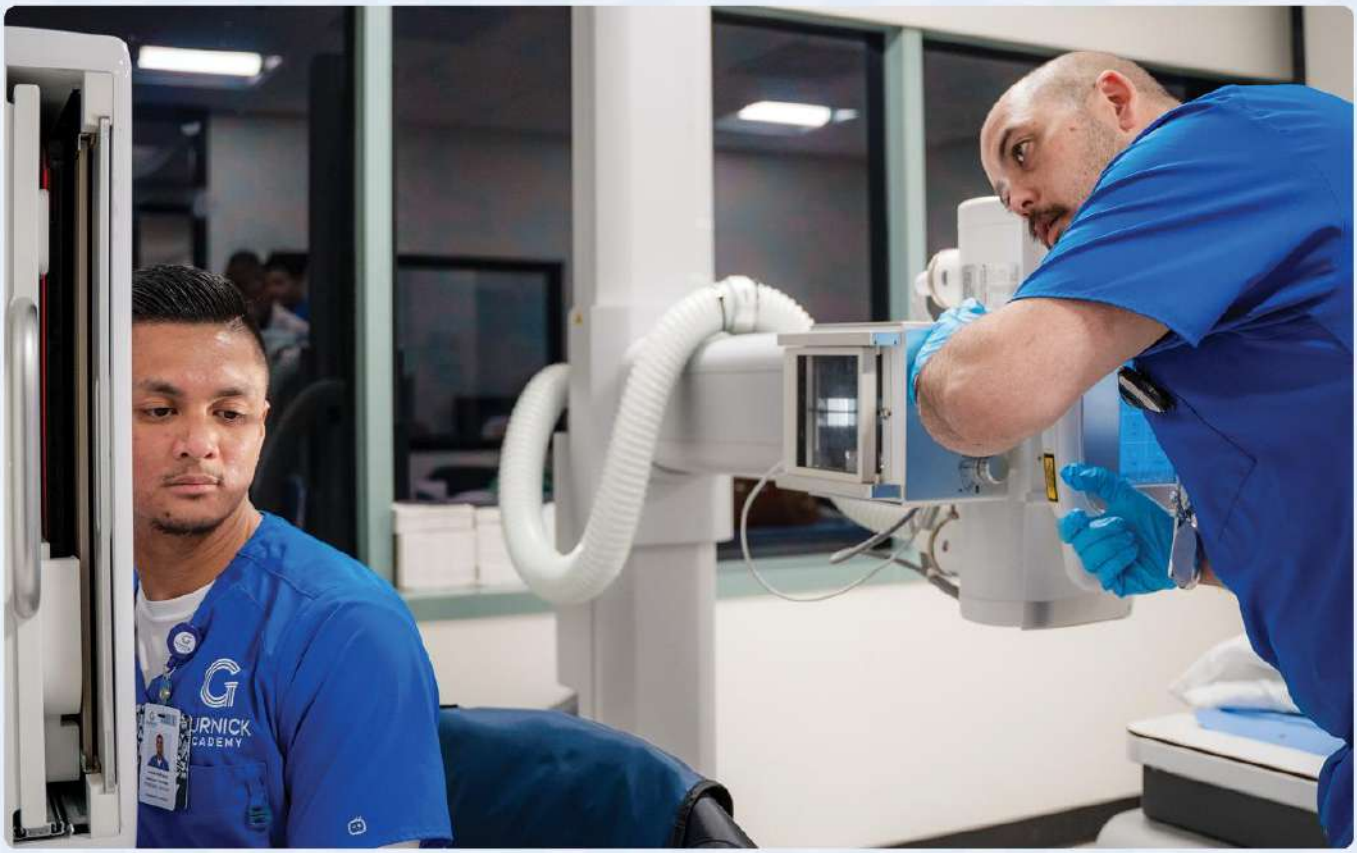
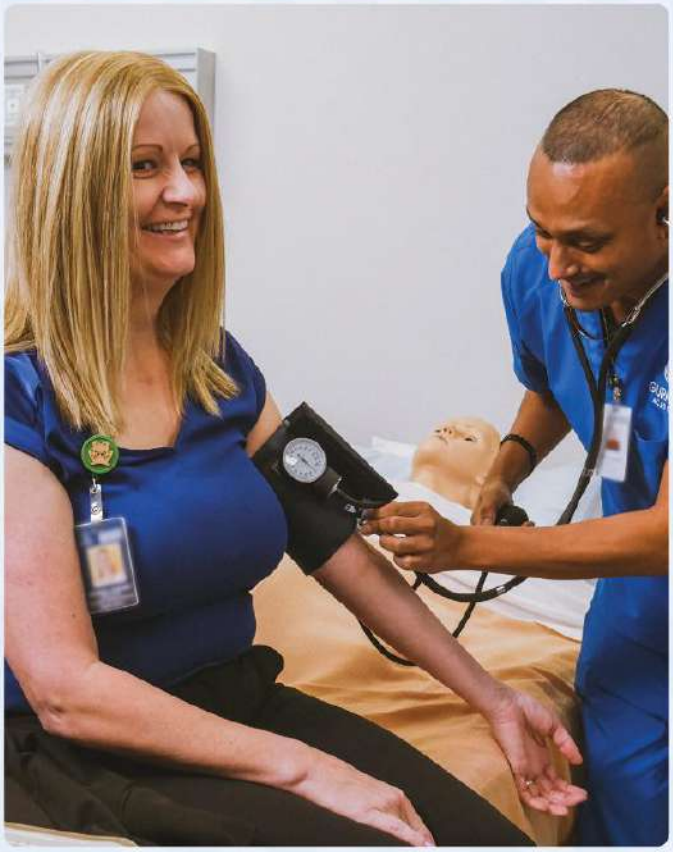
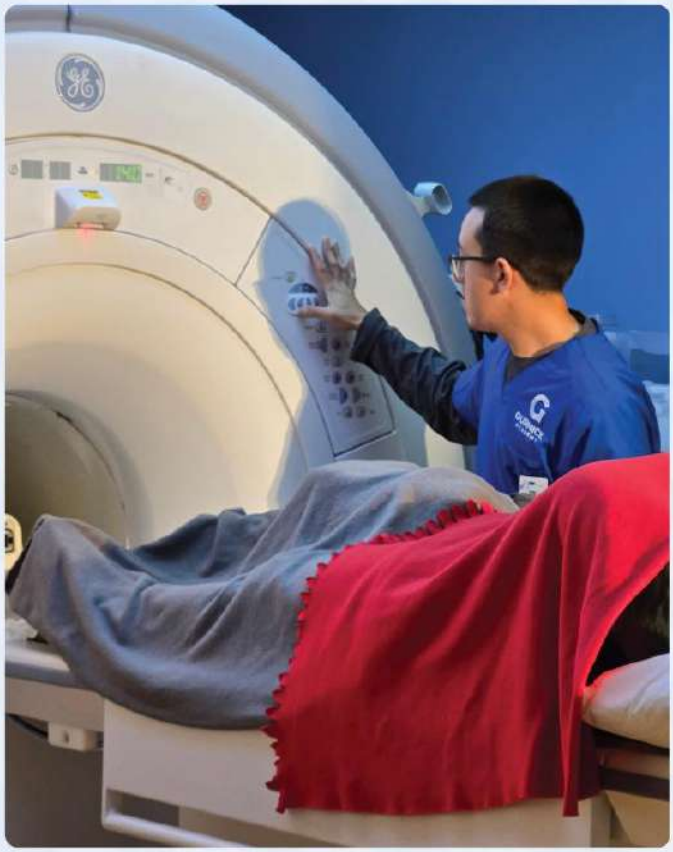
GURNICK ACADEMY

CATALOG

2024-2025







Gurnick Academy of Medical Arts aims to offer quality allied health and nursing programs that ***integrate*** professional skills, career-focused education, and hands-on practical experience by ***empower***ing students to develop and ***achieve*** their personal and career goals.

Gurnick Academy of Medical Arts believes education should promote positive self-esteem, providing services that support each student's academic, professional, and personal success.

Gurnick Academy of Medical Arts 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 is offered to support the student in providing safe and effective care for clients and families from diverse and multicultural populations across the lifespan. Gurnick Academy of Medical Arts also uses course delivery systems, including distance education and blended formats.

Integrate | Empower | Achieve

Corporate Office
1641 N. First Street,
San Jose, CA 95112
(408) 384-7060
(408) 850-3747 fax

Main Campus
1641 N. First Street,
San Jose, CA 95112
(408) 384-7050
(408) 850-3737 fax

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

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

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

Branch Campus
4747 N. First Avenue,
Suite 192,
Fresno, CA 93726
(559) 222-1903
(559) 222-2672 fax

Branch Campus
15400 Sherman Way,
Suite 201,
Van Nuys, CA 91406
(747) 200-4567
(747) 477-3747 fax

GURNICK ACADEMY

TABLE OF CONTENTS

Some photographs in this publication were not taken at Gurnick Academy of Medical Arts. However, they accurately represent the general type and quality of equipment and facilities at Gurnick Academy of Medical Arts.

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

NOTE: Please review the attached Addendum for any changes regarding Gurnick Academy of Medical Arts.

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

The Addendum includes new programs and updates after the 2024-2025 Catalog's original publishing date. The catalog was published on January 1, 2025.

The purpose of the Addendum is to provide the most up-to-date information.

FROM THE CEO

Dear Student,

Welcome to Gurnick Academy of Medical Arts!

Please allow me to welcome you on behalf of the Gurnick Team to a community dedicated to your success. Our faculty and staff are excited and honored that you chose us to be part of your path to success.

Since opening our doors in 2004, Gurnick Academy has been committed to helping students like you achieve their fullest potential. With six campuses across California and online distance education available, we offer a range of certificate, diploma, and degree programs.

One of the vital components that differentiates us from others is that we are committed to more than just imparting knowledge—we are dedicated to equipping you with real-world skills through extensive hands-on training. We empower you to step confidently into the healthcare field as you gain practical experience in clinical settings and make an immediate impact.

Our unique approach combines expert instruction with immersive learning. You gain real-world clinical experience through rotations at affiliated medical facilities to face the challenges of an ever-evolving healthcare landscape.

For over 20 years, Gurnick Academy has proudly served and supported our community, driven by a deep commitment to the transformative impact of education. We don't just teach skills—we inspire confidence, compassion, and dedication.

We are excited about the future—the future that includes you now, too. We are here to guide and support you every step of the way as you embark on this transformative journey toward achieving your personal and professional goals.

Thank you for considering Gurnick Academy of Medical Arts as the next step in your journey toward a meaningful career in healthcare.

We believe in you and can't wait to see all you will accomplish.

Konstantin Gourji
Chief Executive Officer

STATEMENT OF HISTORY & OWNERSHIP

November 2024
Commission on Accreditation of Allied Health Education Program (CAAHEP) grants our Associate of Occupational Science in Ultrasound Technology Program at our Fresno Campus, with learning domains for the following concentrations it offers: Abdominal sonography-Extended and Obstetrics and Gynecology sonography.

ABHES approves the Associate of Science in Occupational Therapy Assistant Program at the San Jose Campus.

September 2024
Joint Review Committee on Education in Radiologic Technology (JRCERT) grants the Bachelor of Science in Radiation Therapy Program accreditation at our Van Nuys Campus with a 3-year award.

June 2024
ABHES approves the Associate of Occupational Science in Cardiac Ultrasound Technology Program at the Fresno Campus.

April 2024
The Commission on Accreditation in Physical Therapy Education (CAPTE) grants the Associate of Science in Physical Therapy Assistant Program accreditation at our Fresno Campus.

March 2024
The Joint Review Committee on Education in Nuclear Medicine Technology (JRCNMT) grants the Associate of Science in Nuclear Medicine Technology Program accreditation at our Concord Campus with a 5-year award.
Commission on Accreditation for Respiratory Care (CoARC) grants our Associate of Occupational Science in Respiratory Therapy Program provisional accreditation at our Modesto Campus.

February 2024
ABHES approves the Bone Densitometry Technician program at the Sacramento campus.

January 2024
ABHES approves the Associate of Science in Physical Therapist Assistant Program at the Fresno Campus.

December 2023
ABHES approves the Associate of Occupational Science in Respiratory Care program at the Modesto campus.

November 2023
Commission on Accreditation of Allied Health Education Program (CAAHEP) grants our Associate of Occupational Science in Ultrasound Technology Program at our Sacramento Campus, with learning domains for the following concentrations it offers: Abdominal sonography-Extended and Obstetrics and Gynecology sonography.

October 2023
The Medical Assistant program has been discontinued at our Sacramento campus.

March 2023
ABHES approves the Associate of Occupational Science in Cardiac Ultrasound Technology program at our San Mateo and Sacramento campuses.

January 2023
The Medical Assistant program and Associate of Science in Veterinary Medical Technology program have been

discontinued at the San Mateo campus.
The Psychiatric Technology program has been discontinued at our Concord campus.

November 2022
ABHES approves the Associate of Occupational Science in Vascular Ultrasound Technology program at the San Mateo campus.

August 2022
ABHES approves the Master of Science in Nursing program at the Concord campus.

June 2022
ABHES approves the Bachelor of Science in Radiation Therapy program at the Van Nuys campus.

February 2022
AHBES grants Gurnick Academy continued accreditation through February 28, 2028.

November 2021
The Joint Review Committee on Education in Radiologic Technology (JRCERT) grants the Associate of Science in Radiologic Technology Program accreditation at our Sacramento Campus with an 8-year award.

September 2021
ABHES approves our Concord Campus's Associate of Science in Nuclear Medicine Technology Program.

Commission on Accreditation of Allied Health Education Program (CAAHEP) grants our Associate of Occupational Science in Ultrasound Technology Program at our San Mateo Campus, with learning domains for the following concentrations it offers: Abdominal sonography-Extended and Obstetrics and Gynecology sonography. The Medical Assistant with Phlebotomy program has been discontinued at our Concord and Fresno campuses.

June 2021
ABHES approves the Vocational Nurse Program at our Sacramento Campus.

May 2021
The Commission on Accreditation of Allied Health Education Program (CAAHEP) grants our Associate of Occupational Science in Ultrasound Technology Program Vascular concentration accreditation at our San Mateo Campus.

October 2020
The Dental Assistant program has been discontinued at our San Mateo campus.

August 2020
ABHES approves a credential change from Associate of Science to Associate of Occupational Science in Ultrasound Technology.

May 2020
ABHES approves the X-ray Technician with Medical Assistant Skills Program on the Concord Campus.

December 2019
ABHES approves the X-ray Technician with Medical Assistant Skills Program at our Sacramento Campus.
Commission on Accreditation in Physical Therapy Education (CAPTE) reaffirms accreditation for ten (10) additional years.

September 2019
ABHES approves the Medical Assistant Program at our Van Nuys Campus.

June 2019
Joint Review Committee on Education in Radiologic Technology (JRCERT) grants the Associate of Occupational Science in Radiologic Technology Program accreditation at our Van Nuys Campus with an 8-year award.

March 2019
ABHES approves the Van Nuys Campus.
ABHES approves the X-ray Technician with Medical Assistant Skills Program at our Van Nuys Campus.
ABHES approves the Associate of Occupational Science in Radiologic Technology Program at our Van Nuys Campus.

December 2018
ABHES and the California Board of Registered Nurses approved International Nurse Graduate Courses at our Fresno Campus**.**

November 2018
The Joint Review Committee on Education in Radiologic Technology (JRCERT) grants accreditation to the Associate of Science in Radiologic Technology Program at our Sacramento Campus.

February 2018
The California Board of Registered Nurses (BRN) approves the Associate of Science in Nursing Program at the Fresno Campus.

August 2017
ABHES approves the Dental Assistant Program at the Modesto Campus.

January 2017
ABHES approves the Sacramento Campus.
ABHES approves the Medical Assistant, Associate of Science in Magnetic Resonance Imaging, Associate of Science in Radiologic Technology, and Associate of Science in Ultrasound Technology Programs at the Sacramento Campus.

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

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

October 2015
ABHES approves the Dental Assistant Program at the San Mateo Campus.

January 2015
ABHES approves our Concord Campus's Associate of Science in Radiologic Technology Program.
ABHES approves the Associate of Science in Ultrasound Technology Program at the Fresno and San Mateo Campuses.

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

September 2014
ABHES approves the Associate of Science in Magnetic Resonance Imaging Program at the San Mateo Campus.

July 2014
ABHES approves the Bachelor of Science in Nursing Degree Program at the Concord Campus.

January 2014
The American Registry of Radiologic Technologies® (ARRT®) recognizes the MRI, RT, and UT programs.

September 2013
ABHES approves the Medical Assistant Program at the Concord, Fresno, Modesto, and San Mateo Campuses.

August 2013
ABHES accredits Gurnick Academy for a maximum eight (8) year timeframe through February 28, 2022.

May 2013
ABHES approves the Associate of Science in Magnetic Resonance Imaging Program at the Modesto Campus.

February 2013
ABHES approves the Associate of Science in Physical Therapist Assistant Program.

March 2010
The Joint Review Committee on Education in Radiologic Technology (JRCERT) grants accreditation to the RT Program.

December 2009
The Accrediting Bureau of Health Education Schools (ABHES) grants Gurnick Academy Institutional Accreditation.

June 2008
The Concord Campus offers an RT Program.

November 2007
The Fresno and Modesto Campuses offer a VN Program.

December 2005
The Concord Campus offers a VN Program.

January 2005
The San Mateo Campus offers VN and MRI Technology Programs.

February 2004
The San Mateo Campus offers a UT Program.

Gurnick Academy of Medical Arts is owned and operated by California Limited Liability Company Gurnick Academy of Medical Arts, LLC. The address for the LLC is 1641 N. First Street, San Jose, CA 95112.

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
Elena Kudrya, Vice President, Finance
Fred Faridian, Vice President, Campus Operations
Lisa Dianda, Dean of Allied Health
Samantha Manlosa Sanchez, Dean of Nursing
Shellie Bealer, Dean of Imaging

ACADEMY LOCATIONS & GENERAL DESCRIPTION OF FACILITIES

The student enrollment agreements state all classes are taught at the campus locations below.

San Jose Main Campus
1641 North First Street
San Jose, CA 95112
(408) 384-7050
(408) 850-3737 fax

The San Jose campus is in a 40,000-square-foot two-floor professional building minutes from the San Jose Mineta International Airport.

The first floor houses the administrative offices, while the second-floor houses eight (8) classrooms and nine (9) labs. Labs are equipped with ultrasound machines capable of performing general and specialized procedures, hi-lo treatment tables, exercise equipment, hospital beds, mannequins, and equipment for examination and diagnostic assistance, including scales, EKG machines, and urine and blood testing.

The nursing interactive simulation room contains four (4) specialty rooms with high-fidelity mannequins controlled through an observation room utilizing a two-way communication system and cameras. There are also administrative and faculty offices, a reception area, and a student lounge.

The San Jose campus employs a security system incorporating internal and external cameras, an intercom system, and loudspeakers throughout the facility. All doors and offices are protected through a network of wireless access controls. The campus also utilizes security guard and security patrol services.

Plenty of parking is available on campus grounds. The First Street & I-280 San Jose Airport parking lot is behind the campus.

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

The Concord branch, including campus administration and the front desk, is located on the fourth floor of a professional building. The sixth and eighth floors are exclusively for the BSN program. A few steps away across the street, the campus also houses the Medical Assistant Program at a campus extension.

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, a reception area, and a student lounge. Standard equipment includes a library of text/case studies and reference books, video monitors, computers, journals, and audiovisual aids.

The patient-care lab has hospital beds, anatomical models, high-fidelity interactive simulation mannequins, and other patient-care equipment. The medical assistant lab has exam tables and equipment for examination and diagnostic assistance, including scales, EKG machines, and urine and blood testing. The energized radiologic technology lab has one stationary radiography unit, a digital image receptor system, and a portable X-ray machine. The phlebotomy lab has 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 at 1465 Civic Court, Building D, Concord, CA 94520. The building is less than 0.1 miles (0.16 km) from the campus's main building. The extended campus occupies the second floor and houses a student lounge, a medical assistant Lab, two (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 lab, a dental lab, a respiratory care lab, and a library with Internet access. There are administrative and faculty offices, a reception area, and two student lounges.

The patient-care lab has hospital beds, anatomical models, high-fidelity interactive simulation mannequins, and other patient-care equipment. The medical assistant lab has exam tables and equipment for examination and diagnostic assistance, including scales, EKG machines, and urine and blood testing. The dental lab has dental equipment and simulates a dental clinic.

Fresno Branch Campus
4747 N. First Avenue, Suite 192
Fresno, CA 93726
(559) 222-1903
(559) 222-2672 fax

The Fresno Branch Campus is located at 4747 N First Street in the First Professional Office Complex, comprising five (5) stand-alone buildings ranging from 5,000 to 8,000 square feet (743.22 m^2) each for a total of approximately 28,000 square feet (2,601.29 m^2). These buildings surround an open courtyard with green space and patio seating for the Gurnick Academy of Medical Arts, Fresno community.

A spacious student lounge is next to the patio area, with affordable snacks and drinks for our students'

convenience. Our new Simulation Learning Center houses a nursing skills lab with hospital beds, anatomical models, and other patient-care equipment. The adjoining space is set up to look like a hospital setting and is equipped with high-fidelity interactive simulation mannequins that provide realistic patient care scenarios.

The Ultrasound Imaging Lab has ultrasound machines capable of performing general and specialized procedures, including color Doppler and power Doppler imaging. Administrative offices are near the campus center, and Student & Career Services has a separate office suite near the parking lot.

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

The Sacramento branch is on the third floor of a professional building complex. The campus houses classrooms, an X-ray lab, an ultrasound imaging lab, a nursing skills lab, and a nursing simulations lab.

The nursing skills lab serves our vocational nursing students to help them learn in a safe and supportive setting. The lab has hospital beds, anatomical models, high-fidelity interactive simulation mannequins, and other patient-care equipment.

The XTMAS lab has exam tables and equipment for examination and diagnostic assistance, including scales, EKG machines, and urine and blood testing. X-ray labs include a simulation lab, an energized lab with a digital image receptor, a C-arm, a mammography machine, and a portable X-ray machine(s).

The ultrasound imaging lab has ultrasound machines capable of performing general, cardio, and specialized procedures, including color Doppler and power Doppler imaging.

The facility has lab and didactic rooms for each program, with all required equipment and supplies to commence each program, offices for staff, management, and education, and a faculty lounge. A study hall/resource room, student lounge, conference room, storage, restrooms, and reception area are present and documented in the floor plan.

Van Nuys Branch Campus
15400 Sherman Way, Suite 201
Van Nuys, CA 91406
(747) 200-4567
(747) 477-3747 fax

The Van Nuys branch is on the second floor of a professional building, which houses classrooms, labs, administrative offices, and student support offices. There are four (4) energized X-ray labs and two (2) medical assistant labs. The reception area is located just off the elevators. Adjacent to the reception area are administrative and student support offices. A student lounge and library are located down the hall.

Each program has faculty offices near the lab and classroom areas. Standard equipment includes a library of text/case studies, reference books, journals, and computers to access the e-library.

The medical assistant lab has exam tables and equipment for examination and diagnostic assistance, including scales, EKG machines, and urine and blood testing. The energized X-ray labs have four stationary radiography

units, a digital image receptor system, a mammography machine, and a portable X-ray machine.

The facility has lab and didactic rooms for each program, with all required equipment and supplies to commence each program, offices for staff, management, and education, and a faculty lounge. A study hall/resource room, student lounge, conference room, storage, restrooms, and reception area are planned and documented in the floor plan.

PROGRAM OFFERINGS

Kindly note that not all programs are available at each campus. For more details, please see the Program Offerings per Campus (Table 1).

Table 1. Program Offerings per Campus

Program Types and Names	Campus Location
Degree Programs	
Associate of Occupational Science in Cardiac Ultrasound Technology (A.O.S. in CUT)	Fresno, Sacramento, San Jose
Associate of Occupational Science in Respiratory Therapy (A.O.S. in RC)	Modesto
Associate of Occupational Science in Radiologic Technology (A.O.S. in RT)	Van Nuys
Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT)	Fresno, Sacramento, San Jose
Associate of Occupational Science in Vascular Ultrasound Technology (A.O.S. in VUT)	San Jose
Associate of Science in Magnetic Resonance Imaging (A.S. in MRI)	Modesto, Sacramento, San Jose
Associate of Science in Nuclear Medicine Technology (A.S. in NM)	Concord (via Distance Education)
Associate of Science in Nursing (ADN)	Fresno
Associate of Science in Nursing (LVN to ADN)	Fresno
Associate of Science in Occupational Therapy Assistant (A.S. in OTA)	San Jose
Associate of Science in Physical Therapist Assistant (A.S. in PTA)	San Jose, Fresno
Associate of Science in Radiologic Technology (A.S. in RT)	Concord, Sacramento
Associate of Science in Vocational Nursing (A.S. in VN)	Fresno
Bachelor of Science in Diagnostic Medical Imaging (B.S. in DMI)	Concord (via Distance Education)
Bachelor of Science in Nursing (BSN)	Concord
Bachelor of Science in Nursing (LVN to BSN)	Concord

Bachelor of Science in Nursing (RN to BSN)	Concord (via Distance Education)
Bachelor of Science in Radiation Therapy (B.S. in RT)	Van Nuys (via Distance Education)
Master of Science in Nursing (BSN to MSN)	Concord (via Distance Education)
Diploma Programs	
X-ray Technician with Medical Assistant Skills (XTMAS)	Concord, Sacramento, Van Nuys
Vocational Nurse (VN)	Concord, Fresno, Modesto, Sacramento, San Jose
Certificate Programs	
Bone Densitometry Technician (DXA)	Sacramento
Dental Assistant (DA)	Modesto
Medical Assistant (MA)	Concord, Modesto
International Courses	
International Nurse Graduate Course (ING)	Fresno
Continuing Education Courses	
CPR Course for Basic Life Support (CPR)	All
IV Therapy/Blood Withdrawal Course (IVBW)	Concord, Fresno, Modesto, Sacramento, San Jose
LVN to RN Transition Theory & Lab Course	Concord, Fresno
Essential Medical Bioscience (EMB)	Concord, Fresno, Modesto, San Jose
Magnetic Resonance Imaging (MRI) Intravenous (IV) Blood Withdrawal Course	San Jose
Diagnostic Medical Imaging (DMI) Advanced Clinical Practicum	Concord

ACCREDITATION, APPROVAL, RECOGNITION, MEMBERSHIP

Gurnick Academy of Medical Arts holds institutional accreditation by the Accrediting Bureau of Health Education Schools (ABHES). ABHES accreditation does not include continuing education or international courses. ABHES is located at 6116 Executive Blvd., Suite 730, North Bethesda, MD, 20852, (301) 291-7550. www.abhes.org

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 complies with the minimum standards 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. The BPPE is located at 1747 N. Market Blvd. Suite 225, Sacramento, CA 95834, 916.574.8900.

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

Associate of Occupational Science in Respiratory Therapy Program
The Associate of Occupational Science in Respiratory Therapy Program, 200665, at the Modesto campus holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com).

This status signifies that a program with an Approval of Intent has demonstrated sufficient compliance with the Standards (through submission of an acceptable Provisional Accreditation Self-Study Report (PSSR) and any other documentation required by the CoARC, as well as satisfactory completion of an initial on-site visit, to be allowed to admit students. It is recognized as an accredited program by the National Board for Respiratory Care (NBRC), which provides enrolled students who complete the program with eligibility for the Respiratory Care Credentialing Examination(s). The program will remain on Provisional Accreditation until it achieves Continuing Accreditation.

For more information about CoARC, please visit www.coarc.com. Contact information for Commission on Accreditation for Respiratory Care (CoARC): 264 Precision Blvd., Telford, TN 37690, (817) 283-2835.

Associate of Occupational Science in Radiologic Technology Program
The Associate of Occupational Science in Radiologic Technology Program is approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) as a radiographer school. Contact Information for CDPH-RHB is P.O. Box 997414, MS 7610, Sacramento, CA 95899-7414, (916) 327-5106. This program is also programmatically accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Contact information for The Joint Review Committee on Education in Radiologic Technology is 20 North Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182, (312) 704-5300, email: mail@jrcert.org, www.jrcert.org.

The Associate of Occupational Science in Radiologic Technology Program is recognized by the American Registry of Radiologic Technologists® (ARRT®) – www.arrt.org/Education/Educational-Programs. Graduates from the above-mentioned programs can sit for the ARRT® (R). Anyone taking an examination offered by ARRT® and who graduates on or after January 1, 2015, must hold, at a minimum, an earned associate degree. For more information about ARRT®, please visit www.arrt.org. ARRT® is located at ARRT®, 1255 Northland Drive, St. Paul, MN 55120, Phone: 651-687-0048.

Associate of Occupational Science in Ultrasound Technology Program
The Associate of Occupational Science in Ultrasound Technology Program is recognized by the American Registry of Radiologic Technologists® (ARRT®) – www.arrt.org/Education/Educational-Programs. Graduates from the programs, as mentioned above, are eligible to sit for ARRT® (S). 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, Phone: 651-687-0048.

The Associate of Occupational Science in Ultrasound Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). CAAHEP is located at 9355 113th St. N, #7709, Seminole, FL 33775; phone: (727) 210-2350.

Associate of Occupational Science in Vascular Ultrasound Technology Program
The Associate of Occupational Science in Vascular Ultrasound Technology Program is recognized by the American Registry of Radiologic Technologists® (ARRT®) – www.arrt.org/Education/Educational-Programs. Graduates from the programs, as mentioned above, are eligible to sit for ARRT® (VS). 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, Phone: 651-687-0048.

The Associate of Occupational Science in Vascular Ultrasound Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). CAAHEP is located at 9355 113th St. N, #7709, Seminole, FL 33775; phone: (727) 210-2350.

Associate of Science in MRI Program

The Associate of Science in MRI Technology Program is recognized by the American Registry of Radiologic Technologists® (ARRT®) – www.arrt.org/Education/Educational-Programs. Graduates from the programs, as mentioned above, are eligible to sit for the ARRT® (MRI). 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, Phone: 651-687-0048.

Associate of Science in Nuclear Medicine Technology Program

The Associate of Science in Nuclear Medicine Technology Program is programmatically accredited by the Joint Review Committee on Education in Nuclear Medicine Technology (JRCNMT). Contact information for The Joint Review Committee on Education in Nuclear Medicine Technology is 820 W Danforth Road, Suite B1, Edmond, Oklahoma, 73003, (405) 285-0546, email: mail@jrcnmt.org, www.jrcnmt.org

The Associate of Science in Nuclear Medicine Technology Program is recognized by the American Registry of Radiologic Technologists® (ARRT®) – www.arrt.org/Education/Educational-Programs. Graduates from the above-mentioned programs can sit for the ARRT® (N). Anyone taking an examination offered by ARRT® and who graduates on or after January 1, 2015, must hold, at a minimum, an earned associate degree. For more information about ARRT®, please visit www.arrt.org. ARRT® is located at ARRT®, 1255 Northland Drive, St. Paul, MN 55120, Phone: 651-687-0048.

The Associate of Science in Nuclear Medicine Technology Program is recognized by the Nuclear Medicine Technology Certification Board (NMTCB). https://nmtcb.org/exams/nuclear-medicine/schools. Graduates from the above-mentioned program may sit for the NMTCB entry-level exam. Only graduates from schools who hold programmatic accreditation are eligible to sit for the NMTCB entry-level exam. For more information about NMTCB, please visit www.nmtcb.org. The NMTCB is located at NMTCB, 3558 Habersham at Northlake, Building I, Tucker, GE 30084-4009, Phone 404-315-1739.

Associate of Science in Nursing Program

The Associate of Science in Nursing Program is approved by the California Board of Registered Nursing (BRN). Contact information for the California Board of Registered Nursing: 1747 N. Market Blvd., Suite 150, Sacramento, CA 95834, Phone: (916) 322-3350.

Associate of Science in Occupational Therapy Assistant Program

The A.S. in Occupational Therapy Assistant program at Gurnick Academy of Medical Arts is currently under applicant status and must be granted Candidacy Status, have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT).

After successfully completing this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure.

Please refer to the published policy on the timely completion of all graduation and fieldwork requirements. The student must complete 16 weeks of Level II fieldwork within six (6) months following the completion of the didactic portion of the program.

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's Telephone Number, c/o AOTA, is (301) 652-AOTA (2682) and its website address is www.acoteonline.org.

Associate of Science in Physical Therapist Assistant Program
The Associate of Science in Physical Therapist Assistant Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia, 22305-3085; telephone: 703-706-3245; email accreditation@apta.org; website: http://www.capteonline.org. If you need to contact the program/institution directly, please call 650-425-9387 or email cammenti@gurnick.edu.

Bachelor of Science in Radiation Therapy Program
The Bachelor of Science in Radiation Therapy Program is programmatically accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Contact information for The Joint Review Committee on Education in Radiologic Technology is 20 North Wacker Drive, Suite 2850, Chicago, IL 60606, (312) 704-5300, email: mail@jrcert.org, www.jrcert.org.

Bachelor of Science in Nursing Program
The Bachelor of Science in Nursing Program is approved by the California Board of Registered Nursing (BRN). Contact information for California Board of Registered Nursing: 1747 N. Market Blvd., Suite 150, Sacramento, CA 95834, Phone: (916) 322-3350.

Dental Assistant Program
Gurnick Academy of Medical Arts is an approved course provider by the Dental Board of California to provide an 8-hour Infection Control Certificate, a Coronal Polishing Certificate, and a Radiation Safety Certificate. Contact Information: the Dental Board of California is 2005 Evergreen Street, Suite 1550, Sacramento, CA 95815, (916) 263-2300.

IV Therapy and Blood Withdrawal Course
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.

Vocational Nurse Program
The Vocational Nurse Program is approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). The Board of Vocational Nursing and Psychiatric Technicians' contact information is 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833, Phone: (916) 263-7800.

X-ray Technician with Medical Assistant Skills Program
The X-ray Technician with Medical Assistant Skills Program is approved by the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) as a school for X-ray technicians. Contact Information for CDPH-RHB is P.O. Box 997414, MS 7610, Sacramento, CA 95899-7414, (916) 327-5106.

State Authorization
Gurnick Academy of Medical Arts offers distance education outside the state where the institution or program is physically located in California. All 50 states plus U.S. Territories regulate education on the state level. Gurnick Academy of Medical Arts makes every effort to follow each state's regulations regarding offering distance education programs in compliance with all applicable laws, regulations, and accreditation standards. Students should research whether the Gurnick Academy of Medical Arts program meets their state's professional

requirements.

A student's physical location is identified at the time of application to determine program authorization requirements for enrollment in our programs. The basis for determining the student's physical location is determined by official ID (a receipt of a Driver's License or official U.S. identification) as required for admission (see **General Admissions Requirements**). If a student changes their physical location during the program, they shall notify Gurnick Academy of Medical Arts by completing a change of address form.

Change of Address Forms are available on www.gurnick.edu or by asking a campus designee. Students must complete the Change of Address Form and bring the above-mentioned official documents in person to the Student Services Coordinator or Designated School Official located on their campus. Students can also mail notarized copies of documents with a cover letter explaining the change. Students who mail the certified documents must sign the cover letter, include their Gurnick Academy of Medical Arts student ID or social security number and date of birth, and send it to the student's campus.

Gurnick Academy of Medical Arts has not determined if any programs fulfill the educational requirements for specific professional licensure or certification required for employment outside California unless identified by the program below. It is recommended that students who are located in or plan to relocate to a state apart from the physical campus offering the program research any certification or employment requirements for their intended state.

Gurnick Academy of Medical Arts can enroll students in distance education in the states below, adhering to each state's requirements:

- Arizona: The academy has identified non-regulation from licensure due to the absence of physical presence from the Arizona State Board for Private Postsecondary Education for the Associate of Science in MRI program.
- Nevada: The academy has obtained approval from the Nevada Commission on Postsecondary Education to offer the Associate of Science in MRI program.
- Florida: The academy has been notified of non-regulation from licensure due to a lack of physical presence from the Florida Commission for Independent Education for the Associate of Science in MRI program.

Other Approvals and Memberships

- The US Department of Education approves Gurnick Academy of Medical Arts to participate in Title IV/Federal Financial Aid programs.
- Gurnick Academy of Medical Arts is a California Association of Private Postsecondary Schools (CAPPS) member.
- Gurnick Academy of Medical Arts is approved to accept participants from the Workforce Investment Act (WIA), Employment Development Department (EDD), and California counties' retraining programs.
- Gurnick Academy of Medical Arts, San Jose campus, is approved by the 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 Chamber of Commerce (SMCC) member.
- The National Healthcare Association approves Gurnick Academy of Medical Arts to administer the Certified EKG Technician and Certified Phlebotomy Technician examinations.

Individuals who want 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 courses that must be completed before starting the core programs. Passing prerequisites demonstrates the competency of knowledge necessary for beginning the core program. Prerequisite Challenge Exams are available for those who are interested.

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

Students taking prerequisites or admission courses such as Essential Medical Biosciences or Nursing Transition for Advanced Placement are limited to two (2) attempts. Students may request one (1) additional attempt every 12 months from the final attempt, with approval by the Program Director. Students requesting further attempts must submit a written request to the Program Director, outlining what they will do to succeed during this attempt.

Corequisites are defined as courses that must be taken simultaneously. However, a failure in one course does not mean failure in the co-requisite course. Only the failed course needs to be repeated.

Paired courses must be taken simultaneously. A failure in one of the paired courses means failure in all paired courses. Each of the paired courses will need to be retaken.

Kindly 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.

Gurnick Academy of Medical Arts provides online, residential, hybrid, prerequisite, and admission courses.

REGISTRATION FEE

All new applicants are subject to pay the $100.00 Registration Fee.

Individuals who were enrolled but never started a core program and wish to enroll again are considered new applicants after 270 days (9 months) from the initial start date and must pay the Registration Fee again. Gurnick Academy of Medical Arts graduates who desire to enroll again are considered new applicants and must also pay the Registration Fee.

Individuals 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.

Those eligible to re-enroll are not subject to paying the $100.00 Registration Fee if re-enrollment occurs within 180 days of an approved withdrawal/expulsion/completion date.

Individuals who want to transfer from one cohort group to a different program or time frame are not subject to paying the Registration Fee.

INTERNATIONAL STUDENT ADMISSIONS

International applicants are encouraged to apply for admission. All applicants must meet the exact requirements as U.S. citizens as outlined above. An English evaluation should accompany all documents. Students whose native language is not English will be required to take the 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 Gurnick Academy of Medical Arts.

Requirements for proof of English Language Proficiency through TOEFL or International English Language System (IELTS):

- Individuals who have graduated from a U.S. high school and have passed CA proficiency will be exempt from taking the TOEFL.
- Individuals who have graduated from a U.S. college/university with an AS/AA or higher will be exempt from taking the TOEFL.
- Individuals who have graduated from an English-speaking country, such as Canada, Nigeria, or the UK, will be exempt from taking the TOEFL.
- For those opting for IELTS, a minimum score of 6.5 is required in each section, with an overall band score of 6.5 or higher.
- Individuals who have successfully completed a college-level English course may request review of the course to be exempt from taking the TOEFL.

An affidavit of financial support is recommended to be submitted but is not required. More detailed information will be provided through our Admissions office. Gurnick Academy of Medical Arts is authorized to enroll non-immigrant students under federal law. Besides F1 and M1 visas, Gurnick Academy of Medical Arts does not offer visa services. If requested, Gurnick Academy of Medical Arts will document and vouch for the current student status.

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 complete list of admission requirements is presented in the General Admission Requirements for all programs, as well as Additional Admission Requirements per program.

Table 2. Admission Requirements Summary

Program	Minimum Degree Requirement	Minimum Entrance Exam Score	Admission Point System	Prerequisite Courses	Other General Requirements	Programmatic Requirements
VN		CCAT 16	Yes, some campuses only	Yes*	• Be at least 18 years of age.**	Info Session, Interview (if applicable)
MA		CCAT 14	No	No	• Meet with the Admissions	Info Session, Essay,
DA						

A.O.S. in RT	HSD/GED	CCAT 25	Yes		Advisor and Financial Aid Advisor (if applicable). ● Pay all applicable fees. ● Immunization, Health Screening, Background Check, Drug Testing, and CPR. ● Program's performance requirements. ● Student skills, hardware, and software requirements (for distance education courses).	Interview (if applicable).
A.S. in NM		CCAT 18				Info Session, Interview (if applicable)
A.O.S. in UT A.O.S. in CUT A.O.S. in VUT		CCAT 18				Info Session, A&P Test, Interview (if applicable).
A.S. in MRI		CCAT 18				Info Session, Interview (if applicable).
A.S. in RT		CCAT				Info Session, Essay, A&P Test, Interview (if applicable).
A.S. in OTA		CCAT 15		No		One-on-one Meeting, Essay, Interview
A.S. in PTA		CCAT 15		No		One-on-one Meeting, Observation Hours, Essay, Interview.
ADN & LVN to RN		See TEAS		Based on the admission pathway		Info Session, Interview.
A.S. in VN	HSD/GED plus proof of graduation from a Board-approved Vocational Nursing Program (min. 2.5 GPA) or completing 1,530 VN program clock hours (BVNPT approved curriculum).	N/A	No	No		N/A

A.O.S. in RC	HSD/GED	CCAT 18	Yes	Yes		Info Session, Essay, Interview, if applicable.
B.S. in DMI	HSD/GED plus two (2) Year Equivalent Imaging education and ARRT® registry or equivalent.	N/A	No	70 Semester credits (Previous core coursework and registry = 54 Semester Credits and 16 Semester Credits for General Education courses).		N/A
BSN, LVN to BSN, RN to BSN	HSD/GED plus RN license	See TEAS (for BSN and LVN to BSN)	Yes	Yes		Info Session, Essay, Letters of Recommendation, Verification of Health-related Work, Interview (if applicable).
BSN to MSN	BSN (min. 3.0 GPA) plus RN license	N/A	Yes	No		
B.S. in RT	HSD/GED	CCAT 25	Yes	No		Info Session, Essay, Letters of Recommendation, 40 hours of observation, Interview, and Resume.
DXA	HSD/GED	CCAT 18	Yes	No		Info Session, Essay, Interview.
XTMAS						

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

***See Additional Admission Requirements per program for minimum age requirements.*

Per the Gurnick Academy of Medical Arts Employee Manual, the Executive Corporate Management Team may accept a maximum of one (1) nominated applicant per program start who meets all admissions requirements without a point ranking system, if applicable to the program of interest.

General Admission Requirements for all Programs

All applicants to Gurnick Academy of Medical Arts must:

1. Meet with the program's Admission Advisor to review all required disclosures and receive complete information before enrolling with Gurnick Academy of Medical Arts.
   Kindly note that some programs may have additional requirements, such as attending a live or viewing a recording of an Information Session before meeting with Admissions; please see Additional Admissions Requirements per program.
2. Meet with a Financial Aid Advisor to review all required disclosures and receive complete information before enrolling at Gurnick Academy of Medical Arts.
   This requirement does not apply to non-financial aid programs or courses.
3. Pay all applicable fees per the published fee schedule before issuing an enrollment agreement or making other payment arrangements acceptable to Gurnick Academy of Medical Arts.
4. Possess an Official High School Transcript from an approved/accredited high school or a GED. Please ask an Admission Advisor for more details and the approved high school list. *Please refer to the Foreign Transcript/Degree Evaluation Policy for more information regarding additional requirements.*
5. At least 18 (official ID is required) to enroll in a core program.
   Some programs may allow enrollment at age 17. Please see program-specific admission requirements for details.
6. Complete the entrance exam with the minimum score required as outlined in the table Admission Requirements Summary. All Programs utilize the Criteria Cognitive Aptitude Test (CCAT) with a minimum entrance exam score unless specified in the table above.
7. Complete the Online Application consisting of the following documents:
   a. Online Application
   b. Distance Education Questionnaire
   c. Academic Integrity Statement
   d. Consent to Receive Electronic Communications
8. Comply with all Gurnick Academy of Medical Arts requirements for Immunizations, Health Screening, Background Check, and CPR/First Aid policy.
9. Comply with the program's performance requirements.
   Read each program's performance requirements in the Program Performance Requirements section.
10. Comply with the Additional Admission Requirements per program.
    Please review this section for the applicable program.
11. Meet the minimum student skills, hardware, and software requirements if the student enrolls in distance education (online) courses. Please refer to the Minimum Requirements for Students Enrolling in the Distance Education Courses section.
12. Ability to read and write English at an American high school graduate level, as demonstrated by a high school diploma, GED, or passing the California high school proficiency exam.

Criteria Cognitive Aptitude Test (CCAT)

The Criteria Cognitive Aptitude Test (CCAT) is an aptitude test that measures an individual's aptitude to solve problems, digest and apply information, learn new skills, and think critically. The exam consists of 50 items. There is no cost for this exam. Applicants are allowed three (3) attempts within a calendar year to pass the exam. Students are allowed to retest the same day as the first failed exam. There must be at least seven (7) days between attempts after that.

Results are valid for one (1) year. Please note that if a graduate (or current student) applies for another program

and their CCAT result has expired, this person must retake the test. Students applying to a program without a minimum required score will have one opportunity to take the test within a calendar year.

Test of Essential Academic Skills (TEAS®)
The Test of Essential Academic Skills (TEAS®) measures essential basic skills in the academic content 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® VII* are those that nurse educators deemed most appropriate and relevant to measure the entry-level academic readiness of nursing program applicants.

The TEAS exam is proctored remotely by ATI, and the cost for this exam is $120 per individual test taker. Applicants are allowed two (2) attempts a year starting from the first exam's original date. 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.

For the A.S. in Nursing and B.S. in Nursing programs, the score on the most recent attempt will be accepted for the A.S. in Nursing and B.S. in Nursing.

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

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

Additional Admission Requirements per Program

Associate of Occupational Science in Cardiac Ultrasound Technology Program (A.O.S. in CUT)
Applicants must:

1. Attend or view a live or recorded Information Session.
2. Submit original transcripts from the Registrar at an educational Institution for applicants requesting credit granting for some/all General Education courses. Copies are not accepted. All coursework must be completed and given a grade of at least a "C." Anatomy and Physiology I with Laboratory must be completed within the last five (5) years. All credit granting is subject to the approval of the Program Director or Program Coordinator. Please allow seven (7) days for review.
3. Complete an admission interview with the Program Director and designees.

Associate of Occupational Science in CUT 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 evaluates each applicant, showing the maximum score achievable. If an accepted applicant chooses to decline their seat in the upcoming term, they must reapply for admission in any future term. The applicant must go through the application process again, including meeting all current admission requirements and deadlines.

