamra Skye, MA</td>
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<tr>
<td>Karen T. Smith, MS</td>
<td>GE Didactic Instructor</td>
<td>MS – Nicholls State University – Thibodaux, LA</td>
<td>Mrs. Smith has over 20 years of experience.</td>
</tr>
</tbody>
</table>

### Fresno, CA – Medical Assistant Program Faculty

#### Full Time

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
<th>Experience Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jasjit Dhaliwal, RMA</td>
<td>Clinical Instructor/Coordinator</td>
<td>AS – San Joaquin Valley College – Fresno, CA</td>
<td>Ms. Dhaliwal has over 10 years of experience.</td>
</tr>
</tbody>
</table>

#### Part Time

<table>
<thead>
<tr>
<th>Name</th>
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<th>Education</th>
<th>Experience Notes</th>
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</thead>
<tbody>
<tr>
<td>James Alaniz, CMT, CNPT</td>
<td>Didactic/Clinical Instructor</td>
<td>Monitor Tech Certification – Community Regional Medical Center – Fresno, CA</td>
<td>Mr. Alaniz has over 23 years of experience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phlebotomy Certification – Valley Children’s Hospital – Fresno, CA</td>
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Revised by: Gurnick Academy of Medical Arts Process Department
Date of Catalog Print: April 2018
Effective Dates: April 1, 2018 to May 31, 2019
Date of Revision: October 5, 2018
## Fresno, CA – Vocational Nurse Program Faculty

### Full Time

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alma Molina, RN, BSN</td>
<td>Program Coordinator</td>
<td>College of Sequoias – Visalia, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSN – Chamberlain College – Chicago, Illinois</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Molina has over 7 years of experience.</td>
</tr>
<tr>
<td>Daisy Serrano Ortiz, RN</td>
<td>Didactic Instructor</td>
<td>BSN – Walden University – Minneapolis, MN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AS – College of the Sequoias – Visalia, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AS – San Joaquin Valley College – Visalia, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Serrano has 6 years of experience.</td>
</tr>
<tr>
<td>Rena Cooper, RN</td>
<td>Clinical Instructor</td>
<td>ADN – Fresno City College – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Cooper has 8 years of experience.</td>
</tr>
</tbody>
</table>

### Part Time

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
</tr>
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<tbody>
<tr>
<td>Bamidele Akindele</td>
<td>Didactic / Clinical Instructor</td>
<td>BSN – Western Governors University – Salt Lake City, UT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS Educational Management – University of Ibadan, Nigeria</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Akindele has over 13 years of experience.</td>
</tr>
<tr>
<td>Laurene Maki, RN, MSN</td>
<td>Didactic/Clinical Instructor</td>
<td>MSN – CSU Sacramento – Sacramento, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSN – CSU Fresno – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Maki has over 25 years of experience.</td>
</tr>
<tr>
<td>Sarah Prichard, RN</td>
<td>Didactic/Clinical Instructor</td>
<td>ADN – Reedley College – Reedley, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Prichard has over 8 years of experience.</td>
</tr>
<tr>
<td>Soledad Reyes, RN</td>
<td>Didactic/Clinical Instructor</td>
<td>AS – Fresno City College – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Reyes has over 8 years of experience.</td>
</tr>
<tr>
<td>Angelina Bravo, RN, BSN, PHN</td>
<td>Didactic/Clinical Instructor</td>
<td>BSN – Fresno State University – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Bravo has over 9 years of experience.</td>
</tr>
<tr>
<td>Jessica White</td>
<td>Didactic/Clinical Instructor</td>
<td>BS – Fresno State University – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. White has over 7 years of experience.</td>
</tr>
<tr>
<td>Sherri Bennett, RN</td>
<td>Didactic Instructor</td>
<td>AS – College of the Sequoias – Visalia, CA</td>
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<tr>
<td></td>
<td></td>
<td>AA – Reedley College – Reedley, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Bennett has over 11 years of experience.</td>
</tr>
<tr>
<td>Victoria Abioye-Oywewusi, RN</td>
<td>Didactic/Clinical Instructor</td>
<td>MSN – Walden University – Minneapolis, MN</td>
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<tr>
<td></td>
<td></td>
<td>BSN – Oregon Health &amp; Science University – Portland, OR</td>
</tr>
<tr>
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<td></td>
<td>Ms. Abioye-Oywewusi has over 6 years of experience.</td>
</tr>
<tr>
<td>Carmencita De Guzman, RN, BSN, BSND, MAN</td>
<td>Didactic/Clinical Instructor</td>
<td>MAN – Fr. Saturnino Urios University – Philippines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSN – Brokenshire College – Philippines</td>
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<tr>
<td></td>
<td></td>
<td>BSND – University of Immaculate Conception – Philippines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. De Guzman has over 15 years of experience.</td>
</tr>
<tr>
<td>Shelli Ashbeck, RN, BSN</td>
<td>Didactic/Clinical Instructor</td>
<td>BS – Sonoma State University – Sonoma, CA</td>
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<tr>
<td></td>
<td></td>
<td>Ms. Ashbeck has over 30 years of experience.</td>
</tr>
<tr>
<td>Stacee Carlton, BSN</td>
<td>Didactic/Clinical Instructor</td>
<td>BS – San Diego State University – San Diego, CA</td>
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<tr>
<td></td>
<td></td>
<td>Ms. Carlton has 4 years of experience.</td>
</tr>
<tr>
<td>Mai Tong Yang, MSN, IBCLC</td>
<td>Didactic/Clinical Instructor</td>
<td>MSN – Fresno Pacific University — Fresno, CA</td>
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<td>BSN – Fresno Pacific University — Fresno, CA</td>
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<td>Title</td>
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<tr>
<td>Daisy Vela, BSN, PHN</td>
<td>Didactic/Clinical Instructor</td>
<td>BSN – California State University – Fresno, CA</td>
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<tr>
<td></td>
<td></td>
<td>Ms. Vela has 6 years of experience.</td>
</tr>
<tr>
<td>Veronica Ojeda-Ruiz, BSN</td>
<td>Didactic/Clinical Instructor</td>
<td>BSN – California State University – Fresno, CA</td>
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<tr>
<td></td>
<td></td>
<td>Ms. Ojeda-Ruiz has 10 years of experience.</td>
</tr>
<tr>
<td>Kimberly Martinez, RN</td>
<td>Didactic/Clinical Instructor</td>
<td>ADN – Fresno City College – Fresno, CA</td>
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<tr>
<td></td>
<td></td>
<td>Ms. Martinez has over 8 years of experience.</td>
</tr>
<tr>
<td>Angelina Odland, LVN</td>
<td>Clinical Instructor</td>
<td>AS – Skyline Community College – San Bruno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VN – Clovis Adult School – Clovis, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Odland has 12 years of experience.</td>
</tr>
<tr>
<td>Maria M Cisneros, RN, LBN</td>
<td>Didactic/Clinical Instructor</td>
<td>RN – Fresno City College – Fresno, CA</td>
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<tr>
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<td></td>
<td>LVN – Clovis Adult School – Clovis, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Cisneros has 12 years of experience.</td>
</tr>
<tr>
<td>Engelie Garcia, MSN, RN</td>
<td>Didactic/Clinical Instructor</td>
<td>MS – University of Phoenix – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS – University of Phoenix – Fresno, CA</td>
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<tr>
<td></td>
<td></td>
<td>AS – Fresno City College – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Garcia has 20 years of experience.</td>
</tr>
<tr>
<td>Rita Flores, RN</td>
<td>Didactic/Clinical Instructor</td>
<td>RN – Fresno City College – Fresno, CA</td>
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<tr>
<td></td>
<td></td>
<td>LVN – Clovis Adult School – Clovis, CA</td>
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<tr>
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<td>Ms. Flores has 24 years of experience.</td>
</tr>
<tr>
<td>ShunQuita McMullins, RN,</td>
<td>Didactic/Clinical Instructor</td>
<td>BSN – University of Louisiana Lafayette – Lafayette, LA</td>
</tr>
<tr>
<td>BSN, CCRN</td>
<td></td>
<td>AS – Middle Georgia College – Cochran, GA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. McMullins has 7 years of experience.</td>
</tr>
<tr>
<td>Susan Monroe, RN, BSN</td>
<td>Didactic/Clinical Instructor</td>
<td>BSN – Grand Canyon University – Phoenix, AZ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AS – Fresno City College – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Monroe has 8 years of experience.</td>
</tr>
<tr>
<td>Brenda Chaffee, LVN</td>
<td>Didactic/Clinical Instructor</td>
<td>AS – Fresno City College – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Chaffee has 36 years of experience.</td>
</tr>
<tr>
<td>Lupe Padilla, RN</td>
<td>Didactic/Clinical Instructor</td>
<td>ADN – Evergreen Valley College – San Jose, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Padilla has 20 years of experience.</td>
</tr>
<tr>
<td>Sukhmani Minhas, RN, BSN</td>
<td>Didactic/Clinical Instructor</td>
<td>BS – California State University Fresno – Fresno, CA</td>
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<tr>
<td></td>
<td></td>
<td>Ms. Minhas has 2 years of experience.</td>
</tr>
<tr>
<td>Vicki Lemke, RN, C-EFM</td>
<td>Didactic/Clinical Instructor</td>
<td>ADN – Fresno City College – Fresno, CA</td>
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<tr>
<td></td>
<td></td>
<td>Ms. Lemke has 14 years of experience.</td>
</tr>
<tr>
<td>Stacey Serna, BSN, RN</td>
<td>Didactic/Clinical Instructor</td>
<td>ADN – Fresno City College – Fresno, CA</td>
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<tr>
<td></td>
<td></td>
<td>BSN – Grand Canyon University – Phoenix, AZ</td>
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<tr>
<td></td>
<td></td>
<td>Ms. Serna has 5 years of experience.</td>
</tr>
<tr>
<td>Mark Peterson, RN</td>
<td>Clinical Instructor</td>
<td>BSN – CSU Stanislaus – Turlock, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AS – Modesto Junior College – Modesto, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. Peterson has 20 years of experience.</td>
</tr>
<tr>
<td>Amber Sherrell, RN, BSN</td>
<td>Didactic/Clinical Instructor</td>
<td>BSN – California State University, Fresno – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Sherrell has 4 years of experience.</td>
</tr>
<tr>
<td>Michael Mims, MSN, ADN</td>
<td>Didactic/Clinical Instructor</td>
<td>MSN – University of Phoenix – Phoenix, AZ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ADN – Northwest Community College – Senatobia, MS</td>
</tr>
<tr>
<td></td>
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<td>Mr. Mims has 8 years of experience.</td>
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## Fresno, CA – Associate of Science in Vocational Nursing Program Faculty