Table 3. A.O.S. in CUT Admission Point System

Points Category	Possible Points
I. CCAT	**50**
II. Post-Secondary Education	**50**
• Associate Degree	25

● Baccalaureate Degree and higher	50
III. Credit Granted Courses	**110**
● College Algebra	30
● Anatomy & Physiology	30
● Physics	30
● Written & Oral Communication	10
● Critical Thinking	10
IV. One-Page Resume	**10**
V. Health Care Background	**30**
● One to three (1 – 3) years	20
● More than three (3) years	30
VI. Imaging Background	**50**
· Background as a registered RT, Sonographer, MRI Technologist, or Radiation Therapist	50
VII. Clinical Affiliate Background	**20**
VIII. Personal Interview	**150**
● Interview Questions ● Maturity ● Communication Skills ● Appearance and Demeanor	
Possible Total Points:	**470**

Associate of Occupational Science in Respiratory Therapy Program (A.O.S. in RC)

Applicants must:

1. Attend or view a live or recorded Information Session.
2. Meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, and background check (see Policies of Gurnick Academy of Medical Arts in School Catalog and "Admissions").
3. Submit original transcripts from the Registrar at an educational institution for those requesting credit granting for courses. Copies of transcripts are not accepted. All coursework must be completed with a grade of at least a "C" and a cumulative grade point average (GPA) of 2.5 (on a 4-point) scale. All credit granting is subject to the Program Director or designee's approval. Please allow seven (7) days for review.
4. Take an Admission Assessment test: The AOSRC program requires applicants to take the CCAT exam
5. Participate in an interview with the Program Director or Designee in person or online.
6. Submit a written essay on why they have chosen this career path.
7. Before starting this career choice, if an applicant has a criminal record and has been convicted of a felony, it would be in their best interest to contact the Respiratory Care Board (RCB) BEFORE they continue their education endeavors. "Having a prior criminal history does not preclude you from obtaining a license from the Respiratory Care Board of California (RCB). Each applicant for licensure must submit their fingerprints to the California Department of Justice and Federal Bureau of Investigation for

a criminal history background check. Upon notification of an applicant's criminal history, if any, the RCB will open an investigation to determine whether there is a basis to deny the application for licensure."

Associate of Occupational Science in RC 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 evaluates each applicant, showing the maximum score achievable. If an accepted applicant chooses to decline their seat in the upcoming term, they must reapply for admission in any future term. The applicant must go through the application process again, including meeting all current admission requirements and deadlines.

Table 4. A.O.S. In RC Admission Point System

Criteria	Possible Points
I. Admissions Exam	**15**
● CCAT (26-50)	15
● CCAT (19-25)	10
● CCAT (0-18)	5
II. Post-Secondary Education	**15**
● Associate Degree	5
● Baccalaureate Degree	10
● Graduate/Master's Degree	15
III. Health Care Background	**5**
● One to three (1 – 3) years	3
● More than three (3) years	5
IV. Re-Applicant	**30**

Total Possible Points for Criterion I through Criterion IV: 65 Points

Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)

Applicants must:

1. Attend or view a live or recorded Information Session.
2. Submit original transcripts from the Registrar at an educational institution for applicants requesting credit granting for some/all General Education courses. Copies are not accepted. All coursework must be completed and given a grade of at least a "C." Anatomy and Physiology I with Laboratory must be completed within the last five (5) years. All credit granting is subject to the approval of the Program Director or Program Coordinator. Please allow seven (7) days for review.
3. Submit a one-page essay in APA format that includes the following:
    a. Statement of why you would like 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. APA Title page and sources used to prepare for the essay (Title page and sources can be on a separate page).
4. Applicants who possess a **current** State of California Limited Permit (License) in Chest, Extremities, and Torso Skeletal will receive credit granting for a portion of the RT program.
5. Gurnick Academy of Medical Arts graduates of the XTMAS program who have taken the state exam and are awaiting the results can enroll as provisional students into the A.S. in RT program. If the graduate fails to earn a license in all three categories listed above, the student will be dropped from the A.S. in RT program for failing to meet all the admission requirements.

A.O.S. 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 top-scoring candidates will be brought in for the interview process. The following point system evaluates each applicant, showing the maximum score achievable. If an accepted applicant chooses to decline their seat in the upcoming term, they must reapply for admission in any future term. The applicant must go through the application process again, including meeting all current admission requirements and deadlines.

Table 5. A.O.S. in RT Admission Point System

Points Category:	**Possible Points**
I. CCAT	**50**
II. Credit Granted Courses	**130**
• Algebra I or higher	30
• Anatomy	30
• Physiology	30
• Ethics and Law in Radiology	10
• English Reading and Composition	10
• Sociology	10
• Medical Terminology	10
III. One-Page Resume	**10**
IV. Essay – One-page, APA Format	**10**
The essay will include:	
• Statement of why you would like to join this modality • The essential functions and role of a technologist in this field • Preparation to become successful in this program • APA Title page and sources used to prepare for the essay (Title page and sources can be on a separate page)	
V. Health Care Background	**60**
• One to three (1 – 3) years	20
• More than three (3) years	30
• Radiology Community Involvement	30
Radiology Community Involvement consists of volunteering in an imaging department, attending a conference in Radiology, or a Career Discussion Panel. A signed and dated certificate of attendance will be required for points from Human Resources or a sanctioned event. Every eight hours of documented volunteer time in an imaging department or conference is worth ten (10) points, with a maximum of 30 points.	
VI. Personal Interview	**120**

• Interview Questions • Appearance and Demeanor • Communication Skills • Maturity • Overall Impression • Holistic Evaluation	
Possible Total Points:	**380**

Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)
Applicants must:

1. Attend or view a live or recorded Information Session.
2. Submit original transcripts from the Registrar at an educational institution for applicants requesting credit granting for some/all General Education courses. Copies are not accepted. All coursework must be completed and given a grade of at least a "C." Anatomy and Physiology I with Laboratory must be completed within the last five (5) years. All credit granting is subject to the approval of the Program Director or Program Coordinator. Please allow seven (7) days for review.
3. Complete an admission interview with the Program Director and designees.

Associate of Occupational 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 top-scoring candidates will be brought in for the interview process. The following point system evaluates each applicant, showing the maximum score achievable. If an accepted applicant chooses to decline their seat in the upcoming term, they must reapply for admission in any future term. The applicant must go through the application process again, including meeting all current admission requirements and deadlines.

Table 6. A.O.S. in UT Admission Point System

Points Category	Possible Points
I. CCAT	**50**
II. Post-Secondary Education	**50**
• Associate Degree	25
• Baccalaureate Degree and higher	50
III. Credit Granted Courses	**110**
• College Algebra	30
• Anatomy & Physiology	30
• Physics	30
• Written & Oral Communication	10
• Critical Thinking	10
IV. One-Page Resume	**10**
V. Health Care Background	**30**
• One to three (1 – 3) years	20
• More than three (3) years	30

VI. Imaging Background	**50**
● Background as a registered RT, Sonographer, MRI Technologist, or Radiation Therapist	50
VII. Clinical Affiliate Background	**20**
VIII. Personal Interview	**150**
● Interview Questions ● Maturity ● Communication Skills ● Appearance and Demeanor	
Possible Total Points:	**470**

Associate of Occupational Science in Vascular Ultrasound Technology Program (A.O.S. in VUT)
Applicants must:

1. Attend or view a live or recorded Information Session.
2. Submit original transcripts from the Registrar at an educational institution for applicants requesting credit granting for General Education courses. Copies are not accepted. All coursework must be completed and given a grade of at least a "C." Anatomy and Physiology I with Laboratory must be completed within the last five (5) years. All credit granting is subject to the approval of the Program Director or Program Coordinator. Please allow seven (7) days for review.
3. Complete an admission interview with the Program Director and designees.

Associate of Occupational Science in VUT 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 evaluates each applicant, showing the maximum score achievable. If an accepted applicant chooses to decline their seat in the upcoming term, they must reapply for admission in any future term. The applicant must go through the application process again, including meeting all current admission requirements and deadlines.

Table 7. A.O.S. in VUT Admission Point System

Points Category	Possible Points
I. CCAT	**50**
II. Post-Secondary Education	**50**
● Associate Degree	25
● Baccalaureate Degree and higher	50
III. Credit Granted Courses	**110**
● College Algebra	30
● Anatomy & Physiology	30
● Physics	30
● Written & Oral Communication	10
● Critical Thinking	10
IV. One-Page Resume	**10**
V. Health Care Background	**30**

● One to three (1 – 3) years	20
● More than three (3) years	30
VI. Imaging Background	**50**
● Background as a registered RT, Sonographer, MRI Technologist, or Radiation Therapist	50
VII. Clinical Affiliate Background	**20**
VIII. Personal Interview	**150**
● Interview Questions ● Maturity ● Communication Skills ● Appearance and Demeanor	
Possible Total Points:	**470**

Associate of Science in Magnetic Resonance Imaging Program (A.S. in MRI)

Applicants must:

1. Attend or view a live or recorded Information Session.
2. Submit original transcripts from the Registrar at an educational institution for applicants requesting credit granting for General Education Courses. Copies are not accepted. All coursework must be completed and given a grade of at least a "C." Anatomy and Physiology I with Laboratory must be completed within the last five (5) years. All credit granting is subject to approval from the Program Director or Program Coordinator. Please allow seven (7) days for review.

Associate of Science in MRI Admission Point System

Applicants are deemed qualified on a point system. The highest-ranked applicants (above a minimum) may be offered seats in the program. The following point system evaluates each applicant, showing the maximum achievable score. If an accepted applicant chooses to decline their seat in the upcoming term, they must reapply for admission in any future term. The applicant must go through the application process again, including meeting all current admission requirements and deadlines.

1. A.S. in MRI Admission Point System

Points Category	Possible Points
I. CCAT	**50**
II. Post-Secondary Education	**50**
● Associate Degree	25
● Baccalaureate Degree and higher	50
III. Credit Granted Courses	**120**
● College Algebra	30
● Anatomy & Physiology	30
● Biology	30
● Sociology	10
● Critical Thinking	10
● Medical Terminology	10

IV. One-Page Resume	**10**
V. Health Care Background	**30**
● One to three (1 – 3) years	20
● More than three (3) years	30
VI. Imaging Background	**50**
● Background as a registered RT, Sonographer, MRI Technologist, or Radiation Therapist	50
VII. Clinical Affiliate Background	**20**
VIII. Personal Interview	**120**
● Five (5) Interview Questions ● Appearance and Demeanor ● Communication Skill ● Maturity ● Overall Impression	
Possible Total Points:	**450**

Associate of Science in Nuclear Medicine Technology Program (A.S. in NM)

Applicants must:

1. Attend or view a live or recorded Information Session.
2. Submit original transcripts from the Registrar at an educational institution for applicants requesting credit granting for some/all General Education Courses. Copies are not accepted. All coursework must be completed with a grade of at least a "C." All credit granting is subject to the approval of the Program Director or Program Coordinator. Please allow seven (7) days for review.

Associate of Science in NM 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 top-scoring candidates will be brought in for the interview process. The following point system evaluates each applicant, showing the maximum score achievable. If an accepted applicant chooses to decline their seat in the upcoming term, they must reapply for admission in any future term. The applicant must go through the application process again, including meeting all current admission requirements and deadlines.

Table 9. A.S. in NM Admission Point System

Points Category	Possible Points
I. CCAT	**50**
II. Post-Secondary Education	**50**
● Associate Degree	25
● Baccalaureate Degree and higher	50
III. Credit Granted Courses	**160**
● College Algebra	30
● Anatomy with Laboratory	30
● Anatomy with Laboratory	30

● Physics	30
● Chemistry with Lab	30
● English	10
IV. One-Page Resume	**10**
V. Health Care Background	**30**
● One to three (1 – 3) years	20
● More than three (3) years	30
VI. Imaging Background	**50**
● Background as a registered RT, Sonographer, MRI Technologist, or Radiation Therapist	50
VII. Clinical Affiliate Background	**20**
VIII. Personal Interview	**50**
● Interview Questions ● Appearance and Demeanor ● Communication Skill ● Maturity ● Overall Impression ● Holistic Evaluation	
Possible Total Points:	**420**

Associate of Science in Nursing Program (ADN)

ADN Generic Pathway

1. Attend or view a live or recorded Information Session.
2. Applicants 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 the School Catalog and "Admissions").
3. Applicants must submit a completed application. It is recommended that interested applicants fill out the application with the admission advisor.
4. Applicants must take an Admission Assessment: The Test of Essential Academic Skills (TEAS VII). It tests math, reading, English and language use, and science. All students are encouraged to log on to atitesting.com for study material and other valuable resources and information. The TEAS VII Test Passing score = 64% or better.
5. Applicants will be asked to pass an interview with the Nursing Program Director, Assistant Program Director, or designee in person or via a virtual conferencing platform, if necessary.
6. Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in non-biology prerequisite coursework. Official transcripts are required.
7. Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in math and science prerequisite coursework. Official transcripts are required.
8. Applicants must submit a two- to three-page (2 – 3) written essay on why they have chosen professional nursing as a career.
9. Applicants must submit three (3) letters of recommendation to the nursing program. These may come from employers, immediate work supervisors, health-related facilities where the applicant has volunteered, or faculty from previous college/university coursework. These letters of recommendation must be submitted using formal organizational stationery.
10. The applicant will submit proof of health-related &/or community work, e.g., volunteering at health

fairs, hospitals, or clinics, working with the homeless, mentoring or tutoring other students, Big Brother or Big Sister. These experiences must be substantiated with a document or letter of verification on formal organizational stationery.

11. Applicants will be rank-ordered based on the following score, which includes:
    - Admission Assessment Test (TEAS)
    - Personal Interview
    - Written Essay
    - Three Letters of Recommendation
    - Community Work
    - Health-Related Experience

- *LVN-RN AP*
    - Applicants 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 the School Catalog and "Admissions").
    - Applicants must submit a completed application. It is recommended that interested applicants fill out the application with the admission advisor.
    - Applicants must take an Admission Assessment: The Test of Essential Academic Skills (TEAS VII). It tests math, reading, English and language use, and science. All students are encouraged to log on to atitesting.com for study material and other valuable resources and information. The TEAS VII Test Passing score = 64% or better.
    - If necessary, applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via a virtual conferencing platform.
    - Applicants must submit a two to three-page (2 – 3) written essay on why they have chosen professional nursing as a career.
    - Applicants must submit proof of one (1) year of full-time LVN/LPN work experience within the last three years or be a recent graduate of an LVN/LPN school (within one year at the time of application) or have completed an LPN/LVN Refresher/Re-entry program within one (1) year of admission.
    - Applicants must submit transcripts showing proof of completing the 33 units of General Education courses that comprise Semesters I and II of the ADN Generic Pathway.
    - Applicants must submit a resume.
    - Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in non-biology prerequisite coursework. Official transcripts are required.
    - Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in math and science coursework. Official transcripts are required.

- *LVN 30-Unit Option*
    - Proof of current California Vocational Nurse license.
    - The Program Director or Assistant Program Director will provide counsel and evaluation.
    - An official transcript must be submitted to the Office of Admissions.
    - Complete Microbiology with lab for four (4) units, with a GPA of 2.5 for each course.
    - Complete any stand-alone Physiology with Lab that includes all body systems or equivalent to Anatomy and Physiology with Labs.
    - Applicants 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 the School Catalog and "Admissions").
    - Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in all college coursework. Official transcripts are required.
    - Applicants must take 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 = 64% or better.
    - If necessary, Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via a virtual conferencing platform.
    - Applicants must submit a two to three-page (2 – 3) 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, the student forfeits the opportunity to apply for credit granting on previous courses.

LVNs can transfer 22 Semester Credit Hours of LVN courses taken at the post-secondary level at an institution accredited by an 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 (before the program): 13 semester credit hours for the following equivalent courses at Gurnick Academy of Medical Arts:
    - 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 (before the program): 1.5 semester credit hours for:
    - RN 103 Health Assessment Skills Lab (1.5 semester credit hours)

- Nursing Clinical hours (before the 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 10. ADN General Education Hours

PREREQUISITE	SEMESTER CREDIT HOURS
Human Body in Health and Disease I with Lab	4.0
General Microbiology with Lab	4.0
English Reading and Composition	3.0
Algebra I	3.0
General Psychology	3.0
Human Body in Health and Disease II with Lab	4.0
Nutrition in Health & Disease	3.0
Critical Thinking	3.0
Introduction to Sociology	3.0
Public Speaking, Basics of Effective Communication	3.0
TOTAL GURNICK ACADEMY GENERAL EDUCATION COURSES	**33.0**

All prerequisite courses must meet the baseline general education criteria for the California State University system (CSUs).

Please note: A transcript MUST be provided for the above prerequisites if *credit granting* and will only be accepted from an accredited institution approved by the U.S. Department of Education.

The minimum composite score is 64% for Associate Degree Nursing Program admission. The program will only accept a maximum of two (2) attempts in one (1) year, with the first passing score of 64%. If students do not attain the minimum of 64% on the first attempt, they may retest within one (1) year.

Gurnick Academy of Medical Arts uses the Test of Essential Academic Skills. The minimum composite score is 64% for Associate Degree Nursing Program admission. The program will only accept a maximum of two (2) attempts in one (1) year, with the first passing score of 64%. If students do not attain the minimum of 64% on the first attempt, they may retest within one (1) year.

Table 11. ADN Admission Point System

Criteria	Possible Points
I. Admissions Exam	**40**
• TEAS (90.00 – 100.00) • TEAS (80.0 – 89.99) • TEAS (70.0 – 79.99) • TEAS (64.0 – 69.99) Gurnick Academy of Medical Arts uses the Test of Essential Academic Skills. The minimum composite score is 64% for Associate Degree Nursing Program admission. The program will only accept a maximum of two (2) attempts in one year, with the first passing score of 64%. If students do not attain the minimum of 64% on the first attempt, they may retest within one (1) year.	40 30 20 10
II. Post-Secondary Education	**20**
• Associate Degree	5
• Baccalaureate Degree	10
• Graduate/Master's Degree	20
III. Academic Achievement: College level Courses & High school AP courses	**30**
A. GPA in Non-Biology Prerequisite Courses: Reading & Composition, Psychology, Public Speaking, Sociology, Critical Thinking, Nutrition	
• GPA 2.50-2.59	2
• GPA 2.60-3.00	5
• GPA 3.01-3.59	10
• GPA 3.6-4.0	15
B. GPA in Math and Sciences: Intermediate Algebra, Anatomy & Physiology, Microbiology	
• GPA 2.50-2.59	2
• GPA 2.60-3.00	5
• GPA 3.01-3.59	10
• GPA 3.6-4.0	15
IV. Application Essay to Nursing Program – APA Format	**10**

The essay will include:	
● Statement of purpose for enrolling in a nursing program	2
● The essential functions and role of a nurse	2
● Preparation to become successful in the nursing program	2
● Accountability and integrity in the nursing profession	2
● Grammar	2
V. Health Care Background	**5**
● One to three (1 – 3) years	3
● More than three (3) years	5
VI. Personal Interview	**20**
● Professionalism	4
● Appearance and Demeanor	4
● Communication Skills	4
● Answering Skills	4
● Overall Impression	4
VII. Evaluation from the Office of Admissions	**5**
● Professionalism	1
● Timeliness	1
● Communication	1
● Compliance with the requirements	1
● Self-Motivation	1

Total Possible Points for Criterion I through Criterion VII: <u>130 Points</u>

Transition Course [for LVN-RN Advanced Placement only]
The LVN To RN Transition Course (120 hours) is an Admission Course that must be completed before starting the LVN to RN CORE courses.

Associate of Science in Occupational Therapy Assistant Program (A.S. in OTA)
The Occupational Therapy Assistant Program has a selective application process. There is a deadline for completed applications to be submitted. Please inquire with Admissions about the current deadline date.

1. All applicants must attend a one-on-one meeting with the Admissions Team advisor to receive 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.
2. All applicants must submit official transcripts.
3. 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 completed and given a grade of at least a "C." Anatomy and Physiology with Laboratory must be completed within the last five (5) years. All credit granting is subject to approval from the Registrar. Please allow seven (7) days for review.
4. The OTA Admissions Committee will review all applications and approve the 40 top-scoring applicants for a Zoom and on-campus interview and essay writing. Please see the scoring rubric. The interview criteria are based upon 'Generic Abilities' identified through a study published by UW-Madison. 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.
5. The 20 top-ranking applicants will be offered seats in the program with up to ten (10) alternates. Selected applicants must accept the seat within 72 hours of receiving the formal acceptance letter.

A.S. in OTA Admission Point System

Please review the OTA Admission Point System table to help you prepare. Applicants not selected may re-apply. The following point system evaluates and ranks each applicant, showing the maximum score achievable.

Table 12. A.S. in OTA Admission Point System

Point Category:	Points
College Degree (official transcripts required)	**8**
● Associate's degree	2
● Bachelor's or higher degree	3
➢ Kinesiology major (more than 15 college credits)	5
Attend one-on-one meeting with Admissions Teams	Required
CCAT Assessment Test	**50**
Pre-Interview Points Possible	**58**
Interview Points	12
Essay Points	4
Total Possible Points	**74**

Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)

The Physical Therapist Assistant Program has a selective application process. There is a deadline for the submission of completed applications. Please inquire with Admissions about the current deadline date.

6. All applicants must attend a one-on-one meeting with the Admissions Team advisor to receive 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.
7. All applicants must submit official transcripts.
8. 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 completed and given a grade of at least a "C." Anatomy and Physiology with Laboratory must be completed within the last five (5) years. All credit granting is subject to approval from the Registrar. Please allow seven (7) days for review.
9. All applicants must submit the Verification of Observation Hours form documenting 10 hours of in-person observation in a physical therapy facility, inpatient or outpatient. This can include work or volunteer experience. In addition, all applicants must complete an additional 10 hours in the opposite setting as above, either in-person OR through a virtual observation assignment. All documentation must be submitted by the application deadline.
   The Verification of Observation Hours form and instructions are in the Application/Registration packet that you can download from the website.
10. Applicants must submit all required documents by the application deadline. Only complete applications will be considered. Please plan for the time to submit official transcripts and the completion of observation hours.
11. The PTA Admissions Committee will review all applications and approve the 40 top-scoring applicants for an on-campus interview and essay writing. Please see the scoring rubric.

The interview criteria are based upon 'Generic Abilities' identified through a study published by UW-Madison. 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.

12. The 20 top-ranking applicants will be offered seats in the program with up to ten (10) alternates. Selected applicants must accept the seat within 72 hours of receiving the formal acceptance letter.

A.S. in PTA Admission Point System

Please review the PTA Admission Point System table to help you prepare. Applicants not selected may re-apply. The following point system evaluates and ranks each applicant, showing the maximum score achievable.

Table 13. A.S. in PTA Admission Point System

Point Category:	**Points**
High School Diploma/GED **For applications with less than 15 college credits**	
● GPA 3.1-3.29	1
● GPA 3.3-3.75	2
● GPA 3.76-4.0	3
➢ Medical/Sports Med ROP/CTE Pathway	5
College Degree (official transcripts required) **For applications with more than 15 college credits**	
● More than 15 college credits (without a degree)	1
● Associate's degree	2
● Bachelor's or higher degree	3
➢ Kinesiology major (more than 15 college credits)	5
Attend one-on-one meeting with Admissions Teams	Required
Minimum of 10 hours of in-person observation in a physical therapy, inpatient, or outpatient facility (must be documented) ● **Must complete an additional 10 hours** in an opposite setting as above OR virtual observation assignment	Required
In-person observation hours > 20 hours	3
Paid experience in a Physical Therapy Facility	1 – 249 Hours = 1 Point 250 – 499 Hours = 2 Points 500 – 749 Hours = 3 Points 750 – 999 Hours = 4 Points 1000+ Hours = 5 Points
CCAT Assessment Test	
● 15	required

• 15-20	0
• 21-22	1
• 23-25	2
• 26 or greater	3
Pre-Interview Points Possible	**19**
Interview Points	12
Essay Points	4
Total Possible Points	**35**

Associate of Science in Radiologic Technology Program (A.S. in RT)

Applicants must:

1. Attend or view a live or recorded Information Session.
2. Submit original transcripts from the Registrar at an educational institution for applicants requesting credit granting for some/all General Education courses. Copies are not accepted. All coursework must be completed and given a grade of at least a "C." Anatomy and Physiology I with Laboratory must be completed within the last five (5) years. All credit granting is subject to the approval of the Program Director or Program Coordinator. Please allow seven (7) days for review.
3. Submit a one-page essay in APA format that includes the following:
    a. Statement of why you would like 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. APA Title page and sources used to prepare for the essay (Title page and sources can be on a separate page).
4. Applicants who possess a **current** State of California Limited Permit (License) in Chest, Extremities, and Torso Skeletal will receive credit granting for a portion of the RT program.
5. Gurnick Academy of Medical Arts graduates of the XTMAS program who have taken the state exam and are awaiting the results can enroll as provisional students into the A.S. in RT program. If the graduate fails to earn a license in all three categories listed above, the student will be dropped from the A.S. in RT program for failing to meet all the admission requirements.

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 top-scoring candidates will be brought in for the interview process. The following point system evaluates each applicant, showing the maximum score achievable. If an accepted applicant chooses to decline their seat in the upcoming term, they must reapply for admission in any future term. The applicant must go through the application process again, including meeting all current admission requirements and deadlines.

Table 14. A.S. in RT Admission Point System

Points Category:	Possible Points
I. CCAT	**50**
II. Credit Granted Courses	**130**
• Algebra I or higher	30
• Anatomy	30

• Physiology	30
• Critical Thinking	10
• English Reading and Composition	10
• Sociology	10
• Medical Terminology	10
III. One-Page Resume	**10**
IV. Essay – One-page, APA Format	**10**
The essay will include:	
• Statement of why you would like to join this modality • The essential functions and role of a technologist in this field • Preparation to become successful in this program • APA Title page and sources used to prepare for the essay (Title page and sources can be on a separate page)	
V. Health Care Background	**60**
• One to three (1 – 3) years	20
• More than three (3) years	30
• Radiology Community Involvement	30
Radiology Community Involvement consists of volunteering in an imaging department, attending a conference in Radiology, or a Career Discussion Panel. A signed and dated certificate of attendance will be required for points from Human Resources or a sanctioned event. Every eight hours of documented volunteer time in an imaging department or conference is worth ten (10) points, with a maximum of 30 points.	
VI. Personal Interview	**120**
• Interview Questions • Appearance and Demeanor • Communication Skills • Maturity • Overall Impression • Holistic Evaluation	
Possible Total Points:	**380**

Associate of Science in Vocational Nursing Program (A.S. in VN)

1. All courses must meet the baseline general education criteria for the California State University system (CSUs).
2. Please note: A transcript MUST be provided for the above prerequisites if credit granting and will only be accepted from an accredited institution approved by the U.S. Department of Education.
3. Copies are not accepted. All coursework must be completed with a grade of at least a "C."
4. Applicants 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.
5. Provide proof of graduation from a Board-approved Vocational Nursing Program from an accredited institution or have completed at least 1,530 BVNPT-approved curriculum hours for the VN Program.

Bachelor of Science in Diagnostic Medical Imaging Program (B.S. in DMI)

1. Have completed 2-year or equivalent education and passed an ARRT® registry or equivalent (ARDMS, ARMRIT, etc.) in one of the following: Radiography, Nuclear Medicine, Diagnostic Medical Sonography, Cardiovascular Sonography, MRI, or Radiation Therapy (credit granted for a combination of past core coursework and registry or equivalent = 54-semester credits.)
2. Have completed 16 semester credits of General Education courses that are not a part of the B.S. in DMI Program.
3. Proof of credentialing certification.
4. Submit official transcripts.
5. Complete an application for admission.
6. Have a high school diploma or GED and be at least 18.
7. Have a reliable computer, Internet access, and a working email address.
8. Per the current fee schedule, they must pay all applicable fees before issuing an enrollment contract or making other payment arrangements acceptable to the school.
9. Meet all admission requirements.

Bachelor of Science in Nursing Program (BSN)

BSN Generic Pathway

1. Attend or view a live or recorded Information Session.
2. Applicants 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 the School Catalog and "Admissions").
3. Applicants must submit a completed application. It is recommended that interested applicants fill out the application with the admission advisor.
4. Applicants must take an Admission Assessment: The Test of Essential Academic Skills (TEAS VII). It tests math, reading, English and language use, and science. All students are encouraged to log on to atitesting.com for study material and other valuable resources and information. The TEAS VII Test Passing score = 64% or better.
5. Applicants will be asked to pass an interview with the Nursing Program Director, Assistant Program Director, or designee in person or via a virtual conferencing platform, if necessary.
6. Applicants must submit a two to three-page (2 – 3) written essay on why they have chosen professional nursing as a career.
7. Applicants must submit three (3) letters of recommendation to the nursing program. These may come from employers, immediate work supervisors, health-related facilities where the applicant has volunteered, or faculty from previous college/university coursework. These letters of recommendation must be submitted using formal organizational stationery.
8. The applicant will submit proof of health-related &/or community work, e.g., volunteering at health fairs, hospitals, or clinics, working with the homeless, mentoring or tutoring other students, Big Brother or Big Sister. These experiences must be substantiated with a document or letter of verification on formal organizational stationery.
9. Applicants will be rank-ordered based on the following score, which includes:
    - Admission Assessment Test (TEAS)
    - Personal Interview
    - Written Essay
    - Three Letters of Recommendation
    - Community Work
    - Health-Related Experience

LVN to BSN Pathway

1. Applicants must attend an Information Session.
2. Applicants 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 the School Catalog and "Admissions").

3. Applicants must submit a completed application. It is recommended that interested applicants fill out the application with the admission advisor.
4. Applicants must complete all prerequisites to the BSN program.
5. Completing the Distance Education Questionnaire for applicants who receive full credit granting of the LVN to BSN or RN to BSN Advanced Placement General Education courses or enrollment and completing an online general education prerequisite course(s) at Gurnick Academy of Medical Arts, as applicable.
6. Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in all college coursework. Official transcripts are required.
7. Applicants must take the Test of Essential Academic Skills (TEAS VII). 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 valuable resources and information. The TEAS VII Test Passing score = 64% or better.
8. Applicants will be asked to pass an interview with the Nursing Program Director, Assistant Program Director, or designee in person or via a virtual conferencing platform, if necessary.
9. Applicants must submit a two to three-page (2 – 3) written essay on why they have chosen professional nursing as a career.
10. Applicants must submit three (3) letters of recommendation to the nursing program. These may come from employers, immediate work supervisors, health-related facilities where the applicant has volunteered, or faculty from previous college/university coursework. These letters of recommendation must be submitted using formal organizational stationery.
11. Applicants will submit proof of health-related or community work, e.g., volunteering at health fairs, hospitals, or clinics, working with the homeless, mentoring or tutoring other students, Big Brother or Big Sister. These experiences must be substantiated with a document or letter of verification on formal organizational stationery.
12. Applicants must submit a resume.
13. Applicants must submit transcripts showing proof of completing the 33 credits of General Education courses that comprise Semesters I and II of the BSN Generic Pathway.
14. Applicants will be rank-ordered based on the following score, which includes:
    - GPA in prerequisites
    - Admission Assessment Test (TEAS VII)
    - Personal Interview
    - Written Essay
    - Three (3) Letters of Recommendation
    - Community Work
    - Health-Related Experience

For LVN-BSN AP Applicants: Submit proof of one year of full-time LVN/LPN work experience within the last three (3) years. Submits proof of graduation from a Board-approved LVN/LPN program from an accredited institution or has completed an LVN/LPN Refresher/Re-entry program within one year of admission.

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, students forfeit the opportunity to apply for credit granting on courses taken previously.

LVNs can transfer 24 Semester Credit Hours of courses taken at the post-secondary level to an institution accredited by an agency recognized by the United States Department of Education or the Council of Higher Education Accreditation.

The content of these 24 transfer credits shall include the following:

- Nursing Theory hours (before the program): 15 semester credit hours for the following equivalent courses at Gurnick Academy of Medical Arts:
  - RN 100 Fundamentals of Nursing (3 semester credit hours)
  - RN 102 Health Assessment Theory (3 semester credit hours)
  - RN 104 Pharmacology (3 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 (before the program): 1.5 semester credit hours for:
  - RN 103 Health Assessment Skills Lab (1.5 semester credit hours)

- Nursing Clinical hours (before the 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)

LVN 30-Unit Option

1. Proof of current California Vocational Nurse license.
2. The Program Director or Assistant Program Director will provide counsel and evaluation.
3. An official transcript must be submitted to the Office of Admissions.
4. Complete Microbiology with lab for four (4) units, with a GPA of 2.5 for each course.
5. Complete any stand-alone Physiology with Lab that includes all body systems or equivalent to Anatomy and Physiology with Labs.
6. Applicants 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 the School Catalog and "Admissions").
7. Applicants must have a cumulative grade point average (GPA) of 2.5 (on a 4-point scale) or higher in all college coursework. Official transcripts are required.
8. Applicants must take 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 = 64% or better.
9. If necessary, Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via a virtual conferencing platform.
10. Applicants must submit a two to three-page (2 – 3) written essay on why they have chosen professional nursing as a career.

RN to BSN Pathway

1. Graduate from an approved Registered Nursing program.
2. Provide official transcripts that reflect a minimum cumulative GPA of 2.5 in all college coursework.
3. Attend or view a live or recorded Information Session.
4. Pass an interview with the Program Director or Associate Program Director in person or via a virtual conferencing platform, *if necessary.*
5. Submit a two to three-page (2 – 3) typed essay on why they have chosen professional nursing as a career.
6. Submit three (3) letters of recommendation. These may come from employers, immediate work supervisors, health-related facilities where the applicant has done volunteer work, or faculty from

previous college/university courses. These letters of recommendation must be submitted on official letterhead.

7. Provide a resume showing previous healthcare experience.
8. Submit proof of current RN license.
9. Complete all courses or equivalent listed in the Registered Nursing Prerequisite Courses: RN to BSN Pathway table.

Generic BSN for Non-Registered Nurses and Advanced Placement for LVNs are available as residential programs at the Concord Campus, approved by the California Board of Registered Nursing.

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 evaluates each applicant, showing the maximum score achievable.

Table 15. BSN Admission Point System

Criteria	Possible Points
I. Admissions Exam	**40**
• TEAS (90.00 – 100.00) • TEAS (80.0 – 89.99) • TEAS (70.0 – 79.99) • TEAS (64.0 – 69.99) Gurnick Academy of Medical Arts uses the Test of Essential Academic Skills. The minimum composite score is 64% for Bachelor's Degree Nursing Program admission. The program will only accept a maximum of two (2) attempts in one year, with the first passing score of 64%. If students do not attain the minimum 64% on the first attempt, they may retest within one (1) year.	40 30 20 10
II. Post-Secondary Education	**20**
• Associate Degree	5
• Baccalaureate Degree	10
• Graduate/Master's Degree	20
III. Academic Achievement: College level Courses & High school AP courses	**30**
A. GPA in Non-Biology Prerequisite Courses: Reading & Composition, Psychology, Public Speaking, Sociology, Critical Thinking, Nutrition	
• GPA 2.50-2.59	2
• GPA 2.60-3.00	5
• GPA 3.01-3.59	10
• GPA 3.6-4.0	15
B. GPA in Math and Sciences: Intermediate Algebra, Anatomy & Physiology, Microbiology	
• GPA 2.50-2.59	2
• GPA 2.60-3.00	5
• GPA 3.01-3.59	10
• GPA 3.6-4.0	15
IV. Application Essay To Nursing Program – APA Format	**10**

The essay will include:	
• Statement of purpose for enrolling into the nursing program.	2
• The essential functions and role of a nurse.	2
• Preparation to become successful in the nursing program.	2
• Accountability and integrity in the nursing profession.	2
• Grammar	2
V. Health Care Background	**5**
• One to three (1 – 3) years	3
• More than three (3) years	5
VI. Personal Interview	**20**
• Professionalism	4
• Appearance and Demeanor	4
• Communication Skills	4
• Answering Skills	4
• Overall Impression	4
VII. Evaluation from the Office of Admissions	**5**
• Professionalism	1
• Timeliness	1
• Communication	1
• Compliance with the requirements	1
• Self-Motivation	1

Total Possible Points for Criterion I through Criterion VII: 130 Points

Bachelor of Science in Radiation Therapy Program (B.S. in RT)

Applicants Must:

1. Attend or view a live or recorded Information Session.
2. 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 the School Catalog and "Admissions").
3. Submit a completed application for the program. It is recommended that interested applicants fill out the application with the admission advisor.
4. Take an Admission Assessment test: Criteria Cognitive Aptitude Test (CCAT) with a minimum score of 25 points.
5. Submit original transcripts from the Registrar at a regionally accredited institution for applicants requesting credit granting for some/all General Education courses. Copies are not accepted. All coursework must be completed and given a grade of at least a "C" with a cumulative 2.5 GPA. Anatomy and Physiology with Laboratory must be completed within the last five (5) years. All credit granting is subject to the approval of the Registrar or Program Director. Please allow seven (7) days for review.
6. Complete a minimum of 40 hours of clinical observation in a radiation therapy department of their choosing within one (1) year of application submission. The student is responsible for securing the radiation therapy department where observation is conducted. All applicants must submit proof of observation hours. Observation hours are to be submitted on the program application timesheet.
7. Submit two (2) professional letters of recommendation and two (2) radiation therapy letters of recommendation. Letters will be submitted directly to the admission advisor. These may come from employers, immediate work supervisors, health-related facilities at which the applicant has done observation time, or faculty from previous college/university coursework. These letters of recommendation must be submitted on formal organizational stationery.

8. Submit a two to three (2 – 3) page-written essay on why they have selected the radiation therapy profession.
9. Submit a professional resume.
10. Participate in an interview with the Radiation Therapy Admission Committee.
11. Applicants will be rank ordered based on the following score, which includes:
    - Admission Assessment Test (CCAT)
    - Quality of the grades in prerequisite courses
    - Knowledge of the profession
    - Written essay
    - Ranked interview
    - Two (2) Professional letters of recommendation
    - Two (2) Therapist letters of recommendation

Bachelor of Science in RT Admission Point System

Applicants will be accepted to the program based on rank. The highest-ranking individuals will only be accepted. Students will be accepted based on geographic regions. Students may prefer the geographic area where they are accepted; however, they will be accepted based on rank. Students unwilling to relocate to the geographic region in which they are accepted will not be allowed to join the program. Geographic change requests will not be considered. If an accepted applicant chooses to decline their seat in the upcoming term, they must reapply for admission in any future term. The applicant must go through the application process again, including meeting all current admission requirements and deadlines.

Table 16. B.S. in RT Admission Point System

Criteria	Possible Points
I. Admissions Exam	**50**
● CCAT (minimum score of 25 points)	50
II. Application Essay to Radiation Therapy Program – APA Format	**10**
Essay will include:	
● Statement of Purpose for enrolling in the Radiation Therapy program	4
● Preparation to become successful in the Radiation Therapy program	2
● Clarity of thoughts and insights	2
● Writing Skills and Grammar	2
III. Professional Letters of Recommendation (2)	**15**
Scores will be added, and average scores will be taken:	
● General Recommendation	5
● Initiative Score	5
● Communication Score	5
IV. Therapist Letters of Recommendation (2)	**15**
Scores will be added. Average scores will be taken:	
● General Recommendation	5
● Initiative Score	5
● Communication Score	5
V. Personal Interview	**40**
Scores will be added, and average scores will be taken:	
● Communication	5
● Knowledge	5

• Initiative	5
• Motivation	5
• Conflict Management	5
• Attitude for Success	5
• Time Management	5
• Study Habits	5

Bone Densitometry Technician Program (DXA)

1. Submit an essay (no longer than two (2) pages, typed, double-spaced) that describes the following:
    a. Reasons for the applicant's desire to become a Bone Densitometry Technician.
    b. The applicant's attributes that will support the profession and their ability to complete the DXA program.
    c. Describe the support system, such as a person, time management, and resources to support the applicant's efforts and success in the program.
2. In some campuses, the applicant pool may be larger than the number of available seats at the desired campus. In this case, the campus may require an additional step, such as an interview with the Program Director, Assistant Program Director, or designees.

Bone Densitometry Technician (DXA) 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 evaluates each applicant, showing the maximum score achievable. If an accepted applicant chooses to decline their seat in the upcoming term, they must reapply for admission in any future term. The applicant must go through the application process again, including meeting all current admission requirements and deadlines.

Table 17. DXA Admission Point System

Points Category:	Possible Points
I. Admissions Exam - CCAT	**25**
• 32 or Greater	25
• 27-31	20
• 24-26	15
• 18-23	10
• 0-17	0
II. Post-Secondary Education	**20**
• Gurnick Academy of Medical Arts Graduate or Currently Enrolled	10
• Associate Degree/Military Service	15
• Baccalaureate Degree	20
III. Academic Achievement: College-level Courses or High school courses (whichever is higher)	**50**
A. Overall High School GPA	
• GPA 3.0	5
• GPA 3.5	10

● GPA 3.9	15
B. Overall College GPA	
● GPA 3.0	20
● GPA 3.5	30
● GPA 3.9	35
IV. One-Page Resume (required)	**25**
V. Essay – One-page, APA Format	**25**
The essay will include: - Statement of why you would like to join this modality. - The essential functions and role of a technician in this field. - Preparation to become successful in this program. - Sources used to prepare for the essay.	
VI. Health Care Background	**20**
● One to three (1 – 3) years	10
● More than three (3) years	20
Possible Total Points:	**165**

Dental Assistant Program (DA)

All applicants must:

1. Be at least 17 to be admitted to the program with a parent's or guardian's consent. Applicants must be at least 18 at the beginning of the Clinical Externship.
2. Submit an essay (no longer than one (1) page, double-spaced, typed, or handwritten) that describes the following:
    a. Reason for the applicant's desire to become a Dental Assistant.
    b. The applicant's attributes that will support their ability to complete the DA program.
    c. The applicant has people, routines, and resources to support the applicant's efforts throughout the program.

Medical Assistant Program (MA)

All applicants must:

1. Be at least 17 to be admitted to the program with parent or guardian consent. Applicants must be at least 18 at the beginning of the Clinical Externship.
2. Submit an essay (no longer than one (1) page, double-spaced, typed, or handwritten) that describes the following:
    a. Reasons for the applicant's desire to become a Medical Assistant.
    b. The applicant's attributes that will support their ability to complete the MA program.
    c. The applicant has available people, routines, and resources to support the applicant's efforts throughout the program.
3. Some Campuses (such as if the applicant pool is 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.

Master of Science in Nursing Program (BSN to MSN Pathway)

Applicants Must:

1. 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 the School Catalog and "Admissions").
2. Submit a completed application for the program. It is recommended that interested applicants fill out the application with the admission advisor.
3. Submit proof of current RN license.
4. Submit official transcripts from an accredited institution showing the obtained BSN degree and the graduation date. Copies are not accepted.
5. Have a cumulative 3.0 GPA (on a 4-point scale) or higher in all college coursework.
6. Submit a 3-page typed Statement of Purpose or Letter of Intent.
7. Submit three (3) letters of recommendation to the nursing program. These may come from employers, immediate work supervisors, health-related facilities where the applicant has volunteered, or faculty from previous college/university coursework. These letters or recommendations must be submitted on formal organizational stationery.
8. Submit proof of health-related or community work, e.g., volunteering at health fairs, hospitals, clinics, working with the homeless, mentoring or tutoring other students, Big Brother or Big Sister. These experiences must be substantiated with a document or letter of verification on formal organizational stationery.
9. Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via Google Meet, if necessary.
10. Applicants will be rank-ordered based on the following score, which includes:
    - GPA in Prerequisite Courses
    - Personal Letters of Recommendation
    - Community Work
    - Health Related Experience

Table 18. BSN to MSN Admission Point System

Criteria	Possible Points
I. Academic Achievement: Undergraduate Level Courses	**20**
A. GPA	
• GPA 3.00-3.59	10
• GPA 3.60-4.00	20
II. Post-Secondary Education	**20**
• Baccalaureate Degree	10
• Graduate/Master's Degree	20
III. Application Essay to Nursing Program – APA Format	**10**
The essay will include:	
• Statement of purpose for enrolling into the MSN program	2
• The essential functions and role of a graduate degree nurse	2
• Preparation to become successful in the MSN program	2
• Accountability and integrity in the nursing profession	2
• Grammar	2
IV. Health Care Background	**5**
• One to three (1 – 3) years	3
• More than three (3) years	5
V. Personal Interview	**20**
• Professionalism	4

• Appearance and Demeanor	4
• Communication Skills	4
• Answering Skills	4
• Overall Impression	4
Possible Total Points:	**75**

Vocational Nurse (VN) Program

All applicants must:

1. Be at least 17 to be admitted to the Essential Medical Bioscience prerequisites course with a parent's or guardian's consent. Applicants must be at least 18 at the beginning of the core program.
2. Complete the Essential Medical Bioscience prerequisites course with a passing grade as identified in the syllabus.
    a. The Essential Medical Bioscience course is waived as a prerequisite for those who have completed the following courses within the last five (5) years: Cell Biology, Human Biology Basics, Basic Math, and Medical Terminology. A prerequisite course challenge exam is also available for those who are interested.
    b. Applicants who have successfully credit granted the Essential Medical Bioscience (EMB) course will be given a seat in the CORE VN program and will not be ranked using the VN Admission Point System.
3. Some Campuses (such as if the applicant pool is larger than the available seats at the desired campus location) may require an additional step: an interview with the applicable VN Program Coordinator or designee.

VN Admission Point System

Kindly note that the following table may not apply to some of our campuses. Some campuses may have non-interview enrollment. Please ask an Admission Advisor at the respective campus for more details.

Table 19. VN Admission Point System

Criteria	Possible Points
CCAT	**3**
Score 16-24	1
Score 25-34	2
Score 35-45	3
Resume	**6**
Previous Education	**3**
HS diploma or GED	1
AA/AS degree	2
BA/BS degree and higher	3
Healthcare Field Experience *(per resume)*	**3**
One (1) year	1
Two to four (2 – 4) years	2
More than four (4) years	3
Prerequisite Course Grades – Gurnick Academy of Medical Arts	**20**

(Points do not apply if credit is granted)	
A	20
B	15
C	10
Prerequisite Attendance	**15**
Missed zero (0) classes	15
Missed one (1) class	10
Missed two (2) classes	2

Total Possible Points for Available: <u>50 Points</u>

X-ray Technician with Medical Assistant Skills Program (XTMAS)

1. In some campuses, the applicant pool may be larger than the number of available seats at the desired campus. In this case, the campus may require an additional step, such as an interview with the Program Director, Assistant Program Director, or designees.
2. After submitting transcripts, students who have completed a Medical Assistant diploma program with the equivalent approved medical assistant skills content may apply to receive transfer credit if the appropriate medical assisting coursework was taken and passed within the past five (5) years.
3. Advanced Standing applicants must provide official transcripts from a Medical Assistant program.

X-ray Technician with Medical Assistant Skills (XTMAS) 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 evaluates each applicant, showing the maximum score achievable. If an accepted applicant chooses to decline their seat in the upcoming term, they must reapply for admission in any future term. The applicant must go through the application process again, including meeting all current admission requirements and deadlines.

Table 20. XTMAS Admission Point System

Points Category:	Possible Points
I. CCAT	**50**
II. Post-Secondary Education	**50**
• Associate Degree/Military Service	25
• Baccalaureate Degree or higher	50
III. Credit Granted Courses	**70**
• Anatomy	30
• Physiology	30
• Medical Terminology	10
IV. One-Page Resume	**10**
V. Health Care Background	**30**

• One to three (1 – 3) years	20
• More than three (3) years	30
VI. Personal Interview	**100**
• Interview Questions • Appearance and Demeanor • Communication Skills • Maturity • Overall Impression • Holistic Evaluation	
Possible Total Points:	**310**

INTERNATIONAL NURSE GRADUATE PROGRAM

To be considered for admission into the nursing courses, ALL applicants must meet the following criteria:

1. Official Transcript and evaluation of courses from an approved credential evaluator.
2. Official Letter from the California Board of Registered Nursing stating the candidate's specific area of deficiency.
3. Applicants 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 the School Catalog and "Admissions").
4. Applicants must submit a completed application. It is recommended that interested applicants fill out the application with the admission advisor.
5. Applicants must have graduated from high school or earned a GED and be at least 18.
6. Applicants must pay all applicable fees before issuing an enrollment contract or making other payment arrangements acceptable to the school per the current published fee schedule.
7. Applicants must pass the written Competency Exam for Basic and Intermediate Medical-Surgical Nursing with a minimum score of 75%.
8. Applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director in person or via a virtual conferencing platform, if necessary.
9. Applicants must submit a two to three-page (2 – 3) written essay on why they have chosen professional nursing as a career.
10. Applicants must submit three (3) letters of recommendation to the nursing program. These may come from employers, immediate work supervisors, health-related facilities where the applicant has volunteered, or faculty from previous college/university coursework. These letters of recommendation must be submitted using formal organizational stationery.
11. Applicants will be rank ordered based on the following score, which includes:
    - Personal Interview
    - Written Essay
    - Three (3) Letters of Recommendation

** If enrollment openings are fewer than applicants that meet the admission requirements, applicants will be asked to pass an interview with the Nursing Program Director or Associate Program Director.

Minimum Requirements for Students Enrolling in Distance Education Courses

Minimum Student Skills Requirements

Students are expected to have at least the following skills before taking distance education courses:

- Basic keyboarding competence
- Elementary knowledge of their computer operating system
- Basic knowledge of

- Word processor
- Sending and receiving emails with attachments
- Using an internet browser and search engine

Hardware Requirements

- Access to modern Windows 11, macOS 14 (Sonoma) or newer. For other operating systems, please contact IT support with your questions.
  - Internet access with a high-speed broadband connection.
  - Internet service provider for home access and access from work (must have before the start of the course).
  - Access the distance education environment for at least ten (10) hours per week.
  - Students must be able to video conference in real time. Appropriate equipment may include
    - Camera (which could be built into the laptop).
    - Microphone (could be built into the laptop).

Software Requirements

- Google Chrome internet browser.
- An office suite tool such as G Suite, Microsoft Office 365, LibreOffice, Apache Open Office, etc.
- One or more courses may require special plugins to access streaming media, PDF files, or other web components.
- Antivirus software like Microsoft Defender.
- A conferencing tool like Google Hangouts or Zoom.

Security Requirements

Update Regularly

Install all software updates promptly, including operating system and application updates.
This helps patch vulnerabilities and protect against known threats.

Strong Passwords

Use a strong password with a mix of uppercase and lowercase letters, numbers, and symbols.
Avoid using easily guessable information like your name, birthday, or pet's name.
Enable two-factor authentication for an extra layer of security where possible.

Virus and Malware Scans

Regularly scan your computer for viruses and malware using a reputable antivirus program.
Update your antivirus program regularly to ensure its effectiveness.

Secure Wi-Fi

When accessing Gurnick Academy resources, only use secure Wi-Fi networks.
Avoid using public Wi-Fi networks, as they are less secure and more exposed to hacking.

Additional Security Tips

Be cautious about clicking on links or opening attachments from unknown senders.
Keep your Gurnick Academy credentials private from others.
Back up your data regularly to ensure you can recover it if your computer is lost or damaged.
If you travel and need to access Gurnick Academy resources on public Wi-Fi, always use a VPN (Virtual Private Network) connection. A VPN encrypts your data and helps protect it from hackers.
Enable automatic session lock when you step away from your computer. This prevents unauthorized access if your computer is left unattended.

PERFORMANCE REQUIREMENTS

Each program has physical and non-physical requirements to ensure our students' and patients' safety and welfare. Almost all 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 emergencies using the English language.
- Communicate effectively with patients and staff in 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 across socioeconomic, religious, and cultural backgrounds.
- Cope with heavy workloads, demanding patients, and life-threatening clinical conditions.
- Recognize and respond appropriately to potentially hazardous situations.
- Demonstrate the physical and emotional capacity to work a 40-hour week during clinical rotation.
- Behave ethically, soundly, competently, compassionately, and professionally in the classroom and the clinic.
- Lift/carry:
    - One (1) pound (0.45 kilograms) – five (5) pounds (2.27 kilograms) frequently – image receptors, lead aprons, files
    - 20 pounds (9.07 kilograms) – 50 pounds (22.68 kilograms) occasionally – patient transfers and patient positioning
    - 50 pounds (22.68 kilograms) – 70 pounds (31.75 kilograms) rarely to occasionally – patient transfers
- Stand and walk for up to eight (8) hours per day.
- Carry a minimum of 20 pounds (9.07 kilograms) while walking a distance of 100 feet (30.48 m).
- Bend or flex the upper trunk forward to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk to 30 degrees to the right and left.
- Reach at least 72 inches (1.83 m) above floor level or arm's reach.
- Utilize the sense of hearing to communicate effectively with the patients and healthcare team.
- Utilize the sense of vision in all hospital lighting levels, varying from low illumination to bright light levels.
- Sit in class for up to six (6) hours per day.
- Palpate anatomical structures and handle injured body parts without causing injury to the patient.
- During exercise, give manual resistance to a patient's arm, leg, or trunk.
- 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 patients and themselves.
- 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 requirements. Please note some requirements may overlap with the above list.

Program-Specific Performance Requirements

Associate of Occupational Science in Cardiac Ultrasound Technology Program (A.O.S. in CUT)

A.O.S. in CUT students must be in good health and able to:

- Lift more than 50 pounds (22.68 kg) 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 intermittently at or above shoulder level for 90% of the work time.
- Work compassionately and effectively with sick patients.

A.O.S. in CUT 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 a patient bed.
- Move, adjust, and manipulate various sonographic equipment, including the physical transportation of mobile sonographic machines, to complete examinations on the patient according to established procedures and standards of speed and accuracy.

A.O.S. in CUT students must also be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations.
- Provide physical and emotional support to the patient during the sonographic procedures, respond to situations requiring first aid, and provide emergency care to the patient without, or until, the physician arrives.
- Communicating verbally in an effective manner to direct patients during sonographic examinations.
- Visually recognizing anatomy on CRT screen.
- Reading and interpreting patient charts and requisitions for sonographic examinations.

A.O.S. in CUT 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 identifying patient pathology, if present, accurate procedural sequencing, completion of a diagnostic examination, and other appropriate and pertinent technical qualities.

Associate of Occupational Science in Respiratory Therapy Program (A.O.S. in RC)

A.O.S. in RC students must be in good health and able to:

- Lift more than 50 pounds (22.68 kg) and push-and-pull routinely. Patient weight can easily exceed 500 lbs. Students should not attempt moving patients at any weight that exceeds their physical ability and must wait for appropriate help when personal limitations are met.
- 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 diagnostic reports and ventilator graphics, including color distinctions.
- Stand and walk on your feet 80% of the time.
- Reach intermittently at or above shoulder level for 90% of work time.
- Work compassionately and effectively with sick patients.

A.O.S. in RC students must have sufficient strength, motor coordination, and manual dexterity to:

- Transport, lift, and transfer patients from a wheelchair or cart to a patient bed or Gurney.

- Move, adjust, and manipulate various respiratory-related equipment, including the physical transportation of Ventilators, NIVs, Chest Oscillators, High Flow, and other respiratory-related equipment.

A.O.S. in RC students must also be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations.
- Provide physical and emotional support to the patient during procedures, respond to situations requiring first aid, and provide lifesaving emergency care to the patient without, or until, the physician arrives.
- Communicating verbally in an effective manner to direct patients during procedures and tests.
- Visually recognizing anatomy on imaging reports.
- Reading and interpreting patient charts and requisitions for examinations.

A.O.S. in RC 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 patient diagnosis based on laboratory data and offer appropriate suggestions to the medical staff to improve the overall impression of the patient.

Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)

A.O.S. in RT students must have the following abilities:

- Lift more than 50 pounds (22.68 kilograms).
- Be able to push and pull routinely.
    - One (1) pound (0.45 kilograms) – five (5) pounds (2.27 kilograms) frequently – image receptors, lead aprons.
    - 20 pounds (9.07 kilograms) – 70 pounds (31.75 kilograms) occasionally – patient transfers and positioning.
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers.
- Have full use of arms, hands, and wrists.
- Must be able to move quickly on the feet.
- Possess adequate visual acuity to review radiographs in varying brightness levels.
- Stand and walk on your feet 80% of the time.
- Reach at or above shoulder level for 90% of work time.
- Bend or flex the upper trunk forward to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk to 30 degrees to the right and left.
- Work compassionately and effectively with sick patients.

A.O.S. in RT students must have sufficient strength, motor coordination, and manual dexterity to

- Transport, move, lift, and transfer patients from a wheelchair or cart to an x-ray table or a patient bed.
- Move, adjust, and manipulate various mobile and non-mobile nuclear medicine equipment.
- Complete examinations on the patient according to established policies and procedures with speed and accuracy.

A.O.S. in RT 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 radiographic procedures.
- Ability to respond to situations requiring first aid and provide emergency care to the patient without or until the physician arrives.

- Communicating verbally in an effective manner to direct patients during radiographic examinations.
- Visually recognizing anatomy on a computer monitor.
- Reading and interpreting patient charts and requisitions for radiographic examinations.
- Respond to warning sounds, machine alarms, and calls for help.

A.O.S. in RT 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 computer monitor and archiving system for identifying patient pathology, if present, accurate positioning and technical factors for completion of a diagnostic examination, and other appropriate and pertinent technical qualities.
- Cope with heavy workloads, demanding patients, and life-threatening clinical situations.
- Behave ethically, soundly, competently, compassionately, and professionally in the classroom and the clinic.

Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)

A.O.S. in UT students must be in good health and able to:

- Lift more than 50 pounds (22.68 kilograms) 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 intermittently at or above shoulder level for 90% of work time.
- Work compassionately and effectively with sick patients.

A.O.S. in UT 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 a patient bed.
- Move, adjust, and manipulate various sonographic equipment, including the physical transportation of mobile sonographic machines, to complete examinations on the patient according to established procedures and standards of speed and accuracy.

A.O.S. in UT students must also be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations.
- Provide physical and emotional support to the patient during the sonographic procedures, respond to situations requiring first aid, and provide emergency care to the patient without, or until, the physician arrives.
- Communicating verbally in an effective manner to direct patients during sonographic examinations.
- Visually recognizing anatomy on CRT screen.
- Reading and interpreting patient charts and requisitions for sonographic examinations.

A.O.S. in UT 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 identifying patient pathology, if present, accurate procedural sequencing, completion of a diagnostic examination, and other appropriate and pertinent technical qualities.

Associate of Occupational Science in Vascular Ultrasound Technology Program (A.O.S. in VUT)

A.O.S. in VUT students must be in good health and able to:

- Lift more than 50 pounds (22.68 kilograms) 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 intermittently at or above shoulder level for 90% of work time.
- Work compassionately and effectively with sick patients.

A.O.S. in VUT 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 a patient bed.
- Move, adjust, and manipulate various sonographic equipment, including the physical transportation of mobile sonographic machines, to complete examinations on the patient according to established procedures and standards of speed and accuracy.

A.O.S. in VUT students must also be capable of:

- Handling stressful situations related to technical and procedural standards and patient care situations.
- Provide physical and emotional support to the patient during the sonographic procedures, respond to situations requiring first aid, and provide emergency care to the patient without, or until, the physician arrives.
- Communicating verbally in an effective manner to direct patients during sonographic examinations.
- Visually recognizing anatomy on CRT screen.
- Reading and interpreting patient charts and requisitions for sonographic examinations.

A.O.S. in VUT 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 identifying patient pathology, if present, accurate procedural sequencing, completion of a diagnostic examination, and other appropriate and pertinent technical qualities.

Associate of Science in Magnetic Resonance Imaging Program (A.S. in MRI)

A.S. in MRI students must be in good health and able to:

- Lift more than 50 pounds (22.68 kilograms) and push-and-pull routinely.
- Hear sufficiently to assess patient needs without hearing aids 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.

A.S. in MRI students must have sufficient strength, motor coordination, and manual dexterity to

- Transport, lift, and transfer patients from a wheelchair or cart to a table or bed.
- Move, adjust, and manipulate various MRI equipment.

A.S. in MRI 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.
- Ability to respond to situations requiring first aid and providing emergency care to the patient without or until the physician arrives.
- Communicating verbally in an effective manner to direct patients during MRI examinations.
- Visually recognizing anatomy on a CRT screen or LCD screen.
- Reading and interpreting patient charts and requisitions for MRI examinations.

A.S. in MRI 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 assessing the MR image quality, accurate procedural sequencing, completion of a diagnostic examination, and other appropriate and pertinent technical qualities.

Associate of Science in Nuclear Medicine Technology Program (A.S. in NM)

A.S. in NM students must have the following abilities:

- Lift over 50 pounds (22.68 kilograms).
- Be able to push and pull routinely.
    - One (1) pound (0.45 kilograms) – five (5) pounds (2.27 kilograms) frequently – lead aprons, files, lead syringes.
    - 20 pounds (9.07 kilograms) – 70 pounds (31.75 kilograms) occasionally – patient transfers and positioning.
- Hear and see sufficiently to assess patient needs and communicate verbally with other healthcare providers.
- Have full use of arms, hands, and wrists.
- Must be able to move quickly on the feet.
- Sit in class for up to eight (8) hours per day.
- Stand and walk on your feet 80% of the time.
- Reach at or above shoulder level for 90% of work time.
- Bend or flex the upper trunk forward to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk to 30 degrees to the right and left.
- Work compassionately and effectively with sick patients.
- Must be able to look at a computer screen for extended periods.

A.S. in NM students must have sufficient strength, motor coordination, and manual dexterity to

- Transport, lift, and transfer patients from a wheelchair or cart to an imaging table or bed.
- Move, adjust, and manipulate various nuclear medicine equipment.
- Complete patient examinations per established policies and procedures with speed and accuracy.

A.S. in NM students must also be capable of:

- Handle stressful situations related to technical and procedural standards and patient care situations.
- Provide physical and emotional support to the patient during the imaging procedures.
- Respond to situations requiring first aid and providing emergency care to the patient without or until the physician arrives.
- Communicate verbally in an effective manner to direct patients during imaging examinations.
- Recognize anatomy on a computer monitor.
- Address warning sounds, machine alarms, and calls for help.

A.S. in NM students must have the mental and intellectual capacity to:

- Calculate and administer radiopharmaceutical doses under the supervision of a licensed nuclear medicine technologist following department protocol and procedures.
- Review and evaluate the recorded images on a computer monitor and archiving system to identify patient anatomy and pathology.
- Cope with heavy workloads, demanding patients, and life-threatening clinical situations.
- Behave ethically, soundly, competently compassionately, and professionally in the classroom and the clinic.

Associate of Science in Nursing Program (ADN)

Each program has physical and non-physical requirements to ensure students' and patients' safety and welfare. Almost all 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 emergencies using the English language.
- Communicate effectively with patients and staff in 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 across socioeconomic, religious, and cultural backgrounds.
- Cope with heavy workloads, demanding patients, and life-threatening clinical conditions.
- Recognize and respond appropriately to potentially hazardous situations.
- Demonstrate the physical and emotional capacity to work a 40-hour week on the clinical rotation.
- Behave ethically, soundly, competently, compassionately, and professionally in the classroom and the clinic.
- Requires intermittent sitting, standing, and walking up to eight (8) hours per day.
- Requires bending, squatting, kneeling, twisting, and reaching.
- Requires frequent lifting and carrying 25 pounds (11.34 kilograms) – 50 pounds (22.68 kilograms).
- Requires pushing or pulling up to 100 pounds (45.36 kilograms).
- Utilize the sense of hearing to communicate effectively with the patients and healthcare team.
- Utilize the sense of vision in all hospital lighting levels, varying from low illumination levels to bright light levels.
- Sit in class for up to six to eight (6 – 8) hours per day.
- Palpate anatomical structures and handle injured body parts without causing injury to the patient.
- During exercise, give manual resistance to a patient's arm, leg, or trunk.
- 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 patients and themselves.
- 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 Occupational Therapy Assistant Program (A.S. in OTA)

To be successful in the OTA classroom, lab, and clinical settings and ultimately successful as an occupational therapy assistant, students must possess the intelligence, integrity, compassion, humanitarian concerns, and physical and emotional capacity necessary to practice occupational 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 occupational therapy settings.
- Recognize the difference between facts and opinions.
- Exercise good judgment in the classroom, lab, and clinical/professional settings.

Interpersonal and Behavioral Skills – working with others, resolving conflicts, offering 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 the 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 promptly in English.
- Comprehend written material in English at a level required for safe and effective patient care.
- Effectively communicate information in the English language in a concise yet comprehensive manner regarding the status and safety of patients, including written or dictated patient assessments.
- Effectively communicate with instructors, patients, families, and other healthcare providers in English.
- Recognize, interpret, and respond to nonverbal behavior.
- Demonstrate the ability to listen effectively.

Motor Skills – gross motor, fine motor, coordination

- Ability to sit for long periods, including up to four (4) hours.
- Ability to stand for long periods, including up to six (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 lifting, carrying, pulling, and guiding weights up to 50 pounds (22.68 kilograms).
- 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 reactions to the environment.
- Ability to assess safety factors involving patient care and physical environment and 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 skin texture abnormalities, skin temperature, muscle tone, tissue texture, and joint movement.

Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)
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 the classroom, lab, and clinical/professional settings.

Interpersonal and Behavioral Skills – working with others, resolving conflicts, offering 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 the 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 promptly in English.
- Comprehend written material in English at a level required for safe and effective patient care.
- Effectively communicate information in the English language in a concise yet comprehensive manner regarding the status and safety of patients, including written or dictated patient assessments.
- Effectively communicate with instructors, patients, families, and other healthcare providers in English.
- Recognize, interpret, and respond to nonverbal behavior.
- Demonstrate the ability to listen effectively.

Motor Skills – gross motor, fine motor, coordination

- Ability to sit for long periods, including up to four (4) hours.
- Ability to stand for long periods, including up to six (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 lifting, carrying, pulling, and guiding weights up to 50 pounds (22.68 kilograms).
- 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 reactions to the environment.
- Ability to assess safety factors involving patient care and physical environment and 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 skin texture abnormalities, skin temperature, muscle tone, tissue texture, and joint movement.

Associate of Science in Radiologic Technology Program (A.S. in RT)

A.S. in RT students must have the following abilities:

- Lift more than 50 pounds (22.68 kilograms).
- Be able to push and pull routinely.
    - One (1) pound (0.45 kilograms) – five (5) pounds (2.27 kilograms) frequently – image receptors, lead aprons.
    - 20 pounds (9.07 kilograms) – occasionally – patient transfers and positioning.
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers.
- Have full use of arms, hands, and wrists.
- Must be able to move quickly on the feet.
- Possess adequate visual acuity to review radiographs in varying brightness levels.
- Stand and walk on your feet 80% of the time.
- Reach at or above shoulder level for 90% of work time.
- Bend or flex the upper trunk forward to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk to 30 degrees to the right and left.
- Work compassionately and effectively with sick patients.

A.S. in RT students must have sufficient strength, motor coordination, and manual dexterity to

- Transport, move, lift, and transfer patients from a wheelchair or cart to an x-ray table or a patient bed.
- Move, adjust, and manipulate various radiographic equipment, including portables and C-arm equipment transportation.
- Complete examinations on the patient according to established policies and procedures with speed and accuracy.

A.S. in RT 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 radiographic procedures.
- Ability to respond to situations requiring first aid and provide emergency care to the patient without or until the physician arrives.
- Communicating verbally in an effective manner to direct patients during radiographic examinations.
- Visually recognizing anatomy on a computer monitor.
- Reading and interpreting patient charts and requisitions for radiographic examinations.
- Respond to warning sounds, machine alarms, and calls for help.

A.S. in RT 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 computer monitor and archiving system for identifying patient pathology, if present, accurate positioning and technical factors for completion of a diagnostic examination, and other appropriate and pertinent technical qualities.
- Cope with heavy workloads, demanding patients, and life-threatening clinical situations.
- Behave ethically, soundly, competently, compassionately, and professionally in the classroom and the clinic.

Bachelor of Science in Nursing Program (BSN)

Each program has physical and non-physical requirements to ensure students' and patients' safety and welfare. Almost all 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 emergencies using the English language.
- Communicate effectively with patients and staff in 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 across socioeconomic, religious, and cultural backgrounds.
- Cope with heavy workloads, demanding patients, and life-threatening clinical conditions.
- Recognize and respond appropriately to potentially hazardous situations.
- Demonstrate the physical and emotional capacity to work a 40-hour week on the clinical rotation.
- Behave ethically, soundly, competently, compassionately, and professionally in the classroom and the clinic.
- Requires intermittent sitting, standing, and walking up to eight (8) hours per day.
- Requires bending, squatting, kneeling, twisting, and reaching.
- Requires frequent lifting and carrying 25 pounds (11.34 kilograms) – 50 pounds (22.68 kilograms).
- Requires pushing or pulling up to 100 pounds (45.36 kilograms).
- Utilize the sense of hearing to communicate effectively with the patients and healthcare team.
- Utilize the sense of vision in all hospital lighting levels, varying from low illumination levels to bright light levels.
- Sit in class for up to six to eight (6 – 8) hours per day.
- Palpate anatomical structures and handle injured body parts without causing injury to the patient.
- During exercise, give manual resistance to a patient's arm, leg, or trunk.
- 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 patients and themselves.
- 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.

Bachelor of Science in Radiation Therapy Program (B.S. in RT)

B.S. in RT students must have the following abilities:

- Lift over 50 pounds (22.68 kilograms).
- Be able to push and pull routinely.
    - 1-5 lbs. frequently – lead aprons, files, syringes.
    - 20-70 lbs. occasionally – patient transfers and patient positioning.
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers.

- Have full use of arms, hands, and wrists.
- Must be able to move quickly on foot.
- Sit in class for up to eight (8) hours per day.
- Stand and walk on your feet 80% of the time.
- Reach at or above shoulder level for 90% of work time.
- Bend or flex the upper trunk forward to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk to 30 degrees to the right and left.
- Work compassionately and effectively with sick patients.

B.S. in RT students must have sufficient strength, motor coordination, and manual dexterity to

- Transport, lift, and transfer patients from a wheelchair or cart to a simulation, table, or patient bed.

B.S. in RT 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.
- Ability to respond to situations requiring first aid and providing emergency care to the patient without or until the physician arrives.
- Communicating verbally in an effective manner to direct patients.
- Visually recognizing anatomy on a computer monitor.
- Respond to warning sounds, machine alarms, and calls for help.

B.S. in RT students must have the mental and intellectual capacity to

- Review and evaluate images on a computer monitor and archiving system to identify patient anatomy and pathology.
- Cope with heavy workloads, demanding patients, and life-threatening clinical situations.
- Behave ethically, soundly, competently, compassionately, and professionally in the classroom and the clinic.

Bone Densitometry Technician Program (DXA)

DXA students must have the following abilities:

- Lift more than 50 pounds (22.68 kilograms).
- Be able to push and pull routinely.
    - One (1) pound (0.45 kilograms) – five (5) pounds (2.27 kilograms) frequently – image receptors, lead aprons.
    - 20 pounds (9.07 kilograms) – occasionally – patient transfers and positioning.
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers.
- Have full use of arms, hands, and wrists.
- Must be able to move quickly on the feet.
- Possess adequate visual acuity to review radiographs in varying brightness levels.
- Stand and walk on your feet 80% of the time.
- Reach at or above shoulder level for 90% of work time.
- Bend or flex the upper trunk forward to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk to 30 degrees to the right and left.
- Work compassionately and effectively with sick patients.

DXA students must have sufficient strength, motor coordination, and manual dexterity to

- Transport, move, lift, and transfer patients from a wheelchair or cart to an x-ray table or a patient bed.
- Move, adjust, and manipulate various mobile and non-mobile nuclear medicine equipment.

- Complete examinations on the patient according to established policies and procedures with speed and accuracy.

DXA 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 radiographic procedures.
- Ability to respond to situations requiring first aid and provide emergency care to the patient without or until the physician arrives.
- Communicating verbally in an effective manner to direct patients during radiographic examinations.
- Visually recognizing anatomy on a computer monitor.
- Reading and interpreting patient charts and requisitions for radiographic examinations.
- Respond to warning sounds, machine alarms, and calls for help.

DXA 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 computer monitor and archiving system for identifying patient pathology, if present, accurate positioning and technical factors for completion of a diagnostic examination, and other appropriate and pertinent technical qualities.
- Cope with heavy workloads, demanding patients, and life-threatening clinical situations.
- Behave ethically, soundly, competently, compassionately, and professionally in the classroom.

Medical Assistant Program (MA)

Each program has physical and non-physical requirements to ensure students' and patients' safety and welfare. Almost all 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 emergencies using the English language.
- Communicate effectively with patients and staff in 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 across socioeconomic, religious, and cultural backgrounds.
- Cope with heavy workloads, demanding patients, and life-threatening clinical conditions.
- Recognize and respond appropriately to potentially hazardous situations.
- Demonstrate the physical and emotional capacity to work a 40-hour week on the clinical rotation.
- Behave ethically, soundly, competently, compassionately, and professionally in the classroom and the clinic.
- Lift/carry:
    - One (1) pound (0.45 kilograms) – five (5) pounds (2.27 kilograms) frequently – image receptors, lead aprons, files.
    - 20 pounds (9.07 kilograms) – 50 pounds (22.68 kilograms) occasionally – patient transfers and positioning.
    - 50 pounds (22.68 kilograms) – 70 pounds (31.75 kilograms) rarely to occasionally – patient transfers.
- Stand and walk for up to 8 hours per day.

- Carry a minimum of 20 pounds (9.07 kilograms) while walking a distance of 100 feet (30.48 m).
- Bend or flex the upper trunk forward to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk to 30 degrees to the right and left.
- Reach at least 72 inches (1.83 m) above floor level or a full arm's reach.
- Utilize the sense of hearing to communicate effectively with the patients and healthcare team.
- Utilize the sense of vision in all lighting levels, varying from low illumination to bright light levels.
- Sit in class for up to six (6) hours per day.
- Palpate anatomical structures and handle injured body parts without causing injury to the patient.
- During exercise, give manual resistance to a patient's arm, leg, or trunk.
- 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 patients and themselves.
- 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.

Master of Science in Nursing Program (BSN to MSN Pathway)

Each program has physical and non-physical requirements to ensure students' and patients' safety and welfare. Almost all 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 emergencies using the English language.
- Communicate effectively with patients and staff in 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 across socioeconomic, religious, and cultural backgrounds.
- Cope with heavy workloads, demanding patients, and life-threatening clinical conditions.
- Recognize and respond appropriately to potentially hazardous situations.
- Behave ethically, soundly, competently, compassionately, and professionally in the classroom and the clinic.
- Utilize the sense of hearing to communicate effectively with the patients and healthcare team.
- Utilize the sense of vision in all hospital lighting levels, varying from low illumination levels to bright light levels.
- Devote up to fifteen to twenty (15 – 20) hours per week toward studies.
- Palpate anatomical structures and handle injured body parts without causing injury to the patient.
- Walk and balance well enough to help patients walk and transfer with or without equipment while preventing injury to patients and themselves.
- Use visual, auditory, and tactile senses to observe patients and collect and interpret data.
- Respond to warning sounds, machine alarms, and calls for help.

X-Ray Technician with Medical Assistant Skills Program (XTMAS)

XTMAS students must be healthy and have the following abilities:

- Lift more than 50 pounds (22.68 kilograms).
- Be able to push and pull routinely.

    - One (1) pound (0.45 kilograms) – five (5) pounds (2.27 kilograms) frequently – image receptors, lead aprons.
    - 20 pounds (9.07 kilograms) – 70 pounds (31.75 kilograms) occasionally – patient transfers and positioning.
- Hear sufficiently to assess patient needs and communicate verbally with other healthcare providers.
- Have full use of arms, hands, and wrists.
- Must be able to move quickly on the feet.
- Possess adequate visual acuity to review radiographs in varying brightness levels.
- Stand and walk on your feet 80% of the time.
- Reach at or above shoulder level for 90% of work time.
- Bend or flex the upper trunk forward to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk to 30 degrees to the right and left.
- Work compassionately and effectively with sick patients.

XTMAS students must have sufficient strength, motor coordination, and manual dexterity to

- Transport, move, lift, and transfer patients from a wheelchair or cart to an x-ray table or a patient bed.
- Move, adjust, and manipulate various radiographic equipment for physical transportation.
- Complete examinations on the patient according to established policies and procedures with speed and accuracy.

XTMAS students must also be capable of the following:

- Handling stressful situations related to technical and procedural standards and patient care situations.
- Providing physical and emotional support to the patient during the radiographic procedures.
- Ability to respond to situations requiring first aid and provide emergency care to the patient without or until the physician arrives.
- Communicating verbally in an effective manner to direct patients during radiographic examinations.
- Visually recognizing anatomy on a computer monitor.
- Reading and interpreting patient charts and requisitions for radiographic examinations.
- Respond to warning sounds, machine alarms, and calls for help.

XTMAS 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 computer monitor and archiving system for identifying patient pathology, if present, accurate positioning and technical factors for completion of a diagnostic examination, and other appropriate and pertinent technical qualities.
- Cope with heavy workloads, demanding patients, and life-threatening clinical situations.
- Behave ethically, soundly, competently compassionately, and professionally in the classroom and the clinic.

RE-ENROLLMENT

Individuals may not always be eligible to re-enroll at Gurnick Academy of Medical Arts. The situations detailed below outline the circumstances where re-enrollment may or may not be permissible. While a student may be eligible to apply for re-enrollment, acceptance is not guaranteed. Each re-enrollment application is subject to a review process, which considers the student's academic record, disciplinary history, and other relevant factors.

Expulsion

Students can be expelled involuntarily by Gurnick Academy of Medical Arts for two main reasons: academic and

disciplinary.

Academic Expulsion
Except for VN 450, Individuals 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 450 course do not qualify for remediation or re-enrollment into the same program. A re-enrolled student (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 a grade of 'C' or higher. Once the student passes the course with a letter of 'C' or higher, the student may be eligible to receive Financial Aid.

Students expelled for cheating must complete an additional online ethics course before being eligible for re-enrollment.

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

Disciplinary Expulsion
Individuals expelled for disciplinary reasons are not permitted to re-enroll in the same program and may not be eligible for enrollment at Gurnick Academy of Medical Arts. Please read Disciplinary Probation for details.

Withdrawal
Students may withdraw voluntarily. Students may voluntarily withdraw up to two (2) times to re-enroll. Individuals who withdraw more than two (2) times voluntarily 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" to be accepted by Gurnick Academy of Medical Arts.

Some affiliated institutions of your program, such as certification and licensure bodies, may require a specific provider to evaluate your foreign transcript/degree. The student must check with the program's certification/licensure bodies if the latter accepts your chosen foreign transcript/degree evaluator.
Please see below some of our programs' requirements:

- VN Applicants with a Foreign High School Education Level:
  Applicants to the Vocational Nurse Program must submit a copy of their original foreign high school transcript or equivalent upon admission into either program in addition to their foreign transcript evaluation.
- Imaging Applicants:
  ARRT® (Registry for Associate of Science in MRI, Associate of Science in Radiologic, Associate of Occupational Science in Radiologic, and Associate of Occupational Science in Ultrasound Technologists) recognizes services of evaluators such as NACES and AICE. Please check with the ARRT® before going further with the evaluation.
- LVN-BSN and RN-BSN Applicants:
  Applicants who need to meet the course equivalency admission requirement must submit a copy of their original foreign degree and a copy of their original foreign degree transcript (in addition to their foreign transcript/degree evaluation) before admission into the program.

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 of Medical Arts accepts their evaluations.

- National Association of Credential Evaluation Services (NACES): https://www.naces.org/
- Association of International Credential Evaluators (AICE): http://aice-eval.org/
- a2z Evaluations, LLC: https://www.a2zeval.com/
- Academic Evaluation Services, Inc.: https://aes-edu.org/
- Center for Applied Research, Evaluation, and Education, Inc: https://www.iescaree.com/
- Educational Credential Evaluators, Inc.: https://www.ece.org/
- Educational Perspectives, nfp: https://www.edperspective.org/
- Educational Records Evaluation Service, Inc.: http://www.eres.com/
- Evaluation Service, Inc.: http://www.evaluationservice.net/
- Foreign Academic Credential Service, Inc.: https://facsusa.com/
- Foundation for International Services, Inc.: https://www.fis-web.com/
- Global Credential Evaluators, Inc.: https://gceus.com/
- International Academic Credential Evaluators, Inc.: https://www.iacei.net/
- International Consultants of Delaware, Inc.: https://www.icdeval.com/
- International Education Evaluations, Inc.: https://www.myiee.org/
- International Education Research Foundation, Inc.: https://ierf.org/
- Josef Silny and Associates, Inc. International Education Consultants: https://www.jsilny.org/
- SpanTran: The Evaluation Company: https://spantran.com/
- Transcript Research: https://transcriptresearch.com/
- World Education Services, Inc.: https://www.wes.org/

IMMUNIZATION REQUIREMENTS

Gurnick Academy of Medical Arts requires all students to be immunized appropriately for protection and compliance with state regulations. Documentation of immunizations must be provided to the admissions office before starting the program or clinical rotations as programmatically determined.

Students must comply with the minimum health requirements from each clinical facility when performing clinical rotations, which may include additional immunity or vaccination requirements not explicitly listed within this catalog. The student will pay the cost of the immunizations. Students must show proof of the following immunities and 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 ten [10] years)
- Hepatitis B vaccine series (If incomplete, proof of immunization must be shown for the second shot within one [1] month from the first shot and the third shot within six [6] months from the first shot).
- Two-step tuberculin test within the past six (6) months (In case of a positive TB test result, the student must have proof of a negative chest x-ray within two [2] years. Students may be expected to comply with additional TB screening requirements determined by the hospital/clinical setting).
- COVID-19 vaccination (based on a full dose as defined by CDC guidelines)

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

Gurnick Academy of Medical Arts reserves the right not to accept titers if they are not done within the last three (3) years.

HEALTH SCREENING REQUIREMENTS

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

BACKGROUND CHECK

Applicants may need a general background check before starting the clinical rotation, as requested by a hospital/clinical setting. For some of our programs, background checks are a mandatory requirement. Please check the Addendum, Current Fees, and Tuition section for service costs. Gurnick Academy of Medical Arts will facilitate background check procedures. The student will provide background check results to the clinical facility upon request of the clinical education site.

Background check results could impact the student's ability to attend the clinical facility, complete the program's graduation requirements, or obtain certification/licensure after completing the program. Applicants should know that the clinical education site can request an additional background check or refuse a student based on the results. Applicants should check State regulations related to criminal convictions and the ability to be licensed.

CPR

Before starting any program or its clinical rotation 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, complete the program's graduation requirements, or obtain certification after completion.

CLINICAL FACILITIES

Gurnick Academy of Medical Arts has entered into affiliation agreements with clinical facilities that provide students with experiences in many areas following 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 the premises of Clinical Sites, please see our Safety Policy.

For a complete list of Gurnick Academy of Medical Arts' clinical facilities, please contact the 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 the number of clinical sites available. Clinical placements may occur anywhere within the selected region, which may extend beyond 100 miles. In addition, students may be required to rotate between clinical sites during 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 to any travel time required to achieve the program's educational goals. Students may be required to travel more than an hour to clinical sites. Travel to a clinical site varies and can be over 100 miles (160.93 km) 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 Coordinators or Program Directors.

Gurnick Academy of Medical Arts does not provide transportation for students to clinical sites. Students should plan accordingly for additional travel costs. The student must have a reliable means of transportation. The student is responsible for acquiring an alternative form of transportation if the student does not have access to a vehicle for personal use or does not have a valid driver's license. Each student needs to have independent, reliable transportation. Clinical assignments cannot and will not be based on transportation needs.

ADVANCED PLACEMENT & CREDIT GRANTING

There is no charge for the review of transfer credit or experiential learning. Students will receive a written evaluation of credits, either accepted or denied. Credit granting is only available before enrollment. Credit granting will not be evaluated once a student is enrolled. 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 they are completed. Transfer credit towards a certain program, experiential learning, challenge examinations, and achievement tests may be given for previous related 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 (U.S.DOE) or the Council for Higher Education Accreditation (CHEA) and the student received a course grade of 'C' or higher.

For semester-based programs, of the first 60 semester credits awarded to a student in an undergraduate program, no more than 15 semester credits may be awarded for prior experiential learning. Of the second 60 semester units (i.e., credits 61 to 120) awarded to a student in an undergraduate program, no more than 15 semester credits may be awarded for prior experiential learning.

Program Specific Placement & Credit Granting

Associate of Occupational Science in Cardiac Ultrasound Technology Program (A.O.S. in CUT)
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 skills acquired through experience. Written

and practical examinations will determine credit.

3. Exceptions may be made for credits granted over five (5) years for General Education courses.

Associate of Occupational Science in Respiratory Therapy Program (A.O.S. in RC)

Credits earned from courses or programs approved by:

1. Commission on Accreditation for Respiratory Care (CoARC).
2. Other courses the institution determines are equivalent to courses within the Associate of Occupational Science in Respiratory Care program curriculum.
3. Competency-based credit is granted for knowledge and skills acquired through experience. Written and practical examinations will determine credit.

The student must submit the following required documents:

- Original transcript
- Course description (can be downloaded from the school's catalog/website)
- Completed Credit Granting Disclosure and Transfer Credit Request Form accurately and within the specified deadline.

Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)

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 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.
5. Courses specific to radiography will not be credit granted if they are older than three (3) years.

Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)

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 skills acquired through experience. Written and practical examinations will determine credit.
3. Exceptions may be made for credits granted over five (5) years for General Education courses.

Associate of Occupational Science in Vascular Ultrasound Technology Program (A.O.S. in VUT)

Credits earned from courses or programs approved by:

4. Joint Review Committee on Education in Diagnostic Medical Sonography accredited ultrasound courses and programs.
5. Competency-based credit is granted for knowledge and skills acquired through experience. Written and practical examinations will determine credit.
6. Exceptions may be made for credits granted over five (5) years for General Education courses.

Associate of Science in Magnetic Resonance Imaging Program (A.S. in MRI)

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 skills acquired through experience. Written and practical examinations will determine credit.
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 (U.S.DOE) or the Council for Higher Education Accreditation (CHEA):

1. Licensed Vocational Nursing Courses (22 Semester Credit Hours)
2. Other courses the school determines are equivalent to courses in the program.

Students who fail RN 402 may submit proof of passing the NCLEX-RN exam to obtain credit for RN 402 and graduate from the ADN Program. All other graduation requirements (i.e., zero account balance) must also be met.

In compliance with the California Board of Registered Nursing (BRN), credit for military education and experience is available at Gurnick Academy of Medical Arts. Individuals who have held Military Health Care Occupations, specifically: Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic), or Air Force Independent Duty Medical Technician (IMDT 4NOX1C) may achieve advanced placement into semester two of the associate degree nursing program upon review and approval from the Associate Degree Nursing Program Director. Submission of documentation of education and experience qualifying them for the specific Military Health Care Occupation, and upon successful completion of the challenge exam, dosage calculation exam, and skills competency evaluation.

- Applicants must meet all admission requirements of the Associate Degree Nursing Program and complete the designated prerequisites and the current Test of Essential Academic Skills (TEAS) with a minimum score of 64% and a minimum GPA of 2.5.
- Applicants must submit proof of honorable discharge from the military and proof of military service within the last five (5) years.
- Acceptance into the Associate Degree Nursing Program is based upon space availability, military education, experience eligibility of the military education and experience, minimum passing score of 75% on the Challenge Exam and 100% on a dosage calculation exam.
- Military Challenge students applying to the Associate Degree Nursing Program after failure at another school will not be eligible for acceptance at the Associate Degree Nursing Program at Gurnick Academy of Medical Arts.

An admission course is required for all students electing to enroll in the LVN Advanced Placement Pathways for the ADN and BSN programs. The RN 180 Nursing Transition Advanced Placement Theory & Lab is the admission course. It is a five (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 complete this course.

All students must complete the RN 180 course before starting any Professional Courses. Students enrolled in the RN 180 are eligible to challenge the OB and Pediatrics courses. Students must contact the Assistant Director to request the challenge exams. The OB and Pediatrics theory courses are paired with a corresponding clinical course. Failure in one course equals failure in the paired course.

Students must pass the challenge exams before scheduling the competency exams. The minimum passing score for the challenge exam is 90%, and the minimum passing score for the competency exam is 90%. If the above requirements are unmet, the student will complete the required courses as scheduled.

Associate of Science in Occupational Therapy Assistant Program (A.S. in OTA)
Credits earned from courses or programs approved by:

1. Credits earned from courses or programs accredited by ACOTE.
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 Physical Therapist Assistant Program (A.S. in PTA)
Credits earned from courses or programs approved by:

4. Credits earned from courses or programs accredited by CAPTE.
5. Credits earned at institutions with regional or national accreditation.
6. Exceptions may be made for credits granted over five (5) years for General Education courses.

Associate of Science in Radiologic Technology Program (A.S. in RT)
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 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.
5. Courses specific to radiography will not be credit granted if they are older than three (3) years.

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

Bachelor of Science in Nursing Program (BSN)
Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (U.S.DOE) 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 skills acquired through experience. Written and practical examinations will determine credit.

Students who fail RN 505 may submit proof of passing the NCLEX-RN exam to obtain credit for RN 505 and graduate from the BSN Program. All other graduation requirements (i.e., zero account balance) must also be met.

In compliance with the California Board of Registered Nursing (BRN), military education and experience credit is available at Gurnick Academy of Medical Arts. Individuals who have held Military Healthcare Occupations, specifically Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Healthcare Specialist (68W Army Medic), or Air Force Independent Duty Medical Technician (IMDT 4NOX1C) may achieve advanced placement into the Bachelor of Science in Nursing program upon review and approval from the Program Director. Submit documentation of education and experience that qualifies them for the specific Military Healthcare Occupation upon completing the challenge exam, dosage calculation exam, and skills competency evaluation.

- Applicants must meet all Bachelor's Degree Nursing Program admission requirements and complete designated prerequisites and the current Test of Essential Academic Skills (TEAS) with a minimum score of 64% and a minimum GPA of 2.5.
- Applicants must submit proof of honorable discharge from the military and proof of military service

within the last five (5) years.

- Acceptance into the Bachelor of Science in Nursing Program is based upon space availability, military education, experience eligibility, and a minimum passing score of 75% on the Challenge Exam and 100% on a dosage calculation exam.

An admission course is required for all students electing to enroll in the LVN Advanced Placement Pathways for the ADN and BSN programs. The RN 180 Nursing Transition Advanced Placement Theory & Lab is the admission course. It is a five (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 complete this course. All students must complete the RN 180 course before starting any Professional Courses. Students enrolled in the RN 180 are eligible to challenge the OB and Pediatrics courses. Students must contact the Assistant Director to request the challenge exams. The OB and Pediatrics theory courses are paired with a corresponding clinical course. Failure in one course equals failure in the paired course.

Students must pass the challenge exams before scheduling the competency exams. The minimum passing score for the challenge exam is 90%, and the minimum passing score for the competency exam is 90%. If the above requirements are met, the student will complete the required courses as scheduled.

Vocational Nurse (VN) Program

Credits earned from courses or programs accredited by an agency recognized by the United States Department of Education (U.S.DOE) 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 skills acquired through experience. Written and practical examinations will determine credit.

LICENSURE, CERTIFICATION, & REGISTRY DISCLAIMER

Graduates from this institution's programs may seek additional credentials after completing their program of study. While voluntary, additional credentials do enhance employment opportunities and potential income. Certifications are available for all the institution's programs. Certificates and licenses are available and voluntary for all programs offered **except** for the following:

- Associate of Science in Physical Therapist Assistant program
- Associate of Science in Nuclear Medicine Technology program
- Associate of Science in Nursing program
- Associate of Science in Respiratory Therapy program
- Associate of Science in Radiologic Technology program
- Associate of Occupational Science in Radiologic Technology program
- Bachelor of Science in Nursing program
- Bachelor of Science in Radiation Therapy program
- Bone Densitometry Technician program
- Vocational Nurse program
- X-ray Technician with Medical Assistant Skills program

The programs listed above also require licensure for practice in California.

Outside agencies control licensing examinations and their content. Gurnick Academy of Medical Arts cannot guarantee the outcome of licensing examinations. Registration or license requirements for taking and passing the examination are not controlled by the institution but by outside agencies or licensing boards.

Requirements are subject to change by the agency without notice to Gurnick Academy of Medical Arts. Therefore, the institution cannot guarantee that graduates will be eligible to take licensing certification exams at all or 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 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.

State Authorization

Gurnick Academy of Medical Arts has not determined if any programs fulfill the educational requirements for specific professional licensure or certification required for employment outside California unless identified by the program below. It is recommended that students who are in or plan to relocate to a state apart from where the physical campus offering the program is located research any certification or employment requirements for their intended state.

Gurnick Academy of Medical Arts can enroll students in distance education in the states below, adhering to each state's requirements:

- Arizona: The academy has identified non-regulation from licensure due to the absence of physical presence from the Arizona State Board for Private Postsecondary Education for the Associate of Science in MRI program.
- Nevada: The academy has obtained approval from the Nevada Commission on Postsecondary Education to offer the Associate of Science in MRI program.
- Florida: The academy has been notified of non-regulation from licensure due to lack of physical presence from the Florida Commission for Independent Education for the Associate of Science in MRI program.

Programs Specific Licensure, Certification & Registry Disclaimer

Associate of Occupational Science in Cardiac Ultrasound Technology Program (A.O.S. in CUT)

The law does not require Ultrasonographers to be registered by The American Registry of Diagnostic Medical Sonographers (ARDMS) or Cardiovascular Credentialing International CCI to work, but such credentials may increase hiring chances.

Graduates who were accepted to the program with an Associate of Science degree in an Allied Health field directed at human patient care or a 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 the CCI examination.

Graduates accepted to the program with an Associate Degree in any field or High School Diploma / GED are eligible to sit for the CCI (RCS) examination immediately after completing the program. Upon obtaining CCI (RCS) certification, graduates may sit for the ARDMS (RDCS) 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 CCI certification and examination, visit https://cci-online.org/ or contact them at Cardiovascular Credentialing International, 3739 National Drive, Suite 202, Raleigh, NC, 27612, (919)861-4539.

Associate of Occupational Science in Respiratory Therapy Program (A.O.S. in RC)

The Respiratory Care Board of California (RCB) is a state licensing agency with regulatory jurisdiction over respiratory care practitioners. The RCB's mission is to protect and serve consumers by licensing qualified respiratory care practitioners, enforcing the provisions of the Respiratory Care Practice Act, expanding the availability of respiratory care services, increasing public awareness of the profession, and supporting the development and education of respiratory care practitioners.