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<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Education</th>
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<tbody>
<tr>
<td><strong>Full Time</strong></td>
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</tr>
<tr>
<td>Executive Director</td>
<td>Samantha Manlosa</td>
<td>MSN/ED – University of Phoenix – Phoenix, AZ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSN – Velez College – Cebu City, Philippines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Sanchez has 14 years of experience.</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Alma Molina, RN, BSN</td>
<td>College of Sequoias – Visalia, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSN – Chamberlain College – Chicago, Illinois</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Molina has over 7 years of experience.</td>
</tr>
<tr>
<td>Didactic Instructor</td>
<td>Karen Vanderlaan, MSC</td>
<td>MSC – University of Phoenix – Phoenix, AZ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS – Weber State University – Ogden, UT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Vanderlaan has 15 years of experience.</td>
</tr>
<tr>
<td>Didactic Instructor</td>
<td>Aarti Savoor, MS</td>
<td>MS – San Francisco State University – San Francisco, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BA – Queens College, City University of New York – New York, NY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mr. Savoor has 9 years of experience.</td>
</tr>
<tr>
<td>Didactic Instructor</td>
<td>Sarah Godinho, BS</td>
<td>BS – Fresno Pacific University – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Godinho has 3 years of experience.</td>
</tr>
<tr>
<td>GE Didactic Instructor</td>
<td>Tamra Skye, MA</td>
<td>MA – Washington State University – Pullman, WA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BA – Washington State University – Richland, WA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Skye has over 21 years of experience.</td>
</tr>
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</table>

## Fresno, CA – Associate of Science in Nursing Program Faculty

<table>
<thead>
<tr>
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<th>Name</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Director</td>
<td>Samantha Manlosa</td>
<td>MSN/ED – University of Phoenix – Phoenix, AZ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSN – Velez College – Cebu City, Philippines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Sanchez has 14 years of experience.</td>
</tr>
<tr>
<td>Didactic/ Clinical Instructor,</td>
<td>Sonia Duarte, MSN, RN</td>
<td>MSN – University of Phoenix – Online</td>
</tr>
<tr>
<td>Clinical Coordinator</td>
<td></td>
<td>BSN – University of Phoenix – Central Valley Campus, Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ASN – Fresno City College – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Duarte has 10 years of experience.</td>
</tr>
<tr>
<td><strong>Part Time</strong></td>
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</tr>
<tr>
<td>Didactic Instructor</td>
<td>Karen Vanderlaan, MSC</td>
<td>MSC – University of Phoenix – Phoenix, AZ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS – Weber State University – Ogden, UT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Vanderlaan has 15 years of experience.</td>
</tr>
<tr>
<td>Didactic Instructor</td>
<td>Sarah Godinho, BS</td>
<td>BS – Fresno Pacific University – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Godinho has 3 years of experience.</td>
</tr>
<tr>
<td>Clinical Instructor</td>
<td>Cambria Coffman, RN,</td>
<td>BSN – California State University, Fresno – Fresno, CA</td>
</tr>
<tr>
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<td>ADN – Fresno City College – Fresno, CA</td>
</tr>
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<td></td>
<td>Ms. Coffman has 5 years of experience.</td>
</tr>
<tr>
<td>Clinical Instructor</td>
<td>Venessa Cacacho, RN,</td>
<td>BSN – San Joan De Dios Educational Foundations – Minila, Philippines</td>
</tr>
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<td></td>
<td>BSN – San Joan De Dios Educational Foundations – Minila, Philippines</td>
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<tr>
<td>Name</td>
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<tr>
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</tr>
<tr>
<td>Shelvia Salvano, RN, BSN</td>
<td>Clinical Instructor</td>
<td>BSN – California State University, Fresno – Fresno, CA</td>
</tr>
<tr>
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<td>ADN – San Joaquin Valley College – Visalia, CA</td>
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<tr>
<td>Jeanette Wierman RN, BSN</td>
<td>Clinical Instructor</td>
<td>BSN – California State University, Fresno – Fresno, CA</td>
</tr>
<tr>
<td>Daisy Serrano Ortiz, RN,</td>
<td>Didactic Instructor</td>
<td>BSN – Walden University – Minneapolis, MN</td>
</tr>
<tr>
<td>BSN, MSN/Ed</td>
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<td>ADN – College of Sequoias – Visalia, CA</td>
</tr>
<tr>
<td>Antoinette Cabrera, RN,</td>
<td>Clinical Instructor</td>
<td>BSN – University of Phoenix – Central Valley Campus – Fresno, CA</td>
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<tr>
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<td>ADN – Fresno City College – Fresno, CA</td>
</tr>
<tr>
<td>Arianna Wells, RN, BSN</td>
<td>Clinical Instructor</td>
<td>BSN – Western Governors University – Salt Lake, UT</td>
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</tr>
<tr>
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<td>LVN – Fresno Adult Education – Fresno, CA</td>
</tr>
<tr>
<td>Judy Mason, MSN, RN, CCRN-P</td>
<td>Didactic/Clinical Instructor</td>
<td>MSN – Grand Canyon University – Phoenix, AZ</td>
</tr>
<tr>
<td></td>
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<td>BSN – Mariano Marcos State University – Philippines</td>
</tr>
<tr>
<td>Neelima Bhargava, RN, BSN,</td>
<td>Clinical Instructor</td>
<td>MSN – University of Delhi – India</td>
</tr>
<tr>
<td>MSN</td>
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<td>BSN – University of Delhi – India</td>
</tr>
<tr>
<td>Recarlyn Dimaandal, RN</td>
<td>Didactic/Clinical Instructor</td>
<td>MSN – University of Phoenix – San Jose, CA</td>
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<tr>
<td>BSN, MSN/Ed</td>
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<td>BSN – Manila Central University – Philippines</td>
</tr>
<tr>
<td>Alyssa Borgioli, BSN, RN</td>
<td>Clinical Instructor</td>
<td>BSN – California State University Fresno – Fresno, CA</td>
</tr>
<tr>
<td>Ashley Padrnos, RN, BSN</td>
<td>Didactic/Clinical Instructor</td>
<td>ADN – San Joaquin Valley College – Visalia, CA</td>
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<tr>
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<td>BSN – Western Governors University – Salt Lake City, UT</td>
</tr>
<tr>
<td>Guadalupe Otero, MSN, BSN,</td>
<td>Didactic/Clinical Instructor</td>
<td>MSN – Vanguard University of Southern California – Costa Mesa, CA</td>
</tr>
<tr>
<td>RN, PHN</td>
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<td>BSN – Vanguard University of Southern California – Costa Mesa, CA</td>
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<tr>
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<td></td>
<td>RN – East Los Angeles College – Monterey Park, CA</td>
</tr>
<tr>
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<td></td>
<td>PHN – Vanguard University of Southern California – Costa Mesa, CA</td>
</tr>
<tr>
<td>Dana Mejia, MSN, CNS, RN</td>
<td>Didactic Instructor</td>
<td>MSN – California State University – Fresno, CA</td>
</tr>
<tr>
<td>CPHON</td>
<td></td>
<td>BSN – California State University – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ADN – Fresno City College – Fresno, CA</td>
</tr>
<tr>
<td>Suzete Rothberg, BSN</td>
<td>Clinical Instructor</td>
<td>BSN – California State University – Fresno, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BA – Potiguar University – Natal, Brazil</td>
</tr>
</tbody>
</table>
Amy Ordway, RN, BSN  | Clinical Instructor  | BSN – Union University – Hendersonville, TN  
                      |                     | BA – Fresno Pacific University – Fresno, CA  
Ms. Ordway has 3 years of experience

Christina Kooiman, RN  | Clinical Instructor  | BSN – Grand Canyon University – Phoenix, AZ  
Ms. Kooiman has 3 years of experience

Kia Lee, BSN  | Clinical Instructor  | BSN – Fresno Pacific University – Fresno, CA  
ADM – Fresno City College – Fresno, CA  
Mr. Lee has 3 years of experience

Kwang Eun “Kevin” Lee, RN  | Clinical Instructor  | BSN – Fresno State University – Fresno, CA  
ADM – Pasadena City College – Pasadena, CA  
Mr. Lee has 3 years of experience

Coreen Johnson, MSN, BSN, CNS, RN  | Clinical Instructor  | MSN – California State University, Fresno – Fresno, CA  
BSN – California State University, Fresno – Fresno, CA  
Ms. Johnson has 7 years of experience

Jose Rendon, MBA, MSN, BSN  | Didactic/Clinical Instructor  | MBA – Fresno State University – Fresno, CA  
MSN – Fresno State University – Fresno, CA  
BSN – Fresno State University – Fresno, CA  
Mr. Rendon has 11 years of experience

Kristy Neumann, ASN, RN  | Clinical Teaching Assistant  | ASN – Chabot College – Hayward, CA  
Ms. Neumann has 6 years of experience

Rachael Lotto, BSN, RN  | Clinical Instructor  | BSN – Ohio University – Athens, OH  
Ms. Lotto has 5 years of experience