According to the RCB, "To obtain licensure as an RCP in California, you must first obtain a Registered Respiratory Therapist (RRT) credential from the National Board for Respiratory Care (NBRC). To obtain an RRT credential, you must successfully pass the Therapist Multiple-Choice Examination (TMC) at the cut-off level required to qualify for the Clinical Simulation Examination (CSE) AND the Clinical Simulation Examination.

Once you have completed your accredited respiratory care education program, you may apply for examination directly through the NBRC. The first examination you must take is the TMC Examination. There are two established cut scores for the TMC Examination. You will earn your CRT credential if you achieve the lower cut score. However, achieving the higher cut score will earn your CRT credential AND become eligible for the CSE.

Once you have passed both the TMC and the CSE, you will earn the RRT credential and satisfy the examination requirement for licensure. If you have a California address, the RCB will obtain your examination results directly from the NBRC."

Graduates of the A.O.S. in RC program may sit for examinations set forth by the National Board for Respiratory Care.

A prior criminal history does not preclude you from obtaining a license from the RCB. Each applicant for licensure must submit their fingerprints to the California Department of Justice and Federal Bureau of Investigation for a criminal history background check. Upon notification of an applicant's criminal history, if any, the RCB will open an investigation to determine whether there is a basis to deny the application for licensure.

Effective July 1, 2020, the RCB's authority to deny an application based on certain criminal convictions was restricted (Business and Professions Code section 480).

Specifically, the RCB cannot deny an application based on a conviction if:

- The conviction has been dismissed under Penal Code Sections 1203.4, 1203.4a, 1203.41, 1203.42, or 1203.425 (or another state's equivalent). You may be asked to provide proof of this.

- The conviction(s) occurred more than seven years from the date of the application, or if the applicant was convicted of a crime and incarcerated, more than seven (7) years from when the applicant was released from incarceration.

The National Board for Respiratory Care provides the testing needed to become registered, significantly improving employment opportunities. "The RRT credential is nationally recognized as the "standard of excellence" for respiratory care professionals. The examinations for the RRT credential objectively and uniformly measure essential knowledge, skills, and abilities required of advanced respiratory therapists.

The NBRC evaluates the competency of respiratory therapists and ensures that graduates of accredited respiratory care education programs have every opportunity to earn the RRT credential. It is in high demand nationwide, and we work diligently to help fill the shortage of qualified respiratory therapists. The CRT and/or RRT credentials are used as the basis for the licensure in all 49 states that regulate the practice of respiratory care."

For more information about the RCP license process, please visit www.rcb.ca.gov/ or write to the Respiratory Care Board of California 3750 Rosin Court, Suite 100 Sacramento, CA 95834 Toll Free: (866) 375-0386 Phone: (916) 999-2190 Fax: (916) 263-7311 Email: rcbinfo@dca.ca.gov.

For more information about RRT/CRT Credential, visit www.nbrc.org/ or contact the National Board for Respiratory Care 10801 Mastin St #300, Overland Park, KS 66210 (913) 895-4900.

Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)

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 has obtained status as an approved school compliant with the radiographer instructional practices defined by California law. This school approval allows program graduates 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 California.

Eligibility for ARRT® Certification

Per 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 been convicted of a crime or misdemeanor, including, but not limited to,

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

   For 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 committed as a juvenile and were adjudicated through the juvenile court system.

   An applicant with a concern is advised to obtain a pre-application review of eligibility for certification before entering the program. The information can be obtained from the ARRT® by calling (651) 687-0048 or their website at https://www.arrt.org/.

2. Education
   Eligibility for certification also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires completing the formal educational program accredited by a mechanism acceptable to ARRT®. Candidates must also demonstrate competency in didactic coursework and an ARRT®-specified list of clinical procedures.

   For a 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 post-primary certification discipline.

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 radiologic therapeutic 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: https://www.cdph.ca.gov/Programs/CEH/DRSEM/Pages/RHB-Contact.aspx.

The law requires that radiologic technologists be licensed to practice as radiographers. Completing the 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 Occupational Science in Ultrasound Technology Program (A.O.S. in UT)
The law does not require Ultrasonographers to be registered by The American Registry of Diagnostic Medical Sonographers (ARDMS) to work. However, such credentials may increase hiring chances.

Graduates who were accepted to the program with an Associate of Science degree in an Allied Health field directed at human patient care or a Bachelor of Science or Bachelor of Arts degree may 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 accepted to the program with an Associate Degree in any field or High School Diploma / GED may sit for the R.T.(S)ARRT® examination immediately after completing the program. Graduates may sit for the ARDMS examination immediately after program completion under ARDMS prerequisite 2.

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 the American Registry of Radiologic Technologists®, 1255 Northland Drive, St. Paul, MN 55120, (651) 687-0048.

Associate of Occupational Science in Vascular Ultrasound Technology Program (A.O.S. in VUT)
The law does not require Ultrasonographers to be registered by The American Registry of Diagnostic Medical

Sonographers (ARDMS) to work, but such credentials may increase hiring chances.

Graduates who were accepted to the program with an Associate of Science degree in an Allied Health field directed at human patient care or a Bachelor of Science or Bachelor of Arts degree may 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 (VS)®, examination.

Graduates who were accepted to the program with an Associate Degree in any field or High School Diploma/GED are eligible to sit for the ARRT (VS)®, ARDMS (RVT), and CCI (RVS) examinations immediately after completion of the program.

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 the American Registry of Radiologic Technologists®, 1255 Northland Drive, St. Paul, MN 55120, (651) 687-0048.

For more information about CCI certification and examination, visit www.cci-online.org or contact them at Cardiovascular Credentialing International, 3739 National Drive, Suite 202, Raleigh, NC 27612, (919) 861-4539.

Associate of Science in MRI Program (A.S. in MRI)
Graduates of the Associate of Science in MRI Program may sit for the ARRT® (MR) exam.

Associate of Science in Nuclear Medicine Technology Program (A.S. in NM)
In California, practicing nuclear medicine technologists must have an active Certified Technologist, Nuclear Medicine (CTNM) certificate. The California Department of Public Health, Radiologic Health Branch, offers the certificate. Once certified, the nuclear medicine technologist can legally practice within California.

Both the ARRT® and NMTCB require applicants to disclose any history of criminal or misdemeanor proceedings. Students may choose to contact the ARRT® and/or NMTCB to conduct a pre-application review to determine if they will be eligible to sit for the exam(s) upon graduation.

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: https://www.cdph.ca.gov/Programs/CEH/DRSEM/Pages/RHB-Contact.aspx.

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 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 lack any educational requirements, you must 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 safe and effective nursing practice at the entry-level. There is continuous, year-round testing with CAT, allowing eligible candidates to schedule their 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 (6 – 8) weeks

before 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 essential 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 365 days. Candidates not made eligible by our Board within 365 days 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 Live Scan or fingerprint card (Hard Card) processing method.
3. Completed "Request for Accommodation of Disabilities" and accompanying form(s).
4. Transcripts will be sent directly from your school of nursing.
5. If applicable, documents and 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

The Enforcement Division has an Applicant Enforcement Webinar for pre-licensure students and first-time California license applicants with a history of criminal conviction or discipline against another professional license.

As of July 1, 2020, applicants are no longer asked about their prior criminal conviction history. Upon receipt of fingerprint results from the California Department of Justice and the Federal Bureau of Investigation, a criminal history will be discovered. All applicants with a history of criminal convictions will have their applications referred for an additional Enforcement Division review. Convictions within seven (7) years of application will receive a full enforcement review.

If a student reports any prior discipline against a practical nurse, vocational nurse, or other healthcare-related license, the Enforcement Division must review the application before the applicant is considered for licensing.

Note. Taken from the California Board of Registered Nursing website (2019) and retrieved from https://www.rn.ca.gov/applicants/lic-faqs.shtml#discipline.

For more information about RN licensing and examination, you can visit https://rn.ca.gov/applicants/lic-faqs.shtml#examination.

Gurnick Academy of Medical Arts has determined that the A.S. in Nursing curriculum **does not** meet the initial licensure requirement in the following state: **Alaska.**

Associate of Science in Occupational Therapy Assistant Program (A.S. in OTA)

Occupational Therapy Assistants must be licensed in California. Examinations include the National Board of Occupational Therapy Examiners (NBCOT) for OTAs and a California Law Exam (CLE).

The California Board of Occupational Therapy web page is https://www.bot.ca.gov/. Contact information: 1610 Arden Way, Suite 121, Sacramento, CA 95815, Telephone: (916) 263-2294.

Business and Professions Code of California Section 2570.6

2570.6. An applicant applying for a license as an occupational therapist or as an occupational therapy assistant shall file with the board a written application provided by the board, showing to the satisfaction of the board that he or she meets all of the following requirements:

(a) That the applicant is in good standing and has not committed acts or crimes constituting grounds for denial of a license under Section 480.

(b) (1) That the applicant has successfully completed the academic requirements of an educational program for occupational therapists or occupational therapy assistants that is approved by the board and accredited by the American Occupational Therapy Association's Accreditation Council for Occupational Therapy Education (ACOTE) or accredited or approved by the American Occupational Therapy Association's (AOTA) predecessor organization, or approved by AOTA's Career Mobility Program.

(2) The curriculum of an educational program for occupational therapists shall contain the content required by the ACOTE accreditation standards, or as approved by AOTA's predecessor organization, or as approved by AOTA's Career Mobility Program.

(Amended by Stats. 2018, Ch. 490, Sec. 3. (AB 2221) Effective January 1, 2019.)

Gurnick Academy of Medical Arts has determined that the A.S. in Occupational Therapy Assistant Program meets the requirements for initial licensure in all states due to ACOTE accreditation.

Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)
Physical Therapist Assistants must be licensed in 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, not addicted to alcohol or any controlled substance, and have completed the education and training required by Section 2650b (listed below), and not have committed acts or crimes constituting grounds for denial of licensure under Section 480.

(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 board's direction 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 licensure as a physical therapist assistant after the applicant has met the educational requirements for that particular licensure category.

(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. For that purpose, the board may make arrangements with organizations furnishing examination materials as may, at its discretion, be desirable.

Article 5: Educational Standards Section 2650b:

(b) The physical therapist assistant education requirements are as follows:
(1) Except as otherwise provided in this chapter, each applicant for a license as a physical therapist assistant shall be a graduate of a physical therapist assistant program of an accredited post-secondary institution or institutions approved by the board and shall have completed both the academic and clinical experience required by the physical therapist assistant program and have been awarded an associate degree.
(2) Unless otherwise specified by the board by regulation, the educational requirements shall include instruction in the subjects prescribed by the CAPTE of the American Physical Therapy Association or Physiotherapy Education Accreditation Canada or another body as may be approved by the board by regulation and shall include a combination of didactic and clinical experiences.
(Amended by Stats. 2015, Ch. 426, Sec. 20. (SB 800) Effective January 1, 2016.)

Gurnick Academy of Medical Arts has determined that the A.S. in Physical Therapist Assistant Program meets the educational requirements for initial licensure in all states due to CAPTE accreditation. Complete licensure requirements vary by state.

Associate of Science in Radiologic Technology Program (A.S. in RT)
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 has obtained status as an approved school compliant with the radiographer instructional practices defined by California law. This school approval allows program graduates 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 California.

Eligibility for ARRT® Certification
Per ARRT®'s "Equation for Excellence," candidates for ARRT® certification must meet basic requirements in the three components of the equation:

4. 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 been convicted of a crime or misdemeanor, including, but not limited to

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

   For 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 committed as a juvenile and were adjudicated through the juvenile court system.

An applicant with a concern is advised to obtain a pre-application review of eligibility for certification before entering the program. The information can be obtained from the ARRT® by calling (651) 687-0048 or their website at www.arrt.org.

5. Education
   Eligibility for certification also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires completing the respective discipline's formal educational program accredited by a mechanism acceptable to ARRT®. Candidates must also demonstrate competency in didactic coursework and an ARRT® specified list of clinical procedures.

   For a 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 post-primary certification discipline.

6. 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: https://www.cdph.ca.gov/Programs/CEH/DRSEM/Pages/RHB-Contact.aspx.

The law requires that radiologic technologists be licensed to practice as radiographers. Completing the 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.

Bachelor of Science in Radiation Therapy Program (B.S. in RT)
In 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 Bachelor of Science in Radiation Therapy program at Gurnick Academy of Medical Arts has obtained status as an approved school compliant with the Therapeutic Radiologic Technology instructional practices defined by California law.

This school approval allows graduates of the program to apply to sit for the American Registry of Radiologic Technologists® (ARRT®) examination and apply for the California Department of Public Health, Radiologic Health Branch for the Therapeutic Radiologic Technologist licensure.

Eligibility for ARRT® Certification
Per 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 been convicted of a crime or misdemeanor, including, but not limited to.

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

For 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 committed as a juvenile and were adjudicated through the juvenile court system.
An applicant with a concern is advised to obtain a pre-application review of eligibility for certification before entering the program. The information can be obtained from the ARRT® by calling (651) 687-0048 or their website at www.arrt.org.

2. Education
Eligibility for certification also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires completing the respective discipline's formal educational program accredited by a mechanism acceptable to ARRT®. Candidates must also demonstrate competency in didactic coursework and an ARRT® specified list of clinical procedures.

For a 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 post-primary certification discipline.

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 radiologic therapeutic 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: https://www.cdph.ca.gov/Programs/CEH/DRSEM/Pages/RHB-Contact.aspx.

Bachelor of Science in Nursing Program (BSN)
Students must take the National Council Licensure Examination (NCLEX-RN) if they have never been licensed as a registered nurse in another state or 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 lack any

educational requirements, you must 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 safe and effective nursing practice at the entry-level. There is continuous, year-round testing with CAT, allowing eligible candidates to schedule their 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 before taking 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 you are 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 365 days. Candidates not made eligible by our Board within 365 days 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 the Live Scan or fingerprint card (Hard Card) processing method.
3. Completed "Request for Accommodation of Disabilities" and accompanying form(s).
4. Transcripts will be sent directly from your school of nursing.
5. If applicable, submit documents and 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.

If applicable, submit documents and 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.

Gurnick Academy of Medical Arts has determined that the B.S. in Nursing Program **does not** meet the initial licensure requirement in the following states: **Alaska**.

Bone Densitometry Technician Program (DXA)

In the State of California, all schools of Limited Scope of Practice in Radiography must receive approval from the State of California Department of Public Health Radiologic Health Branch (CDPH-RHB) before students can begin a course of instruction. The Bone Densitometry Technician program at Gurnick Academy of Medical Arts has obtained status as an approved school compliant with the limited practice technician instructional practices defined by California law. This school approval allows graduates of the program to take the limited practice technical certification in Dual Energy X-ray Absorptiometry (DEXA) Permit category examination offered by the State of California Department of Public Health. Once certified, the technician is legally allowed to practice within California.

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.

The law requires that bone densitometry technicians be certified to practice as limited practice technicians. Completing the Bone Densitometry Technician program at Gurnick Academy of Medical Arts may not automatically qualify the graduate to apply for the examination with CDPH-RHB proctored by the ARRT®. Some employers might require the radiologic technologist to have an ARRT® certification in addition to the State of

California certification.

Dental Assistant Program (DA)
California does not require a dental assistant to be certified as a dental assistant. However, such a certificate may increase the chances of being hired. The Dental Board of California requires a written examination to become a Registered Dental Assistant (RDA).

Eligibility to apply for the examination includes the following requirements: 15 months of satisfactory work experience (eight (8) months in a DA program and seven (7) months of on-the-job experience). In addition, the application requires the following elements in the program: an 8-hour Infection Control Certificate, a Coronal Polishing Certificate, and a Radiation Safety Certificate.

**Dental Practice Act Certification and Pit and Fissure Certification (completed outside the DA program) are also required for the RDA application.*

Medical Assistant Program (MA)
California does not require that medical assistants be certified, but such a certificate may increase hiring chances. The national CCMA exam is taken during the program upon completing didactic coursework. While students are required to pass the CCMA exam to work as medical assistants, students who pass the exam and meet graduation requirements will be eligible to work as Certified Medical Assistants.

Vocational Nurse Program (VN)
To work as a Vocational Nurse in California, you must pass a licensing examination administered by the National Council Licensure Examination (NCLEX-PN). Completing this program does not automatically enable a graduate to work as a Vocational Nurse. The BVNPT accredits the Gurnick Academy of Medical Arts Vocational Nurse Program and 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. Completing 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 fingerprints from the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). (See "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 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 one through seven (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. Processing your license takes four to six (4 – 6) weeks.

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 Board of Nursing must have accredited the school of practical/vocational nursing from which you graduated 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. 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 Experience. This method requires you to complete within ten (10) years before 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 this must have been within five (5) years before 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 of medical/surgical nursing
    - Five (5) weeks of maternity or genitourinary nursing
    - Five (5) weeks of 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. It 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 the classroom, lab, and patient care settings)
   - Urinary Catheterization
   - Sterile Dressing Change
   - Sterile Irrigations

   Applicants with formal nursing education may submit official transcripts for evaluation for possible credit instead of paid bedside nursing experience. The transcripts must be submitted to the Board directly from the school and 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
   - Submit proof of having at least twelve (12) months of active duty in the Armed Forces medical corps, rendering bedside patient care. The proof submitted must show the date(s) and wards assigned.
   - Submit proof of completing a basic course of instruction in nursing while in the armed forces.
   - Submit proof that service was honorable (DD-214).
   - Note: A combination of military and nonmilitary experience is unacceptable 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 not renewed for four (4) years shall expire. An expired license cannot be renewed, reissued, or reinstated. The licensee must 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 an expired license or license number, original issue date, and expiration date.)

Please note that State Boards of Nursing require graduation from accredited nursing schools in many states. 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 qualify for licensure by endorsement in other states.

Gurnick Academy of Medical Arts has determined that the Vocational Nurse Program **does not** meet the initial licensure requirement in the following state: **Alaska**.

X-ray Technician with Medical Assistant Skills Program (XTMAS)
In California, all schools of Limited Scope of Practice in Radiography must receive approval from the State of California Department of Public Health Radiologic Health Branch (CDPH-RHB) before students can begin a course of instruction. The XTMAS program at Gurnick Academy of Medical Arts has obtained status as an approved school. It complies with the limited practice technician instructional practices defined by California law. This school approval allows program graduates to take the limited practice technician licensure examination offered by the State of California Department of Public Health. Once certified, the Limited Practice Technician may legally practice within California.

Education Eligibility for a license also specifies the satisfaction of educational preparation requirements. For the primary pathway to certification, eligibility requires completing the respective discipline's formal educational program that the CDPH-RHB accredits. Candidates must also demonstrate competency in didactic coursework specified by the CDPH-RHB list of clinical procedures.

Examination: After meeting all other qualifications, eligibility requires candidates for certification to pass an examination developed and administered by the ARRT®. 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: https://www.cdph.ca.gov/Programs/CEH/DRSEM/Pages/RHB-Contact.aspx.

It is required by law that Limited Practice Technicians be certified to practice. Completing the XTMAS program at Gurnick Academy of Medical Arts may not automatically qualify the graduate to apply for the State examination.

PASS PROGRAM

The Post Academic Student Success (PASS) Program is a structured licensure review series explicitly designed for Vocational Nurse program graduates 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 must meet with the Career Services Coordinator to sign up for the PASS Program. Graduates are expected to receive their approval to test letters approximately six (6) weeks after graduating from Gurnick Academy of Medical Arts. Their application has been successfully sent and accepted by the BVNPT.

FINANCIAL POLICIES

ALUMNI GRANTS & SCHOLARSHIP

Students who graduate from one Gurnick program and enroll in additional programs may qualify for an alumni grant, or scholarship as specified by Gurnick Academy of Medical Arts. The grants or scholarships are tied to specific programs, and the amount of grant or scholarship given per program varies. Please speak with an Admissions Advisor for details.

Programs that offer alumni grants are as follows:

- BSDMI: RT Grad ($2,000)
- LVN-ADN: VN Grad ($16,468)
- LVN-BSN Program: VN Grad ($19,000); ASVN Grad ($3,000)
- RN-BSN Program: ADN Grad ($1,800)
- VN Program: MA Grad ($1,500)
- MSN: BSN Grad ($1,800)
- DEXA: Any Program Grad ($516)

Programs that offer scholarships are as follows:

- Any Full Imaging Program to Another Full Imaging Program: Varies per year with a max of $10,000 for a single recipient. The deadline to apply is December 1st for the following year.

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 after that. The tuition covers the cost of all classroom instruction.

For programs scheduled to be completed within four (4) months from the start date, all fees and tuition are to be paid before the first day of class or other deadline dates as may be posted occasionally 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 further details.

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 be responsible for repaying the full amount of the loan plus interest, less the amount of any refund.

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

1. You are entitled to cancel your instruction program without penalty or obligation.
   a. A full refund of all tuition and fees paid will be made if a student cancels their Enrollment Agreement by notifying the school within three days of enrollment or
   b. Cancels their Enrollment Agreement through attendance at the first class session or the seventh calendar day of the student's start date, whichever is later. The academy will refund the student any money they paid, less any registration fees not to exceed the specified amount, within 45 days after the notice of cancellation is received if cancellation occurs later than three (3) days after enrollment.
2. After the end of the cancellation period, you also have the right to stop school at any time. You also have the right to receive a proportional 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 or oral cancellation notice at the enrolling campus. This can be done by mail, hand delivery, or phone.
4. If sent by mail, the written notice of cancellation is sufficient when deposited in the mail and properly addressed with proper postage.
5. The written notice of cancellation does not need to take any particular form. It is effective if it indicates that the student no longer wishes to be bound by the Enrollment Agreement.

Withdrawal from the Program

You may withdraw from the school at any time after the cancellation period (described above) in writing or orally to a Campus Official and receive a proportional 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 than a registration, not to exceed the specified amount, and less any deduction for books accessed and equipment and materials not returned in good condition within 45 days of withdrawal for applicable students. 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.

The student's withdrawal date shall be deemed the last recorded attendance date to determine a refund under this section. A student is considered withdrawn from a program of instruction (date of determination) when any of the following occurs:

- The student notifies Gurnick Academy of Medical Arts of the student's withdrawal or the withdrawal date, whichever is later.
- Gurnick Academy of Medical Arts terminates the student's enrollment for failure to maintain satisfactory progress, failure to abide by the rules and regulations of the institution, absences exceeding the maximum set forth by the institution, or failure to meet financial obligations to the school.
- The student has not attended classes for 14 calendar days.
- Failure to return from a leave of absence.

For programs beyond the current "payment period," if you withdraw before the next payment period, all charges collected for the next period will be refunded. Tuition paid from the proceeds of a loan, or third party should be refunded to the lender, third party, or the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund over the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits proportionately to the amount received. 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 monies not paid from federal student financial aid program funds.

Continuing Education Courses Refund Policy
Please read this policy on www.gurnick.edu/terms/ 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 Gurnick Academy of Medical Arts the Graduate Survey and Placement Data form. The submission of the form occurs before the sixth month of graduation. If the student has found employment, the student can submit the form any time before the sixth month. If the student still needs to be employed within six (6) months of graduating, they may submit the form still explaining their situation 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 are not required to pay the STRF assessment if you are not a California resident or enrolled in a residency program.

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

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at or at a location of the institution within 120 days before the closure of the institution or location of the institution or were enrolled in an educational program within 120 days 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 Bureau has ordered the institution to pay a refund but 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 exceeding tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court based on an institutions or representative's violation of this chapter but have been unable to collect the award from the institution.
7. You sought legal counsel, which resulted in the cancellation of one or more of your student loans. You have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

The application must be received within four (4) years from the action or event that made the student eligible for recovery from STRF to qualify for STRF reimbursement. 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) years unless another act of law has extended the period.

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

FINANCIAL AID INFORMATION

Gurnick Academy of Medical Arts aims to assist every student in obtaining financial aid that enables them to attend their chosen program of study. Gurnick Academy of Medical Arts participates in various federal and state student financial assistance programs. Financial aid programs are designed to assist students whose financial resources are inadequate to meet the full cost of their education. Each campus has a Financial Aid Advisor to address financial aid questions.

Most financial aid available to students is federal student financial aid administered by the U.S. Department of Education. This includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Direct Loans, Federal Parent Loans for Undergraduates (PLUS), Federal PLUS Loans for Graduates (Grad PLUS), and Federal Work-Study (FWS). The Children of Fallen Heroes Scholarship and the Iraq Afghanistan Service Grant are available to qualifying students. Cal Grants are available from California for eligible students in qualifying programs. After federal and state aid, students with unfunded balances can consider payment plans and private educational loans.

The primary responsibility for meeting education costs rests with the individual student and their family. All financial aid is awarded based on need, regardless of sex, age, race, color, religion, creed, sexual orientation, 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 is expected to contribute for the same period, referred to as the Expected Family Contribution (EFC). All students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for federal and state aid; the income and asset information reported on the FAFSA calculates the EFC.

Per the Privacy Act of 1974, as amended (Privacy Act), the Chief Operating Officer for Federal Student Aid (FSA) of the U.S. Department of Education (Department) publishes this notice of a modified system of records entitled the "National Student Loan Data System" (NSLDS) (18-11-06). The information contained in this system is maintained for various purposes relating to aid applicants and recipients. These include determining aid applicants' and recipients' eligibility for Federal student financial assistance under the programs authorized by Title IV of the Higher Education Act of 1965, as amended (HEA); assisting institutions of higher education participating in and administering the Title IV, HEA programs by verifying the eligibility of borrowers for, and tracking, loans; and assisting the Department's oversight and administration of the Title IV, HEA programs, including evaluating their effectiveness.

HOW TO APPLY FOR FINANCIAL AID

1. All students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for federal and state aid; the income and asset information reported on the FAFSA calculates the EFC. The school code for Gurnick Academy of Medical Arts is **041698**.

   The FAFSA can be completed online at www.studentaid.gov/h/apply-for-aid/fafsa.

2. The student needs an FSA ID to sign the FAFSA electronically. To apply for an FSA ID, go to www.studentaid.gov/fsa-id/create-account/launch. Students will also use the FSA ID to complete the MPN for student loans, complete online counseling, and view their student loan data at www.studentaid.gov and NSLDS.

   The parent of a dependent student will also need an FSA ID to sign the FAFSA electronically and throughout the PLUS Loan process.

3. The FAFSA uses income information from the calendar year two years before the award year. The student and the parent should strongly consider using the IRS Data Retrieval Tool (DRT) within the FAFSA to populate the application with income information directly from the IRS.

4. Students will receive their FAFSA results within a few days via email with a URL for their Student Aid Report (SAR) or by US mail. The school will also receive the results electronically, which is called the ISIR.

Students must apply for financial aid every year. The FAFSA must be received by a deadline published annually by the California Student Aid Commission to be eligible for the Cal Grant. This deadline can be viewed on the FAFSA website.

The school uses the ISIR data to prepare the students' Financial Plans. Federal and state aid may not cover the total cost, depending on the student's program. Students can cover the unfunded balance by paying in full, with a payment plan (payment in full required before graduation), or by a private education loan. Talk to your campus financial aid advisor to determine the best option.

GENERAL STUDENT ELIGIBILITY REQUIREMENTS

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

- Have a valid Social Security Number.

- Be a U.S. citizen or eligible permanent resident.
- Possess a high school diploma or the equivalent.
- Enroll in an eligible program as a regular student seeking a degree, diploma, or certificate.
- Do not default on student loans or owe a refund of grant funds.
- Maintain Satisfactory Academic Progress as described in the school catalog.

Most forms of financial aid require a student's need, defined as Cost of Attendance minus the EFC, as calculated from the FAFSA data. Direct Unsubsidized loans, PLUS loans, and private education loans are not need-based, but eligibility is based on the Cost of Attendance, less other aid.

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 1 to June 30 of the following year, but aid is awarded based on the academic year defined for the student's program of study.

Some student applications are selected for a verification process. To receive financial aid, students must 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 verify and resolve flags or comment codes before financial aid is disbursed.

FEDERAL FINANCIAL AID PROGRAMS

Federal financial aid programs include the Federal Pell Grant, Federal Supplemental Opportunity Grant (FSEOG), Federal Direct Subsidized Loans, Federal Direct Unsubsidized Loans, and PLUS Loans. The Iraq Afghanistan Service Grant and the Children of Fallen Heroes Scholarship are additional federal aid programs.

Federal Pell Grant
This grant is designed to assist students with the greatest need. Federal Pell Grants are only awarded to undergraduates without a bachelor's or professional degree or equivalent. The student's needs, the cost of attendance, and the amount appropriated annually by Congress to fund the program determine eligibility.

Pell Grants are gift aid and are not repaid.

FSEOG
This grant is available to students with exceptional financial need, defined as students with the lowest EFC, and given to Federal Pell Grant recipients. The amount of the grant and the number of students who may receive this grant depend on the availability of funds determined annually by Congress and the U.S. Department of Education.

The funds are awarded proportionally across Gurnick Academy of Medical Arts' campuses and program start dates. The grant amounts vary; the average is $600 for an award year. FSEOG awards are gift aid and are not repaid.

When awarding students, regardless of campus, we first award based on EFC and finalization date. We first award all students who have a 0 EFC and whose files are cleared and ready to finalize their financial aid first. Once all these students have been awarded, we award them with the lowest EFCs whose files are cleared and ready to finalize their financial aid. Students are only eligible for FSEOG in their first academic year.

In dealing with students who re-enroll within six (6) months from the last date of attendance, we will allow them to receive the remaining disbursements if they have already been awarded but have yet to receive all disbursements.

If the student re-enrolls more than six (6) months from the last date of attendance, they will not receive any further disbursements. (If the re-enrolled student has not been awarded initially, we will not award funds for this enrollment).

If a student withdraws from one program and then enrolls in a new program, regardless of whether they enroll within six (6) months or have received an award in the prior program, that student is eligible to be awarded.

Example: a student who withdraws from the MA program and enrolls in the VN program

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

Eligibility is based on financial need and the availability of funds. The school will attempt to place students in jobs related to their program of study, and work schedules will be arranged according to class schedules.

Congress and the U.S. Department of Education provide the funding that determines the school's allocation amount and the number of students who may receive these funds.

Direct Subsidized and Unsubsidized Loans
There are two types of Direct Loans: Subsidized and Unsubsidized. Students must have financial need to receive a Subsidized Direct Loan. The federal government pays the interest that accrues during specific Subsidized Loan periods, including while the student is in school or has an approved deferment status.

Financial need is not a requirement for an Unsubsidized Direct Loan. Students must pay the interest that accrues on Unsubsidized Direct Loans while in school or choose to capitalize the interest (add it to the loan principal).

The interest rates for Subsidized and Unsubsidized loans are set annually and can be found by visiting https://studentaid.gov/understand-aid/types/loans/interest-rates. Congress establishes the annual loan limits, which vary by student dependency status, the program of study, and year in school. The net amount of loan funds disbursed to the student is less than the gross loan amount by the origination fee, determined annually and found on the website listed above. The funds for Direct Loans come from the government and are repaid to the government via loan servicers.

Federal student loans must be repaid. Students or parents who default on their student loans will lose their ability to receive federal aid in the future and can have their tax refunds taken and wages garnished.

Direct PLUS Loans
PLUS Loans are loans for parents to help pay for education for their dependent undergraduate children and students in a Graduate (Master's degree) level program.

Financial need is not a requirement for a PLUS Loan. The limit to a PLUS Loan amount is the Cost of Attendance minus other aid. Parents and graduate students must pay the interest accrued on PLUS Loans while the student is in school.

The interest rates for PLUS loans are set annually and can be found here:
https://studentaid.gov/understand-aid/types/loans/interest-rates. The net amount of loan funds disbursed to the parent or graduate student is less than the loan's gross amount, as it is less than the origination fee, determined annually and found on the website above. The funds for all Direct Loans come from the government and are repaid via loan servicer companies.

PLUS Loans are credit-based; parent and graduate student borrowers will have a credit check as part of the application process and cannot have adverse credit. If a parent or graduate student is denied based on adverse credit, they can obtain an endorser for the loan. A dependent student's parents can apply for a PLUS Loan

(biological or adoptive or current if their information would be included on the FAFSA). The PLUS parent borrower does not have to be the custodial parent.

Iraq Afghanistan Service Grant
Students may be eligible to receive the Iraq and Afghanistan Service Grant (IASG) if they:

- Are ineligible for a Federal Pell Grant based on their EFC, but
- Meet the remaining Federal Pell Grant eligibility requirements and
- Their parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11 and
- The student was under 24 years old or enrolled in college at least part-time at the time of the parent's or guardian's death.

Students eligible for the Iraq Afghanistan Service Grant will have a flag and associated comments on their Student Aid Report.

IASG awards are gift aid and are not repaid.

Children of Fallen Heroes Scholarship
A Pell-eligible student whose parent or guardian died in the line of duty while performing as a public safety officer is eligible for the Children of Fallen Heroes (CFH) award. The CFH award is a maximum Pell Award, and all other need-based aid is awarded using a 0 EFC (maximum eligibility). The student must

- Have a Pell-eligible EFC.
- Be enrolled in an undergraduate program.
- Not have earned a baccalaureate or first professional degree or equivalent, and
- Be less than 24 years of age or enrolled at an institution of higher education at the time of their parent's or guardian's death.

The student remains eligible for the Children of Fallen Heroes (CFH) award in subsequent years if the student is Pell-eligible, has a Pell-eligible EFC, and is otherwise eligible.

<u>PUBLIC SAFETY OFFICER</u>

For purposes of the CFH award, a public safety officer is:

- A fire or police officer is defined as an individual who is serving under state or local law as an officially recognized or designated member of a legally organized public safety agency and provides scene security or directs traffic responding to any fire drill, fire call, or other fire, rescue or police emergency, or at a planned special event; or
- As defined in section 1204 of Title I of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C 3796b).

CFH awards are gift aid and are not repaid.

Professional Judgment
The *FAFSA Simplification Act* (the Act) distinguishes between different categories of professional judgment by amending section 479A of the HEA.

- Special Circumstances refer to the financial situations (loss of a job, etc.) that justify an aid administrator adjusting data elements in the COA or the EFC calculation.
- Unusual Circumstances refer to the conditions that justify an aid administrator adjusting a student's dependency status based on a unique situation (e.g., human trafficking, refugee or asylee status, parental abuse or abandonment, incarceration), more commonly referred to as a dependency override.

Special Circumstances
An aid administrator may use PJ on a case-by-case basis to adjust the student's cost of attendance or the data used to calculate their EFC. This adjustment is valid only at the school making the change. If you exercise PJ for a student selected for verification (by you or the Department), you must complete verification first.

You do not have to verify the information you will remove due to PJ. For example, if a dependent student's parents have separated after completion of the FAFSA form and one parent is no longer in the household size, you may decide to use PJ to remove that parent's income from the FAFSA form.

You do not have to verify that parent's income before removing it. Also, using PJ does not require you to verify a student's application if they have not already been selected for verification by the Department or your school. You must resolve any inconsistent or conflicting information before making any adjustments. The FAA's decision regarding adjustments is final and cannot be appealed to the Department.

The law gives some examples of special circumstances that MAY be considered (HEA Sec. 479A):

- Change in employment status, income, or assets
- Change in housing status (e.g., homelessness)
- Tuition expenses at an elementary or secondary school
- Medical, dental, or nursing home expenses not covered by insurance
- Child or dependent care expenses
- Severe disability of the student or other member of the student's household
- Other changes or adjustments that impact the student's costs or ability to pay for college.

Unusual Circumstances
The *FAFSA Simplification Act* provides a more straightforward directive for FAAs to assist applicants with unusual circumstances in adjusting their dependency status on the FAFSA form to reflect students' situations more accurately (dependency overrides). Like other professional judgments, institutions must inform students of their ability to request an adjustment for unusual circumstances by publicly posting the option on their website.

An FAA may conduct dependency overrides case-by-case for students with unusual circumstances. If the FAA determines that an override is appropriate, they must maintain the determination with any supporting documentation.

Dependency overrides
Under HEA Sec. 480(d)(9), the *FAFSA Simplification Act* incorporated additional unusual circumstances to consider when a student cannot contact a parent or where contact with parents poses a risk to such student

Unusual circumstances do include:

- Human trafficking, as described in the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7101 et seq.);
- Legally granted refugee or asylum status;
- Parental abandonment or estrangement; or
- Student or parental incarceration.

Unusual circumstances do not include:

- Parents refuse to contribute to the student's education.
- Parents will not provide information for the FAFSA or verification.
- Parents do not claim the student as a dependent for income tax purposes.
- The student demonstrates total self-sufficiency.

An aid administrator may override only from dependent to independent (though, as suggested earlier, if an independent student receives substantial support from others, a school may use PJ to adjust the COA or FAFSA data items, such as untaxed income).

CAL GRANT

Gurnick Academy of Medical Arts 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.

For more information about the Cal Grant eligibility requirements, visit https://www.csac.ca.gov/students

General Cal Grant Eligibility Requirements
All Cal Grant applicants must:

- Be California residents.
- Be U.S. citizens or eligible non-citizens.
- Attend an eligible California-qualifying post-secondary institution.
- Be enrolled at least half-time.
- Maintain satisfactory academic progress as defined at the 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 of Medical Arts is eligible for the following 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 (2) academic years.

Cal Grant B
Cal Grant B provides low-income students with a living allowance, tuition, and fee assistance. Awards for most first-year students are limited to an allowance for books and living expenses. When renewed or awarded beyond the first year, the award also helps pay tuition and fees. For Cal Grant B, your coursework must be for at least one (1) 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 (2) 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.

Students who receive Cal Grants and withdraw from school must have a similar calculation to determine the portion of unearned Cal Grant funds. The portion of Cal Grant earned is based on a prorated calculation of hours earned compared to what is scheduled in the period. Further information is available at the Financial Aid Office.

LOAN ENTRANCE AND EXIT COUNSELING

Students who have never received a Federal Direct Subsidized or Unsubsidized Loan must complete Entrance Counseling before disbursing the loan(s). Online entrance counseling is available at www.studentaid.gov. Counseling must be completed in a single session and takes 20 to 30 minutes.

Additional optional Financial Awareness counseling is also available on this website.

PLUS Credit Counseling is required if the U.S. Department of Education has informed the parent applying for the PLUS Loan that they have an adverse credit history and the parent borrower has obtained an endorser or documented to the satisfaction of the U.S. Department of Education that there are extenuating circumstances related to their adverse credit history.

PLUS Credit Counseling can be completed voluntarily at any time. If PLUS Credit Counseling is completed voluntarily and the parent borrower is determined to have an adverse credit history by the U.S. Department of Education within 30 days of PLUS Credit Counseling completion, the PLUS Credit Counseling requirement is considered fulfilled.

Exit Counseling is required for all Federal Direct Subsidized and Unsubsidized Loan borrowers. The online exit counseling is available at www.studentaid.gov. Counseling must be completed in a single session and takes 20 to 30 minutes. Exit counseling should be completed shortly before the student graduates or ceases to be enrolled on at least a half-time basis. Students who withdraw without notice will be emailed exit counseling information and a link to the online exit counseling.

You can have your federal student loans forgiven, canceled, or discharged in certain situations. That means you won't have to repay some or all of your loan(s). The terms "forgiveness," "cancellation," and "discharge" mean essentially the same thing. Public Service Loan Forgiveness is the most common way people apply for their student loans to be forgiven. Please see the following links for more information:

Student Loan Forgiveness | Federal Student Aid
Public Service Loan Forgiveness (PSLF) Help Tool | Federal Student Aid

STUDENT LOAN CODE OF CONDUCT

It is the policy of Gurnick Academy of Medical Arts to administer its student loan program in a manner that provides the maximum benefit to its student borrowers. To avoid even the appearance of impropriety, neither Gurnick Academy of Medical Arts nor any employee of Gurnick Academy of Medical Arts will solicit or accept any benefit from a student lending institution as consideration for any advantage provided to the lending institution concerning its educational loan activities. The following principles and prohibitions apply to the student loan program at Gurnick Academy of Medical Arts:

1. Gurnick Academy of Medical Arts shall not engage in any revenue-sharing arrangement with any student lending institution.

2. No employee of Gurnick Academy of Medical Arts shall accept anything of value from a student lending institution on their behalf.

3. No employee of Gurnick Academy of Medical Arts shall serve as a member or participant of a board of a student lending institution unless the participation is unrelated to educational loans, or the employee has no direct involvement with or benefits from the functions of the financial aid office.

4. No employee, representative, or agent of a student lending institution shall be authorized by Gurnick Academy of Medical Arts to be identified to the public as an employee, representative, or agent of Gurnick Academy of Medical Arts.

5. No employee, representative, or agent of a student lending institution shall provide staffing services to Gurnick Academy of Medical Arts's financial aid office

Gurnick Academy of Medical Arts shall not provide a lender list that:

1. Is used to deny or impede a borrower's choice of lender.

2. Contains the names of fewer than one student lending institution.

3. Includes student lending institutions that have benefited Gurnick Academy of Medical Arts or its student borrowers in exchange for inclusion on the list.

No lender list shall be provided unless it contains the following:

1. A disclosure in plain language of the process by which Gurnick Academy of Medical Arts selects student lending institutions for the lender list, including the method and criteria utilized and the relative importance of each criterion.

2. A clear statement that the borrower has the right and ability to select the educational loan provider of the borrower's choice, is not required to use any of the lenders on the list and will suffer no penalty or unnecessary delay for choosing a lender not on the lender list.

Inclusion on the lender list shall be determined solely by considering the borrower's best interests. Any student lending institution placed on the list shall assure Gurnick Academy of Medical Arts and borrowers that the advertised benefits upon repayment will continue to ensure the borrower's benefit regardless of whether the lending institution's loans are sold.

The list shall not include any student lending institution that, to Gurnick Academy of Medical Arts knowledge after reasonable inquiry, has an agreement to sell its loans to another lending institution unless the agreement is disclosed. Favorable placement on the list shall not be provided to any student lending institution for a particular type of loan in exchange for benefits provided to Gurnick Academy of Medical Arts or its students in connection with a different loan type. The contents of any lender list shall be reviewed and updated at least annually.

Gurnick Academy of Medical Arts shall inform student and prospective borrowers of all financing options available under Title IV of the Higher Education Act of 1965, including information on the terms and conditions of available loans under Title IV or State law that are more favorable to the borrower.

Gurnick Academy of Medical Arts shall not direct, in any manner, potential borrowers to electronic promissory notes or other loan agreements that do not provide a reasonable and convenient alternative for the borrower to complete such documents with any federally approved student lending institution offering the relevant loan in this State.

If you qualify for the Federal Direct Stafford Loans (Sub & Unsub), please be aware that the federal government charges a loan fee. The Federal Direct Stafford Loans are required by law to provide a range of flexible repayment options, including, but not limited to, income-based repayment (IBR) and income-contingent repayment (ICR) plans, and loan forgiveness benefits, which other student loans are not required to provide. Federal Direct Stafford Loans are available to students regardless of income.

Private student loans are not federal student loans. Private loans are credit-based and may have a variable or fixed interest rate. Depending on market conditions, private student loans can offer variable interest rates that can increase or decrease over time.

Private student loans have a range of interest rates and fees; students should determine the interest rate, and any fees associated with the private student loan before accepting the private loan. The student should contact the private student loan lender if they have any questions about the private student loan. The private student loan interest rate may depend on the borrower's credit rating. The student may choose any lender.

SALLIE MAE LOANS

Sallie Mae is the only private education lender from whom Gurnick Academy of Medical Arts students have borrowed in the last three (3) years. Students and families can also check with their local banks or credit unions about the availability of private education loans or other funding options.

The Sallie Mae Smart Option Loan offers

1. **Choose between a competitive variable or a fixed interest rate.**
2. **No origination fees and no prepayment penalty.**
3. **Apply with a creditworthy cosigner.** A cosigner may help lower your interest rate — and give you a better chance of approval.
4. **Lower your rate.** Receive a 0.25% interest rate reduction while enrolled to make scheduled payments by automatic debit.
5. **Free Quarterly FICO® Credit Score.** Borrowers with an eligible loan may receive their FICO ® Score quarterly. You'll also receive access to the key factor(s) affecting your FICO ® Score and educational content to help you understand why monitoring it is essential.

For complete information on Sallie Mae Student Loans, go to https://salliemae.com/student-loans.

COLLEGE AVE

College Ave is our newest lending partner. College Ave is a private student loan company known for its simple application, helpful tools, and customer service.

The College Ave Career Loan offers

1. 16 possible repayment combinations, including a fixed or variable interest rate, repayment time, and repayment options ranging from full deferral to immediate repayment.
2. No origination fees and no prepayment penalty.
3. Apply with a creditworthy cosigner. A cosigner may help lower your interest rate and give you a better chance of approval.
4. Lower your rate. Receive a 0.25% interest rate reduction while enrolled to make scheduled payments by automatic debit.
5. Success Rewards. $150 credit towards the principal balance upon graduation from your program of study.
6. Payee Rewards. Cash-back rewards program towards payment of your loan.

The College Ave Parent/Sponsor Loan offers

1. Eligible Borrower. The borrower can be a parent or any creditworthy individual who would like to borrow on behalf of the student.
2. Choose between a competitive variable or a fixed interest rate.
3. No origination fees and no prepayment penalty.
4. Lower your rate. Receive a 0.25% interest rate reduction when you enroll to make scheduled payments by automatic debit.
5. Payce Rewards. Cashback rewards program towards payment of your loan.

Learn more about College Ave Student Loans at www.collegeavestudentloans.com.

VETERANS BENEFITS & VETERANS ADMINISTRATION APPLICANTS ADDITIONAL INFORMATION

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. Additional requirements are placed upon the institution and the applicant to achieve and maintain VA eligibility and utilize their VA benefits.

Applicants eligible for VA benefits to Gurnick Academy of Medical Arts must comply with the items included in this section and all Gurnick Academy of Medical Arts 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). More information about education benefits offered by the VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill.

VA Review of Prior Training for Transfer Credit
Before acceptance, any VA-eligible applicant must provide Gurnick Academy of Medical Arts an academic transcript or any other official documentation of all previous training.

Gurnick Academy of Medical Arts will review each submitted transcript or official documentation to determine if any prior training may be utilized as transfer credit into a program. Gurnick Academy of Medical Arts will document the review in writing, and a copy of the determination will be given to the applicant.

The transcripts or other official documentation, the written Gurnick Academy of Medical Arts review, and determination will become a part of the student's official Gurnick Academy of Medical Arts 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 replaced program is not eligible for certification for VA benefits. The applicable part of the program substituted is not billable to the student, 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 three (3) times. VA Benefits will be terminated if the student is expelled from the program. Please read our Academic Probation/Remediation policy in the Gurnick Academy of Medical Arts catalog for more information.

Additional Responsibilities for VA Eligible Applicants
Gurnick Academy of Medical Arts does not determine any eligibility for VA benefits. The eligible applicant must complete all VA applications and requirements with the VA and receive VA approval before Gurnick Academy of Medical Arts accepts 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 Academy of Medical Arts Catalog, including the Addendum and Gurnick Academy of Medical Arts documents such as disclosures.