Sandra Ibrahim, BSN, RN  | Clinical Instructor  | BSN – Western Governors University – Salt Lake City, UT  
RN – Fresno City College – Fresno, CA  
Ms. Ibrahim has 8 years of experience

### SACRAMENTO CAMPUS

#### Sacramento, CA – Staff

Burke Malin  | Campus Director (FT)  
Gena Miller  | Students Services Manager,  
Campus Administrative Manager, & Title IX Coordinator (FT)  
Marina Lebedeva  | Imaging Student Service Coordinator (FT)  
Kathryn Leonard  | Admissions Advisor (FT)  
Stella Babayan  | Financial Aid Advisor (FT)  
Porcha Chambers  | Career Services Coordinator (FT)  
Virtue Ventura  | Admissions Advisor (FT)  
Ashley Taylor  | Front Desk Representative (FT)  
Suzette Odom  | Financial Aid Manager (FT)

#### Sacramento, CA – Associate of Science in Ultrasound Technology Program Faculty

##### Full Time

Claudia Vass, RDMS, RVT, CRT  | Executive Director of AS in Ultrasound  
BA-Ashford University-Clinton, IA  
Certificate – Radiology – Maxwell AFB, AL  
Ms. Vass has over 28 years of experience.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
<th>Experience Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesse Kleis, MS</td>
<td>GE Didactic Instructor</td>
<td>MA – CSU Dominguez Hills – Carson, CA&lt;br&gt;BA – CSU Long Beach – Long Beach, TX&lt;br&gt;Mr. Kleis has over 7 years of experience.</td>
<td></td>
</tr>
<tr>
<td>Maria Theresa Blando, RDMS, RVS</td>
<td>Didactic Instructor</td>
<td>DMS – Houston Community Colleges – Houston, TX&lt;br&gt;BS – University of Santo Tomas – Manilla, Philippines&lt;br&gt;Ms. Blando has over 23 years of experience.</td>
<td></td>
</tr>
<tr>
<td>Richard Roberts, RVT, RDMS, RDCS</td>
<td>Didactic Instructor</td>
<td>BS – Pacific Christian Colleges – Long Beach, CA&lt;br&gt;Ultrasound – Doctor’s Hospital – Modesto, CA&lt;br&gt;Mr. Roberts has over 34 years of experience.</td>
<td></td>
</tr>
<tr>
<td>Cara Holden, RDMS, RVT</td>
<td>Clinical Coordinator</td>
<td>AS – Kettering College of Medical Arts – Dayton, OH&lt;br&gt;Ms. Holden has over 15 years of experience.</td>
<td></td>
</tr>
<tr>
<td>Jesse Kleis, MS</td>
<td>GE Didactic Instructor</td>
<td>MA – CSU Dominguez Hills – Carson, CA&lt;br&gt;BA – CSU Long Beach – Long Beach, TX&lt;br&gt;Mr. Kleis has over 7 years of experience.</td>
<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

**Sacramento, CA – Associate of Science in Radiologic Technology Program Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
<th>Experience Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guillermo Paredes, MD, RDMS (AB) (OB), RVT</td>
<td>GE Didactic Instructor</td>
<td>MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru&lt;br&gt;Dr. Paredes has over 15 years of experience.</td>
<td></td>
</tr>
<tr>
<td>Anna Parievsky, PhD</td>
<td>GE Didactic Instructor</td>
<td>PhD – UCLA – Los Angeles, CA&lt;br&gt;BS – University of California, Los Angeles – Los Angeles, CA&lt;br&gt;Dr. Parievsky has over 9 years of experience.</td>
<td></td>
</tr>
<tr>
<td>Ana Maria Estrada-Sanchez, PhD</td>
<td>GE Didactic Instructor</td>
<td>PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico&lt;br&gt;BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico&lt;br&gt;Ms. Estrada-Sanchez has over 12 years of experience.</td>
<td></td>
</tr>
<tr>
<td>Tamra Skye, MA</td>
<td>GE Didactic Instructor</td>
<td>MA – Washington State University – Pullman, WA&lt;br&gt;BA – Washington State University – Richland, WA&lt;br&gt;Ms. Skye has over 21 years of experience.</td>
<td></td>
</tr>
<tr>
<td>Neeley Wetzel RDMS, AB, OB/GYN</td>
<td>Didactic/Lab Instructor</td>
<td>BS – Oregon Institute of Technology – Klamath Falls, OR&lt;br&gt;Ms. Wetzel has 8 years of experience.</td>
<td></td>
</tr>
<tr>
<td>Karen T. Smith, MS</td>
<td>GE Didactic Instructor</td>
<td>MS – Nicholls State University – Thibodaux, LA&lt;br&gt;BA – Nicholls State University – Thibodaux, LA&lt;br&gt;Mrs. Smith has over 20 years of experience.</td>
<td></td>
</tr>
<tr>
<td>Jesse Kleis, MS</td>
<td>GE Didactic Instructor</td>
<td>MA – CSU Dominguez Hills – Carson, CA&lt;br&gt;BA – CSU Long Beach – Long Beach, TX&lt;br&gt;Mr. Kleis has over 7 years of experience.</td>
<td></td>
</tr>
<tr>
<td>Part Time</td>
<td>Position</td>
<td>Education</td>
<td>Experience</td>
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<tr>
<td>-----------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Guillermo Paredes, MD, RDMS (AB) (OB), RVT</strong></td>
<td>GE Didactic Instructor</td>
<td>MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru</td>
<td>Dr. Paredes has over 15 years of experience.</td>
</tr>
<tr>
<td><strong>Ana Maria Estrada-Sanchez, PhD</strong></td>
<td>GE Didactic Instructor</td>
<td>PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico</td>
<td>BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Estrada-Sanchez has over 12 years of experience.</td>
</tr>
<tr>
<td><strong>Therese Gotto, RT, (R) (MR)(CT), CRT (F)</strong></td>
<td>Didactic Instructor</td>
<td>AS – Yuba College – Marysville, CA</td>
<td>BS – University of California, Davis – Davis, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Gotto has over 17 years of experience.</td>
</tr>
<tr>
<td><strong>Anna Parievsky, PhD</strong></td>
<td>GE Didactic Instructor</td>
<td>PhD – UCLA – Los Angeles, CA</td>
<td>BS – University of California, Los Angeles – Los Angeles, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Parievsky has 9 years of experience.</td>
</tr>
<tr>
<td><strong>Tamra Skye, MA</strong></td>
<td>GE Didactic Instructor</td>
<td>MA – Washington State University – Pullman, WA</td>
<td>BA – Washington State University – Richland, WA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Skye has over 21 years of experience.</td>
</tr>
<tr>
<td><strong>Karen T. Smith, MS</strong></td>
<td>GE Didactic Instructor</td>
<td>MS – Nicholls State University – Thibodaux, LA</td>
<td>BA – Nicholls State University – Thibodaux, LA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mrs. Smith has over 20 years of experience.</td>
</tr>
</tbody>
</table>