Maximum Timeframe
VA benefits are paid for 100% of the published program length and not up to 150% of the maximum time frame.

AID DISBURSEMENT & SATISFACTORY ACADEMIC PROGRESS (SAP)

All federal aid is paid in two disbursements over an award year. The first financial aid disbursement usually occurs within the first 30 (thirty) days of the program's start date. Each disbursement after the first is contingent upon students meeting the Satisfactory Academic Progress (SAP) requirements. In addition, students must complete both the clock or credit hours and the weeks in the payment period to receive the subsequent disbursement in non-term programs.

For term programs, SAP is monitored at the end of each term. In non-term programs, SAP measurements are completed at the end of each payment period when the student's clock or credit hours have elapsed, regardless of whether the student attended them. The Gurnick Academy of Medical Arts SAP policy is available at www.gurnick.edu/financial-aid/.

Pell, FSEOG, IASG, Direct Loans, and PLUS Loans are disbursed once per pay period. Federal Work-Study funds must be earned as the student works and received as wages through the Gurnick Academy of Medical Arts payroll office.

Cal Grants are disbursed by quarter; each grant comes in three (3) payments.

Before a financial aid disbursement, the Financial Aid Advisor must check the student's status to ensure that the student is not in LOA status. For PLUS loans, the Financial Aid Advisor will check the parent's status with NSLDS to confirm that the parent is not in default nor owes a refund of federal grant funds before each disbursement.

ALL STUDENTS

Maximum Timeframe
All students who receive financial aid must complete their program within 150 percent of the standard program length, as measured in either credit hours for term programs or calendar time for non-term programs. If they exceed the maximum time frame, 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 an Academic Plan status and must follow the terms of the academic plan provided to them.

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. Students with mitigating circumstances wishing to appeal the cancellation of financial assistance 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 circumstances. The Director of Financial Aid and Campus Program Director will evaluate the appeal and determine whether the student may continue receiving financial aid on an **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 they will now be able to meet the SAP standards AND
3) Supporting documentation, as applicable.

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 must 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 "C" or better, and may include additional elements needed, such as tutoring.

The student's progress will be reviewed each month based on the Academic Plan. At the end of the payment period, if a student fails to meet the requirements of the Academic Plan, they will become ineligible for financial aid.

The Academic Plan is structured to assist the student in regaining SAP status by a projected time, generally staying within the maximum time frame.

Students are limited to one appeal during their education at Gurnick Academy, regardless of the reason or other circumstances. If a student regains SAP status, they may appeal one (1) additional time.

Credit Balance Refunds
The refund will be issued 30 days from the start date of the credit balance on the student's account.

TERM-BASED PROGRAMS
All withdrawals, incompletes, and repetitions are considered when determining Satisfactory Academic Progress. Incompletes and withdrawals are not considered as credits completed. Transfer credits are counted as attempted and earned credits but do not affect the GPA. Nontraditional awarding of credit, including credit by exam and credit for life experience, is counted as both attempted and earned credits but does not affect the GPA. Satisfactory progress standards apply to all students, regardless of enrollment status (full-time, 3/4 time, 1/2 time, or less than 1/2 time). All credit hours a student has incurred a financial obligation are considered.

Students are considered in good standing if they have at least a 2.0 cumulative grade point average (GPA) and meet the quantitative measure. The required pace or percentage of credit hours completed versus the attempted hours must be at least 67%. Accountability starts with the student's entry date at the institution.

Students who do not meet the required standards of SAP will receive a **warning** notice. While on a warning status, students are eligible to receive financial aid. Students still below standards for a second term will have their aid canceled. Students may appeal the loss of financial aid under the abovementioned appeal policy.

All withdrawals and incompletes are considered when determining Satisfactory Academic Progress but do not impact the GPA. Courses for which a student has received a grade of Incomplete are counted as attempted but not completed. Transfer hours reduce the length of the scheduled program hours at Gurnick but do not impact the SAP measurements. All hours for which a student has incurred a financial obligation are considered.

NON-TERM PROGRAMS
Students are considered in good standing if they have at least a 2.0 cumulative grade point average (GPA) at the scheduled end of each payment period (qualitative measure) and also meet the quantitative measure to ensure the student can graduate by the scheduled maximum timeframe, 150% of the program. The required pace or percentage of clock hours completed (quantitative measure) is determined as follows: A student must complete a minimum number of scheduled hours of each payment period that varies by program per the attendance policy. This information can be found in the chart below.

Satisfactory Academic Progress is reviewed at the end of each payment period in all non-term-based programs, both clock and non-term credit hours. If a student does not meet the SAP requirements at the scheduled end of a payment period, the student's financial aid eligibility is terminated, subject to appeal, as outlined in the policy above.

NON-TERM PROGRAMS QUANTITATIVE MEASUREMENT CHART

PROGRAM	MINIMUM HRS TO BE COMPLETED	HOURS IN THE PAYMENT PERIOD
These programs are offered in clock hours, and the payment periods are defined in clock hours.		
VN	442	450
XTMAS	442	450
AOSUT	442	450
AOSVUT	442	450
ASMRI	442	450
ASNM	442	450
ASPTA	442	450
AOSRT	442	450
ASRT	442	450
These programs are offered in credit hours, and the payment periods are defined in credit hours.		
MA	16	18
DA	16	18

Disbursements for non-term programs are made following the SAP evaluation and the disbursement review. Students must meet the SAP requirements and complete the clock or credit hours and weeks in the payment period for the scheduled disbursement to be made.

NON-TERM PROGRAMS MAXIMUM TIME FRAME CHART

PROGRAM	WEEKS IN THE PROGRAM	MAXIMUM TIMEFRAME (WEEKS)
VN	52	78
VN*	48	72
XTMAS	52	78
AOSUT	96	144
AOSVUT	72	108
ASMRI	72	108
ASNM	94	141
ASPTA	44	66
ASPTA**	68	102
AOSRT	94	141
ASRT	94	141
MA	30	45
DA	30	45

**Applies to cohorts that started July 2024 and onward.*
***Applies to cohorts that started September 2024 and onward.*

TERM PROGRAMS MAXIMUM TIME FRAME CHART

PROGRAM	CREDIT HOURS IN THE PROGRAM	MAXIMUM TIMEFRAME ATTEMPTED CREDITS
ADN	80	120
ADN (LVN to RN)	25	37
AOSCUT	107	160.5
AOSUT	139	208.5

AOSVUT	105	157.5
AOSRC	64	96
ASOTA	112	168
ASMRI	115	172.5
ASNM	173	259.5
ASRT	167	250.5
ASVN	33	49
BSDMI	51	76
BSN	120	180
BSN (LVN to BSN)	63	94
BSN (RN BSN)	40	60
BSRT	131	196.5
MSN (BSN to MSN)	36	54

ONLINE STUDENTS

Students enrolling in an online program at Gurnick Academy of Medical Arts must first apply for admission at www.gurnick.edu/apply.

To receive financial aid, students should:

1. Complete the FAFSA at www.www.studentaid.gov/h/apply-for-aid/fafsa. Use the Gurnick Academy of Medical Arts school code **041698**. You will need an FSA ID to sign the FAFSA electronically; the website is www.studentaid.gov/fsa-id/create-account/launch.

2. The FAFSA results will be sent to you and Gurnick Academy of Medical Arts within a few days. Within two (2) weeks of completing the FAFSA or adding the Gurnick Academy of Medical Arts' school code, Gurnick Academy of Medical Arts will mail you an Estimated Financial Plan. This estimate will show you the anticipated grant and loan aid you may be eligible to receive, any balance you will owe, and payment options.

   Can't wait two (2) weeks? Call or email the campus financial aid office for an appointment.

3. Gurnick Academy of Medical Arts will process your FAFSA results and mail or email with any additional requirements. This might include citizenship or eligible non-citizenship status documentation, tax returns, IRS transcripts, or other documentation. Gurnick Academy of Medical Arts cannot continue to process your financial aid awards without all the required documentation.

4. Once the student has submitted all required documentation, Gurnick Academy of Medical Arts will mail or email a Financial Aid Plan.

5. To receive federal student loans, complete the Master Promissory Note (MPN) at www.studentaid.gov. First-time borrowers must complete student loan entrance counseling before the student starts, also at www.studentaid.gov.

   PLUS loans for parents of dependent students require a separate application and MPN, both available at www.studentaid.gov.

6. Students or parents can check with their local banks or credit unions if a private loan is necessary. Gurnick Academy of Medical Arts students have also borrowed private loans from Sallie Mae (www.salliemae.com) and College Ave (www.collegeave.com/). Students and parents should know that private loans have different terms than federal loans and generally have a higher interest rate. Federal loan eligibility should always be explored before borrowing a private loan.

Students or parents who wish to speak with a financial aid advisor should contact the campus financial aid office by phone or email.

RETURN OF NON-TITLE IV FUNDS

Students who receive Cal grants and withdraw from Gurnick Academy of Medical Arts must have a calculation similar to the Return of Title IV calculation to determine the unearned portion of Cal Grant funds. The Cal grant portion earned is based on a pro-rata calculation of hours completed compared to those scheduled in the term.

WITHDRAWALS & THE RETURN TO TITLE IV AID (R2T4) CALCULATION

The U.S. Department of Education requires a "Return of Title IV Funds" (R2T4) calculation for all recipients of federal financial aid who withdraw from school, officially or unofficially. This policy is separate from the institutional tuition refund policy described elsewhere in the catalog. The R2T4 calculation determines the proportion of Title IV funds the school and the student must return to the federal government and what amounts can be retained on the student's account.

A brief description of the calculation follows. Please see the Financial Aid Office for further information or a more detailed version of the calculation.

1. The student's withdrawal date/last date of attendance is determined.
2. The % of Title IV aid earned by the student is calculated as follows: Number of clock hours or scheduled days completed / Number of clock hours or scheduled days in the payment period = Percentage of Title IV Funds Earned*
   * 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 aid disbursed minus total aid earned equals the federal funds that must be returned to the aid programs. A student who has attended more than 60% of the scheduled hours or days in the payment period has fully earned the Title IV funds disbursed for the payment period.
3. The amount of Title IV aid earned by the student is calculated: The ratio from above is multiplied by the total Title IV aid disbursed, or that could have been disbursed to equal the amount of the Title IV aid earned.
4. A return is due if the aid disbursed exceeds the aid earned. A post-withdrawal disbursement is due if the aid earned exceeds the aid disbursed.
5. The school is responsible for returning the amount of unearned aid up to the unearned charges (charges for the payment period multiplied by the unearned % from above).
6. Any federal funds the school must return will be returned within 45 days of the determination that a student has withdrawn.
   Funds will be returned in the following order:
   a) Unsubsidized Stafford Loans;
   b) Subsidized Stafford Loans;
   c) PLUS Loans;
   d) Pell Grants;
   e) FSEOG;

f) IASG.

Students are responsible for returning the balance of the unearned aid after subtracting the amount returned by the school. The student returns loan funds during loan repayment; the R2T4 calculation will show any grant funds the student must return immediately. Students who do not repay the amount of any grant overpayment are reported to NSLDS. The debt is referred to the U.S. Department of Education for collection.

Students should be aware that Gurnick Academy of Medical Arts' return of funds to the federal government as required by the R2T4 calculation may result in a higher balance due to the school from the student.

ADMINISTRATIVE POLICIES

CATALOG POLICIES

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

We reserve the right to adopt, amend, or repeal all Gurnick Academy of Medical Arts policies. This catalog does not constitute a contract or enrollment agreement. It also does not constitute a statement of the contract conditions between the student and Gurnick Academy of Medical Arts. Applicable state and education codes, state regulations, and Gurnick Academy of Medical Arts policies govern the individual student's relationship to the Institution.

A catalog copy will be provided to each student before signing an enrollment agreement. Copies of the catalog can also be located at the front desk at each campus and on the Gurnick Academy of Medical Arts website, www.gurnick.edu.

PROGRAM POLICIES

Academy policies cover all programs and courses at Gurnick Academy of Medical Arts. However, programmatic Student Handbooks explain program-specific particulars and guidelines in greater detail. Many of our programs have Student Handbooks with programmatic rules and regulations (subject to change without notice). Students must read and understand all programmatic rules and regulations in addition to the Gurnick Academy of Medical Arts Catalog and Addendum.

INDIVIDUAL RESPONSIBILITY

Each Gurnick Academy of Medical Arts student, staff, and faculty member is responsible for being familiar with the Gurnick Academy of Medical Arts policies and regulations published in this catalog. The Gurnick Academy of Medical Arts Catalog is disclosed to each individual before their enrollment at Gurnick Academy of Medical Arts. All students, staff, and faculty members must sign the receipt of disclosures acknowledging that they understand and agree to abide by all the policies stated in this catalog.

ACADEMIC FREEDOM

Gurnick Academy of Medical Arts is committed to assuring its faculty full academic freedom. Confident in the

qualifications and expertise of its faculty members, Gurnick Academy of Medical Arts encourages its faculty members to exercise their judgments regarding the organization of topics and instructional methods. The program-specific governing body approves the content. Instructors are encouraged to develop teaching methods that promote student success.

Gurnick Academy of Medical Arts believes that diversity of thought resulting from the free and open expression of viewpoints and opinions and the free exercise of research and original thinking in the academic fields related to course offerings benefit students. Gurnick Academy of Medical Arts supports and encourages instructors and students to engage in discussion and dialog. Students and faculty members are encouraged to freely express views to understand the specialized knowledge of the studied discipline.

NON-DISCRIMINATION

Gurnick Academy of Medical Arts is committed to providing equal opportunities to all applicants. No discrimination shall occur during Gurnick Academy of Medical Arts programs or activities. This includes activities related to the solicitation of students or employees based on 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 to the Campus Director responsible for ensuring this policy is followed. Employees may refer to the Gurnick Academy of Medical Arts' Employee Handbook for more details.

Harassment/Title IX Coordinator

"No person in the United States shall, based on 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 Deputy Title IX Coordinators on each campus to oversee the institution's compliance with all State and Federal discrimination laws, particularly sex discrimination. These Gurnick Academy of Medical Arts staff members function as Deputy Title IX Coordinators and primary function. Please note that the Deputy Title IX Coordinator function is associated with the title(s), as the designee's name may change at any time.

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

The Deputy 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 keep all records affiliated with discrimination grievances. They are trained to investigate incidents in a manner that "protects the safety of victims" and "promotes accountability." With this responsibility, the designee is considered a resource to Gurnick Academy of Medical Arts students, faculty, and staff.

Sexual Harassment

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

No associate within Gurnick Academy of Medical Arts 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 consistently with spirit and intent.

Anti-Bullying/Anti-Harassment

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

"Bullying" and "harassment" are defined as a pattern of aggressive, intentional, or deliberately hostile behavior that repeatedly occurs over time. These behaviors usually fall into three (3) categories: physical, emotional, and verbal. They may include but are not limited to intimidation, assault, extortion, verbal or written threats, teasing, put-downs, name-calling, threatening looks, gestures or actions, rumors, false accusations, hazing, social isolation, and cyber-bullying. Such behavior is considered bullying or harassment on or off Gurnick Academy of Medical Arts property.

Any student, employee, or applicant who believes they have been or is the victim of bullying or harassment should immediately report the situation to the Gurnick Academy of Medical Arts administrator or another trusted institution employee responsible for reporting it to the appropriate authority. Gurnick Academy of Medical Arts administration will investigate reported incidents promptly and thoroughly.

Advising, corrective discipline, and referral to law enforcement will be used to change the perpetrator's behavior 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 violate this policy.

Sexual Assault Prevention and Response

Gurnick Academy of Medical Arts educates the student community about sexual assaults and date rape through orientation. Upon request, the Police Department offers sexual assault education and information programs to students and employees. 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 vital. Gurnick Academy of Medical Arts does not tolerate sexual assault in any form. The definition of "sexual assault" includes but is not limited to sexual battery, the threat of a sexual assault, and 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 of Medical Arts 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 that subjects the perpetrator to criminal and civil penalties under state and federal law. Gurnick Academy of Medical Arts will abide by and cooperate with local, state, and federal sanctions in all cases. Gurnick Academy of Medical Arts disciplinary action may include expulsion depending on the seriousness of the situation. Gurnick Academy of Medical Arts will review the victim's academic standing after a sex offense or alleged sex offense if those changes are requested and reasonably available.

Gurnick Academy of Medical Arts will investigate the sexual assault allegations in which the accuser and the accused are entitled to 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 been accused of sexual harassment or other Title IX violations may request a hearing by the Student Disciplinary Panel. The panel comprises 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 write their allegations, and a copy will be provided to the alleged perpetrator. A hearing will be held within two (2) 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.

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 another 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. The panel may also consider a transfer of the alleged perpetrator to another program start or shift.

Gurnick Academy of Medical Arts may impose sanctions following a final determination of a disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses. Penalties for students can be up to expulsion from Gurnick Academy of Medical Arts. Appropriate action will be taken against employees per the Gurnick Academy of Medical Arts policies in the Employee Handbook. The disciplinary action imposed by Gurnick Academy of Medical Arts will not be in place of penalty, fines, or imprisonment imposed by the legal system.

The victim's confidentiality will be protected, including record-keeping that excludes personally identifiable information on victims. Gurnick Academy of Medical Arts will take all reasonable steps to investigate and respond to the complaint commensurate with the complainant's request for confidentiality or termination of investigative pursuit.

The school will inform the complainant that its ability to respond may be limited should a complainant insist that their name or other identifiable information not be disclosed to the alleged perpetrator. Title IX prohibits retaliation, and school officials will take steps to prevent retaliation and take decisive action if it occurs.

Reporting a Sexual Assault

Dial 9-1-1 should a sexual assault occur. If the victim cannot 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 there can be as much detail as possible while reporting this assault to the local police. Be certain to request medical treatment.

If the incident occurred on campus, the victim must 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 a medical examination by trained personnel for a full physical exam before showering, changing clothes, or bathing, as preserving the evidence is imperative. Victims may 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. 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 number mentioned above, 24 hours a day, seven (7) days a week. RAINN can also be reached 24/7 through online chat at hotline.rainn.org/online/. You can find more information at www.rainn.org.

Sex Offender Registry

Gurnick Academy of Medical Arts is providing a link to the National Sex Offender Registry following 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. This act requires higher education institutions 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 website lists designated, registered sex offenders in California: www.megan's law.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: www.familywatchdog.us.

STUDENT'S RIGHT TO PRIVACY

Gurnick Academy of Medical Arts complies with The Family Educational Rights and Privacy Act of 1974 (FERPA), commonly called the Buckley Amendment. This act provides Gurnick Academy of Medical Arts students and their parents with rights involving access and release of personally identifiable records.

Gurnick Academy of Medical Arts departments maintain student records. Personally identifiable information from these records may not be disclosed to a third party without the eligible student's written consent. Notwithstanding the above, disclosure to Gurnick Academy of Medical Arts administration and faculty members with 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 does not require student or parent release.

Gurnick Academy of Medical Arts may release directory information without the student's permission unless the student states, in writing, within the first two (2) weeks of the program, the specific information they desire not to be included as part of their directory information. Directory information consists of the following:

- Student's name
- Hometown
- Class level
- Registered credits (current term)
- Major fields of study
- Participation in recognized activities and sports
- Biographic data for public relations purposes
- Diplomas and awards received
- Most recent previous educational institution(s) attended
- Veteran status
- Job placement information.

Students who wish to disclose information must complete a Gurnick Academy of Medical Arts FERPA Release Form at www.gurnick.edu/student-forms/.

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

STUDENT RECORDS

Gurnick Academy of Medical Arts maintains student records in individual folders according to privacy regulations. Student folders are started for each future student during Gurnick Academy of Medical Arts registration and contain all required documents according to BPPE and ABHES. The student folder will also contain documents such as a summary statement of the student's progress, refund calculation, and a copy of the refund (if applicable) should a student withdraw/be expelled before program completion/graduation.

After program completion, all official information (copies of transcripts, a record of clinical performance, lab experiments, and program completion) will remain on file, on-site, for at least two (2) years. After two (2) years following program completion, all students' information in hard-copy format will be archived into electronic format and kept on an offsite computer server for at least five (5) years. Transcripts will be maintained indefinitely. Students must make archived copies of all vital documentation throughout their training. All hard-copy records are stored in locked, fireproof cabinets.

Gurnick Academy of Medical Arts maintains student transcripts permanently. Information on transcripts includes the following:

- Courses or educational programs that were completed or were attempted but not completed, and the dates of completion or withdrawal;
- The final grades or evaluations given to the student;
- Credit for courses earned at other institutions;
- Credit based on experiential learning;
- Credit based on advanced placement;
- Degree or certificate awarded to the student; and
- The institution's name, address, email address, and telephone number.

If a student withdraws before graduation, a summary statement of the student's progress, refund calculation, and a copy of the refund (if applicable) will be placed in the folder. This folder will be treated as described above.

Students may inspect their master file at any time under the direct supervision of the Program Director/Coordinator or an authorized staff member. Should a student find, upon the review, that there are inaccurate or misleading records, the student may request that errors be corrected. If a difference of opinion exists regarding mistakes, the student may ask for a meeting with the Program Director or Coordinator to resolve the matter.

All student records are confidential and will only be given to authorized persons. Data such as grades, Registry and State certification examination scores, health records, and performance evaluations may only be revealed with the student's consent. Only authorized personnel will have access to in-progress student evaluations and files.

TRANSCRIPTS

Each student's folder contains the student's academic progress record and evidence of diplomas issued by Gurnick Academy of Medical Arts. Official transcript requests will be granted upon payment of a fee of $15.00. Transcripts will only be released upon the student's written and signed request. Kindly note that transcripts may not be available immediately as they are processed through the Registrar at the Corporate office.

STUDENT CODE OF CONDUCT

Students shall always conduct themselves professionally and ethically. Students are expected to conduct themselves within the bounds of acceptable behavior and appearance, as defined in this catalog and the judgment of Gurnick Academy of Medical Arts personnel. No profanity is tolerated in patient care areas, campus, or classroom environments. 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 under 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 conducting themselves in a manner consistent with the best interests of Gurnick Academy of Medical Arts and 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 Gurnick Academy of Medical Arts fees or tuition by applicable deadlines
    - Any unpaid tuition, fees, and supplies balance becomes due and payable immediately upon a student's expulsion from Gurnick Academy of Medical Arts.
- Disruptive behavior threatens students' and Gurnick Academy of Medical Arts' community members' health and welfare.
- Unlawful possession, use, distribution, or attempted unlawful possession, use, or distribution of drugs and alcohol.
- Destruction or damage to 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 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 Gurnick Academy of Medical Arts policies and procedures.

SAFETY & CAMPUS SECURITY

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

Access

Through approved access control, Gurnick Academy of Medical Arts campuses will be open to students, employees, contractors, guests, and invitees during business hours. Access to all Gurnick Academy of Medical Arts facilities is through the Verkada Pass application for students and staff and through a key fob for contractors,

temporary personnel, and visitors.

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 people on the premises of Gurnick Academy of Medical Arts for identification and to determine whether those individuals 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 enrollment, students are informed of services offered by Gurnick Academy of Medical Arts. Students are told about crime on campus. Similar information is presented to new employees during new hire orientation. Gurnick campuses create and maintain an EPP (Emergency Response Plan) as a guide for emergencies.

Students and staff may access the EPP in the lobby of each campus. Campuses also practice emergency response protocols quarterly. 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 security and the security of others. Information is disseminated to students and staff through the Campus Security Policy and orientation. When time is of the essence, information is released to students and employees of Gurnick Academy of Medical Arts.

Timely Warnings

If a situation on or off campus arises that constitutes an ongoing or continuing threat in the judgment of the Campus Director, a campus-wide “timely warning” will be issued. Timely warnings and emergency notifications are evaluated continuously every time a crime log is completed. If a crime log has not been filled out for more than 12 months, then a simulation of different scenarios is used to evaluate the process.

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

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

- Class Announcements
- Campus-wide email of the timely notice issued
- Warning fliers distributed around the campus
- Website warning posted
- Alert through Verkada security system
- Campus-wide intercom/loudspeaker

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

Anyone with information that warrants a timely warning should report the circumstances to the Campus Director by phone or in person. The victim's names will be withheld when following the procedure described above.

Annual Disclosure of Crime Statistics

Gurnick Academy of Medical Arts 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 at www.gurnick.edu. This report is prepared with the local law enforcement agencies surrounding our campus. Each entity provides updated information on its educational efforts and programs to comply with the Act.

Campus crime, arrest, and referral statistics are reported to Gurnick Academy of Medical Arts. These statistics may also include crimes in private residences or businesses and are 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 suspect is suffering from wounds inflicted by a firearm or is a result of assaultive or abusive conduct.

Each year, on or before October 1st, an e-mail notification is made to all students, staff, and faculty at Gurnick Academy of Medical Arts with the web address to access this report.

Crime Reporting

Prompt reporting will ensure timely warning notices on campus and timely disclosure of crime statistics. Gurnick Academy of Medical Arts does not have campus police. All crime victims and witnesses are strongly encouraged to report the crime immediately. If a crime or other emergency occurs, students are instructed to notify any staff/faculty member of Gurnick Academy of Medical Arts, including the Security personnel if applicable. They will place the 911 call. If the nature of the emergency makes this impossible, the students should call 911 themselves. Contact the appropriate Campus Director for non-emergencies. This information is posted on the Gurnick Academy of Medical Arts premises in several conspicuous places.

Confidential Reporting

Gurnick Academy of Medical Arts does not allow confidential reporting. All reports will be investigated. Gurnick Academy of Medical Arts does not have procedures for voluntary, confidential crime statistics reporting. 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 the Gurnick Academy of Medical Arts community arises, timely reports or warnings will be issued. Please see the Timely Warnings Policy above for more information.

Procedures

All individuals at Gurnick Academy of Medical Arts premises are encouraged to promptly report crimes and public safety-related incidents to the Campus Director. The Campus Director will investigate a report when it is deemed appropriate. If assistance is required from the local Police Department or Fire Department, they will contact the proper unit. If a sexual assault or rape should occur, the Campus Director on the scene will offer the victim assistance after calling 911.

This publication contains information about on-campus and off-campus resources available if a crime happens. 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 students' personal property. This includes but is not limited to vehicles, clothing, jewelry, electronic devices, school materials, credit cards, checks, cash, or cash equivalent. All personal property is the student's sole responsibility. It 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 occurring on Campus/Clinical Site premises, resulting in 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 must complete an Incident/Accident Report form in all cases requiring first-aid treatment, emergency services, or any incident that can develop into an injury or illness. If students/faculty are involved, their Program Coordinator should be notified. If staff are involved, their appropriate supervisors must be notified. In all cases, Campus Directors and management must be notified whenever 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 the 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 while handling the device the incident/accident occurred.
- Details of the incident/accident, including if there was an exposure to blood or bodily fluids and information about the exposure source (i.e., whether the source material contained HIV or other bloodborne pathogens), 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, and ensure the 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 in an open network folder).

The student is expected to utilize common sense in patient-care procedures and those OSHA policies related to bloodborne pathogens that minimize risks to the student and, if pregnant, to the unborn fetus. If a student has an incident involving contact with bloodborne pathogens, they are expected to follow the affiliate's exposure control policies.

The student's responsibility is to see their physician immediately to establish baseline testing and seek any required follow-up. If all procedures mentioned above are not adhered to, supervisors must be promptly notified. Additionally, if the incident occurred on the premises of any Clinical Facility/site, the student and instructor should complete the Incident/Accident Report Form, and any concerns where processes are incongruent with this procedure should be noted. 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 are detailed in the Needle Stick Policy.

Weapons and Firearms

The possession, manufacture, transfer, sale, storage, display, or use of weapons of any kind, including, without limitation, firearms, while on property owned, leased, or under Gurnick Academy of Medical Arts' control or while at a clinical site, regardless of whether the person is licensed to carry the weapon, is strictly prohibited. Failure to abide by this policy will result in disciplinary action, including expulsion from Gurnick Academy of Medical Arts.

Needle Stick

Healthcare professionals may be exposed to blood and bodily fluids. Bloodborne pathogens such as Hepatitis B, Hepatitis C, and HIV can be severe, even life-threatening. If exposure to blood or bodily fluids occurs, Gurnick Academy of Medical Arts students, faculty, and staff members should follow this policy.

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. Applying caustic agents (e.g., bleach) or injecting antiseptics or disinfectants into the wound is not recommended.

- Rinse the 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 six (6) months post-exposure.
- An Incident Report must be completed in full. Please see the Incident Accident Reporting policy above.

Use safer needles and needleless devices to decrease needle sticks or sharps exposures. Properly handle and dispose of needles and other sharps per the Bloodborne Pathogens Standard. You must utilize your training, protective clothing, and equipment and remain vigilant to signs, labels, and other provisions.

Communicable Disease

Students with known communicable diseases must follow the clinical site's infectious disease protocols. Gurnick Academy of Medical Arts has no jurisdiction over a clinical facility's infectious disease protocol. However, the student must report illness, infectious diseases, and any condition affecting the student's health, patients, or clinical staff. This should be reported to a program official or clinical instructor.

All students must meet safe health standards to protect clinical personnel and safeguard patients. 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 if under a private physician's care. The program official or clinical instructor reports 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 classwork during their absence.

Radiography students take part in invasive procedures. Students with known latex sensitivity or allergies should know that 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 encounter diseases, equipment, and treatments that may be hazardous to the individual and 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 the program or contracts diseases that may be hazardous to other students, patients, or hospital personnel, it must be reported to the appropriate program director immediately. A decision will then be made individually 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. Any missed clinical hours must be made up later if a student is absent.

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 fundamental purpose of raising the level of consciousness on chemical safety.

Chemical suppliers must prepare Safety Data Sheets (SDS) for all chemicals used in radiology. Photographic chemicals are used in radiology for processing x-ray films. Some of these chemicals must be used with more than routine precautions. Photographic chemicals can cause allergic reactions or 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-FREE

Drug-Free Campus

Gurnick Academy of Medical Arts is a drug-free institution. Any activities involving using, selling, manufacturing, or displaying illegal drugs are strictly prohibited on campus grounds and will result in employment or academic program termination. Anyone suspected of being under the influence of a controlled substance while on school property will be subjected to a drug test.

Drug and Alcohol Prevention

Gurnick Academy of Medical Arts is committed to protecting all employees' and students' safety, health, and well-being. 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.

Gurnick Academy of Medical Arts encourages employees and students to seek help with drug and alcohol problems voluntarily. The Owner of Gurnick Academy of Medical Arts must 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 applies to anyone representing or conducting business with or for Gurnick Academy of Medical Arts. Therefore, this policy applies during all work and school hours, whenever engaging in business with or representing Gurnick Academy of Medical Arts, on-call or paid standby, on academy property, or at academy-sponsored events/sites.

Prohibited Behavior

It is a policy violation to use, possess, sell, trade, or offer alcohol, illegal drugs, or intoxicants on campus or at a Gurnick Academy of Medical Arts-sponsored site/activity. Being intoxicated while on campus or conducting academy business is a violation.

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. The Gurnick Academy of Medical Arts' 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 of whether you may have a medical marijuana card, or if the substance is legal within California.

Notification of Convictions

Any employee or student convicted of a criminal drug or alcohol violation must notify Gurnick Academy of Medical Arts in writing within five (5) calendar days of the conviction. Gurnick Academy of Medical Arts will act appropriately 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 seek help with alcohol and drug problems voluntarily. If an employee or student violates the policy, sanctions may include

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

Gurnick Academy of Medical Arts will terminate a student or employee after receiving notification that the individual has been convicted of a drug crime. Gurnick Academy of Medical Arts will also 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.

Substance Abuse 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: findtreatment.samhsa.gov/locator.

Table 21. Resources

Location	Resource	Contact Information
San Jose, CA	County of Santa Clara Behavioral Health Services	(800) 704-0900, option 2.
Concord, CA	Contra Costa Health Services	(888) 678-7277, or 211
Modesto, CA	Stanislaus County Behavioral Health and Recovery Services	(888) 376-6246
Fresno, CA	Fresno County Substance Use Disorder Services	(800) 654-3937
Sacramento, CA	Sacramento County Substance Use Prevention and Treatment Services	(916) 874-9754 or (888) 881-4881 *After Hours:* (888) 881-4881
Van Nuys, CA	Los Angeles Centers for Alcohol and Drug Abuse	(213) 626-6411

Note: Please see Student Services for the complete list of support services.

Confidentiality

All information received by Gurnick Academy of Medical Arts through the drug-free workplace program is confidential. Access to this information is limited to those who must know to comply with relevant laws and management policies.

Shared Responsibility

A safe, productive, drug-free workplace is achieved through cooperation and shared responsibility. Students and employees, including management, have essential roles to play. All employees and students are required not to report to work or school 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. The supervisor and instructor are responsible for the following:

1. Observe employee and student performance.
2. Investigate reports of dangerous practices.
3. Document negative changes and problems in performance.
4. Counsel employees and students as to expected performance improvement.
5. Clearly state the consequences of policy violations.

Reasonable Suspicion Testing

Testing may be required where there is reasonable suspicion based on objective symptoms. This includes factors related to appearance, behavior, or speech if the employee or student is found to have physical evidence (i.e., drug or alcohol paraphernalia). Following an injury or other incident causing suspicion of drug or alcohol use,

Gurnick Academy of Medical Arts management may elect to test.

Communication

Communicating our Drug-Free Policy to employees and students is critical to our success. To ensure that all employees and students know 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 with new employees and students in orientation sessions.
- All employees and students will receive an updated 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 least once every two (2) years.

Alcoholic Beverage Programs

The possession, sale, or furnishing of alcohol on the Gurnick Academy of Medical Arts campus is governed by the Campus Director/Administrator and California state law. Laws regarding the possession, sale, consumption, or furnishing of alcohol are 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 state and federal laws. Such laws are strictly enforced. Violators are subject to disciplinary action, criminal prosecution, fines, and imprisonment. It is unlawful to sell, furnish, or provide alcohol to anyone under 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 campus area without prior approval from the Campus Director/Administrator. Students, employees, or groups violating alcohol/substance policies or laws may be subject to sanctions by Gurnick Academy of Medical Arts.

Illegal Drugs

The campus has been designated “Drug-free.” The possession, sale, manufacture, or distribution of any controlled substance is illegal under state and federal laws. The Campus Director strictly enforces such laws. Violators are subject to disciplinary action, criminal prosecution, fines, and imprisonment.

Prevention Programs

Gurnick Academy of Medical Arts has developed a program to prevent students’ and employees’ illicit drug and alcohol abuse. The program provides drug use and abuse services, including disseminating 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. It will be treated as a separate disciplinary matter.*

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 can occur after first-time use in the case of some drugs (e.g., cocaine). The following is a partial list of other potential health risks:

Acute difficulties; Heart attack; Stroke; Long-lasting effects; Disruption of normal heart rhythm; High blood pressure; Destruction of brain cells; Permanent memory loss; Infertility and impotence; 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 21. No person under the age of 21 may purchase alcoholic beverages. (California Business and Professions Code 256560).
- It is unlawful for anyone under 21 to possess alcoholic beverages on any street, highway, or 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 anyone visibly intoxicated (California Business Professions Code 25602).
- It is unlawful for any person to drink while driving or 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 to be 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 found in public under the influence of intoxicating liquor, any drug, controlled substance, or any combination of the above and cannot exercise care for their 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 possessing 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:
        - Upon a first offense, individuals under 18 years of age must complete four (4) hours of drug education or counseling and up to 10 hours of community service.
        - Individuals 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 of marijuana or more than four (4) grams of concentrated cannabis shall be punished by imprisonment in county jail and a 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 a controlled substance: No person shall use or be under any controlled substance. Any person convicted of violating this is guilty of a misdemeanor and shall

be sentenced to serve under 90 days or more than one (1) year in county jail. (Health and Safety Code Section 11550 (a)).

References
Health and Safety Codes
leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=HSC&tocTitle=+Health+and+Safety+Code+-+HSC
Penal Codes
leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=PEN&tocTitle=+Penal+Code+-+PEN
Vehicle Code
leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=VEH&tocTitle=+Vehicle+Code+-+VEH

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

PREGNANCY

Gurnick Academy of Medical Arts provides students with 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 they are pregnant. With written notification to the Program Director, the student may change from one option to another 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. Pregnant students may seek counseling from a radiation safety officer (RSO) or other qualified individuals. Upon student disclosure, the student will be provided a fetal dose monitor and instructions for use.

Associate of Science in Radiologic Technology and Associate of Occupational Science in Radiologic Technology Program students: Upon declaration of pregnancy, Gurnick Academy of Medical Arts will ensure compliance with the lower radiation exposure limit and dose monitoring requirements outlined in the Radiation Protection Policy.

A student may submit a written request to withdraw her declaration unquestionably at any time. A student who has decided to declare her pregnancy will be allowed to choose one option for completing their Gurnick Academy of Medical Arts training.

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 the training. Gurnick Academy of Medical Arts reserves the right to contact the physician to verify the student's physical activity level and ability to complete all clinical experience requirements.

2. The student may take a leave of absence for such a long period as is deemed medically necessary by the student's physician, at the end of which the student shall be reinstated to the status she held when the leave began. The student must make up all missed clinical and didactic hours and complete all the necessary competencies. This option timing is contingent upon an available student position in an appropriate clinical facility.

Associate of Science in Nuclear Medicine Technology students: Upon declaration of pregnancy, Gurnick Academy of Medical Arts will ensure compliance with the lower radiation exposure limit and dose monitoring requirements outlined in the Radiation Protection Policy. The student will then be counseled and review the U.S. Nuclear Regulatory Commission Appendix to Regulatory Guide 8.13, "Possible Health Risks to Children of Women Who Are Exposed to Radiation During Pregnancy."

A student may submit a written request to withdraw her declaration unquestionably at any time. A student who has chosen to declare her pregnancy will be allowed to choose one of the following options for completing the Gurnick Academy of Medical Arts training.

Options

1. Continuing the training with approval of the clinical site per the institution's radiation protection policy. As a result, the student elects to continue doing so at their risk. Neither the college nor the clinical affiliate can guarantee that the student would not exceed the occupational limits of 0.5 rem during the entire gestational period. 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 training. Gurnick Academy of Medical Arts reserves the right to contact the physician to verify the student's physical activity level and ability to complete all clinical experience requirements.

2. The student may take a leave of absence for such a long period as is deemed medically necessary by the student's physician, at the end of which the student shall be reinstated to the status she held when the leave began. The student must make up all missed clinical and didactic hours and complete all the necessary competencies. This option timing is contingent upon an available student position in an appropriate clinical facility.

Bachelor of Science in Radiation Therapy students: If a student chooses to declare her pregnancy to program officials, she must provide written notification to the Program Director that provides a name, date, estimated date of conception, and delivery. The student must sign the letter. Pregnant students may seek counseling from a radiation safety officer (RSO) or other qualified individuals. The academy will provide the student with a fetal dose monitor and instructions for use upon the student's declaration of pregnancy.

Upon declaration of pregnancy, the declared pregnant student will be given a secondary radiation monitoring device to be worn at waist level under any protective apparel.

A student may submit a written request to withdraw her declaration unquestionably at any time. A student who has decided to declare her pregnancy will be allowed to pick one option for completing their Gurnick Academy of Medical Arts training.

Options

1. Waive liability and decide not to withdraw voluntarily from the program and complete the program with no modification (if voluntarily declaring pregnancy). This option means that the student agrees to attend and complete all classes, clinical assignments, and competencies in a manner consistent with their 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 the training. Gurnick Academy of Medical Arts reserves the right to contact the physician to verify the student's physical activity level and ability to complete all clinical experience requirements.
2. Temporarily withdraw from the program if and when the pregnancy interferes with your education (if

voluntarily declaring pregnancy). The student may exit the program and join the next cohort. If the student selects this option, the student will need to follow the program reinstatement policy. Because the didactic and clinical externships are offered in a lock-step fashion, it is impermissible for a student to continue classes and complete the externship out of sequence.

3. Withdraw declaration of pregnancy (if you previously voluntarily declared your pregnancy).

If a declared pregnant student receives a dose of 0.05 rem (0.5 mSv) in any month of pregnancy or greater than 0.5 rem (5 mSv) at any time during the pregnancy, the student will be removed from the externship until after delivery.

For students in the Dental Assistant, Associate of Occupational Science in Cardiac Ultrasound Technology, Associate of Occupational Science in Ultrasound Technology, Associate of Occupational Science in Vascular Ultrasound Technology, Associate of Science in Respiratory Therapy, and Associate of Science in Magnetic Resonance Imaging Programs, there is an additional option:

1. Students may also continue the training by modifying clinical assignments. This option means the student would choose to delay clinical assignments and competencies in areas high in potential hazardous exposure. However, to accomplish this, the training may need to be extended. The student must make up all missed clinical and didactic hours and complete all the necessary competencies. The student will present a letter from a physician releasing the student to continue training.

There is an additional option for students in the Dental Assistant, Associate of Science in Radiologic Technology, and Associate of Occupational Science in Radiologic Technology:

Students have the right to undeclare their pregnancies. Modifications will be determined on an individual basis per programmatic completion requirements.

STUDENT BEREAVEMENT

Recognizing that grief is challenging, every effort will ensure that a bereaved student can attend to family matters. The student will provide documentation of the death or funeral service to the Program Coordinator. A 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. If the death of another family member or friend is not explicitly included within this policy, a bereaved student should petition for grief absence through the Program Coordinator.

Travel and Absences
Additional days may be granted depending on the miles needed. No additional excused absence days are allowed within a 150-mile (241.4 km) radius of the student campus. One extra excused absence day may be permitted between 150 miles (241.4 km) and 300 miles (482.8 km) of the student campus. Two additional

excused absence days may be taken beyond a 300-mile radius of the student campus. Outside the 48 contiguous United States, four further excused absence days may be approved.

Making up Clock Hours
Hours cannot be guaranteed, possibly affecting the student's graduation date and completion status depending on where the student is in the program and the nature of the Gurnick Academy of Medical Arts educational structure. The student must make up all hours missed and complete all the necessary competencies. Given proper documentation, didactic instructors will excuse the student from class, provide the opportunity to earn equivalent credit, and 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

- The second piece of identification (with the new name) must be a government-issued photo ID. Changes of Name Forms are available on www.gurnick.edu/student-forms/ 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 they mail the certified documents, Students must sign the cover letter and include their Gurnick Academy of Medical Arts student ID or social security number and date of birth. Mail should be sent to the student's campus.

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

STUDENT DRESS CODE

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

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

General Requirements
All students attending class on campus must wear school-designated scrubs and white professional medical shoes (non-porous material, leather or pleather, which can be easily cleaned and polished) during the didactic, laboratory, and clinical sites. The uniform consists of blue scrub tops and bottoms and a sweater. Students may

wear white short-sleeved or long-sleeved undershirts without visible designs for additional warmth. Individual programs may enforce a stricter dress code.

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

Exceptions or Additions to the Student Dress Code by Program

Physical Therapist Assistant (A.S. in PTA), Cardiac Ultrasound Technology (A.O.S. in CUT), Ultrasound Technology (A.O.S. in UT), and Vascular Ultrasound Technology (A.O.S. in VUT) Programs
Students must wear Khaki pants and Gurnick Academy of Medical Arts-supplied shirts for didactic sessions. Physical Therapist Assistants and Ultrasound students must wear the Gurnick Academy of Medical Arts supplied shorts and shirts for the lab. Women must wear a tank top or sports bra if shirts are removed.

B.S. in Diagnostic Medical Imaging Program
Students enrolled in B.S. in DMI, are not required to abide by the above dress code.

Bachelor of Science in Nursing (BSN) Program
Students in the BSN program are exempt from the above dress code for the externship portion of the program. However, students must dress appropriately for the facility they attend for their externship hours.

PERSONAL APPEARANCE AND HYGIENE

In addition to the above dress code, students must always maintain a neat and professional appearance and personal hygiene. The guidelines below are for the student's health, safety, professionalism, and the patient's comfort in being cared for by a medical professional in training. Kindly note that the following requirements are not all-encompassing. Circumstances that are not covered by this policy may include:

- Students with long hair must always keep it up and away from their faces.
- Students must wear their Gurnick Academy of Medical Arts Identification Badge at shoulder or chest height. (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 the upper arm, forearm, and wrists) must be covered by long sleeves. A white undershirt or turtleneck must cover tattoos on the chest and extend up the neck without visible designs. Tattoos that cannot be covered must not convey a message 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 makeup must be minimal.
- Daily hygiene adhered to (shower, deodorant, oral care).
- This list is not meant to be exhaustive; other requirements may be applied as deemed professional by Gurnick Academy of Medical Arts.

CELL PHONE

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

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

ADMINISTRATION OF EXAMINATION

All electronic devices must be turned off while administering all evaluation forms 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 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 do not comply with this policy are subject to disciplinary probation or expulsion at the discretion of Gurnick Academy of Medical Arts administration.

ELECTRONIC RECORDING

Gurnick Academy of Medical Arts prohibits video recording on academy grounds or at a clinical site by students or any other individuals who have not secured written permission from the administration of Gurnick Academy of Medical Arts. This policy protects the privacy of all students, faculty, staff, clinical site employees, and patients and protects 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 used for the educational purpose of an individual's studying resource. Any student violating this policy will be immediately expelled from Gurnick Academy of Medical Arts and will not be permitted to re-enroll per the Gurnick Academy of Medical Arts' 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, employees, and each and all persons involved from any liability connected with the video and audio recordings.

To promote the safety of employees and students and 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. These video cameras will be positioned appropriately within and around Gurnick Academy of Medical Arts. The only exception to surveillance is within private areas such as restrooms.

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 the 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, and availability of programs and seats in the preferred group or campus.

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

Transfer students are not subject to paying a $100.00 Registration Fee.

TRANSFERABILITY OF CREDITS AND CREDENTIALS

The transferability of credits you earn at Gurnick Academy of Medical Arts is at the discretion of the 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, degree, diploma, or certificate) you earn at this institution are not accepted by the institution you seek to transfer to, you may be required to repeat some or all of your coursework there. Thus, you should confirm that attendance at this institution will meet your educational goals. This may include contacting an institution you may seek to transfer to 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, semester credit, or clock hours. Typically, one hour of instructional time is defined as fifty minutes. Credits solely earned at Gurnick Academy of Medical Arts determine progress toward program completion. Credits are not usually 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 that will require students to study outside regularly scheduled hours in school include but are not limited to

- Homework assignments
- Test and quiz preparations

- Reports competitions
- Other assignments

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 activities may be graded. Quarter Credit programs: Students must spend at least five (5) hours of OSPH per quarter credit (didactic or lab) to receive credit. Semester Credit program: Students must spend at least 7.5 hours of OSPH per semester credit (didactic or lab) to receive credit.

STUDENT GRIEVANCE AND APPEALS

Gurnick Academy of Medical Arts is dedicated to fair treatment and professional conduct with students. In compliance with the Office of Civil Rights (OCR) recommendations, this policy and procedure about grievances of various natures, including but not limited to academic, discrimination, harassment, and bullying.

Students are first encouraged to discuss any concerns or questions regarding policies 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 initiate an informal process to sincerely settle the dispute. 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 by applying one or more acceptable options for resolution.