**Sacramento, CA – Associate of Science in Magnetic Resonance Imaging Program Faculty**

<table>
<thead>
<tr>
<th>Full Time</th>
<th>Position</th>
<th>Education</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elena Danilova ARMRIT</strong></td>
<td>Executive Director of AS in MRI</td>
<td>BA – Ashford University – San Diego, CA</td>
<td>BA – Ashford University – San Diego, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AAS – Sonoma College – Petaluma, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Danilova has over 9 years of experience.</td>
</tr>
<tr>
<td><strong>Christy Foster Bollman, MAS, RRA, (MR)(CT)(R)</strong></td>
<td>Program Director</td>
<td>MS – University of San Diego – San Diego, CA</td>
<td>BS – Loma Linda University – Loma Linda, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Foster Bollman has 20 years of experience.</td>
</tr>
<tr>
<td><strong>Jesse Kleis, MS</strong></td>
<td>GE Didactic Instructor</td>
<td>MA – CSU Dominguez Hills – Carson, CA</td>
<td>BA – CSU Long Beach – Long Beach, TX</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mr. Kleis has over 7 years of experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part Time</th>
<th>Position</th>
<th>Education</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ana Maria Estrada-Sanchez, PhD</strong></td>
<td>GE Didactic Instructor</td>
<td>PhD – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico</td>
<td>BS – Universidad Nacional Autonoma de Mexico (UNAM) – Mexico City, Mexico</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Estrada-Sanchez has over 12 years of experience.</td>
</tr>
<tr>
<td><strong>Tamra Skye, MA</strong></td>
<td>GE Didactic Instructor</td>
<td>MA – Washington State University – Pullman, WA</td>
<td>BA – Washington State University – Richland, WA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Skye has over 21 years of experience.</td>
</tr>
<tr>
<td><strong>Hee Kyung Chung, BA, RT, R, CT, MR</strong></td>
<td>Didactic Instructor</td>
<td>BA – Rutgers University – New Brunswick, NJ</td>
<td>AS – Bergen Community College – Paramus, NJ</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Chung has 10 years of experience.</td>
</tr>
</tbody>
</table>
Anna Parievsky, PhD  GE Didactic Instructor  PhD – UCLA – Los Angeles, CA
BS – University of California, Los Angeles – Los Angeles, CA
Dr. Parievsky has over 9 years of experience.
Karen T. Smith, MS  GE Didactic Instructor  MS – Nicholls State University – Thibodaux, LA
BA – Nicholls State University – Thibodaux, LA
Mrs. Smith has over 20 years of experience.
Kevin Turner, BAS  Didactic/Clinical Instructor  BAS – Thomas Edison State University – Trenton, NJ
US Army Medical Department Center & School – Diagnostic Radiology Program – West Point, NY
Mr. Turner has over 7 years of experience.

Joe Madariaga, CRT, ARRT  Didactic Instructor  AA Radiologic Technology – Fullerton College
Level II Teaching Credential for Allied Health Careers – California State University, Long Beach – Long Beach, CA
Mr. Madariaga has over 38 years of experience.

Guillermo Paredes, MD, RDMS (AB) (OB), RVT  GE Didactic Instructor  MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru

Sacramento, CA – Medical Assistant Program Faculty

Full Time
Adrienne Volpert, DC  Program Coordinator  DC – Palmer College of Chiropractic – San Jose, CA
BA – State University of New York – Buffalo, NY
Dr. Volpert has 5 years of experience.
EXECUTIVE OFFICERS OF GURNICK ACADEMY OF MEDICAL ARTS

Konstantin Gourji, Chief Executive Officer
Larisa Revzina, Chief Academic Officer
Zara J. Gourji, Chief Process Officer
Burke Malin, Chief Operating Officer
Theodore C. Vanderlaan, Vice President, Strategy and Innovation

Additional Admission Requirements per Program

Associate of Science in Magnetic Resonance Imaging Program (ASMRI) – pg 15
Associate of Science in Radiologic Technology Program (ASRT) – pg 22
Associate of Science in Ultrasound Technology Program (ASUT) – pg 15

1. Submit – for applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies are not accepted. All coursework must be successfully completed and given a grade of at least a “C”. Anatomy and Physiology I with Laboratory must be completed within the last 5 years. All credit granting is subject to the approval from the Program Director or Program Coordinator. Please allow 7 days for review.

2. Complete the Distance Education Questionnaire.

3. Submit 2 letters of reference. The letters must be current, typed, dated, and signed. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.

4. Submit a one page essay in APA Format that includes:
   a. Statement of why you want to join the modality.
   b. The essential functions and role of a Technologist in this field.
   c. Preparation to become successful in this program
   d. Sources used to prepare for the essay.

5. Pass an admission interview with the Program Director and designees.

REFUND

Student’s Right to Cancel

1. You have the right to cancel your program of instruction, without any penalty or obligations.
   a. A full refund of all tuition and fees paid will be made: if a student cancels his/her Enrollment Agreement by notifying the school within three days of enrollment; or
   b. Cancels his/her Enrollment Agreement through attendance at the first class session or the seventh calendar day of the student start date, whichever is later. The academy will refund the student any money he/she paid, less any registration fees not to exceed $75.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received if cancellation occurs later than three-days after enrollment.

2. 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 days in the current payment period in your program through the last day of attendance.

3. Cancellation may occur when the student provides a written notice of cancellation at the enrolling campus. This can be done by mail or by hand delivery.

4. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
5. 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.

Withdrawal from the Program
Page 46

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 days in the current payment period in your program through the last day of attendance. The refund will be less a registration not to exceed $75.00, and less any deduction for equipment not returned in good condition, 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.

For the purpose of determining a refund under this section, the date of the student’s withdrawal shall be deemed the last date of recorded attendance. 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; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.
• The student has failed to attend class for two (2) weeks.
• Failure to return from a leave of absence.

For programs beyond the current “payment period,” if you withdraw prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party 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 programs 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.

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.

SAFETY AND CAMPUS SECURITY
Weapons and Firearms
Page 59

Gurnick Academy of Medical Arts prohibits all persons who enter school property owned, leased or under the control of Gurnick from possessing, manufacturing, transferring, selling, storing, displaying, or using weapons of any kind regardless of whether or not the person is licensed to carry the weapon. Failure to abide by this policy will result in disciplinary action to include, but not limited to termination of employment / withdrawal from the program and dismissal from Gurnick Academy of Medical Arts property. Additional disciplinary actions may be imposed under the Code of Conduct policy.

DRUG FREE
Page 63

Gurnick Academy of Medical Arts is a drug-free institution. Any activities that involve the use, selling, manufacturing or displaying of illegal drugs are strictly prohibited on campus grounds will result in termination from employment or academic program. Any persons suspected of being under the influence of a controlled substances while on school property will be subjected to a drug test.
STUDENT GRIEVANCE AND APPEALS

To provide students with a neutral mechanism for the reconsideration of disciplinary actions or performance evaluations that would necessitate the dismissal of the student from a program, Gurnick Academy has a designated Appeals Committee consisting of the following individuals: Chief Academic Officer, Chief Operations Officer, Chief Executive Officer, and Vice President, Strategy and Innovation. Note: A student must stay within the appeal process and is not to contact the Appeal Committee members for any reason unless directed to do so by a Campus Director or Committee member. A student who goes outside the procedure of this policy will be denied his/her appeal.

GRADUATION REQUIREMENTS

Additional Graduation Requirements for the AS in Radiologic Technology Program:

1. The student must have successfully completed and must provide verification of the minimum clinical competencies as defined by the American Registry of Radiologic Technologists.
2. Students are required to have acquired an associate’s degree prior to sitting for the American Registry of Radiologic Technology exam.

ATTENDANCE - ABSENT- TARDINESS - DROP

Table 14. Number of Unexcused Absences

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Type</th>
<th># of Absences resulting in Student Warning Notification</th>
<th># of Absences resulting in Disciplinary Probation</th>
<th># of Absences resulting in Expulsion</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA &amp; MAPHL</td>
<td>Didactic</td>
<td>2*</td>
<td>3*</td>
<td>4*</td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>DA</td>
<td>Didactic</td>
<td>1*</td>
<td>2*</td>
<td>3*</td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>ADN</td>
<td>Didactic</td>
<td>1</td>
<td>3</td>
<td>4**</td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
<td>1</td>
<td>3</td>
<td>4**</td>
</tr>
<tr>
<td>ASUT</td>
<td>Didactic/Lab</td>
<td>2*</td>
<td>3*</td>
<td>4*</td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
<td>2*</td>
<td>2*</td>
<td>3*</td>
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<td>ASMRI</td>
<td>Didactic</td>
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<td>ASPTA</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>ASRT</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>PT</td>
<td>Didactic</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Program</td>
<td>Make-up Plan of Action Establishment Deadline for Clinical and Didactic Absences</td>
<td>Didactic Absence Make-up Assignment Due</td>
<td>Clinical Absence Make-up Assignment Due</td>
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</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ASMRI</td>
<td>Within 7 days upon Return from Absence*</td>
<td>Within 30 Days from Date of Absence*</td>
<td>Within 30 Days from Date of Absence*</td>
<td></td>
</tr>
<tr>
<td>PT</td>
<td>Immediate upon Return from Absence</td>
<td>Within 7 Days from Return of Absence*</td>
<td>Students not in clinical - Within 14 days of absence</td>
<td></td>
</tr>
<tr>
<td>ASRT</td>
<td></td>
<td></td>
<td>Students in clinical - Within 21 days of absence</td>
<td></td>
</tr>
<tr>
<td>VN</td>
<td></td>
<td>Students not in clinical - Within 14 days of absence</td>
<td>Students in clinical - Within 30 days of absence</td>
<td></td>
</tr>
<tr>
<td>DA</td>
<td></td>
<td>Students not in clinical - Within 14 days of absence</td>
<td>Students in clinical - Within 30 days of absence</td>
<td></td>
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<tr>
<td>MA &amp; MAPHL</td>
<td></td>
<td>Students not in clinical - Within 14 days of absence</td>
<td>Students in clinical - Within 30 days of absence</td>
<td></td>
</tr>
<tr>
<td>ASPTA</td>
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<td>Students not in clinical - Within 14 days of absence</td>
<td>Students in clinical - Within 30 days of absence</td>
<td></td>
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<tr>
<td>ASUT</td>
<td></td>
<td>Students not in clinical - Within 14 days of absence</td>
<td>Students in clinical - Within 30 days of absence</td>
<td></td>
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<tr>
<td>ADN, ASVN, RN to BSN, &amp; BSDMI</td>
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<td>Students not in clinical - Within 14 days of absence</td>
<td>Students in clinical - Within 30 days of absence</td>
<td></td>
</tr>
</tbody>
</table>

*or by the end of the course whichever comes first

These numbers are considered to be per module, not per course

**Either in Didactic or Clinical or a total of both Didactic and Clinical**
Table 16. Remediation/Probation Plan Details

<table>
<thead>
<tr>
<th>Program</th>
<th>Remediation Plan Establishment</th>
<th>Maximum Time Frame of Remediation Plan Completion</th>
<th>Probation Plan Establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of business days from</td>
<td># of calendar days from the date of issuance</td>
<td># of business days - academic</td>
</tr>
<tr>
<td></td>
<td>the course completion date</td>
<td></td>
<td>probation/disciplinary</td>
</tr>
<tr>
<td></td>
<td># of calendar days from the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>date of issuance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASPTA</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ASUT</td>
<td>3</td>
<td>14</td>
<td>3/module</td>
</tr>
<tr>
<td>ASMRI</td>
<td>3</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>ASRT</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>ASVN</td>
<td>5</td>
<td>21</td>
<td>5 Disciplinary only</td>
</tr>
<tr>
<td>PT</td>
<td>5</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>MA &amp; MAPHL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADN RN to BSN</td>
<td>5</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>BSDMI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ACADEMIC CALENDAR 2018