Should the student feel the issue has not been satisfactorily resolved, they may, within five (5) days, file a written complaint directly with the Program Director. The Program Director will do their best to resolve the matter for the student and Gurnick Academy of Medical Arts.

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 cannot remedy the issue, and the student is still unsatisfied with the solution. 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 proper action. The Campus Director may notify the student of the decision reached. Students may also follow the Appeals Procedures outlined below for further action if necessary.

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 of Medical Arts has a designated Appeals Committee consisting of the following individuals: Chief Academic Officer, Chief Operations Officer, Chief Executive Officer, and Vice President, Campus Operations. Note: A student must stay

within the appeal process and not 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 their appeal.

Should the Campus Director be unable to remedy the issue and the 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 proper action.

All grievances and appeals will be handled discreetly. Dissemination of the resolution will be at the discretion of the Campus Director 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 Gurnick Academy of Medical Arts.

At any time, a student or any member of the public may file a complaint about Gurnick Academy of Medical Arts with the Bureau for Private Postsecondary Education by calling 888.370.7589 toll-free or completing a complaint form obtainable on the bureau's Internet website at www.bppe.ca.gov.

Associate of Science in Physical Therapist Assistant (A.S. in PTA) at Gurnick Academy of Medical Arts is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If you need to contact the program/institution directly, please call 650- 425-9672 or email cammenti@gurnick.edu.

All VN students may contact the Board of Vocational Nursing and Psychiatric Technicians regarding 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.

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. The website is www.jrcert.org.

Students may be withdrawn either by self-withdrawal or by academic withdrawal. A student who self-withdraws will be processed through the drop process. Students who are academically withdrawn can dispute the withdrawal through the student grievance and appeals process. To initiate the grievance and appeals process, the students must submit a written appeal within five (5) days of being notified of the withdrawal. After five (5) days, the student will be dropped via the drop process if no written appeal has been submitted.

The student grievance and appeals process will start if a written appeal is submitted within the allotted time. The student will be placed on Active Warning status and must attend all instruction until the grievance and appeals process has been completed and a final decision has been made. Please see the Student Grievance and Appeals section for detailed information.

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.

Gurnick Academy of Medical Arts community members 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. Gurnick Academy of Medical Arts regards a violation of this policy as a serious matter. Any such violation is without its consent and is subject to disciplinary action, including termination of Gurnick Academy of Medical Arts employees and expulsion of students.

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

Gurnick Academy of Medical Arts prohibits using its equipment to access, use, copy, reproduce, or make available to others, including 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. Furthermore, 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, owned computers, or personal computers housed in the institution's facilities.
- Copying, downloading, or uploading audio recordings, music, movies, videos, and other 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 Gurnick Academy of Medical Arts facilities or download it from the web after the expiration of the evaluation period.
- Not accept unlicensed software from any third party.
- Not install, nor direct others to install, illegal copies of computer or unlicensed software onto any institution-owned or operated computer system.

Gurnick Academy of Medical Arts does not routinely monitor the network for illegal activity violating institutional policy. However, Gurnick Academy of Medical Arts reserves the right to monitor network use for operational needs and ensure compliance with applicable laws and institutional policies. Gurnick Academy of Medical Arts has a legal duty to comply with applicable laws protecting third parties' intellectual property rights and respond to formal legal complaints it receives.

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

Any provision of this policy ruled invalid under the law shall be deemed modified or omitted solely to the extent necessary to comply with said law. The remainder of the policy shall continue in full force and effect.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone 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. A court may award up to $150,000.00 per work infringed. A court can also assess costs and attorneys' fees at its discretion. See Title 17, United States Code,

Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five (5) years and fines of up to $250,000.00 per offense.

For more information, please see the U.S. Copyright Office website at www.copyright.gov, especially their FAQs at www.copyright.gov/help/faq.

FILE SHARING

The computers at Gurnick Academy of Medical Arts are strictly for supporting the school's mission and are only used by our students, faculty, and staff. No user should perform any action which may be deemed inappropriate or dangerous. All use of Gurnick Academy of Medical Arts' computers should be within the ethical standards of 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 students, faculty, and staff violating this policy are subject to disciplinary probation, suspension, or termination at the discretion of Gurnick Academy of Medical Arts administration. In addition, any user violating State or Federal laws is responsible for the consequences of their actions, including civil action or criminal prosecution.

PLAGIARISM

Plagiarism is defined as "literary theft," i.e., the presentation and passing off of one's original ideas, words, or writings of another. One common violation is the use of another student's work without acknowledgement. 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 or using an original idea without properly introducing or documenting the paraphrased or borrowed idea.

The ideas and words are the author's property. They are protected by law and must be credited when borrowed. To avoid plagiarism, one should:

- Use quotation marks for all quoted materials.
- Paraphrase material using their style and language rather than merely rearranging 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 author's name of the borrowed material.

Artificial intelligence (AI) content may be plagiarized from other sources. Using this content without properly citing the source will also constitute plagiarism. It is the student's responsibility to verify all information before submitting the assignment. Submitted documents will be sent through Turnitin, a software plagiarism checker to detect original work.

A Similarity report will be generated, including what percentage of the document's content matches Turnitin's databases. This is called the similarity score. Unless specified otherwise by the student or employee handbook, the similarity score should be no more than 25%. The Similarity Report also contains an AI score that determines the amount of the document written by an AI tool.

Unless the student or employee handbook specifies otherwise, the AI score should be no more than 25%. Please refer to the "Use of AI Tools" in the student catalog and student handbook for details on the permitted use of AI for each program.

STUDENT SERVICES

Student Identification Card

Students receive student ID badges at the beginning of their program; it is part of their Gurnick Academy of Medical Arts uniform. Initial ID badges or replacements are provided by Student Services or Front Desk. The student is responsible for all applicable fees if a replacement identification card is required.

All students must always wear their Student Identification Card while in educational settings. Failure to do so could impact the student's ability to attend instruction to complete the program's graduation requirements or obtain certification after completion.

Academic Advisement

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

Accessibility for Disabled Students

All campuses of Gurnick Academy of Medical Arts have accessible parking spaces available. Students with disabilities who require assistance are encouraged to disclose this information to the ADA coordinator to determine a plan of action for support services.

Orientation of New Students

Orientation is conducted before the beginning of each program to introduce new students to Gurnick Academy of Medical Arts. During this orientation, administration members familiarize students with Gurnick Academy of Medical Arts facilities and explain academic policies and regulations. Orientation may occur in residential or virtual modalities or combine both. Students are required to complete all orientation tasks and meetings before the start of their program.

Tutor Locator Service

Students who experience difficulty or have learning challenges will be assisted in locating qualified tutors, as Gurnick Academy of Medical Arts does not offer a tutoring program. Interested students should contact their Program Director. The Program Director can arrange individual tutoring to help struggling students catch up with the program and improve their academic progress.

Library Resources

LIRN is a 3rd party Library and Librarian Solution that Gurnick Academy partners with to provide comprehensive library resources and librarians to ensure that all faculty and staff are knowledgeable about library resources. LIRN has numerous online resources from various vendors (including databases containing articles from periodicals [peer reviewed, academic, and trade], eBook collections, video collections, or interactive applications.

Gurnick Academy has selected resources relevant to specific areas of study at our institution. All LIRN resources are intended for higher education to promote academic study, research, and growth, including all areas of General Education. Gurnick Academy is supported by a team of LIRN Librarians who have earned a Master's

degree in Library Science (MLS), Librarianship, or Library and Information Studies (MLIS) from a program accredited by the American Library Association (ALA).

LIRN's librarians are not faculty and/or staff of the subscriber institution. LIRN Librarians provide library support for 84 hours each week. Monday through Friday, 8:00 AM to 10:00 PM EST, and Saturday and Sunday, 12:00 PM to 7:00 PM EST.

Computer and Internet Resources

All campuses are fully equipped with Wi-Fi for internet access while on campus. Loaner tablets or laptops may also be available for check-out at the front desk.

Student Information System

The Student Information System (GEGI) is available to students for communications with instructors, student profile settings, attendance tracking, grades and/or unofficial transcript(s), and record keeping purposes.

Employment Assistance

Gurnick Academy of Medical Arts provides job search assistance to graduates in good standing as long as the graduate continues to cooperate with the academy. Gurnick Academy of Medical Arts does not guarantee employment upon graduation. Embarking on a course of education typically enhances one's thinking and potential productivity.

The robust programs offered at Gurnick Academy of Medical Arts require significant time and effort. Due to market fluctuations, personal issues, or other factors, there is also the risk that some graduates may be unable to find employment in their training field within a time acceptable to them. Therefore, they may 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 convert to full-time employment.

Finding employment is a joint effort between the student and Gurnick Academy of Medical Arts. Gurnick Academy of Medical Arts 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, students should understand the effort it takes to find a job upon program completion is commensurate with the program itself.

Students must commit to a reasonable timeframe to complete the job search process, which typically takes several months beyond graduation, to maximize chances for success. During this time, the student should maintain regular weekly contact with the school. Students should also understand that a potential employer may consider a job applicant's attitude, grades, attendance, personal performance on an interview, work background, educational background, and other intangible factors in hiring the applicant.

Gurnick Academy of Medical Arts programs are comprehensive and are designed to prepare students for entry-level positions. After obtaining an entry-level position, additional training is usually required to develop

incremental skills and protocols specific to that position. An applicant for an entry-level position must adopt a "get your foot in the door" approach by maintaining flexibility regarding salary, hours, location, and potential relocation to secure such employment.

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, rental properties in the following cities start at approximately the following rates per month: San Jose, CA, $1,700.00; Concord, CA, $1800.00; Modesto, CA, $1150.00; Fresno, CA, $800.00; Sacramento, CA, $1000.00; and Van Nuys, CA, $1,500.00.

Student Resources

Students can obtain a list of local support services from Student Services or Front Desk. The list of services includes, but is not limited to, safety class providers, counseling services, tutoring services, medical care services, financial assistance services, and public transportation.

Learning Disabilities

At Gurnick Academy of Medical Arts, we understand and agree that a student's learning disability or learning disorder/difficulty is when a student has difficulty learning using a typical approach. The causes vary; however, the causal factor is typically 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 fitting 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 unaffected by a learning disability. People with learning disabilities have trouble performing specific skills or completing tasks if they are left to figure things out themselves or 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 of Medical Arts believes that a learning disability is not a temporary disorder. This disability type impacts how students with average or above-average intelligence process incoming, outgoing, 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 a return during higher education.

Learning disabilities are not the same as mental retardation or emotional disorders. Prevailing accommodations for students with learning disabilities are alternative print formats, taped lectures, notetakers, 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 receiving any accommodations. In this case, the documentation must be provided to Gurnick Academy of Medical Arts on professional letterhead and contain the diagnosing professionals' assessment dates, signatures, titles, and license/certification numbers. Diagnoses and disabilities that do not have the required information may not be used to determine 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 based on 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 based on disability in any program or activity receiving federal financial assistance. The ADA prohibits a place of public accommodation from discriminating based on disability. The applicable laws and regulations may be examined in the office of the ADA Compliance Coordinator. The Compliance Coordinator has been designated to coordinate the efforts of the Institute to comply with Section 504 and ADA.

    ADA Compliance Coordinator: Jason Ho
    1641 N. First Street
    San Jose, CA 95112
    (408) 850-3746
    jho@gurnick.edu

2. **Requests for Accommodation**
    a. Individuals with disabilities requesting reasonable accommodation must contact the ADA Compliance Coordinator. Disclosure of a disability or a request for accommodation made to a faculty or staff member besides the ADA Compliance Coordinator will not be treated as a request for accommodation. However, if a student discloses a disability to faculty or staff members, they must 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 with appropriate disability documentation. 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. Generally, the supporting documentation must be dated less than three (3) years from the date a student requests reasonable accommodation and must be completed by a qualified professional specializing in the student's disability, as enumerated below.

Table 22.

Disability	Qualified Professional
Physical disability	MD, DO
Visual impairment	MD, ophthalmologist, optometrist

Mobility, orthopedic impairment	MD, DO
Hearing impairment	MD, Audiologist (Au.D.) *Audiology exam should not be more than a year old
Speech and language impairment	Licensed speech professional
Learning disability	Ph.D. Psychologist, college learning disability specialist, and other appropriate professional
Acquired brain impairment	MD neurologist, neuropsychologist
Psychological disability	Psychiatrist, Ph.D. Psychologist, LMFT, or LCSW
ADD/ADHD	Psychiatrist; Ph.D. Psychologist, LMFT, or LCSW
Other disabilities	MD who practices or specializes within the field of the particular disability.

Documentation used to evaluate the need and reasonableness of potential accommodations may include the following:

- 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 emotional diagnostic tests
- Functional effects or limitations of the disability
- Medications and recommendations to alleviate the effects or limitations.

The Institute may request additional documentation as needed. At its discretion, the Institute may waive the requirement for medical documentation to support accommodation requests that relate to obvious impairments and are *de minimis* (unimportant) in nature.

d. After the ADA Compliance Coordinator receives the Request Form and the required documentation, they will engage the student or applicant in an interactive process to determine reasonable accommodations.
e. If the student or applicant is denied the requested accommodation, they may file a grievance using the Grievance Process below. They also 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 disabled individuals are provided other accommodations, if required, 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 prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the ADA.
   b. Anyone who believes they have been subjected to discrimination based on disability, including disagreements regarding requested accommodations, may file a grievance under the procedure outlined below. The Institute will not retaliate against anyone who files a grievance or cooperates in the grievance investigation.
   c. Procedure
      i. Grievances must be submitted to the ADA Compliance Coordinator

Jason Ho
1641 N. First Street
San Jose, CA 95112
(408) 850-3745
jho@gurnick.edu

Grievances must be submitted to the ADA Compliance Coordinator within thirty (30) days of the person filing the grievance becoming 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 their trained designee) shall investigate the complaint and allow all interested individuals to submit relevant evidence. The Complainant may also present witnesses relative to the complaint. The ADA Compliance Coordinator will maintain the files and records of such grievances.

iv. All reasonable efforts will be made to provide a written determination to the student or applicant within 30 days of filing. The ADA Compliance Coordinator will advise the student and provide an update about the investigation status should a written decision not be made within 30 days of the filing. The student may also contact the ADA Compliance Coordinator at reasonable intervals to inquire about the investigation status.

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

Fred Faridian
Vice President, Campus Operations
1641 N. First Street
San Jose, CA 95112
(408) 850-3777
ffaridian@gurnick.edu

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

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

vii. The Institute will take all steps to prevent the 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 refund amount. If the student receives federal financial aid funds, the student is entitled to a refund of the money 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, and has not filed a petition within the preceding five (5) years. Neither has it had a petition in bankruptcy filed against it within the preceding five (5) years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

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

The student may direct questions not satisfactorily answered by this catalog or Gurnick Academy of Medical Arts to the Bureau for Private Postsecondary Education at 1747 North Market, Suite 225, Sacramento, CA 95834 or

P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

ACADEMIC INTEGRITY

Gurnick Academy of Medical Arts students must maintain integrity in all academic pursuits. These include writing papers, examinations, assignments, records, and other details relative to the assessment of student performance. Integrity and honesty are essential qualities of all medical workers. The faculty does not want dishonest students since that attitude and perspective risk patients' health and lives. Any dishonesty regarding these matters is subject to censure or penalty (including but not limited to expulsion) proportionately to the seriousness of the action.

Dishonesty includes:

- Copying answers of another person or individuals during an examination,
- Secreting (hiding) unauthorized materials to assist in an examination,
- Plagiarism, taking as one's original 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 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 intoxication with alcohol or drugs.
- Falsification of assignments to be conducted on patients or community members.
- Having someone else complete your written tasks and submitting them as your work.

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

- "Statement on Cheating and Plagiarism: Cheating includes all actions by a student intended to gain an unearned academic advantage by fraud or deception. Plagiarism is a form of cheating that misuses published and unpublished works by misrepresenting the material used as one's original work. Plagiarism includes using books, articles, class notes, web sources, & audiovisual resources. Penalties for cheating and plagiarism range from a "0" or "F" on an assignment, a course grade of "F," and school expulsion."
- "Statement on Disruptive Classroom Behavior: In the classroom or laboratory environment, you must respect the rights of others seeking to learn, respect the instructor's professionalism, and honor the differences of viewpoints. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and removal from class."
- "Syllabus is Subject to Change: This syllabus and schedule are subject to change due to extenuating circumstances. If you are absent from class, you must check on announcements made while absent."

Professional Behavior Objectives

1. Demonstrate Professional Behavior.
    - Appear at the clinical agency, whether for patient assignment or care, appropriately dressed (name pin and School badge), consistent with the agency dress code.

- Present a professional appearance concerning neatness and personal hygiene.
- Arrive at the clinical setting on time and notify staff and instructor(s) when leaving or returning to patient care or the agency.
- Notify the clinical agency and instructor promptly when unable to report to the clinical assignment.
- Notify the instructor of any physical or psychological conditions limiting the ability to perform safe, effective care.
- Report for clinical intoxication with alcohol and mind-altering drugs.
- Do not discriminate against the clients based on race, creed, national origin, physical disability, sexual preference, or disease entity.
- Act courteously towards staff, interdisciplinary team members, and faculty.
- Avoid using profane language with clients and staff.

2. Provide Safe Care Based on Scientific Principles
    - Prepare for client care by acquiring theory and knowledge essential to the care of assigned clients (e.g., prepare drug cards, calculate drug dosages, describe the treatment, research procedures, etc.).
    - Implement safe care based on scientific principles (e.g., asepsis, physical and psychological injury protection, correct medicine, and administration).

3. Demonstrate Ethical Behavior
    - Maintain confidentiality of all client, family, and agency information.
    - Inform the instructor and staff of any unsafe practices observed in the clinical setting.

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

PROGRAM DELIVERY

The instructional delivery for Gurnick Academy of Medical Arts programs is either a blended format or full-distance education. For blended programs (A.O.S. in RC, A.O.S. in RT, A.O.S in CUT, A.O.S in VUT, A.O.S. in UT, A.S. in MRI, A.S. in OTA, A.S. in PTA, A.S. in Nursing, A.S. in VN, A.S. in RT, A.S. in NM, B.S. in Nursing, DA, DXA, MA, XTMAS, VN), clinical/practicum hours are completed at an assigned clinical site(s). Simultaneously, lectures and labs may be held in a distance education format or on campus through direct classroom instruction. The A.S. in NM, B.S. in DMI, B.S. in RT, and MSN programs are full distance education. Limited online and hybrid courses are available for prerequisite courses.

ELECTRONIC BOOKS

Disbursements for non-term programs are made following the SAP evaluation and the disbursement review. Students must meet the SAP requirements and complete the clock or credit hours and weeks in the payment period for the scheduled disbursement to be made.

Educational materials, including books, are distributed both digitally and physically. While the primary methods involve digital distribution, physical books are available through specific programs. Per federal regulations set by the U.S. Department of Education, 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 opt-out process, timeline, and booklists, 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. General Education courses are 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 in building a foundation for Technical and Professional Education and developing habits to pursue lifelong learning.

Technical Education within the 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 lifelong learning habits.

Professional education requires students to think critically and master complex knowledge and skills through formal education and 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 taking General Education courses, advancing to technical and professional courses, or being accepted. Others may intersperse general education throughout the program.

ENGLISH INSTRUCTION

Gurnick Academy of Medical Arts does not offer English as a Second Language. All instruction occurs in English.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

For students to be considered in good academic standing, they must be making Satisfactory Progress while pursuing their program of study. Students must achieve a level of competence in all didactic and laboratory coursework. The clinical environment is consistent with the expertise required to pass the licensing exams.

Satisfactory Progress measurements consist of Qualitative and Quantitative Measurements. Qualitative and Quantitative Measurements are measured when the student has attended the scheduled clock hours of each payment and after each program-required module. The Grade Point Average and the Rate of Progress/Passed Measurement are then 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 on the course's final grade. The GPA is the calculated average course grades for the entire program. A student must maintain a minimum GPA of 2.00 or a "C" to be considered to be making Satisfactory Progress.

Students must obtain 75% in module I, 77% in module II, and 80% in modules III and IV for the Vocational Nurse program.

Students must obtain an 80% (B) in each course for the Master of Nursing Nurse program.

For courses that are paired, students must successfully pass both courses. A failure in one of the courses constitutes a failure in the paired course(s). Both courses will have to be retaken at the same time.

The grading system is defined as follows for all programs.

Table 23. *Qualitative Measurements.*

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

The student GPA calculation is weighted based on the number of 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 quality points are divided by the total 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.” The chart above illustrates that 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.

Didactic and laboratory courses with grades of “A,” “B,” “C,” “D,” and “F” enter into the GPA calculation. Courses with grades of “A,” “B,” “C,” and “D” are also included in the Rate of Progress/Passed Measurement calculation as hours attempted and as hours earned. Didactic and laboratory courses with an F grade are also included in the Rate of Progress/Passed Measurement calculation as hours attempted but not as hours earned.

A “P” grade 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 attempted and earned hours.

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

A “W” grade is listed on the transcript for any course a student formally withdraws from before the scheduled course ends. Grades of “W” are not entered 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.

An “I” grade is listed on the transcript for courses that have not been completed. A grade of “I” indicates that the student was in attendance for the entire term but has not completed all necessary coursework or homework to receive a punitive grade. Should missing coursework not be made up within the required 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 “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 attempted but not earned credits.

An “R” grade is given if a student repeats a course. The grade received in the most recent course completion will be used to calculate the GPA. Upon receiving a punitive grade for the repeated course, the original 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 attempted and hours earned.

A “T” grade is listed on the transcript for any course a student took at another institution accepted by Gurnick Academy of Medical Arts. Courses with a grade of “T” are listed on the transcript to identify courses 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 or earned.

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

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 completed hours over attempted hours.

The Rate of Progress/Passed Measurement has two components: the attempted and actual hours earned. The actual hours earned are divided by the attempted hours to determine the student’s Progress/Passed measurement rate.

The maximum time frame for completing programs of study at Gurnick Academy of Medical Arts is 150% of the scheduled program length. Programs are measured in both clock and credit hours. However, clock hours will calculate the maximum time frame and the Rate of Progress/Passed Measurement.

Periods of non-enrollment are not considered in calculating the maximum time frame. Any student who has not reached program completion by the maximum time frame will be expelled from Gurnick Academy of Medical Arts.

Table 24. *Quantitative Measurements*

Program	Clock Hours in Program	Midpoint of the Maximum Time Frame	Maximum Time Frame (hours)

Associate of Occupational Science in Cardiac Ultrasound Technology (A.O.S. in CUT)	1,792	1,344	2,688
Associate of Occupational Science in Respiratory Therapy (A.O.S. in RC)	1,446	1,084.5	2,169
Associate of Occupational Science in Radiologic Technology (A.O.S. in RT)	2,923	2,192.25	4,384.5
Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT)	2,386	1,789.5	3,579
Associate of Occupational Science in Vascular Ultrasound Technology (A.O.S. in VUT)	1,784	1,338	2,676
Associate of Science in Magnetic Resonance Imaging (A.S. in MRI)	1,886	1,414.5	2,829
Associate of Science in Nuclear Medicine Technology (A.S. in NM)	2,646	1,984.5	3,969
Associate of Science in Nursing – Generic (ADN)	1,830	1372.5	2,745
Associate of Science in Nursing – AP (LVN-RN)	645	483.75	967.5
Associate of Science in Occupational Therapy Assistant (A.S. in OTA)	1,770	1,327.5	2,655
Associate of Science in Physical Therapist Assistant (A.S. in PTA)	1,773	1,329.75	2,659.5
Associate of Science in Radiologic Technology (A.S. in RT)	2,974	2,230.5	4,461
Associate of Science in Vocational Nursing (A.S. in VN)	2,070	1552.5	3,105
Bachelor of Science in Diagnostic Medical Imaging (B.S. in DMI)	765	573.75	1,147.5
Bachelor of Science in Nursing – Generic (BSN)	2,505	1,878.75	2,757.5
Bachelor of Science in Nursing – AP (LVN-BSN)	1,335	1,001.25	2,002.5
Bachelor of Science in Nursing – RN-BSN (RNBSN)	405*	303.75	607.5
Bachelor of Science in Radiation Therapy (B.S. in RT)	3,100	1,550	4,650
Bone Densitometry Technician (DXA)	56	42	84
Dental Assistant (DA)	946.5	709.88	1,419.75
Master of Science in Nursing – BSN-MSN (BSNMSN)	540	405	810
Medical Assistant (MA)	948.5	711.38	1,422.75
Vocational Nurse (VN)	1,530	1,147.5	2,295
X-ray Technician with Medical Assistant Skills (XTMAS)	1,341	1,005.75	2,011.5

**These numbers reflect only the clock hours for Gurnick Academy of Medical Arts Technical/Professional Courses.*

CLASS STANDING

Undergraduates are classified by the number of credits (institutional and transfer) earned.

Table 25. Class Standing

Semester Credit Hours	Quarter Credit Hours
Freshman: 0-24 Sophomore: 25-48 Junior: 49-72 Senior: >73	Freshman: 0-37.49 Sophomore: 37.5-73.49 Junior: 73.5-109.49 Senior: >109.5

ATTENDANCE – ABSENT – TARDINESS – DROP

Students are expected to attend all classes as scheduled. All efforts should be made to attend all classes. If a student is absent due to illness or any other reason, they must notify Gurnick Academy of Medical Arts in advance whenever possible. The student's instructor must approve all absences.

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

Absent

- Students who arrive more than 15 minutes after class begins.
- Students who leave more than 15 minutes before class ends.
- Students who return from the break more than 15 minutes after class begins.
- Three (3) tardies are equivalent to one (1) absence.

Tardy

- Students that arrive one (1) to 15 minutes after class begins.
- Students leave class one (1) to 15 minutes before class ends.
- Students return from break one (1) to 15 minutes after class begins.

Drop

- Students who miss a significant portion of any course within a program will be expelled.
- Unexcused and excused absences without approval and completed make-up work cannot exceed 10% when the Rate of Progress/Passed Measurement is calculated.

Please see the table Number of Unexcused Absences for more details. 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 26. Number of Unexcused Absences

Program	Course Type	# of Absences Resulting in Student Warning Notification	# of Absences resulting in Disciplinary Probation	# of Absences resulting in Expulsion

MA	Didactic	2*	3*	4*
	Clinical	2	3	4
DA	Didactic	1***	2***	3***
	Clinical	1***	2***	3***
ADN, LVN-RN, BSN, LVN-BSN	Didactic	1	3	4**
	Clinical	1	3	4**
A.O.S. in RC	Didactic	2	3	4
	Clinical	0	1	1
A.O.S. in UT, A.O.S. in CUT, A.O.S. in VUT	Didactic/Lab	2*	3*	4*
	Clinical	2*	2*	3*
A.S. in MRI, A.S. in OTA, A.S. in PTA, A.S. in RT, A.O.S. in RT, A.S. in NM, B.S. in RT	Didactic	2	3	4
	Clinical			
VN	Didactic	2	3	4
	Clinical			
	VN 120	1	2	3
	VN 420			
	VN 450			
A.S. in VN		Online Course (see below)		
B.S. in DMI		Online Course (see below)		
RN-BSN, BSN-MSN		Online Course (see below)		
DXA, XTMAS	Didactic	2	3	4
	Clinical			

**These numbers are considered to be per three (3) consecutive courses, not per course*
***Either in Didactic or Clinical or a total of both Didactic and Clinical*
****These are total absences allowed for the entire program, 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 under the school policy as printed in the current school catalog. Students' attendance is tracked through the submission of online activities and assignments. Clock hour tracking

for online courses may be accomplished in different ways. The student must log in on a specific date and time to participate in synchronous activities. The interaction is recorded for documentation.

For fully asynchronous Online classes, students must complete the lecture discussions, both responding to the prompt and responding to others. A student who does not make the minimum number of posts in the discussion for each lecture will be marked absent. Absences are made up by completing the discussion requirements.

The learning management system tracks asynchronous hours through an activity log. The log records a student's time on a particular page or activity and can be pulled at any time for review. The absence of more than 10% of the course (more than two (2) class periods) may result in a student being 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 the Discussion sections. Ask questions, provide comments, and share your experiences and knowledge with the rest of the class. Your participation in this class is required. Please visit *"Netiquette"* for details on proper participation in the Class Forum.

Instructor Absence

An email will inform the students of class cancellations and any assignments that must be completed before the next class if the instructor is absent. 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
- Subpoenaed Court Dates
- Naturalization/Citizenship Appointments
- Mandatory Work Orientation
- Reserve Duty

*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 the physician.

Medical clearance must be provided to and approved by the program coordinator before the student can 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 Assignments Deadlines 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. The student's responsibility is to ensure that a make-up plan of action for each absence is completed within the period specified in the table and documented on the didactic make-up and clinical make-up form. All make-up forms must be wholly and accurately completed with all required signatures for all missed hours before the credit for make-up hours is granted.

Table 27. Make-up Assignments Deadlines

Program	Make-up Plan of Action Establishment Deadline for Clinical and Didactic Absences	Didactic Absence Make-up Assignment Due	Clinical Absence Make-up Assignment Due
A.S. in MRI, VN	Within seven (7) days upon Return from Absence.*	Within 30 Days from the Date of Absence.*	Within 30 Days from the Date of Absence.*
A.S. in OTA, A.S. in PTA, DA, MA	Immediately upon Return from Absence.	Within seven (7) Days from Return of Absence.*	
ADN, LVN-RN, A.S. in VN, BSN, LVN-BSN, RN-BSN, BSN-MSN, B.S. in DMI	Within seven (7) days upon return from Absence.	Within 14 days from the date of Absence.	Within 14 days from the date of Absence.
A.O.S. in UT, A.O.S. in CUT, A.O.S. in VUT, A.O.S. in RC, A.O.S. in RT, A.S. in RT, A.S. in NM, B.S. in RT, DXA, XTMAS	Immediately upon Return from Absence.	Within five (5) Days from Return of Absence.	By the end of the current clinical course.

**Or by the end of the course, whichever comes first.*

Associate of Occupational Science in Respiratory Therapy Program (A.O.S. in RC)
To meet the criteria for attendance and the specific course objectives, students must arrange make-up time for 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, and progression in the program will be permitted once reconciled.

Associate of Science in Occupational Therapy Assistant Program (A.S. in OTA) and Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)
To meet the criteria for attendance and the specific course objectives, students must arrange a make-up time for missed hours with the instructor for all instructor-approved absences. Make-up theory hours can include case studies, independent studies, written examinations, attendance at seminars or workshops, auto-tutorial laboratory, and research reports—make-up clinical hours require scheduling additional time with the assigned clinical instructor at the facility.

Vocational Nurse (VN) Program
All Vocational Nurse students must complete all required theory and clinical hours to graduate. When possible, the instructor must approve all absences in advance. Approval for all absences is at the instructor's discretion.

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

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

ACADEMIC PROBATION/REMEDIATION

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

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

Table 28. Remediation/Probation Plan Details

<table>
<tr><th rowspan="2">Program</th><th>Remediation Plan Establishment</th><th>Maximum Time Frame of Remediation Plan Completion</th><th>Probation Plan Establishment</th></tr>
<tr><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>A.S. in OTA, A.S. in PTA, A.O.S. in RC</td><td>2</td><td>3</td><td>3</td></tr>
<tr><td>A.S. in MRI</td><td rowspan="8">5</td><td rowspan="5">5</td><td rowspan="5">5</td></tr>
<tr><td>A.S. in NM</td></tr>
<tr><td>A.S. in RT</td></tr>
<tr><td>A.S. in VN</td></tr>
<tr><td>B.S. in RT</td></tr>
<tr><td>MA</td><td rowspan="3">21</td><td rowspan="5">5
Disciplinary only</td></tr>
<tr><td>DA</td></tr>
<tr><td>VN</td></tr>
<tr><td>ADN, LVN-RN BSN, LVN-BSN, RN-BSN*, BSN-MSN</td><td>5</td><td>21</td></tr>
<tr><td>B.S. in DMI</td><td rowspan="2">Next Business Day</td><td rowspan="2">5</td><td rowspan="2">3</td></tr>
<tr><td>A.O.S. in RT, A.O.S. in UT, A.O.S. in CUT, A.O.S. in VUT, DXA, XTMAS</td></tr>
</table>

*Applies to General Education courses only.

Duration of Probationary Period: two (2) probationary periods are the maximum allotted per course, only if the problem is not similar (academic versus disciplinary).

The Gurnick Academy of Medical Arts is committed to the success of each student. We recognize there are times and circumstances when students may have poor academic, laboratory, or clinical performance. Gurnick Academy of Medical Arts monitors students' performance and implements a progressive educational performance policy to keep them on track.

The clinical practicum and clinical rotation courses cannot be remediated. Students who fail a clinical practicum or clinical rotation 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 review the Qualitative Measurements section for more information on grading. To lift the remedial status, students must complete the corrective plan. If the student decides not to finish the remedial plan for any reason or does not complete the remediation plan, the student receives a failing grade for the course and will be expelled for academic reasons.

The remedial action plan will be developed by a Designated School Official with student collaboration (student collaboration is required for the successful result of the corrective plan) and finalized within the maximum time frame specified in the table above. The table above shows the maximum time frame for completing a remedial action plan.

The remedial plan aims to improve the student's chance of completing the program and strengthen areas of concern or weakness. Students may be required to attend remediation sessions with the instructor and complete remediation assignments as per the remediation plan. The remediation coursework is designed per the individual student's situation.

The remediation grade is not calculated into the overall course grade or considered "extra credit." Students who pass the remediation are deemed to receive a passing grade of "C" in that course. The student must adhere to and complete the action plan to remain in the program. Failure to attend 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 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 two (2) courses per module or semester as necessary and are not to exceed three (3) times for the program duration.

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

Additional information for Associate of Occupational Science in Radiologic Technology (A.O.S. in RT), Associate of Science in Nuclear Medicine Technology (A.S. in NM), and Associate of Science in Radiologic Technology (A.S. in RT) Programs.

Students in the Associate of Occupational Science in Radiologic Technology Program, Associate of Science in MRI Technology Program, Associate of Nuclear Medicine Technology Program, and Associate of Science in Radiologic Technology Program may be placed on remediation only for a maximum of 2 courses per module/quarter and are not to exceed the total of two (2) times throughout the entire duration of the program.

Students may be placed on academic probation during any course (didactic, lab, or clinical evaluations) if their final score is 60% or greater. Students who score below 60% are not eligible for remediation.

If a student is placed on academic probation, they 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 individually and is not calculated into the overall course grade, nor is it considered "extra credit." The consequence of failing to meet the expectations and failing to receive a passing grade for the course ultimately will result in the offer of a remedial action plan.

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

Additional information for Associate of Science in MRI (A.S. in MRI) Program

Students in the Associate of Occupational Science in Radiologic Technology Program, Associate of Science in MRI Technology Program, Associate of Nuclear Medicine Technology Program, and Associate of Science in Radiologic Technology Program may be placed on remediation only for a maximum of 2 courses per quarter and are not to exceed the total of three (3) times throughout the entire duration of the program.

Students may be placed on academic probation during any course (didactic, lab, or clinical evaluations) if their final score is 60% or greater. Students who score below 60% are not eligible for remediation.

If a student is placed on academic probation, they 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 individually and is not calculated into the overall course grade, nor is it considered "extra credit." The consequence of failing to meet the expectations and failing to receive a passing grade for the course ultimately will result in the offer of a remedial action plan.

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

Additional information for Associate of Occupational Science in Respiratory Therapy (A.O.S. in RC)

A score less than 75% (C) in any course (theory/didactic/clinical) is considered a failing grade. Students who do not achieve the minimum 75% (C) grade in theory and didactic courses may be eligible for remediation if their score is 60% or greater. Students who score below 60% are not eligible for remediation.

Any student who does not complete a clinical externship will automatically fail the clinical course. There is no remediation available for clinical courses.

Students who fail any course are immediately withdrawn from the program. Students may reenter the program only when the course is offered in the subsequent cohort.*

*If students fail a course, they may be eligible to join a subsequent cohort if space permits. Students must retake this course within two years. Any time in the past two (2) years, the student's retention of previously learned material must be deemed competent by the Program Director via direct observation of skills check or comprehensive exam.

Additional information for Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT), Associate of Occupational Science in Cardiac Ultrasound Technology (A.O.S. in CUT), and Associate of Occupational Science in Vascular Ultrasound Technology (A.O.S. in VUT) Programs

Students in the Associate of Occupational Science in Ultrasound Technology, Associate of Occupational Science in Cardiac Ultrasound Technology, and Associate of Occupational Science in Vascular Ultrasound Technology Programs may be placed on remediation only for a maximum of one (1) General Education course (if applicable), or two (2) courses per quarter and are not to exceed the total of two (2) times throughout the entire duration of the program.

Students may be placed on academic probation during any didactic and laboratory course if their final score is 60% or greater. Students who score below 60% are not eligible for remediation. Clinical practicum courses cannot be remediated, and students who receive two unsatisfactory clinical practicum evaluations will be withdrawn from the program.

If a student is placed on academic probation, they 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 individually and is not calculated into the overall course grade, nor is it considered "extra credit." The consequence of failing to meet the expectations and failing to receive a passing grade for the course ultimately will result in the offer of a remedial action plan.

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

Additional information for Associate of Science in Occupational Therapy Assistant (A.S. in OTA) and Associate of Science in Physical Therapist Assistant (A.S. in PTA)

Students may be placed on academic probation during any course (didactic, lab, or clinical evaluations) if a grade of less than a "C" is achieved.

If a student is placed on academic probation, they 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 individually 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 receive a passing grade for the course will ultimately result in a remedial plan of action.

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

Additional information for Associate of Science in Nursing (ADN) and Bachelor of Science in Nursing (BSN) Programs

A score less than 75% (C) in any course (theory/didactic/clinical) is considered a failing grade. Students who do not achieve the minimum 75% (C) grade will be withdrawn from the program. All clinical courses are paired courses with a corresponding theory course. Failure in one paired course equals failure in both courses. The courses must be retaken and passed concurrently. There is no remediation available for the core nursing courses. Students who score below 60% are not eligible for remediation for the general education courses.

Additional information for Bachelor of Science in Radiation Therapy (B.S. in RT)

Students can be placed on clinical or didactic probation to improve their understanding of course material, technical skills below acceptable levels of competence, or unprofessional behavior in the clinical setting. If a student is placed on clinical probation, they 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 individually and is not calculated into the overall course grade, nor is it considered "extra credit."

A score of less than 75% (C) in any course (theory/didactic/clinical) is considered a failing grade. Students who do not achieve the minimum 75% (C) grade will be withdrawn from the program. All clinical courses are paired courses with a corresponding theory course. Failure in one paired course equals failure in both courses. Both courses must be retaken and passed concurrently. Students who score below 60% are not eligible for remediation.

Any student who does not complete a clinical evaluation will automatically fail the clinical course. Students may reenter the program only when the course is offered in the subsequent cohort.

Additional information for Vocational Nurse Program (VN)

Course VN 450 cannot be remediated. For Module 1, the passing grade is 75%. For Module 2, the passing grade is 77%. The minimum passing grade for Modules 3 and 4 is 80%. Students who score lower than 60% are not eligible for remediation.

Additional information for X-ray Technician with Medical Assistant Skills (XTMAS), Associate of Science in Vocational Nurse (A.S. in VN), and Bachelor of Science in Diagnostic Medical Imaging (B.S. in DMI)

Students who score lower than 60% are not eligible for remediation.

DISCIPLINARY PROBATION

Students must adhere to Gurnick Academy of Medical Arts' acceptable conduct and behavior. Disciplinary probation status is a consequence when a student disregards the boundaries of proper behavior outlined in this catalog and other applicable disclosures. Students who violate any Gurnick Academy of Medical Arts Program policies/guidelines will be placed on disciplinary probation.

Written disciplinary probation is an official notice for a specified period 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 will result in further disciplinary action, generally 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 from being placed on academic probation and remediation. Please see the summary of the Disciplinary Probation guidelines per program in the Academic Probation/Remediation policy.

REPETITION OF CLASSES OR MODULES

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

LEAVES OF ABSENCE

A Leave of Absence (LOA) is an approved absence from a program for 180 days maximum in a 12-month calendar period. Students who are approved for an LOA for less than 180 days may request an additional LOA for well-documented reasons, so long as combined, they do not exceed 180 days in a 12-month calendar period.

Students may be placed on an LOA for pregnancy and academic reasons. Eligibility for an Academic LOA depends on individual student circumstances. The Academic Probation/Remediation, Re-enrollment, Pregnancy, and Financial sections provide additional information on LOA eligibility.

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

Gurnick Academy of Medical Arts will award the grade of "W" for courses the student has withdrawn due to an approved LOA.

Students who are unable to continue with their program may request to be withdrawn from the program. Students will have the ability to re-enroll through the appropriate re-enrollment process when they are ready to continue. Students are strongly advised to consult their Financial Aid and Admissions Advisors before withdrawing to ensure they understand the potential implications of financial aid status, program progress, and other concerns.

Pregnancy
Eligible students must meet with the Program Coordinator and complete an LOA Request Form.* Students must consider the effects of an LOA on their current enrollment, academic standing, and financial aid and discuss the expected return date along with the make-up plan. The student must obtain the signatures of the Program Coordinator and the Campus Director to finalize the LOA approval process. Students must keep a copy of the approved LOA Form.

The Program Coordinator, Campus Director, or School Official Designee will consider the individual circumstances of the student and the frequency of LOA requests during the approval process. Should the issuance of an LOA be such that it would significantly interfere with the planned completion of a program of study, appropriate actions will occur at the sole discretion of the Program Coordinator/Campus Director or designated official.

*Refer to the Pregnancy Policy for more details. LOA Request Forms are available on the Gurnick Academy of Medical Arts website.

Academic

The Institution determines academic LOA and is limited to students in a non-term program who have completed at least one course while in good academic standing. Students who have received a transfer of credits with a gap of non-attendance in their program schedule may be required to take an involuntary leave to suspend studies temporarily.

GRADUATION REQUIREMENTS

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

1. Completion of all program courses and hours.
2. All financial obligations, including tuition and textbook charges, have been met.

Program-Specific Graduation Requirements

Additional Graduation Requirements for the Associate of Occupational Science in Respiratory Therapy Program (A.O.S. in RC)

1. The student must complete and verify the minimum clinical competencies in the lab and clinical setting defined by the course syllabi and log into the Clinical Trac software.
2. Students must have acquired an Associate's Degree from a CoARC Accredited program before being able to sit for the RRT exam.

Additional Graduation Requirements for the Associate of Science in Radiologic Technology Program (A.S. in RT) and Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)

1. The student must complete and verify the minimum clinical competencies defined by the American Registry of Radiologic Technologists® (ARRT®).
2. Students must have acquired an Associate's Degree before taking the ARRT® exam.

Additional Graduation Requirements for the Associate of Science in Nuclear Medicine Technology Program (A.S. in NM)

1. The student must have completed and verified the minimum clinical competencies defined by the American Registry of Radiologic Technologists® for Nuclear Medicine Technology.
2. Students must have an Associate's Degree before taking the American Registry of Radiologic Technology Nuclear Medicine Technology certification exam.

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

1. To graduate from the Associate of Science in Nursing Program, students must successfully meet the benchmark of 90% on the ATI Exit Exam.

Additional Graduation Requirements for the Bachelor of Science in Nursing Program (BSN)

1. To graduate from the Bachelor of Science in Nursing Program, students must successfully meet the benchmark of 90% on the ATI Exit Exam.

Additional Graduation Requirements for the Bachelor of Science in Radiation Therapy (B.S. in RT)

1. The student must have completed and verified the minimum clinical competencies defined by the American Registry of Radiologic Technologists®.
2. Students must have a bachelor's degree before taking the American Registry of Radiologic Technology Radiation Therapy certification exam.

3. Students must complete all clinical hours as required by CDPH-RHB.

Additional Graduation Requirements for the Master of Science in Nursing Program (BSN to MSN)

1. The student must have a minimum GPA of 3.0 to graduate.

Additional Graduation Requirements for the Dental Assistant Program DA

1. Students must bring three (3) patients (aged 18 or above) to campus for Coronal Polishing. Each patient must complete the documentation to be reviewed and approved by a Dental Assisting program faculty member who can participate. The document must be received before the scheduled Coronal Polish examination date.
2. Students must bring four (4) patients (aged 18 or above) to campus for a full set of mouth X-rays (FMX). Each patient must fill out the documentation to be reviewed and approved by a dentist, stating they can participate. The document must be received before the scheduled FMX examination date.

Additional Graduation Requirements for the Vocational Nurse Program (VN)

1. The student must have completed the program exit examination. Students will be given up to two (2) attempts to complete the exit exam.

ONLINE COURSE RESPONSE TIME

For online courses, the institution has seven (7) days between the institution's receipt of student lessons, projects, or dissertations and the institution's mailing of its response or evaluation.

STUDENT TECHNOLOGY ACCEPTABLE USE POLICIES

Students are responsible for actions and activities involving Gurnick Academy of Medical Arts computers, personal computers, networks, Internet services, and personal computer files, passwords, and accounts. These policies provide general direction concerning computer usage and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity by students. Students questioning whether an activity is prohibited are urged to contact the school administration.

VIOLATION OF COMPUTER USE POLICY AND RULES

Using Gurnick Academy of Medical Arts computers, networks, and Internet services is a privilege, not a right, including personal devices such as computers and mobile devices. Compliance with policies and rules regarding computer use is mandatory. Students who violate these policies and regulations may have their computer privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, law enforcement referrals, and legal action. The school administration shall have the final authority to decide whether a student's privileges will be limited, suspended, or revoked based on the conditions of the situation.

Minimum Computer Requirements for Students:

Students are required to have a functional computer with the following specifications to ensure smooth access to online courses and resources:

- **Operating System:**
  - Windows 11 (excluding S edition)
  - Mac computers must have macOS 14 (Sonoma) or the latest version.
- **Hardware:**
  - Minimum 8GB RAM
  - A working camera

- Integrated speakers and microphone (or external alternatives)

Students must ensure their computer meets these requirements before starting their courses.

REQUIRED APPLICATIONS

All Gurnick Academy of Medical Arts students must have the following application installed on their computers:

- Chrome browser
- Adobe Acrobat Reader
- VitalSource bookshelf

Students must install any applications required to deliver educational materials, e-books, exams, and any other programs deemed necessary by the institution. Students may face disciplinary action if applications are not installed or intentionally removed.

ACCEPTABLE USES

The Gurnick Academy of Medical Arts computers and Internet services are provided for educational purposes and study consistent with its educational mission, curriculum, and instructional goals. When using computers, all policies, school rules, and expectations concerning student conduct and communications apply. Students are also expected to comply with all specific instructions from teachers and other school staff when using a school or personal computer.

PROHIBITED USES

Violations of the Student Technology Acceptable Use Policy may result in disciplinary action depending on the nature of the violation. Examples of prohibited uses of technology services are:

- **Accessing Inappropriate Materials** – Accessing, submitting, posting, publishing, forwarding, downloading, scanning, or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, and illegal materials.
- **Violating Copyrights** – Copying, downloading, or sharing copyrighted materials without permission is prohibited.
- **Software Copying** – Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties.
- **Non-School-Related Practices** – Using Gurnick Academy of Medical Arts school networks and Internet services for non-school-related purposes such as private financial gain, commercial, advertising, solicitation purposes, or any other personal use unrelated to the educational program or assignments.
- **Unauthorized Access** – Sharing passwords with other users or using other users' passwords and accessing or using other students' accounts.
- **Malicious Use and Vandalism** – Any malicious use, disruption, or harm of Gurnick Academy of Medical Arts computers, networks, and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.

NO EXPECTATION OF PRIVACY

Students do not expect privacy when using the Gurnick Academy of Medical Arts computers, personal computers, or mobile devices on campus or using Gurnick Academy of Medical Arts internet resources, email, Google Drive, and stored files.

Gurnick Academy of Medical Arts reserves the right to review and monitor any emails or transmissions sent or received through its network at its sole discretion.

EMAIL USAGE

This information aims to ensure the proper use of the Gurnick Academy of Medical Arts email system and make users aware of what Gurnick Academy of Medical Arts deems to be acceptable and unacceptable use of its email system. Gurnick Academy of Medical Arts reserves the right to amend this policy. Concerning amendments, users will be informed appropriately.

System Monitoring

You have no expectation of privacy for anything you create, store, send, or receive on the Gurnick Academy of Medical Arts computer system. Your emails can be monitored without prior notification if Gurnick Academy of Medical Arts deems this necessary if there is evidence that you are not adhering to the guidelines set out in this policy. Gurnick Academy of Medical Arts reserves the right to take disciplinary action, including termination and legal action.

Email Accounts

All email accounts maintained on our email systems are the property of Gurnick Academy of Medical Arts. Passwords should not be given to other people and must be changed once every six (6) months. The 2-factor authentication must be activated on your Gurnick email.

*Email accounts are available to students for learning and communication within the Gurnick Academy of Medical Arts community. Email accounts are provided only to students who are enrolled.

Primary Means of Communication

Gurnick Academy of Medical Arts provided email accounts as the primary means of communication for all academy functions and between yourself and staff, instructors, and fellow students. You must check your Gurnick Academy of Medical Arts provided email every 24 hours. As necessary, official communication will only be delivered to your Gurnick Academy of Medical Arts email address.

Legal Risks

Email services are educational tools, and users must use this tool responsibly, effectively, and lawfully. Although email appears less formal than other written communication, the same laws apply. Therefore, users must be aware of the legal risks of email:

- You and Gurnick Academy of Medical Arts can be held liable if you send or forward emails with any libelous, defamatory, offensive, racist, or obscene remarks.
- You and Gurnick Academy of Medical Arts can be held liable if you unlawfully forward confidential information.
- You and Gurnick Academy of Medical Arts can be held liable for copyright infringement if you unlawfully forward or copy messages without permission.
- You and Gurnick Academy of Medical Arts can be held liable if you send an attachment that contains a virus.

By following the guidelines in this policy, the email user can minimize the legal risks involved in using email. If any user disregards the rules set out in this Email Usage Policy, the user will be fully liable, and Gurnick Academy of Medical Arts will disassociate itself from the user as far as legally possible.

Confidential Information

Avoid sending confidential information by email. If you need to, please ask our staff for the secure email channel, and they will guide you on sharing this information via the encrypted email.

Acceptable Use

Gurnick Academy of Medical Arts students must understand and follow the Email Acceptable Use Policy for appropriate email service usage. Violations of the Email Acceptable Use Policy may result in disciplinary action depending on the nature of the violation. Examples of prohibited uses of email services are:

- Intentional and unauthorized access to another person's email.
- Sending or forwarding emails containing libelous, defamatory, offensive, racist, or obscene remarks. If you receive an email of this nature, you must promptly notify your supervisor.
- Attempting to forge email messages.
- Creation and use of a false or alias account to impersonate another individual to send fraudulent communications.
- Distributing materials in violation of copyright law.
- Using email services for commercial activities or profit-making purposes.
- Using email services to visit, view, or distribute internet sites or content containing obscene, sexually explicit, or profane material.
- Sending or clicking on malicious email links.

Writing Emails

- Write well-structured emails and use short, descriptive subjects.
- Gurnick Academy of Medical Arts' email style is informal. This means that sentences can be short and to the point. You can start your email with "Hi," or "Dear," and the person's name. Messages can be ended with "Best Regards." However, using Internet abbreviations and characters such as smileys is discouraged.
- Use the spell checker before you send out an email.
- Do not send unnecessary attachments. Compress attachments larger than 2M before sending them.
- Do not write emails in capitals.
- Do not use CC: or BCC: fields unless the CC: or BCC: of the recipient is aware that you will be copying a mail to them and knows what action, if any, to take.
- State clearly what action you expect the recipient to take if you forward an email.
- Only send emails where the content could be displayed on a public notice board. If they cannot be displayed publicly in their current state, consider rephrasing the email, using other means of communication, or protecting information using a password (see confidential).
- Only mark emails as necessary if they are essential.

Best Practices

Gurnick Academy of Medical Arts considers email an essential means of communication. It recognizes the significance of proper email content and prompt replies to convey a professional image and deliver good customer service. Therefore, Gurnick Academy of Medical Arts requests users to adhere to the following guidelines:

Confidential Information

- Avoid sending confidential information by email. If you need to, please ask our staff for a secure email channel, and they will guide you in sharing this information via encrypted email.

Malware/Viruses

- Students should avoid opening files from unknown senders or files they are not expecting, as they could contain malicious code.
- Students should be careful to send files that are known to be secure.

Replying to Emails

- Emails should be answered within 24 hours.

Newsgroups

- Users must request permission from their supervisor before subscribing to a newsletter or newsgroup.

Maintenance

- Delete any email messages you do not need to archive and set your email client to empty your "deleted items" upon closing.

Equipment Losses and Damages

The student is responsible for the losses or accidental damage to the personal computer, mobile devices, loaner devices, library equipment, equipment purchased through Gurnick Academy of Medical Arts, or any equipment or devices provided by Gurnick Academy.

Student Technology Security Policy

- Students may not share or reveal personal information such as login names, passwords, full names, addresses, telephone numbers, or social security numbers on the Internet.
- The students may not use someone else's login name and password on the school or personal equipment.
- Students must notify their instructor if they access information or messages that are threatening, inappropriate, or cause discomfort.
- If you notice a security threat, do not demonstrate the problem to others or attempt unauthorized access to the material. Any student who attempts to breach system security, cause a system security breach, or fails to report a system security matter will be subject to disciplinary and legal action and have their computer privileges limited, suspended, or revoked.
- The Gurnick Academy of Medical Arts system security is a high priority. Students who identify security threats must inform their instructor immediately.

The Importance of Strong and Secure Passwords

Passwords are essential to computer security. In addition to creating a secure password, users should learn to safeguard and use it wisely. We recommend using a password manager if you need help remembering your password.

- Passwords should change regularly, at least every six (6) months.
- Use a different password for everything.
- It significantly increases the risk of your accounts being compromised.
- Do not share your password with anyone.
- Do not write or store passwords online without encryption.
- Do not reveal passwords in email, chat, or other electronic communication.
- Do not enter passwords on questionnaires or security forms.
- If an account or password compromise is suspected, report the incident immediately to your instructor and Gurnick IT department.

General Password Construction Standards

1. Contain at least three (3) of the five (5) following character classes:
    a. Lowercase characters
    b. Uppercase characters
    c. Numbers
    d. Punctuation
    e. Special characters (e.g., !@#$%^&*()_+= etc.)
2. The minimum length of the password should be 12 characters or more.

Weak passwords contain the following characteristics

1. Less than twelve (12) characters
2. Common words found in the dictionary
3. Common usage words include:
    a. Names of family, pets, friends, co-workers, etc.
    b. Birthdays and other personal information

COMPUTER BEST PRACTICES

Use Antivirus Software
Antivirus software is a software utility that detects, prevents, and removes viruses, worms, and other malicious software from the computer. Antivirus programs are essential utilities for any computer. We strongly recommend using one of the following Antivirus applications:

1. Malwarebytes
2. Symantec
3. McAfee
4. Webroot
5. Bitdefender
6. Kaspersky
7. Trend Micro
8. Windows Defender (Comes with Windows OS system)

Perform Regular Software and Operating System Updates
Software and Operating System updates are critical to keeping your system running healthy. Update reminders can be annoying, especially if you have many applications; however, they can improve your experience eventually and ensure that you get the most from your technology.

Before downloading newly released software or Operating System updates, we recommend reading other users' reviews to ensure it's safe to download and install. Be aware. Cybercriminals like to distribute phony applications designed to steal your information.

Run Computer Maintenance
While using your computer, temporary internet files, downloaded files, and cache files build up and reduce hard drive space using software utilities such as the built-in Disk Cleanup for Windows or third-party applications such as CCleaner, which can locate and clear these files on your computer. Moreover, visiting many websites collects files that can slow your web browser. It also helps to check your browser's preferences or settings to find its option to clear the cache or temporary internet files.

Backup Files
Regular file backups prevent data loss and can even provide a copy of your entire system in case of hardware failure or malicious software. You can use an external hard drive or flash drive to save your backups and then use the utility to quickly restore individual files or return your computer to a previous state.

You can also utilize cloud storage solutions such as OneDrive, Google Drive, Dropbox, or another cloud storage service for more flexible access to your data on any device.

Keep Your Keyboard Crumb Free
Dip a cloth or towelette into the isopropyl alcohol and brush it along the tops of all the keys and surfaces. Scrub heavily used areas (such as the Enter key and space bar) to remove buildup. Use a dry, lint-free cloth to remove dust and polish the keyboard.

Avoid Extreme Temperatures
Computers get warm after a while, and some can get hot. The temperature changes are routine and part of cooling the laptop. However, be aware that if your computer gets hot, it could be an overheating sign, which can potentially cause damage. **Do not leave your computer in a hot car or direct sunlight.**

Use A Protective Case
When carrying a laptop or moving your computer, use a protective case or bag to protect it from damage.

COMPUTER SUPPORT

New students at Gurnick Academy of Medical Arts participate in a mandatory new student computer orientation. During the orientation, instructions for setting up your computer are provided. Beyond that, the Gurnick Academy of Medical Arts Support team may offer the following level of support:

- Software and computer configuration.
- Software and hardware troubleshooting.
- Providing loaner machines during the repair process.

You can contact the Gurnick Academy of Medical Arts IT team by emailing support@gurnick.edu.

When sending emails to support, describe your problem in detail, including your contact information, first and last name, and best contact number or email to reach you.

We do not provide support for hardware and accidental damage issues. *See Computer Warranty*

COMPUTER WARRANTY

Personal Devices

- Contact your computer manufacturer for hardware or accidental damage issues with your device.
- Gurnick Academy of Medical Arts is not responsible for hardware, damages, or associated costs for repairing your device.

USE OF AI TOOLS

The policies for AI usage are dynamic and will be constantly changing due to the rapid advancement of technology, information, and government regulations. As government regulations become implemented, the policy will be updated to reflect the current situation. Please check for regular updates to the addendum on Gurnick Academy's website.

Gurnick Academy of Medical Arts supports using AI tools for specific uses. AI tools can refine information, but the original idea and content must come from the user. This policy includes text, artwork, graphics, video, and audio.

The Programs at Gurnick Academy of Medical Arts may allow different levels of AI use. Please refer to the student handbook for specific guidelines regarding AI use for each program.

Please note that the content generated by AI Tools may be inaccurate, provide fake citations, and image generation AI tools can occasionally provide highly offensive responses. Regardless of whether the content is generated by an AI tool or the user, the user is responsible for any offensive, inaccurate, biased, or unethical content submitted.

AI tool users must be aware of the potential risks of submitting prompts, including confidential information, by law or Gurnick Academy of Medical Arts. The user is responsible for not violating any regulatory or intellectual property laws, including submitting personal identifying information (PII). The use of AI tools must be properly documented and cited.

Students found to have used generative AI tools in unauthorized ways will result in consequences ranging from receiving a zero on the assignment to withdrawal from the program, as it would violate the academic dishonesty policy, such as cheating and plagiarism. Employees may be terminated from employment. Please ask the instructor or supervisor for clarification if there are any questions or doubts about permitted usage.

Acceptable Uses May Include (but are not limited to):

- Brainstorming ideas
- Drafting an outline
- Fine-tuning your research
- Requesting information
- Checking grammar and style

Not Acceptable Uses May Include (but not limited to):

- Impersonating you in the classroom, such as composing and posting discussion board posts or posting content in a group chat (i.e., Zoom or Google Hangout)
- Writing a draft of a writing assignment.
- Writing entire paragraphs or papers to complete an assignment

Please refer to the student or employee handbook for more details about using AI tools.

Citation

The use of AI tools must be documented for transparency. Citations should be in MLA or APA style, depending on the assignment. A citation for each prompt must be included if more than one prompt was used.

APA Style: https://apastyle.apa.org/blog/how-to-cite-chatgpt
MLA Style: https://style.mla.org/citing-generative-ai/

PROGRAM INFORMATION

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

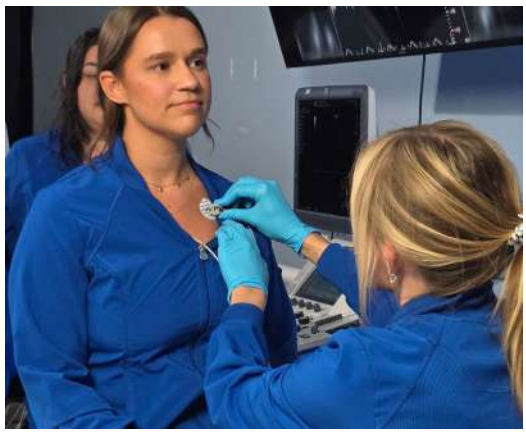
The Marking Period within each program refers to a designated period for each program, such as a module or semester.

Table 29. Marking Period Table

Program	Marking Period	Number of Marking Periods
DA	Module	
VN		4
XTMAS		

MA		3
A.O.S. in UT	Quarter	8
A.S. in NM		
A.S. in RT		
A.S. in OTA		7
A.O.S. in CUT A.O.S. in VUT A.S. in MRI		6
A.S. in PTA		6
B.S. in RT	Semester	9
BSN		8
BSN (LVN to BSN Pathway)		4
BSN (RN to BSN Pathway)		3
ADN MSN (BSN to MSN Pathway)		6
ADN (LVN to RN Pathway)		2
A.S. in VN		2
B.S. in DMI		3
A.O.S. in RC		5
A.O.S. in RT	Weeks	94

ASSOCIATE OF OCCUPATIONAL SCIENCE IN CARDIAC ULTRASOUND TECHNOLOGY PROGRAM (A.O.S. in CUT)



72 WEEKS
1792 CLOCK HOURS
107 QUARTER CREDIT HOURS
ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE PROGRAM, 6 QUARTERS
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-2032.00
POTENTIAL OCCUPATIONS:
Please see a school official for the complete list of potential occupations.
LOCATIONS: Fresno, Sacramento, and San Jose
DELIVERY: Blended

Gurnick Academy of Medical Arts students in the Ultrasound Lab at the Sacramento campus.

A.O.S. in CUT Program Mission

Gurnick Academy of Medical Arts' mission 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.

A.O.S. in CUT Program Description

The Cardiac Ultrasound Technology program's minimum expectations are to prepare competent entry-level Cardiac Sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates may work in hospitals, imaging centers, physicians' offices, or clinics.

A.O.S. in CUT Program Goals and Objectives

- Train students to be professional and competent Cardiac sonographers in the medical imaging community by developing their visual, oral, and written communication and critical thinking skills.
- Develop interpersonal skills in communicating and interacting with patients of all generations, cultures, and medical conditions.
- Develop interpersonal skills in communicating and interacting with medical and administrative personnel in the medical imaging setting so they will be effective team players.
- Teach students knowledge and understanding of human physiology, pathology, and pathophysiology.
- Teach students knowledge and understanding of ultrasound physical principles and instrumentation.
- Teach students the knowledge of sonographic biological effects and proper application of sonographic instrumentation relative to imaging and image quality.
- Teach students knowledge and understanding of human gross and sectional anatomy relative to normal and abnormal sonographic imaging.
- Teach students how to produce quality diagnostic images of the heart with the required information contributing to the diagnostic process.
- Teach students the necessary skills for proper patient care while utilizing ethical, professional, and HIPAA guidelines.
- Provide students with the knowledge, clinical skills, problem-solving abilities, and interpersonal skills to practice in the profession of sonography.
- Emphasize the importance and need of becoming credentialed in the profession of Cardiac Sonographer.
- Prepare students to pass the ARDMS certification exam.
- Teach and emphasize the appropriate ergonomic scanning applications for the Cardiac Sonographer's well-being.

A.O.S. in CUT Program Outline

Table 30. A.O.S. in CUT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 002	*Principles of Physics*	*45*	*4.5*
GE 021	*Essentials of Anatomy and Physiology*	*66*	*6.5*
GE 112	*Algebra I*	*45*	*4.5*
GE 110	*Critical Thinking*	*45*	*4.5*
GE 230	*Written & Oral Communication*	*45*	*4.5*
CS 300	Introduction to Cardiology 1	72	7.0
CS 300L	Laboratory Introduction to Cardiology 1	72	3.5
CS 301	Adult Echocardiography 1	72	7.0
CS 301L	Laboratory Adult Echocardiography 1	72	3.5

CS 400	Introduction to Cardiology 2	72	7.0
CS 400L	Laboratory Introduction to Cardiology 2	72	3.5
CS 401	Adult Echocardiography 2	72	7.0
CS 401L	Laboratory Adult Echocardiography 2	72	3.5
CS 520A	Registry Preparation Course: Anatomy and Physiology	8	0.5
CS 520B	Registry Preparation Course: Pathology 1	8	0.5
CS 520C	Registry Preparation Course: Pathology 2	8	0.5
CS 520D	Registry Preparation Course: Pathology 3	8	0.5
CS 520E	Registry Preparation Course: Measurement Techniques and Maneuvers	8	0.5
CS 520F	Registry Preparation Course: Clinical Care and Safety, Instrumentation, Optimization, and Contrast	8	0.5
CS X01	Clinical 1	400	13.0
CS X02	Clinical 2	400	13.0
UT 200	Ultrasound Physics and Instrumentation	62	6.0
UT 201	Sectional Anatomy	48	4.5
UT 301	Patient Care for Ultrasound Professional	12	1.0
TOTAL		**1,792**	**107**

General Education Courses are identified in Italics.

A.O.S. in CUT Program Information, Length, and Schedule

The program information, length, and schedule may change. Please read the accompanying Addendum for changes and updates, and check in with the Admission Advisor for details. Gurnick Academy of Medical Arts Cardiac Ultrasound Technology Program has a library and classrooms with audiovisual teaching aids, textbooks, journals, anatomical charts, models, and e-library resources. The scan laboratory is equipped with ultrasound machines and other cardiology equipment.

The Cardiac Ultrasound Technology Program is an Associate of Occupational Science Degree program. The student will receive didactic, laboratory, and clinical education focused on Cardiac ultrasound, which will cover cardiac anatomy and physiology, 2D and M-Mode imaging, PW, CW, and color flow Doppler, cardiac pathology, and methods of interpretation, which will be combined with General Education courses. The instructor-to-student ratio is 1:25 during lectures, 1:10 in the laboratory, and 1:1 during externship.

The program comprises six (6) quarters of twelve (12) weeks each. During the program's first quarter (12 weeks), students will take General Education courses up to 24 hours per week via online delivery. During the second quarter (12 weeks), students will continue to take General Education courses online up to twenty-four (24) hours per week for the first twelve (12) weeks.

The next two (2) quarters (Quarter 3 and 4) consist of on-campus didactic/lab sessions only, which include three (3) to five (5) days per week of up to eight (8) hours per day didactic and lab instruction. After completing four (4) quarters, students are generally expected to start attending externships four (4) days a week.

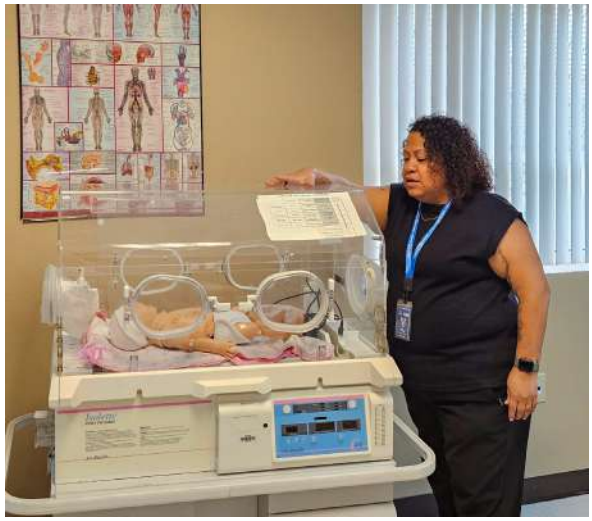
Registry Preparation Courses (RPC) are scheduled monthly on days to be announced on a separate schedule and in no particular order.

The student receives nine hundred eighty-four (992) didactic and laboratory instruction and eight hundred (800) 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 RCDS examinations.

An Associate of Occupational Science Degree in Cardiac Ultrasound Technology is awarded upon program completion. The normal completion time for this program is seventy-two (72) weeks, excluding any holiday and vacation times. Class times can and may be rescheduled on an alternate day of the week (i.e., Sunday through Saturday) to ensure program completion is on time and the required program hours are fulfilled.

Voluntary and Prudent Use Statement for Ultrasound Technology
The program ensures the voluntary and prudent use of students or other human subjects for non-clinical scanning. Students' grades and evaluations are not affected by participation.

ASSOCIATE OF OCCUPATIONAL SCIENCE IN RESPIRATORY THERAPY PROGRAM (A.O.S. IN RC)



75 WEEKS
1446 CLOCK HOURS
64 SEMESTER UNITS
ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE PROGRAM,
5 SEMESTERS
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-1126.00
POTENTIAL OCCUPATIONS:
Please see a school official for the complete list of potential occupations.
LOCATIONS: Modesto
DELIVERY: Blended

A Gurnick Academy instructor in the nursing skills lab at the Modesto campus.

A.O.S. in RC Program Mission
The Associate of Occupational Science in Respiratory Therapy (A.O.S. in RC) at Gurnick Academy of Medical Arts aims to educate undergraduate respiratory care (RC) students to meet the healthcare needs of individuals, families, and communities. Our mission is to motivate and provide guidance to each student throughout the program and prepare them to be valuable members of the allied health system. We strive to instill a sense of pride in the profession of respiratory care that will carry forth to every patient they encounter.

The program emphasizes the knowledge and skills appropriate for examinations required by the Respiratory Care Board of California and other regulatory bodies, such as the National Board for Respiratory Care.

The extensive clinical preparation is under the supervision of respiratory therapists. Instruction occurs on an online platform in the laboratory and in clinical settings.

A.O.S. in RC Program Description
This program prepares graduates to pursue entry-level employment or jobs in related fields. The goal of this program is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

A.O.S. in RC Program Outline

Table 31. A.O.S. in RC Program Course Outline

Course Number	Title	Clock Hours	Semester Credit Hours
GE 112	*Algebra I*	*45*	*3.0*
GE 201	*Introduction to Sociology*	*45*	*3.0*
GE 230	*Written & Oral Communication*	*45*	*3.0*
RC 100	Respiratory Care Fundamentals I	15	1.0
RC 120	Medical Terminology w/ Emphasis in Respiratory Care	30	2.0
RC 200	Respiratory Care Fundamentals II	75	4.0
RC 220	Anatomy and Physiology w/ Emphasis on the Cardiopulmonary System	60	4.0
RC 240	Pharmacology	45	3.0
RC 260	Patient Assessment and Application	60	3.0
RC 300	Respiratory Care Fundamentals III	75	4.0
RC 320	Introduction to Mechanical Ventilation	75	4.0
RC 330	Clinical Practicum I	144	3.0
RC 340	Specialized Respiratory Care	30	2.0
RC 400	Respiratory Care Fundamentals IV	60	4.0
RC 420	Advanced Mechanical Ventilation	75	4.0
RC 430	Clinical Practicum II	216	4.5
RC 500	NBRC Review and Test Preparation	45	3.0
RC 520	Neonatal and Pediatric Respiratory Care	90	5.0
RC 530	Clinical Practicum III	216	4.5
TOTAL		**1,446**	**64**

General Education Courses are identified with (GE)

A.O.S. in RC Program Information, Length, and Schedule

The program information, length, and schedule may change. Please read the accompanying Addendum for changes and updates, and check in with the Admission Advisor for details. Gurnick Academy of Medical Arts Respiratory Care Program has lab/classrooms equipped with audiovisual teaching aids, textbooks, journals, anatomical charts, models, and e-library resources. The laboratory is equipped with high-fidelity mannequins and equipment pertinent to the field of respiratory care, such as ventilators, nebulizers, intubation equipment, etc.

The Respiratory Therapy Program is an Associate of Occupational Science Degree program. The student will receive didactic, laboratory, and clinical education on respiratory care. The Instructor-to-Student ratio is 1:25 during lectures, 1:10 in the laboratory, and 1:1 during externship.

The program consists of five (5) semesters of fifteen (15) weeks each. During the program's first semester (15 weeks), students will take General Education courses and core courses for up to 12 hours per week via online delivery. During the second Semester (15 weeks), students will only be taking core classes from here on out. Students can expect to spend 16 hours a week in the educational setting, not including outside work.

Semester three will include online didactic, on-campus lab sessions, and the first clinical practice. Clinical Practice during this semester will occur during the first six (6) weeks in which the student is expected to participate in clinicals for two (2) twelve (12) hour shifts totaling twenty-four (24) hours a week.

Semester four will include online didactic, on-campus lab sessions, and the second clinical practice. Clinical Practice during this semester will occur during the last nine (9) weeks in which the student is expected to participate in clinicals for two (2) twelve (12) hour shifts totaling twenty-four (24) hours a week.

Semester five will include online didactic, on-campus lab sessions, and the second clinical practice. Clinical Practice during this semester will occur during the last nine (9) weeks in which the student is expected to participate in clinicals for two (2) twelve (12) hour shifts totaling twenty-four (24) hours a week.

The student receives five hundred and seventy-six (576) hours in the clinical setting and eight hundred and seventy (870) hours of didactic and laboratory instruction. 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 NBRC examinations described in the Student Handbook.

Upon completing the program, an Associate of Occupational Science Degree in Respiratory Therapy is awarded. The normal completion time for this program is seventy-five (75) weeks, excluding any holiday and vacation times. Class times can and may be rescheduled on an alternate day of the week (i.e., Sunday through Saturday) to ensure program completion is on time and the required program hours are fulfilled.

Voluntary and Prudent Use Statement for Respiratory Therapy
Instructions in the laboratory are made possible by the participation of students, both as the person performing assessments and the person being assessed (subject) when High-Fidelity Mannequins are not prudent. All the exercises are developed to ensure prudent and safe use of the equipment and the subject. Participation is voluntary. Election not to participate will not affect grades. However, alternate training will need to be arranged.

ASSOCIATE OF OCCUPATIONAL SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (A.O.S. IN RT)

Gurnick Academy students in the Imaging Skills Lab at the Van Nuys campus.

94 WEEKS
2,923 CLOCK HOURS
157.5 QUARTER CREDIT HOURS
ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE PROGRAM
STANDARD OCCUPATION CLASSIFICATION
(SOC CODE): 29-2034.00, 29-2035.00, 29-2099.06
POTENTIAL OCCUPATIONS:
Please see a school official for the complete list of potential occupations.
LOCATIONS: Van Nuys
DELIVERY: Blended (Residential and Distance Education)

A.O.S. in RT Program Mission
The Associate of Occupational Science in Radiologic Technology program's mission is to prepare students for employment as certified radiologic technologists.

The program emphasizes the knowledge, skills, and entry-level competencies appropriate for examinations required by the California Department of Public Health, Radiologic Health Branch, and the American Registry of Radiologic Technologists® (ARRT®).

A.O.S. in RT Program Description

The Associate of Occupational Science Radiologic Technology program at Gurnick Academy of Medical Arts is committed to developing students' intellectual, analytical, and critical thinking skills. Instructional methods based on established principles and practices of adult learning theory combined with classroom techniques encourage student participation.

Duties for program graduates may include diagnostic imaging procedures in hospital diagnostic imaging departments, surgical theaters, emergency rooms, doctor's offices, and other health care settings using fixed or portable machines.

A felony conviction may affect a graduate's ability to sit for certification examinations or attain state licensure. The student must understand the certification requirements and state or national board licensing exams. Such stipulations may change during the program.

Students are responsible for inquiring with the appropriate agencies about current requirements before enrolling in the program if a student's circumstances change when applying for certification or licensure. Clinical sites may themselves require a criminal background check or a medical examination.

Students learn about the requirements for employment and certification, state board, or national board licensing exams. No student automatically receives a certificate in any way upon program completion. Students with felony convictions may not be eligible for certification.

This program prepares graduates to pursue entry-level employment in the field or related fields. These specific job titles may not correspond directly with the program title.

Although Gurnick Academy of Medical Arts will assist students with job placement, finding a job is their responsibility. Gurnick Academy of Medical Arts does not guarantee student placement in any of the described occupations or at all.

Some clinical rotations and radiographic examinations are deemed "gender-specific," such as mammography and the hysterosalpingogram (HSG). While mammography is generally performed on females, the HSG is an examination exclusively conducted on female patients.

Male students should understand that they may not observe or perform these examinations because of their sensitivity. Didactic information on these examinations will be provided to all students. However, clinical experience in these examinations may be limited to only female students.

A.O.S. in RT Program Goals and Objectives

- Students/graduates will demonstrate clinical competency.
- Students/graduates will develop problem-solving and critical-thinking skills.
- Students/graduates will apply effective communication skills.

A.O.S. in RT Student Learning Outcomes

- Students will use proper positioning skills.
- Students will obtain radiographs of acceptable diagnostic quality.
- Students will exercise proper radiation protection.
- Students will be able to modify standard procedures to accommodate non-routine patient conditions.
- Students will be able to critique images for diagnostic quality.
- Students will demonstrate effective oral and written communication skills.

A.O.S. in RT Program Outline

Table 32. A.O.S. in RT Program Outline

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	QUARTER CREDIT HOURS
GE 011	*Anatomy & Physiology I*	*56.0*	*5.5*
GE 112	*Algebra I*	*45.0*	*4.5*
GE 201	*Introduction to Sociology*	*45.0*	*4.5*
GE 222	*English Reading and Composition*	*45.0*	*4.5*
GEH 020	*Medical Terminology*	*18.0*	*1.5*
GEH 253	*Ethics and Law in Radiography*	*24.0*	*2.0*
XRT 101	Patient Care in Radiographic Imaging	45.0	4.0
XRT 102	Radiographic Procedures I	70.0	6.0
XRT 103	Radiographic Equipment and Exposure	50.0	5.0
XRT 104	Radiographic Procedures II	70.0	6.0
XRT 105	Radiation Protection and Physics	70.0	7.0
XRT 106	Integration of Theory and Practice Fundamentals	25.0	2.0
XRT 107	Clinical Practice I	160.0	5.0
XRT 108	Clinical Practice II	160.0	5.0
XRT 109	Clinical Practice III	160.0	5.0
XRT 110	Clinical Practice IV	120.0	4.0
XRT 201	Imaging Procedures and Technical Factors	30.0	3.0
XRT 202	Radiographic Procedures III	80.0	7.0
XRT 203	Radiographic Procedures IV	45.0	4.0
XRT 204	Radiographic Procedures V	50.0	4.5
XRT 205	Digital Imaging Technologies	45.0	4.5
XRT 206	Clinical Practice V	160.0	5.0
XRT 207	Clinical Practice VI	160.0	5.0
XRT 208	Clinical Practice VII	160.0	5.0
XRT 209	Clinical Practice VIII	160.0	5.0
XRT 210	Clinical Practice IX	160.0	5.0
XRT 211	Clinical Practice X	160.0	5.0
XRT 212	Cross-Sectional Anatomy	30.0	3.0
XRT 213	Clinical Practice XI	160.0	5.0
XRT 214	Clinical Practice XII	160.0	5.0
XRT 215C or XRT 215M	Computed Tomography or Mammography	40.0	4.0
XRT 216	Radiologic Technology Seminar I	80.0	8.0
XRT 217	Radiologic Technology Seminar II	80.0	8.0
TOTAL		**2,923.0**	**157.5**

General Education courses are identified in Italics.

Applicants who possess a **current** State of California Limited Permit (License) in Chest, Extremities, and Torso Skeletal will receive credit granting for the following courses.

Table 33. A.O.S. in RT Program Credit Granting for Applicants with Current License

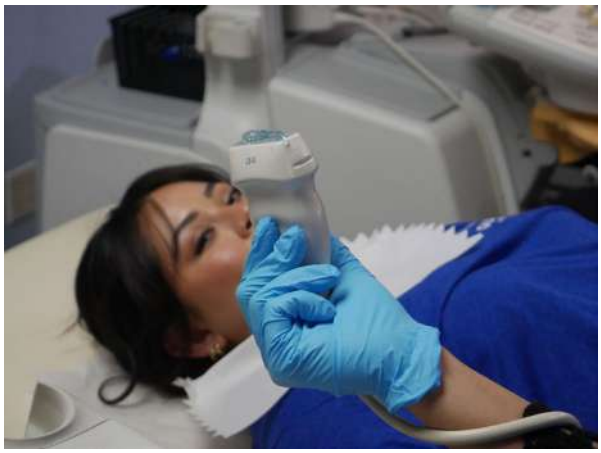
COURSE NUMBER	COURSE TITLE	CLOCK HOURS	QUARTER CREDIT HOURS
GE 011	*Anatomy & Physiology I*	*56.0*	*5.5*
GEH 020	*Medical Terminology*	*18.0*	*1.5*
GEH 253	*Ethics and Law in Radiography*	*24.0*	*2.0*
XRT 101	Patient Care in Radiographic Imaging	45.0	4.0
XRT 102	Radiographic Procedures I	70.0	6.0
XRT 103	Radiographic Equipment and Exposure	50.0	5.0
XRT 104	Radiographic Procedures II	70.0	6.0
XRT 105	Radiation Protection and Physics	70.0	7.0
XRT 107	Clinical Practice I	160.0	5.0
XRT 108	Clinical Practice II	160.0	5.0
XRT 109	Clinical Practice III	160.0	5.0
XRT 110	Clinical Practice IV	120.0	4.0
TOTAL		**1,003.0**	**56.0**

A.O.S. in RT Program Information, Length, and Schedule
The program information, length, and schedule may change. Read the accompanying Addendum for changes and updates, and connect with an Admission Advisor for more details.

The A.O.S. in Radiologic Technology program provides a library and classrooms with modern media teaching aids, textbooks, journals, periodicals, anatomical charts, phantoms, and energized lab equipment.

The Associate of Occupational Science in Radiologic Technology program consists of 157.5 quarter credit hours completed over 94 weeks for day and night students, for 2,923 contact hours. Before graduation, students must complete 1,880 hours of clinical practice.

ASSOCIATE OF OCCUPATIONAL SCIENCE IN ULTRASOUND TECHNOLOGY PROGRAM (A.O.S. in UT)



96 WEEKS
2386 CLOCK HOURS
139.5 QUARTER CREDIT HOURS
ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE PROGRAM, 8 QUARTERS
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-2032.00
POTENTIAL OCCUPATIONS:
Please see a school official for the complete list of potential occupations.
LOCATIONS: Fresno, Sacramento, and San Jose
DELIVERY: Blended (Residential and Distance Education)

Gurnick Academy students in the Ultrasound Scanning Lab at the San Jose campus.

A.O.S. in UT Program Mission

Gurnick Academy of Medical Arts aims 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.

A.O.S. in UT Program Description

The A.O.S. in Ultrasound Technology program's minimum expectations are to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the abdominal sonography-extended and obstetrics and gynecology sonography concentrations. Graduates may work in hospitals, imaging centers, physicians' offices, or clinics.

A.O.S. in UT Program Goals and Objectives

Diagnostic Medical Sonography (DMS) requires providing diagnostic sonographic images and possessing critical thinking skills. The Sonographer needs to make crucial judgments while performing sonographic exams. Sonographers are professionals who must possess high-level skills in diagnostic sonographic techniques under the guidance of a licensed physician.

A sonographer is responsible for providing excellent patient care and gathering adequate data for diagnoses. Program graduates will be able to perform, at a minimum, the following objectives.

Cognitive

- Obtain, review, and integrate pertinent patient data for optimum diagnostic results.
- Demonstrate critical thinking skills during sonographic procedures to provide optimum diagnostic services.

Psychomotor

- Perform sonographic procedures appropriately and accurately, recording all anatomic and physiologic information for interpretation by a physician.
- Document and present complete and accurate sonographic findings to the interpreting physician to facilitate patient diagnosis.
- Maintain optimal function of the sonographic equipment.
- Assist physicians during invasive ultrasound-guided procedures.

Affective

- Employ effective communication skills with patients and all healthcare team members.
- Provide compassionate patient care and education to promote overall well-being.
- Act professionally within recognized ethical and legal standards.
- Demonstrate a commitment to lifelong learning.

A.O.S. in UT Program Outline

Table 34. A.O.S. in UT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 002	*Principles of Physics*	45.0	4.5
GE 021	*Essentials of Anatomy and Physiology*	66.0	6.5
GE 112	*Algebra I*	45.0	4.5
GE 110	*Critical Thinking*	45.0	4.5

GE 230	*Written & Oral Communication*	45.0	4.5
UT 201	Sectional Anatomy	48.0	4.5
UT 200	Ultrasound Physics and Instrumentation	62.0	6.0
UT 301	Patient Care for Ultrasound Professional	12.0	1.0
UT 302	Abdominal Sonography 1	84.0	8.0
UT 302L	Laboratory Abdominal Sonography 1	84.0	4.0
UT 303	Small Parts Sonography 1	28.0	2.5
UT 303L	Laboratory Small Parts Sonography 1	28.0	1.0
UT 304	Small Parts Sonography 2	12.0	1.0
UT 304L	Laboratory Small Parts Sonography 2	12.0	0.5
UT 402	Abdominal Sonography 2	68.0	6.5
UT 402L	Laboratory Abdominal Sonography 2	68.0	3.0
UT 405	Neonatal Sonography	32.0	3.0
UT 406	Pediatric Sonography	28.0	2.5
UT 410	Integration of Theory and Practice Lab 1	16.0	0.5
UT 504A	Vascular Sonography 1	28.0	2.5
UT 504AL	Laboratory Vascular Sonography 1	28.0	1.0
UT 504B	Vascular Sonography 2	28.0	2.5
UT 504BL	Laboratory Vascular Sonography 2	28.0	1.0
UT 504C	Vascular Sonography 3	28.0	2.5
UT 504CL	Laboratory Vascular Sonography 3	28.0	1.0
UT 504D	Vascular Sonography 4	24.0	2.0
UT 504DL	Laboratory Vascular Sonography 4	24.0	1.0
UT 505	MSK	20.0	2.0
UT 505L	Laboratory MSK	20.0	1.0
UT 607A	Gynecology 1	24.0	2.0
UT 607B	Gynecology 2	28.0	2.5
UT 607L	Laboratory Gynecology Sonography	52.0	2.5
UT 609A	Obstetric Sonography 1	32.0	3.0
UT 609B	Obstetric Sonography 2	62.0	6.0
UT 610	Integration of Theory and Practice Lab 2	88.0	4.0
UT 620A	Master Scanning Lab Extracranial Vascular Duplex Exam	8.0	0.5
UT 701	Clinical 3	288.0	9.5
UT 720B	Master Scanning Lab Lower Extremity Venous Exam	8.0	0.5
UT 720C	Master Scanning Lab Lower Extremity Arterial Exam	8.0	0.5
UT 720D	Master Scanning Lab Upper Extremity Venous Exam	8.0	0.5

UT 801	Clinical 4	288.0	9.5
UT 820E	Master Scanning Lab Duplex Evaluation of the Portal Venous System for Portal Hypertension	8.0	0.5
UT 820F	Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam	8.0	0.5
UT 820G	Master Scanning Lab Upper Extremity Mapping for Dialysis Access	8.0	0.5
UT X01	Clinical 1	192.0	6.0
UT X02	Clinical 2	192.0	6.0
TOTAL		**2,386.0**	**139.5**

General Education Courses are identified in Italics.

A.O.S. in UT Program Information, Length, and Schedule

The program information, length, and schedule may change. Please read the accompanying Addendum for changes and updates.

Connect with an admission advisor for more details. The A.O.S. in Ultrasound Technology program has a library and classrooms with audiovisual teaching aids, textbooks, journals, anatomical charts, models, and e-library resources. The scan laboratory has ultrasound machines and an Ankle-Brachial Index (ABI) machine.

The Ultrasound Technology Program is an Associate of Occupational Science Degree program. The student will receive didactic and clinical education in abdominal sonography-extended, small parts, obstetrics and gynecology sonography, ultrasound physics, and instrumentation, musculoskeletal (MSK), pediatric, neonatal, patient care, and vascular sonography. This training will be combined with General Education courses. The instructor-to-student ratio is 1:30 in residential lectures, 1:25 in online lectures, 1:10 in the laboratory, and 1:1 during clinical rotation.

The program consists of eight (8) 12-week quarters. During the program's first quarter, students will take General Education courses up to 24 hours per week via online delivery during the first program quarters. Students will continue taking General Education courses online for up to 24 hours per week for the first seven (7) weeks of the second program quarter. The workload consists of on-campus didactic/lab sessions, including up to six (6) hours per day of instruction for up to three (3) days per week during the last five (5) weeks of the second quarter.

The subsequent two (2) quarters (Quarters III and IV or Quarters V and VI, depending on the quarter sequence) consist of on-campus didactic/lab sessions only, including three (3) days per week of up to eight (8) hours per day of didactic and lab instruction. After completing four (4) quarters, students are generally expected to participate in clinical rotations two (2) days per week, up to eight (8) hours per day.

Students will continue to attend didactic/lab sessions on-campus three (3) days per week, up to eight (8) hours per day. In the last two (2) quarters, students attend clinical rotations a minimum of three (3) days per week and attend Master Scanning Lab courses once a month on days to be announced on a separate schedule.

The student receives 1,426 didactic and laboratory instruction hours and 960 clinical education hours, 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. Furthermore, the program prepares students to take their ARDMS examinations.

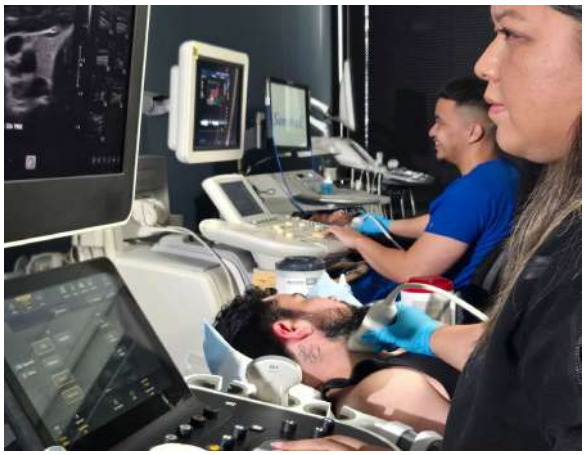
An Associate of Science Degree in Ultrasound Technology is awarded upon program completion. The expected

completion time for this program is 96 weeks, excluding holidays and vacation times. Class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday) to ensure on-time program completion and fulfillment of required program hours.

Master Scanning Labs (MSL) may be scheduled at other campuses as needed and in no particular order.

Voluntary and Prudent Use Statement for Ultrasound Technology
The program ensures the voluntary and prudent use of students or other human subjects for non-clinical scanning. Students' grades and evaluations are not affected by participation.

ASSOCIATE OF OCCUPATIONAL SCIENCE IN VASCULAR ULTRASOUND TECHNOLOGY PROGRAM (A.O.S. in VUT)



72 WEEKS
1784 CLOCK HOURS
105 QUARTER CREDIT HOURS
ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE PROGRAM,
6 QUARTERS
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-2032.00
POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations.*
LOCATIONS: San Jose
DELIVERY: Blended

Gurnick Academy students in the Ultrasound Scanning Lab at the San Jose campus.

A.O.S. in VUT Program Mission
Gurnick Academy of Medical Arts aims 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.

A.O.S. in VUT Program Description
The A.O.S. in Vascular Ultrasound Technology program's minimum expectations are to prepare competent entry-level Vascular sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates may work in hospitals, imaging centers, physicians' offices, or clinics.

A.O.S. in VUT Program Goals and Objectives
- Train students to be professional and competent vascular sonographers in the medical imaging community by developing their visual, oral, and written communication and critical thinking skills.
- Develop interpersonal skills in communicating and interacting with patients of all generations, cultures, and medical conditions.
- Develop interpersonal skills in communicating and interacting with medical and administrative personnel in the medical imaging setting so they will be effective team players.
- Teach students about human physiology, pathology, and pathophysiology.
- Teach students knowledge and understanding of ultrasound physical principles and instrumentation.
- Teach students the knowledge of sonographic biological effects and proper application of sonographic instrumentation relative to imaging and image quality.
- Teach students knowledge and understanding of human gross and sectional anatomy relative to normal and abnormal sonographic imaging.

- Teach students how to produce quality diagnostic images of the heart with the required information contributing to the diagnostic process.
- Teach students the necessary skills for proper patient care while utilizing ethical, professional, and HIPAA guidelines.
- Provide students with the knowledge, clinical skills, problem-solving abilities, and interpersonal skills to practice in the sonography profession.
- Emphasize the importance and need of becoming credentialed in the profession of Vascular Sonographer.
- Prepare students to pass the CCI (RVS) or ARDMS (RVT) certification exam.
- Teach and emphasize the appropriate ergonomic scanning applications for the Vascular Sonographer's well-being.

A.O.S. in VUT Program Outline

Table 35. A.O.S. in VUT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 002	*Principles of Physics*	*45.0*	*4.5*
GE 021	*Essentials of Anatomy and Physiology*	*66.0*	*6.5*
GE 112	*Algebra I*	*45.0*	*4.5*
GE 110	*Critical Thinking*	*45.0*	*4.5*
GE 230	*Written & Oral Communication*	*45.0*	*4.5*
UT 200	Ultrasound Physics and Instrumentation	62.0	6.0
UT 201	Sectional Anatomy	48.0	4.5
UT 301	Patient Care for Ultrasound Professional	12.0	1.0
UT 620A	Master Scanning Lab Extracranial Vascular Duplex Exam	8.0	0.5
UT 720B	Master Scanning Lab Lower Extremity Venous Exam	8.0	0.5
UT 720C	Master Scanning Lab Lower Extremity Arterial Exam	8.0	0.5
UT 720D	Master Scanning Lab Upper Extremity Venous Exam	8.0	0.5
UT 820E	Master Scanning Lab Duplex Evaluation of the Portal Venous System for Portal Hypertension	8.0	0.5
UT 820F	Master Scanning Lab Lower Extremity Venous Valve Insufficiency Duplex Exam	8.0	0.5
UT 820G	Master Scanning Lab Upper Extremity Mapping for Dialysis Access	8.0	0.5
VU 300	Cerebrovascular Sonography	56.0	5.5
VU 300L	Cerebrovascular Sonography Lab	56.0	2.5
VU 301	Abdominal Vascular Sonography	84.0	8.0
VU 301L	Abdominal Vascular Sonography Lab	84.0	4.0
VU 400	Lower Extremity Venous System	36.0	3.5
VU 400L	Lower Extremity Venous System Lab	36.0	1.5
VU 401	Lower Extremity Arterial System	40.0	4.0

VU 401L	Lower Extremity Arterial System Lab	40.0	2.0
VU 402	Upper Extremity Venous System	36.0	3.5
VU 402L	Upper Extremity Venous System Lab	36.0	1.5
VU 403	Upper Extremity Arterial System	28.0	2.5
VU 403L	Upper Extremity Arterial System Lab	28.0	1.0
VU X01	Clinical 1	400.0	13.0
VU X02	Clinical 2	400.0	13.0
TOTAL		**1,784.0**	**105.0**

General Education Courses are identified in Italics.