HOLIDAYS FOR ALL CAMPUSES AND PROGRAMS

<table>
<thead>
<tr>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1, 2018</td>
<td>January 1, 2019</td>
</tr>
<tr>
<td>New Year’s Day</td>
<td>New Year’s Day</td>
</tr>
<tr>
<td>October 8, 2018</td>
<td>October 14, 2019</td>
</tr>
<tr>
<td>Columbus Day</td>
<td>Columbus Day</td>
</tr>
<tr>
<td>January 15, 2018</td>
<td>January 21, 2019</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>Dr. Martin Luther King Jr. Day</td>
</tr>
<tr>
<td>November 12, 2018</td>
<td>November 11, 2019</td>
</tr>
<tr>
<td>Veteran’s Day</td>
<td>Veterans Day</td>
</tr>
<tr>
<td>November 22-23, 2018</td>
<td>November 28-29, 2019</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>May 28, 2018</td>
<td>May 27, 2019</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Memorial Day</td>
</tr>
<tr>
<td>December 24, 2018</td>
<td>December 24, 2019</td>
</tr>
<tr>
<td>Christmas Eve</td>
<td>Christmas Eve</td>
</tr>
<tr>
<td>July 4, 2018</td>
<td>July 4, 2019</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Independence Day</td>
</tr>
<tr>
<td>December 25, 2018</td>
<td>December 25, 2019</td>
</tr>
<tr>
<td>Christmas Day</td>
<td>Christmas Day</td>
</tr>
<tr>
<td>September 2, 2019</td>
<td>September 2, 2019</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Labor Day</td>
</tr>
<tr>
<td>December 31, 2019</td>
<td>December 31, 2019</td>
</tr>
<tr>
<td>New Year’s Eve</td>
<td>New Year’s Eve</td>
</tr>
<tr>
<td>Program</td>
<td>San Mateo</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>BSDMI</td>
<td></td>
</tr>
<tr>
<td>RNBSN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 26, 2018</td>
</tr>
<tr>
<td></td>
<td>July 2, 2018</td>
</tr>
<tr>
<td></td>
<td>September 24, 2018</td>
</tr>
<tr>
<td>ASMRI</td>
<td>January 2, 2018</td>
</tr>
<tr>
<td>DA</td>
<td>January 2, 2018</td>
</tr>
<tr>
<td></td>
<td>February 26, 2018</td>
</tr>
<tr>
<td></td>
<td>March 26, 2018</td>
</tr>
<tr>
<td></td>
<td>April 23, 2018</td>
</tr>
<tr>
<td></td>
<td>May 21, 2018</td>
</tr>
<tr>
<td></td>
<td>July 2, 2018</td>
</tr>
<tr>
<td></td>
<td>July 30, 2018</td>
</tr>
<tr>
<td></td>
<td>August 27, 2018</td>
</tr>
<tr>
<td></td>
<td>September 24, 2018</td>
</tr>
<tr>
<td></td>
<td>October 22, 2018</td>
</tr>
<tr>
<td></td>
<td>November 19, 2018</td>
</tr>
<tr>
<td>PT</td>
<td>Core: January 2, 2018</td>
</tr>
<tr>
<td></td>
<td>Prereq.: TBD</td>
</tr>
<tr>
<td>PTA</td>
<td>January 2, 2018</td>
</tr>
<tr>
<td>ASRT</td>
<td>July 2, 2018</td>
</tr>
<tr>
<td>ASUT</td>
<td>January 2, 2018</td>
</tr>
<tr>
<td></td>
<td>July 2, 2018</td>
</tr>
<tr>
<td>VN</td>
<td>Core: January 2, 2018</td>
</tr>
<tr>
<td></td>
<td>Pre-req: January 2, 2018</td>
</tr>
<tr>
<td></td>
<td>Core: March 26, 2018</td>
</tr>
<tr>
<td></td>
<td>Pre-req: July 2, 2018</td>
</tr>
<tr>
<td></td>
<td>Core: September 24, 2018</td>
</tr>
<tr>
<td>ASVN</td>
<td></td>
</tr>
<tr>
<td>ADN</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2018 BREAKS PER CAMPUS AND PER PROGRAM

<table>
<thead>
<tr>
<th>Campus</th>
<th>Programs</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Mateo</td>
<td>AS in MRI, AS in UT, VN, DA, MA</td>
<td>June 18, 2018 - July 1, 2018&lt;br&gt;December 17, 2018 - January 1, 2019</td>
</tr>
<tr>
<td></td>
<td>AS in PTA</td>
<td>March 7, 2018 - March 11, 2018&lt;br&gt;September 3, 2018 - September 9, 2018</td>
</tr>
<tr>
<td>Concord</td>
<td>BSN (RN to BSN Pathway) BSDMI</td>
<td>April 23, 2018 - May 6, 2018&lt;br&gt;August 20, 2018 - September 9, 2018&lt;br&gt;December 24, 2018 - January 6, 2019</td>
</tr>
<tr>
<td></td>
<td>AS in RT</td>
<td>September 24, 2018 - September 30, 2018&lt;br&gt;December 24, 2018 - January 6, 2019</td>
</tr>
<tr>
<td></td>
<td>MA, PT, VN</td>
<td></td>
</tr>
<tr>
<td>Modesto</td>
<td>AS in MRI, DA, MA, VN</td>
<td>June 18, 2018 - July 1, 2018&lt;br&gt;December 17, 2018 - January 1, 2019</td>
</tr>
<tr>
<td>Sacramento</td>
<td>AS in MRI, AS in RT, AS in UT, MA</td>
<td></td>
</tr>
<tr>
<td>Fresno</td>
<td>AS in UT, ADN, VN, MA</td>
<td>April 23, 2018 - May 6, 2018&lt;br&gt;August 20, 2018 - September 9, 2018&lt;br&gt;December 24, 2018 - January 6, 2019</td>
</tr>
<tr>
<td></td>
<td>AS in VN</td>
<td></td>
</tr>
</tbody>
</table>

### CURRENT FEES AND TUITION

The table below reflects upcoming future starts only.

<table>
<thead>
<tr>
<th>Program</th>
<th>Registration Fee¹</th>
<th>Student Tuition Recovery Fund²</th>
<th>Textbooks &amp; Materials</th>
<th>Lab Fee</th>
<th>Uniform Fee²</th>
<th>Library Fee³</th>
<th>Laptop Fee</th>
<th>Tuition Fee</th>
<th>Total Program Cost⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSDMI</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$2,853.00</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$17,069.25</td>
<td>$20,041.25</td>
</tr>
<tr>
<td>RN to BSN</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$905.00⁵</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$8,992.80</td>
<td>$10,016.80</td>
</tr>
<tr>
<td>ASMRI</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$2,531.00</td>
<td>N/A</td>
<td>$110.00</td>
<td>$44.00</td>
<td>N/A</td>
<td>$43,189.40</td>
<td>$46,699.40</td>
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<tr>
<td>ASRT</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$3,888.00</td>
<td>N/A</td>
<td>$170.00</td>
<td>$66.00</td>
<td>N/A</td>
<td>$51,138.80</td>
<td>$56,087.80</td>
</tr>
<tr>
<td>ASUT</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$3,456.00</td>
<td>N/A</td>
<td>$110.00</td>
<td>$66.00</td>
<td>N/A</td>
<td>$49,628.80</td>
<td>$54,085.80</td>
</tr>
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<td>ASPTA</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$1,217.00</td>
<td>N/A</td>
<td>$80.00</td>
<td>$22.00</td>
<td>N/A</td>
<td>$32,945.55</td>
<td>$35,089.55</td>
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<tr>
<td>ADN GENERIC</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$3,946.00</td>
<td>N/A</td>
<td>$110.00</td>
<td>$44.00</td>
<td>N/A</td>
<td>$82,091.95</td>
<td>$87,016.95</td>
</tr>
<tr>
<td>Program</td>
<td>Tuition</td>
<td>Fee</td>
<td>Books and Materials</td>
<td>Books</td>
<td>SRA</td>
<td>STRF</td>
<td>Health Fee</td>
<td>Room &amp; Board</td>
<td>Student Fee</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------</td>
<td>----</td>
<td>---------------------</td>
<td>-------</td>
<td>-----</td>
<td>------</td>
<td>------------</td>
<td>--------------</td>
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</tr>
<tr>
<td>ADN AP (LVN to ADN)</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$2398.00</td>
<td>N/A</td>
<td>$110.00</td>
<td>$110.00</td>
<td>$750.00</td>
<td>$49,267.50</td>
<td>$52,644.50</td>
</tr>
<tr>
<td>ASVN</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$1,138.00</td>
<td>N/A</td>
<td>$44.00</td>
<td>$750.00</td>
<td>$11,124.30</td>
<td>$13,131.30</td>
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<tr>
<td>PT</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$1,180.00</td>
<td>N/A</td>
<td>$44.00</td>
<td>$750.00</td>
<td>$26,163.00</td>
<td>$27,572.00</td>
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<tr>
<td>VN</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$1,488.00</td>
<td>N/A</td>
<td>$44.00</td>
<td>$750.00</td>
<td>$31,400.00</td>
<td>$33,867.00</td>
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<tr>
<td>MA</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$897.00</td>
<td>N/A</td>
<td>$110.00</td>
<td>$750.00</td>
<td>$12,797.60</td>
<td>$14,673.60</td>
<td></td>
</tr>
<tr>
<td>MAPHL</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$897.00</td>
<td>N/A</td>
<td>$110.00</td>
<td>$750.00</td>
<td>$12,797.60</td>
<td>$14,673.60</td>
<td></td>
</tr>
<tr>
<td>DA</td>
<td>$75.00</td>
<td>$0.00</td>
<td>$800.00</td>
<td>$800.00</td>
<td>$110.00</td>
<td>$750.00</td>
<td>$13,061.70</td>
<td>$14,868.70</td>
<td></td>
</tr>
<tr>
<td>IV Blood Withdrawal Course (Gurnick Students/Graduates)</td>
<td>$100.00</td>
<td>$0.00</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$216.00</td>
<td>$316.00</td>
</tr>
<tr>
<td>IV Blood Withdrawal Course (Non-Gurnick Students/Graduates)</td>
<td>$100.00</td>
<td>$0.00</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$252.00</td>
<td>$352.00</td>
</tr>
<tr>
<td>CPR BLS Course (Gurnick Students/Graduates)</td>
<td>N/A</td>
<td>$0.00</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$50.00</td>
<td>$50.00</td>
</tr>
<tr>
<td>CPR BLS Course (Non-Gurnick Students/Graduates)</td>
<td>N/A</td>
<td>$0.00</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$60.00</td>
<td>$60.00</td>
</tr>
</tbody>
</table>

1 Non-refundable. Effective January 1, 2015, all institutions will be required to immediately begin collecting the STRF assessment at the new rate of 0 dollars ($0.00).
2 Continuing Education Courses are not accredited
3 Our Library Fee is calculated as $22.00/Calendar year. Cost is dependent on the start date and duration of the program.
4 Please note that Total Program Cost excludes Transportation, Room & Board and Personal Expenses
5 Several books must be obtained by students on their own and the cost of these books is not included in Books and Materials fee. Please refer to the RN to BSN Program Textbook Distribution Disclosure for details.
6 Student must participate and complete the PASS Program in order to be eligible for a test schedule voucher.
7 Uniform:
   • Associate of Science in Magnetic Resonance Imaging: 2 sets of scrubs + 1 sweater
Other fees, as applicable:

Please note that for some programs the following fees may be paid by Gurnick Academy.

If an exam fee is paid by Gurnick Academy, only the initial attempt is included, re-tests and consecutive attempts are not included.

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software/Hardware Fee (Non-Refundable; EX: Laptop Fee, If applicable)</td>
<td>$750.00</td>
</tr>
<tr>
<td>Transcript/Diploma fee</td>
<td>$15.00</td>
</tr>
<tr>
<td>Returned check fee</td>
<td>$15.00</td>
</tr>
<tr>
<td>Replacement ID Card fee</td>
<td>$5.00</td>
</tr>
<tr>
<td>Additional Gurnick Scrubs fee</td>
<td>$30.00</td>
</tr>
<tr>
<td>Additional Gurnick Sweater fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Graduation Ceremony fee – determined by graduation committee with a minimum of $15.00</td>
<td>$20.00-$50.00</td>
</tr>
<tr>
<td>Licensing Boards (BVNPT, ARRT, ARDMS, ARMRIT, etc) fees</td>
<td>$200.00 - $350.00 depending on the exam and license</td>
</tr>
<tr>
<td>BVNPT application processing fee</td>
<td>$150.00</td>
</tr>
<tr>
<td>HESI II or III exam fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>CCMA (NHA) Application Fee</td>
<td>$155.00</td>
</tr>
<tr>
<td>CCMA (NHA) Prep Package</td>
<td>$65.00</td>
</tr>
<tr>
<td>Background Check fee</td>
<td>$33.00 - $75.00 depending on the provider and type</td>
</tr>
<tr>
<td>Passport photo for BVNPT fee</td>
<td>$10.00 varies depending upon merchant</td>
</tr>
<tr>
<td>Fingerprinting for the BVNPT</td>
<td>$71.00 current fee may increase over time</td>
</tr>
<tr>
<td>Drug testing fee</td>
<td>$65.00-$110.00</td>
</tr>
<tr>
<td>CPR</td>
<td>$55.00-$80.00 depending on provider</td>
</tr>
</tbody>
</table>

Health Requirements Fees- (for MMR immunizations and titers, Varicella immunizations and titers, Hepatitis B vaccinations and titers, TB tests (multiple throughout the program), Tdap immunization, CPR certification (every 2 years during program and as long as they are health care providers): All determined by the provider of their choice;

Parking fees at clinical sites – varies

Please note: All make-up hours are subject to additional tuition fees that are based on the prorated hourly charges of the program.