A.O.S. in VUT Program Information, Length, and Schedule

The program information, length, and schedule may change. Read the accompanying Addendum for changes and updates and check in with the Admission Advisor for details. The A.O.S. in Vascular Ultrasound Technology program has a library and classrooms with audiovisual teaching aids, textbooks, journals, anatomical charts, models, and e-library resources. The scan laboratory is equipped with ultrasound machines and other cardiology equipment.

The A.O.S. in Vascular Ultrasound Technology program is an Associate of Occupational Science Degree program. The student will receive didactic, laboratory, and clinical education on vascular ultrasound covering vascular anatomy and physiology, 2D imaging, PW, color flow Doppler, and vascular pathology. Methods of interpretation will be combined with General Education courses. The Instructor-to-Student ratio is 1:25 during lectures, 1:10 in the laboratory, and 1:1 during the externship.

The program comprises six (6) quarters of twelve (12) weeks each. During the program's first quarter(12 weeks), students will take General Education courses up to 24 hours per week via online delivery. During the second quarter (12 weeks), students will continue to take General Education courses online up to twenty-four (24) hours per week for the first twelve (12) weeks.

The next two (2) quarters (Quarters 3 and 4) consist of didactic/lab sessions only, which include three (3) to five (5) days per week of up to eight (8) hours per day of didactic and lab instruction. After completing four (4) quarters, students are generally expected to start attending externships four (4) or five (5) days a week.

Master Scanning Labs (MSL) are scheduled monthly on days to be announced on a separate schedule and in no particular order.

The student receives nine hundred eighty-four (984) didactic and laboratory instruction and eight hundred (800) 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 RVS/RVT examinations.

An Associate of Occupational Science Degree in Vascular Ultrasound Technology is awarded upon program completion. The normal completion time for this program is seventy-two (72) weeks, excluding any holiday and vacation times. Class times can and may be rescheduled on an alternate day of the week (i.e., Sunday through Saturday) to ensure program completion is on time and the required program hours are fulfilled.

Voluntary and Prudent Use Statement for Ultrasound Technology

The program ensures the voluntary and prudent use of students or other human subjects for non-clinical scanning. Students' grades and evaluations are not affected by participation.

ASSOCIATE OF SCIENCE IN MAGNETIC RESONANCE IMAGING PROGRAM (A.S. in MRI)

A Gurnick Academy student at an MRI Clinical Externship site.

72 WEEKS
1,886 CLOCK HOURS
115 QUARTER CREDIT HOURS
ASSOCIATE OF SCIENCE DEGREE PROGRAM, 6 QUARTERS
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-2035.00.
POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations.*
LOCATIONS: Modesto, Sacramento, and San Jose
DELIVERY: Blended, Full Distance Education

A.S. in MRI Program Mission

Gurnick Academy of Medical Arts aims 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.

A.S. in MRI Program Description

Magnetic Resonance Imaging (MRI) Technologists are valued members of today's healthcare team. They used specialized MRI equipment to create images of structures inside the human body, among other vital tasks. While supervised by board-certified radiologists, MRI Technologists have responsibility and independence in performing their duties.

MRI program graduates acquire preparation to perform clinical MRI examinations, focusing on image production, quality control, signal-to-noise ratio, and primary pulse sequences. Read more about the benefits of becoming an MRI Technologist. The program includes online classwork, required online lectures, and clinical experiences correlating with theoretical education. Gurnick Academy of Medical Arts considers clinical experience essential in healthcare education. Accordingly, students are placed within our affiliated medical facilities while attending our MRI Technologist Program.

A.S. in MRI Program Goals

- Train students who demonstrate the knowledge and skills required for employment as entry-level MRI technologists.
- Develop interpersonal skills in communicating with patients and medical and administrative individuals.
- Help students acquire the skills needed to practice proper patient care.
- Instill students with the knowledge, clinical skills, problem-solving abilities, and interpersonal skills to practice in magnetic resonance imaging.
- Equip graduates to be competent in entry-level positions as MRI Technologists and display appropriate behaviors, as set forth by the American Registry of Radiologic Technologists® (ARRT®) and the Section for Magnetic Resonance Technologists (SMRT).
- Prepare students to take and pass the ARRT® (MR) Examination.

A.S. in MRI Program Outline

Table 36. ASMRI Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 001	*Biology Basics*	*45.0*	*4.5*
GE 021	*Essentials of Anatomy and Physiology*	*66.0*	*6.5*
GE 110	*Critical Thinking*	*45.0*	*4.5*
GE 112	*Algebra I*	*45.0*	*4.5*
GE 201	*Introduction to Sociology*	*45.0*	*4.5*
MR 001	Introduction to MRI I	60.0	6.0
MR 002	Introduction to MRI II	60.0	6.0
MR 101	Sectional Anatomy I	24.0	2.0
MR 102	Medical Terminology I	18.0	1.5
MR 103	Physical Principles of MRI	54.0	5.0
MR 104	Patient Care	36.0	3.5
MR 111	MRI Clinical I	264.0	8.5
MR 201	Sectional Anatomy II	24.0	2.0
MR 202	Medical Terminology II	18.0	1.5
MR 203	MRI Protocols and Procedures I	42.0	4.0
MR 204	MRI Safety	36.0	3.5
MR 211	MRI Clinical II	252.0	8.0
MR 301	Sectional Anatomy III	24.0	2.0
MR 302	Physics I	31.0	3.0
MR 303	MRI Protocols and Procedures II	42.0	4.0
MR 304	MRI Pathology in Diagnostic Imaging	36.0	3.5
MR 311	MRI Clinical III	252.0	8.0
MR 401	Medicolegal Considerations in Healthcare	24.0	2.0
MR 402	MRI Registry Review	36.0	3.5
MR 403	Physics II	31.0	3.0
MR 404	Computers in Imaging and PACS	24.0	2.0
MR 411	MRI Clinical IV	252.0	8.0
TOTAL		**1,886.0**	**115.0**

General Education Courses are identified in Italics.

Table 37. US and Nevada Constitution

Course Number	Title	Clock Hours	Quarter Credit Hours
SNO 001	*US and Nevada Constitution**	*0.0*	*0.0*

**This satisfies the Nevada Constitution requirement NRS 394.150 and is only required for students who reside in the state of Nevada.*

A.S. in MRI Program Information, Length, and Schedule

The Associate of Science in MRI program provides a library. The Instructor-to-Student ratio is 1:25 during lectures

and 1:1 or 1:2 during clinical experiences.

The MRI program comprises seventy-two (72) weeks of full-time study. The program is offered twice per calendar year. The curriculum encompasses all magnetic resonance imaging technology principles, including 246 hours of general education instruction, 620 hours of technical didactic instruction, and 1,020 hours of supervised clinical experience.

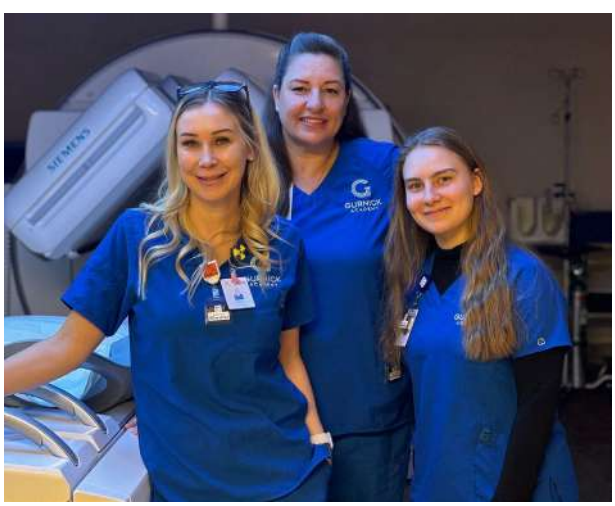
The program is based on the parameters suggested by the Joint Review Commission on Education in Radiologic Technology (JRCERT), the Association of Educators in Radiologic Sciences (AEIRS), and the American Society of Radiologic Technologists (ASRT). In addition, the MRI program integrates general education components to complement technical courses.

The program consists of six (6) 12-week quarters. Students will take General Education courses, as well as Introduction to MRI courses, up to 24 hours per week during the first two (2) program quarters. Students will take technical courses online from the third quarter through the end of the program.

Clinical Rotations start in Quarter 3. Students will attend their clinical rotation at an assigned MRI facility for a period of forty-eight (48) weeks, two to four (2 – 4) days per week, with a minimum of 21 hours per week with +/- ten (10) hours per week variance. Occasional Saturday/Sunday clinical hours will be required to complete clinical hours.

The expected program completion time is seventy-two (72) weeks, excluding 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. An Associate of Science Degree is awarded upon program completion. Class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday) to ensure on-time program completion and the fulfillment of required program hours.

ASSOCIATE OF SCIENCE IN NUCLEAR MEDICINE TECHNOLOGY PROGRAM (A.S. in NM)



Gurnick Academy students at a Nuclear Medicine Externship site.

96 WEEKS
2646 CLOCK HOURS
173 QUARTER CREDIT HOURS
ASSOCIATE OF SCIENCE DEGREE PROGRAM, 8 QUARTERS
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-2033.00
POTENTIAL OCCUPATION:
Please see a school official for the complete list of potential occupations.
LOCATIONS: Concord
DELIVERY: Blended, Full Distance Education

A.S. in NM Program Mission
Gurnick Academy of Medical Arts aims 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.

The Nuclear Medicine Technology program's mission is to provide the healthcare community with compassionate, competent, and professional nuclear medicine technologists.

The program's philosophy is to educate students to succeed in the evolving field of Nuclear Medicine. Our students will demonstrate the highest standards of excellence, integrity, didactic commitment, and clinical competency. Students will graduate with a diverse background of clinical exposure and exemplify compassionate and professional patient care.

A.S. in NM Program Description

The Associate of Science in Nuclear Medicine Technology (ASNM) is a 24-month program preparing students with essential general education classes, a core nuclear medicine curriculum, and real-life experience at clinical sites. The program begins with basic nuclear medicine principles and builds on that knowledge to bring the student to the level needed to pass the national credentialing exam.

The curriculum includes diagnostic and therapeutic nuclear medicine procedures, radiopharmaceutical preparation and administration, and quality control procedures for imaging equipment. The program also includes courses on positron emission tomography (PET) and computed tomography (CT). The program includes online classwork, live online lectures, and clinical experiences.

In their clinical experiences, students will be under the direct supervision of a nuclear medicine technologist and learn the administration and preparation of radiopharmaceuticals for use in diagnostic and therapeutic applications. They also use specialized imaging equipment to visualize the human body's pathologic conditions and physiologic processes.

The student elevates their critical thinking skills to deliver high-quality care consistently. Student externships may occur in hospitals, outpatient clinics, imaging centers, research facilities, and mobile imaging trailers.

A.S. in NM Program Goals and Objectives

- Graduate students will demonstrate the knowledge and skills required of competent entry-level nuclear medicine technologists.
- Empower students to apply critical thinking and problem-solving skills in the clinical setting to ensure patient safety and diagnostic study acquisition.
- Produce students who will demonstrate effective communication skills with patients and medical and administrative staff.
- Promote acknowledgment of and adherence to ethical and professional responsibilities.
- Produce students who will uphold radiation protection practices to protect themselves and their patients.
- Prepare students to take and pass the national credentialing examination.

A.S. in NM Student Learning Outcomes

- Provide compassionate patient care.
- Perform diagnostic and therapeutic nuclear medicine exams accurately and efficiently.
- Adhere to radiation safety regulations and best practices.
- Display competency in preparing and handling radiopharmaceuticals used in nuclear medicine technology.
- Perform and analyze quality control procedures for various nuclear medicine imaging equipment types.
- Communicate effectively and professionally using verbal and non-verbal communication skills.
- Demonstrate ethical and professional behavior in a healthcare setting.

A.S. in NM Program Outline

Table 38. ASNM Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 002	*Principles of Physics*	45.0	4.5
GE 003	*Conceptual Chemistry with Laboratory*	75.0	6.0
GE 020A	*Human Body in Health & Disease I with Laboratory*	75.0	6.0
GE 020B	*Human Body in Health & Disease II with Laboratory*	75.0	6.0
GE 112	*Algebra I*	45.0	4.5
GE 230	*Written & Oral Communication*	45.0	4.5
GEH 301	*Ethics & Law in Health Sciences*	45.0	4.5
NM 111	Patient Care in Nuclear Medicine	100.0	8.0
NM 112	Introduction to the Science of Nuclear Medicine	100.0	10.0
NM 121	Radiation Protection & Biology	75.0	7.5
NM 122	Instrumentation in Nuclear Medicine I	80.0	8.0
NM 123	Nuclear Physics	60.0	6.0
NM 131	Nuclear Procedures I	95.0	8.5
NM 132	Instrumentation in Nuclear Medicine II	75.0	7.5
NM 141	Nuclear Procedures II	60.0	6.0
NM 142	Nuclear Pharmacy	60.0	6.0
NM 143	Principles of CT in Nuclear Medicine	70.0	7.0
NM 250C	Clinical Practice I	128.0	4.0
NM 251	Cross-Sectional Anatomy	48.0	4.5
NM 252	Principles of PET in Nuclear Medicine	60.0	6.0
NM 253	Pharmacology, Drug Administration, and Venipuncture	54.0	4.5
NM 260C	Clinical Practice II	376.0	12.5
NM 270C	Clinical Practice III	352.0	11.5
NM 271	Nuclear Procedures III	36.0	3.5
NM 280C	Clinical Practice IV	376.0	12.5
NM 281	Nuclear Medicine Capstone	36.0	3.5
TOTAL		**2,646.0**	**173.0**

General Education courses are identified in Italics.

A.S. in NM Program Information, Length, and Schedule

The program information, length, and schedule may change. Read the accompanying Addendum for changes and updates, and connect with an Admission Advisor for details.

The Nuclear Medicine Technology program is an Associate of Science degree program. The student will receive didactic, laboratory, and clinical experience in affiliated medical facilities. The Instructor-to-Student ratio is 1:25 during online lectures and 1:1 during clinical externships. Classes may be scheduled Monday through Sunday.

Students will attend up to forty (40) hours per week of instruction, including didactic, labs, and clinical. Clinical activities may be held on weekdays or weekends, and shifts may include days or evenings as the clinical site requires. Didactic courses are held between 8:00 AM to 8:00 PM.

Students receive 1,414 hours of didactic and laboratory instruction and 1,232 hours of clinical education, allowing them to apply the lecture topics to practical use.

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, 29-1141.01
POTENTIAL OCCUPATIONS:
Please see a school official for the complete list of potential occupations.
LOCATION: Fresno
DELIVERY: Blended (Residential and Distance Education)

A Gurnick Academy student and instructor in the Nursing Skills Lab at the Fresno campus.

ADN Program Mission
Gurnick Academy of Medical Arts aims 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.

ADN Program Description
Nursing graduates play an essential role in healthcare. Registered Nurses are vital to the healthcare team as they provide and coordinate patient care. RNs assess patients, administer medication and treatments, consult doctors, and teach patients how to manage illness or injuries.

We offer two (2) different pathways that include didactic and hands-on training. The first track is a six-semester program for non-nursing applicants.

We offer a second track for those with an LVN/LPN license and who have completed general education courses. LVN to RN applicants can complete the program in two semesters and a three-week LVN to RN transition course. After program completion, students will receive an NCLEX prep class to prepare for the RN licensure board examination.

ADN Program Goals

- Provide a high-quality educational experience to each individual desirous to advance 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 caregiver who provides an environment conducive to maintaining dignity and maximizing the wellness of each individual.
- Guide the Associate Degree student to actively participate in the learning process and assist with developing self-awareness and self-direction.
- Provide a shared learning environment between faculty and students by exchanging 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 various 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 various healthcare settings and be able to:

1. Demonstrate the cognitive abilities necessary to integrate nursing concepts and the multidisciplinary body of knowledge to provide therapeutic nursing care.
2. Exhibit the psychomotor and psychotherapeutic abilities necessary for 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 for clinical decision-making.
6. Care for clients and families from diverse and multicultural populations across the lifespan.
7. Communicate effectively with clients, families, and interdisciplinary healthcare team members.
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 nursing profession.
11. Understand and integrate technology into providing care to clients across the healthcare continuum.
12. Develop a foundation for advanced study and professional growth in nursing.

ADN Program Outline

Table 39. Generic ADN Program Outline

Course Number	Course Title	ABHES Clock Hours	BRN Clock Hours	Semester Credit Hours
GE 020A	*Human Body in Health and Disease I with Lab*	*75.0*	*90.0*	*4.0*
GE 041	*General Microbiology with Lab*	*75.0*	*90.0*	*4.0*
GE 222	*English Reading and Composition*	*45.0*	*45.0*	*3.0*
GE 112	*Algebra I*	*45.0*	*45.0*	*3.0*
GE 202	*General Psychology*	*45.0*	*45.0*	*3.0*
GE 020B	*Human Body in Health and Disease II with Lab*	*75.0*	*90.0*	*4.0*
GE 031	*Nutrition in Health & Disease*	*45.0*	*45.0*	*3.0*
GE 110	*Critical Thinking*	*45.0*	*45.0*	*3.0*
GE 201	*Introduction to Sociology*	*45.0*	*45.0*	*3.0*
GE 240	*Public Speaking, Basics of Effective Communication*	*45.0*	*45.0*	*3.0*
RN 100	Fundamentals of Nursing Theory*	45.0	45.0	3.0
RN 101	Fundamentals of Nursing Clinical and Lab*	157.5	157.5	3.5
RN 102	Health Assessment Theory*	30.0	30.0	2.0

RN 103	Health Assessment Skills Lab*	67.5	67.5	1.5
RN 104	Fundamentals of Pharmacology	30.0	30.0	2.0
RN 106	Pathophysiology	30.0	30.0	2.0
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg*	45.0	45.0	3.0
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg*	90.0	90.0	2.0
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg*	45.0	45.0	3.0
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg*	90.0	90.0	2.0
RN 300	Maternal Newborn Theory*	45.0	45.0	3.0
RN 301	Maternal Newborn Clinical*	67.5	67.5	1.5
RN 302	Care of Children Theory*	45.0	45.0	3.0
RN 303	Care of Children Clinical*	67.5	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg*	45.0	45.0	3.0
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg*	90.0	90.0	2.0
RN 400	Mental Health Theory*	30.0	30.0	2.0
RN 401	Mental Health Clinical*	90.0	90.0	2.0
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership*	45.0	45.0	3.0
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership*	90.0	90.0	2.0
TOTAL		**1,785.0**	**1,830.0**	**80.0**

General Education Courses are identified in Italics.
*Paired course. See the course description for more details.

ADN Program – LVN to RN Advanced Placement Program Outline
Prerequisite-General Education Courses LVN to RN Advanced Placement (Can be completed at Gurnick Academy of Medical Arts or be credit granted).

Table 40. LVN to RN Advanced Placement General Education Outline

Course Number	Course Title	ABHES Clock Hours	BRN Clock Hours	Semester Credit Hours
GE 020A	*Human Body in Health and Disease I with Lab*	*75.0*	*90.0*	*4.0*
GE 041	*General Microbiology with Lab*	*75.0*	*90.0*	*4.0*
GE 222	*English Reading and Composition*	*45.0*	*45.0*	*3.0*
GE 112	*Algebra I*	*45.0*	*45.0*	*3.0*
GE 202	*General Psychology*	*45.0*	*45.0*	*3.0*
GE 020B	*Human Body in Health and Disease II with Lab*	*75.0*	*90.0*	*4.0*
GE 031	*Nutrition in Health & Disease*	*45.0*	*45.0*	*3.0*
GE 110	*Critical Thinking*	*45.0*	*45.0*	*3.0*

GE 201	*Introduction to Sociology*	*45.0*	*45.0*	*3.0*
GE 240	*Public Speaking, Basics of Effective Communication*	*45.0*	*45.0*	*3.0*
TOTAL		**540.0**	**585.0**	**33.0**

General Education Courses are identified in Italics.
Prerequisite Nursing Courses: LVN to RN Advanced Placement
(These courses will be credit granted for LVNs, subject to the Credit Granting Policy).

Table 41. LVN to RN Advanced Placement Prerequisite Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 100	Fundamentals of Nursing Theory*	45.0	3.0
RN 101	Fundamentals of Nursing Clinical and Lab*	157.5	3.5
RN 102	Health Assessment Theory*	30.0	2.0
RN 103	Health Assessment Skills Lab*	67.5	1.5
RN 104	Fundamentals of Pharmacology	30.0	2.0
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg*	45.0	3.0
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg*	90.0	2.0
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg*	45.0	3.0
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg*	90.0	2.0
TOTAL NURSING PREREQUISITE COURSES		**600.0**	**22.0**

*Paired course. See the course descriptions for more details.

Table 42. LVN to RN Advanced Placement Admission Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Transition Advanced Placement Theory & Lab Course	120.0	5.0
TOTAL GURNICK ACADEMY ADMISSION COURSES		120.0	5.0

Table 43. LVN to RN Advanced Placement Professional Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 106	Pathophysiology	30.0	2.0
RN 300	Maternal Newborn Theory*	45.0	3.0
RN 301	Maternal Newborn Clinical*	67.5	1.5
RN 302	Care of Children Theory*	45.0	3.0

RN 303	Care of Children Clinical*	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg*	45.0	3.0
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg*	90.0	2.0
RN 400	Mental Health Theory*	30.0	2.0
RN 401	Mental Health Clinical*	90.0	2.0
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership*	45.0	3.0
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership*	90.0	2.0
TOTAL GURNICK ACADEMY PROFESSIONAL COURSES		**645.0**	**25.0**
TOTAL PROGRAM FOR DEGREE (Prerequisites plus Professional)		**1,785.0**	**80.0**

*Paired course. See the course descriptions for more details.

ADN Program Information, Length, and Schedule

The ADN is a degree program providing a library and classrooms with audiovisual teaching aids, textbooks, journals, anatomical charts, and models. The Instructor-to-Student ratio is 1:12 in the laboratory and clinical, 1:28 in residential lectures, and 1:25 in online lectures.

The ADN program is designed with two (2) separate admission pathways. The pathways are intended for full-time attendance.

Generic ADN (6 semesters for 80 Semester Credit Hours)

In the program's first two (2) semesters, students will take 33 Semester-Credit Hours of General Education courses via online delivery.

The third semester is 15 weeks and comprises 14 Semester Credit Hours (nine (9) lectures and five (5) clinical and skills lab hours). Courses include Fundamentals of Nursing, encompassing theory, skills and clinical, Health Assessment, Pharmacology, and Pathophysiology. Theory and Lab will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The fourth semester comprises ten (10) Semester Credit Hours (six (6) lectures and four (4) clinical hours). Courses include Introduction to Med/Surg I Theory and Clinical and Intermediate Med/Surg Theory and Clinical. Classes will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The fifth semester consists of 14 Semester Credit Hours (nine (9) lectures and five (5) clinical hours). 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. The clinical schedule may vary depending on clinical site availability.

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

Students enrolled in this pathway receive 885 hours of didactic and 900 hours of clinical and lab instruction,

allowing them to apply the lecture topics to 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 (two (2) semesters and a three (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 in the LVN to RN Advanced Placement program. The admission course is RN 180 – Nursing Transition Advanced Placement Theory & Lab Course. It is a 5-unit, 120-hour course that evaluates the student's readiness to enroll in the Advanced Placement pathway. The student must demonstrate the required knowledge and skills to complete this course. All students must complete these before starting any Professional Courses.

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

The fourth semester is nine (9) Semester Credit Hours (five (5) lectures and four (4) clinical hours). Classes will be held Monday through Friday with two (2) days on campus (7 hours of class) and three (3) days per week in clinical practice, each for eight to nine (8 – 9) hours.

Students receive 292.5 hours of didactic and 472.5 hours of clinical and lab instruction from this pathway, 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. The expected program completion time is 33 weeks, excluding holidays and vacation times.

Gurnick Academy of Medical Arts has adopted ATI standardized testing to assess student learning outcomes and evaluate student readiness for the nursing licensure examination. The NCLEX Preparation and Remediation course assists students in this program by focusing directly on the current NCLEX-RN test plan, application process, and test-taking strategies to prepare for the NCLEX-RN licensure exam.

Preparation for NCLEX-RN is provided to the students. Students are permitted two (2) attempts to pass the ATI exit exam to graduate. The first attempt is given after program completion. The second attempt is given two (2) weeks after program completion. Under extraordinary circumstances, applicable students may be eligible for a third attempt. See the Student Grievance and Appeals Policy for more information.

LVN 30-Unit Option

This option is available to all individuals who are Licensed Vocational Nurses in California. Completing the required courses will provide the opportunity and eligibility to take the California Registered Nurse licensure examination. This option does not meet the Associate of Arts Degree in Nursing graduate requirements, and students will not graduate from the nursing degree program. In addition, several states do not recognize individuals who complete this option or pass the NCLEX-RN examination as registered nurses.

Admission to the LVN 30 Unit Option is dependent on space availability. The candidate must meet the criteria to enroll in the 30 Unit Option. The 17.5 units must be completed in the Gurnick Academy of Medical Arts Associate Degree Nursing program. The remaining eight (8) units will be transfer credits of four (4) units from any standalone Physiology with lab that includes all body systems equivalent to the GE 020A & GE 020B or Human Body in Health & Disease I w/Lab and Human Body in Health & Disease II w/Lab and four (4) units of Microbiology with Lab which are admission requirements for this option. This option does not apply to ADN students enrolled in the program or to students who failed any course from the ADN program. The RN 180 Nursing Advanced Placement Transition course is not required but is recommended for completion as an elective course.

Table 44. LVN 30-Unit Option

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Transition Advanced Placement Theory & Lab Course	120.0	5.0

Table 45. LVN 30-Unit Option Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 102	Health Assessment Theory	30.0	2.0
RN 103	Health Assessment Skills Lab	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg*	45.0	3.0
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg*	90.0	2.0
RN 400	Mental Health Theory*	30.0	2.0
RN 401	Mental Health Clinical*	90.0	2.0
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership*	45.0	3.0
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership*	90.0	2.0
TOTAL GURNICK ACADEMY PROFESSIONAL COURSES		**607.5**	**17.5**
TOTAL PROGRAM FOR 30-Unit Option (Transfer plus Professional)		**—**	**25.5**

*Paired course. See the course descriptions for more details.

ASSOCIATE OF SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT PROGRAM (A.S. in OTA)

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84 WEEKS
1,770 CLOCK HOURS
112 QUARTER CREDIT HOURS
ASSOCIATE OF SCIENCE DEGREE PROGRAM, 7 QUARTERS
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 31-2011
POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations.*
LOCATIONS: San Jose
DELIVERY: Blended

A.S. in OTA Program Mission

Gurnick Academy of Medical Arts' aims 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.

A.S. in OTA Program Description

The Occupational Therapy Assistant (OTA) program uses meaningful and purposeful activities and occupations to promote health, independence, learning, and well-being across the life span, with people of all ages from newborns to the elderly.

Under the supervision of a licensed occupational therapist (OT), the occupational therapy assistant (OTA) works for the process of therapy services directly with individuals, families, groups, and communities to facilitate health, well-being, and learning through engagement in meaningful activities and occupations.

In addition to direct patient care, occupational therapy assistants participate in addressing the factors that affect the delivery of health services and the disparities that contribute to occupational deprivation

A.S. in OTA Program Goals

- The program will offer a sequential, integrated technical curriculum that reflects contemporary Occupational Therapy Assistant practice.
- The program will prepare graduates to provide occupational therapy interventions in various settings within the OTA scope of practice and under an occupational therapist supervision.
- 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 their teaching areas and are committed to 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 healthcare team members.
- The program will provide students a curriculum that recognizes, fosters understanding, and embraces diversity and different learning styles.
- Occupational therapy assistant students are adult learners, and our program will provide the opportunity to take responsibility for learning, professional behavior, respect for others, and preparedness
- Gurnick Academy of Medical Arts does not discriminate against students based on race, color, creed, national origin, gender, sexual orientation, age, disability, or marital status.

A.S. in OTA Program Outline

Table 46. A.S. in OTA Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 020A	*Human Body in Health and Disease I with Lab*	*75.0*	*6.0*
GE 020B	*Human Body in Health and Disease II with Lab*	*75.0*	*6.0*
GE 103	*Growth and Development through Lifespan*	*45.0*	*4.5*
GE 112	*Algebra I*	*45.0*	*4.5*
GE 202	*General Psychology*	*45.0*	*4.5*
GE 230	*Written & Oral Communication*	*45.0*	*4.5*
GE 240	*Public Speaking*	*45.0*	*4.5*
OTA 100	Principles of Occupational Therapy	45	4.5

OTA 200	Therapeutic Use of Occupations	45	4.5
OTA 210	Neurosciences for the Occupational Therapy Assistant	30	3
OTA 220	Health Care Management in Occupational Therapy	45	4.5
OTA 230	Occupational Performance in Mental Health – Role of the Occupational Therapy Assistant	75	6
OTA 210	Fieldwork Level I: Occupational Performance in Mental Health – Role of the Occupational Therapy Assistant	40	1
OTA 300	Business Development and Leadership for the Occupational Therapy Professional	55	5.5
OTA 310	Human Structure and Function for the Occupational Therapy Assistant	30	2
OTA 320	Occupational Performance from Birth to Adolescence – Role of the Occupational Therapy Assistant	75	6
OTA 330	Fieldwork Level I: Occupational Performance from Birth to Adolescence – Role of the Occupational Therapy Assistant	40	1
OTA 400	Occupational Performance for Adults and the Elderly – Role of the Occupational Therapy Assistant	75	6
OTA 410	Fieldwork Level I: Occupational Performance for Adults and the Elderly – Role of the Occupational Therapy Assistant	40	1
OTA 420	Occupational Performance for the Well Elder – Role of the Occupational Therapy Assistant	60	4.5
OTA 430	Fieldwork Level I: Occupational Performance for the Well Elder – Role of the Occupational Therapy Assistant	40	1
OTA 500	Emerging Practices and Specialties for the Occupational Therapy Professional	40	4
OTA 510	Fieldwork Level IIA: Pediatrics and Adolescence	320	10.5
OTA 600	Fieldwork Level IIB: Adults and Older Adults	320	10.5
OTA 610	Occupational Therapy Assistant Preparation for the National Certification Exam	20	2
TOTAL		**1,770.0**	**112.0**

General Education courses are identified in Italic

A.S. in OTA Program Information, Length, and Schedule

The program information, length and schedule may change. Read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details. Enrollment is available only to students who live in California.

Gurnick Academy of Medical Arts Occupational Therapy Assistant 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 laboratories are equipped with the most actualized tools and materials used in the occupational therapy practice.

The pediatrics laboratory has the equipment to work with children and youth with developmental, musculoskeletal, neurological, and learning issues; the lab will also be used as our sensory integration lab. Our daily living lab takes place in a room that has been developed and implemented as a living quarter with kitchen, bathroom, and living room settings.

There is a spacious lab for all the physical disabilities and biomechanical techniques, a hand therapy lab, as well as an ergonomics lab. The instructor-to-student ratio is 1:25 in lecture and 1:12 in laboratory.

The program consists of seven (7) quarters of twelve (12) weeks each. During the first quarter, students will complete up to 24 hours per week of General Education courses delivered online. In the second quarter, students will continue taking up to 24 hours per week of General Education courses online, along with one virtual synchronous didactic session.

Quarters three through six consist of virtual synchronous didactic sessions and in situ lab sessions, which include three (3) to five (5) days per week of up to four (4) hours per day didactic, and the lab instruction will take place every other weekend on Saturdays and Sundays. Starting in quarter three, externships or Fieldwork One (FWI) will start taking place; the FWI entails 40 hours distributed during the quarter. Quarters four and five will have a 40-hour FWI each. Quarters 6 and 7 will have two (2) FWI. The NBCOT Certification exam training will take place during quarter 7.

The student receives nine hundred seventy hours (970) of didactic and laboratory instruction and eight hundred (800) 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 NBCOT Certification exam.

An Associate of Science Degree in Occupational Therapy Assistant is awarded upon program completion. The normal completion time for this program is eighty-four (84) 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 PHYSICAL THERAPIST ASSISTANT PROGRAM (A.S. in PTA)

68 WEEKS
1773 CLOCK HOURS
106 QUARTER CREDIT HOURS
ASSOCIATE OF SCIENCE DEGREE PROGRAM, 6 QUARTERS
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 31-2021.0.
POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations.*
LOCATION: Fresno and San Jose
DELIVERY: Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the Physical Therapist Assistant classroom at the San Jose campus.

A.S. in PTA Program Mission
The A.S. in Physical Therapist Assistant program aims to support the mission of Gurnick Academy of Medical Arts and is based upon the program's philosophy. The A.S. in Physical Therapist Assistant program will prepare and graduate students to meet our diverse community's growing needs.

The A.S. in Physical Therapist Assistant program strives to provide students with the necessary skills to enter the workforce as competent, thinking, respectful, and compassionate individuals. They will provide legal and ethical care within the standards of practice for Physical Therapist Assistants under a physical therapist's supervision.

A.S. in PTA Program Description

Physical Therapist Assistants provide physical therapy services under the supervision of a licensed physical therapist, which is within the scope of practice for PTAs. They provide patients with instructions for therapeutic exercise and utilize therapeutic modalities that incorporate massage, stretching, selected manual therapy interventions, and using electrotherapies.

The program includes classwork, laboratory training, and clinical experiences correlating with theoretical education. The technical courses incorporate the minimum skills of Physical Therapist Assistant graduates at the entry level and the Standards of Ethical Conduct for the Physical Therapist Assistant developed by the American Physical Therapy Association (APTA).

Gurnick Academy of Medical Arts considers clinical experience essential for healthcare education. Accordingly, students are rotated throughout our affiliated clinical facilities while completing the Physical Therapist Assistant program.

PTAs must complete a 2-year associate's degree and are licensed, certified, or registered in most states.* **Source: American Physical Therapy Association.*

Graduation from an accredited physical therapist assistant program allows the graduate to be eligible to take the National Physical Therapy Exam (NPTE) for PTAs and the California Law Exam (CLE). The student will be licensed to practice in California after successfully passing these exams. Please see the Accreditation, Approval, Recognition, Membership section for information about Gurnick Academy of Medical Arts' PTA program accreditation.

The Physical Therapist Assistant Program is an Associate of Science Degree program.

A.S. in PTA Program Goals

- The program will offer general education courses providing the background for a technical curriculum that is sequential, integrated, and reflective of contemporary Physical Therapist Assistant practice.
- The program will prepare graduates to provide physical therapy interventions in various settings within the PTA scope of practice and under a physical therapist's supervision.
- 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 their teaching areas and are committed to 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 healthcare team members.

A.S. in PTA Philosophy

- Physical Therapists and Physical Therapist Assistants are valued members of today's healthcare team.
- Physical Therapists and Physical Therapist Assistants must understand their respective roles and respect them best to meet the patient's/client's needs.
- Students will benefit from a curriculum that supports multiple learning styles, is varied in educational experiences, and is structured to provide interaction between faculty and students.

- Students will benefit from a curriculum that recognizes, fosters understanding, and embraces diversity.
- Students will benefit from a curriculum that will react to changes in Physical Therapy knowledge and technology.
- To be successful as a Physical Therapist Assistant and meet the profession's needs, the student must understand learning as a lifelong activity.
- Clinical experience in various settings is vital for the student to acquire entry-level skills as a Physical Therapist Assistant.
- Physical Therapist Assistant students are adult learners. Gurnick Academy of Medical Arts expects them to take responsibility for learning, professional behavior, respect for others, and preparedness.
- Faculty members are positive role models in the profession of Physical Therapy.
- Gurnick Academy of Medical Arts does not discriminate against students based on race, color, creed, national origin, gender, sexual orientation, age, disability, or marital status.

A.S. in PTA Program Outline

Table 47. A.S. in PTA Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 020A	*Human Body in Health and Disease I with Lab*	*75.0*	*6.0*
GE 020B	*Human Body in Health and Disease II with Lab*	*75.0*	*6.0*
GE 103	*Growth and Development through Lifespan*	*45.0*	*4.5*
GE 112	*Algebra I*	*45.0*	*4.5*
GE 201	*Introduction to Sociology*	*45.0*	*4.5*
GE 202	*General Psychology*	*45.0*	*4.5*
GE 221	*Written Communication for Professionals*	*45.0*	*4.5*
GE 230	*Written & Oral Communication*	*45.0*	*4.5*
PTA 100	Introduction to Physical Therapist Assistant	22.0	2.0
PTA 110	Fundamental PTA Procedures with lab	77.0	4.5
PTA 120	Clinical Kinesiology with lab	77.0	4.5
PTA 130	Pathology	44.0	4.0
PTA 210	Procedures II with lab	66.0	4.0
PTA 220	Orthopedic Management	66.0	4.0
PTA 230	Professional Behaviors	33.0	3.0
PTA 222	Patient Care Skills I	22.0	1.0
PTA 225	Clinical Education I	184.0	6.0
PTA 226	Clinical Education I Seminar	11.0	1.0
PTA 240	Applied Neurology	66.0	4.0
PTA 250	Physical Therapy Aspects of Growth, Development, and Aging	44.0	3.0
PTA 260	Selected Topics	44.0	3.0

PTA 233	Patient Care Skills II	22.0	1.0
PTA 235	Clinical Education II	240.0	8.0
PTA 280	Senior Seminar	33.0	3.0
PTA 245	Clinical Education III	280.0	9.0
PTA 290	Licensure Exam Preparation	22.0	2.0
TOTAL		**1,773.0**	**106.0**

General Education courses are identified in Italic

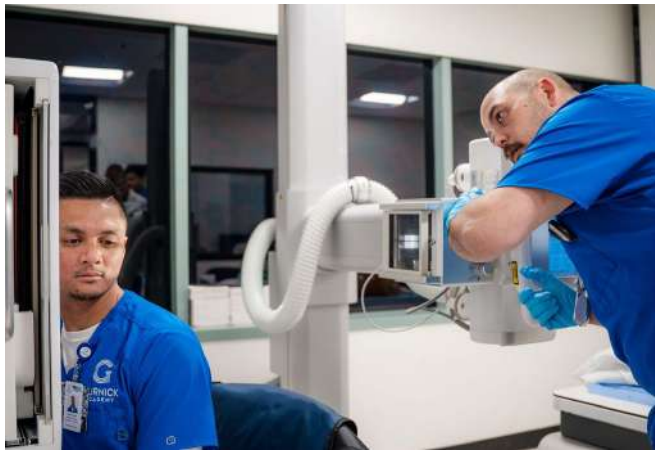
A.S. in PTA Program Information, Length, and Schedule
The program information, length, and schedule may change. Read the accompanying Addendum for changes and updates, and connect with an Admission Advisor for more details.

The Physical Therapist Assistant program is an Associate of Science degree program. The program includes eight (8) General Education Courses, and eighteen (18) Physical Therapist Assistant focused courses. Students with previous college courses equivalent to the General Education required can request an evaluation of their transcripts for credit transferred in.

Classes are scheduled Monday through Friday full-time during the day. Clinical education assumes the Clinical Site hours during the day.

The A.S. in Physical Therapist Assistant program at both the San Jose and the Fresno campuses enjoys classrooms/laboratories equipped with industry-standard equipment found at typical Physical Therapy facilities. This includes cardio, modalities, balance, weights, and treatment tables. The classroom lecture instructor-to-student ratio is 1:20, 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 (3) full-time clinical rotations at various types of Physical Therapy facilities located locally and out of state.

ASSOCIATE OF SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (A.S. IN RT)



96 WEEKS
2,974 CLOCK HOURS
167 QUARTER CREDIT HOURS
ASSOCIATE OF SCIENCE DEGREE PROGRAM, 8 QUARTERS
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-2034.00, 29-2035.00, 29-2099.06
POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations.*
LOCATIONS: Concord and Sacramento
DELIVERY: Blended (Residential and Distance Education)

Gurnick Academy students in the Imaging Skills Lab at the Sacramento campus.

A.S. in RT Program Mission
The A.S. in Radiologic Technology Program faculty is dedicated to providing qualified individuals with an optimal learning experience. We strive to provide the medical imaging community with competent radiologic technologists. They will demonstrate the highest standards of ethics, professionalism, clinical competency, and critical thinking while providing compassionate and respectful patient care.

The program philosophy ensures that graduates perform radiologic procedures as defined by the American Society of Radiologic Technologists Practice Standards. Graduates of the A.S. in Radiologic Technology program will possess professionalism and ethics consistent with the American Registry of Radiologic Technologists Principles of Professional Conduct for Radiologic Technologists and Code of Ethics.

A.S. in RT Program Description

A Radiologic Technologist is 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 medical team.

Technologists work in hospitals (general radiography, surgery, trauma, pediatrics, clinics), doctors' offices, 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. The continued growth and development of imaging depends on highly qualified and well-trained radiologic technologists.

Some clinical rotations and radiographic examinations are deemed "gender-specific," such as mammography and the hysterosalpingogram (HSG). While mammography is generally performed on females, the HSG is an examination exclusively conducted on female patients.

Male students should understand that they may not be allowed to observe or perform these examinations because of their sensitivity. Didactic information on these examinations will be provided to all students. However, clinical experience in these examinations may be limited to only female students.

A.S. in RT Program Goals and Objectives

- Graduate students with the clinical competence required to be an entry-level technologist.
- Produce students who will demonstrate effective interpersonal skills with the entire healthcare team and the public.
- Enable students to employ appropriate critical thinking and problem-solving skills to prepare them to be entry-level technologists in the clinical setting.

A.S. in RT Student Learning Outcomes

- Demonstrate the positioning skills of an entry-level technologist.
- Evaluate images for diagnostic quality.
- Demonstrate effective communication skills with the healthcare team.
- Employ communication skills with the patients and the public.
- Ability to adapt to patients' conditions that deviate from routine exams.
- Utilize proper safety and ALARA practices for routine and non-routine exams.

Students will establish a plan for professional development and career enhancement upon graduation.

A.S. in RT Program Outline

Table 48. A.S. in RT Program Course Outline

Number	Title	Clock Hours	Quarter Credit Hours
*GE 011**	*Anatomy & Physiology I*	*56.0*	*5.5*
*GE 110**	*Critical Thinking*	*45.0*	*4.5*
*GE 112**	*Algebra I*	*45.0*	*4.5*
*GE 201**	*Introduction to Sociology*	*45.0*	*4.5*

GE 222*	*English Reading and Composition*	45.0	4.5
*GEH 020**	*Medical Terminology*	*18.0*	*1.5*
RT 110C	Clinical Practice I	128.0	4.0
RT 111*	Radiologic Patient Care	42.0	4.0
RT 112*	Radiation Physics and Exposure	58.0	5.0
RT 113*	Radiographic Procedures I	48.0	4.5
RT 113L	Radiographic Procedures I Lab	30.0	1.5
RT 120C	Clinical Practice II	168.0	5.5
RT 121*	Radiation Protection and Biology	50.0	5.0
RT 122*	Digital Imaging	52.0	4.5
RT 123*	Radiographic Procedures II	48.0	4.5
RT 123L	Radiographic Procedures II Lab	30.0	1.5
RT 130C	Clinical Practice III	176.0	5.5
RT 131*	Radiographic Physics II and Fluoroscopy	48.0	4.5
RT 132*	Ethics and Law in Radiography	24.0	2.0
RT 133*	Radiographic Procedures III	45.0	4.5
RT 133L	Radiographic Procedures III Lab	33.0	1.5
RT 140C	Clinical Practice IV	192.0	6.0
RT 142*	Radiographic Pathology	48.0	4.5
RT 143*	Radiographic Procedures IV	45.0	4.5
RT 143L	Radiographic Procedures IV Lab	33.0	1.5
RT 250C	Clinical Practice V	280.0	9.0
RT 251*	Radiographic Pharmacology and Venipuncture	36.0	3.0
RT 252*	Cross Sectional Anatomy	40.0	4.0
RT 260C	Clinical Practice VI	240.0	8.0
RT 261*	Advanced Digital Imaging	30.0	3.0
RT 262*	Radiographic Advanced Procedures	48.0	4.5
RT 270C	Clinical Practice VII	264.0	8.5
RT 271*	Patient Care and Procedures Seminar	48.0	4.5
RT 272* or RT 273*	Computed Tomography or Mammography	40.0	4.0
RT 274*	Advanced Radiation Protection	50.0	4.0
RT 280C	Clinical Practice VIII	280.0	9.0
RT 281*	Image Production and Safety Seminar	48.0	4.5
RT 282*	Professional Development and Advancement	18.0	1.5
TOTAL		**2,974.0**	**167.0**

General Education Courses are identified in Italics.

Applicants who possess a **current** State of California Limited Permit (License) in Chest, Extremities, and Torso Skeletal will receive credit granting for the following courses.

Table 49. A.S. in RT Program Credit Granting for Applicants with Current License

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	QUARTER CREDIT HOURS
*GE 011**	*Anatomy & Physiology I*	*56.0*	*5.5*
*GEH 020**	*Medical Terminology*	*18.0*	*1.5*
RT 111*	Radiologic Patient Care	42.0	4.0
RT 112*	Radiation Physics and Exposure	58.0	5.0
RT 113*	Radiographic Procedures I	48.0	4.5
RT 113L	Radiographic Procedures I Lab	30.0	1.5
RT 121*	Radiation Protection and Biology	50.0	5.0
RT 122*	Digital Imaging	52.0	4.5
RT 123*	Radiographic Procedures II	48.0	4.5
RT 123L	Radiographic Procedures II Lab	30.0	1.5
RT 110C	Clinical Practice I	128.0	4.0
RT 120C	Clinical Practice II	168.0	5.5
TOTAL		**728.0**	**47.0**

*The Gurnick Academy of Medical Arts A.S. in Radiologic Technology program offers all curriculum courses via distance education and hybrid delivery, except for laboratory and clinical courses, which require in-person attendance

A.S. in RT Program Information, Length, and Schedule

The program information, length, and schedule may change. Please read the accompanying Addendum for changes and updates. Connect with an Admission Advisor for details.

The A.S. in Radiologic Technology program provides a library and classrooms with media teaching aids, textbooks, journals, periodicals, anatomical charts, phantoms, and energized lab equipment.

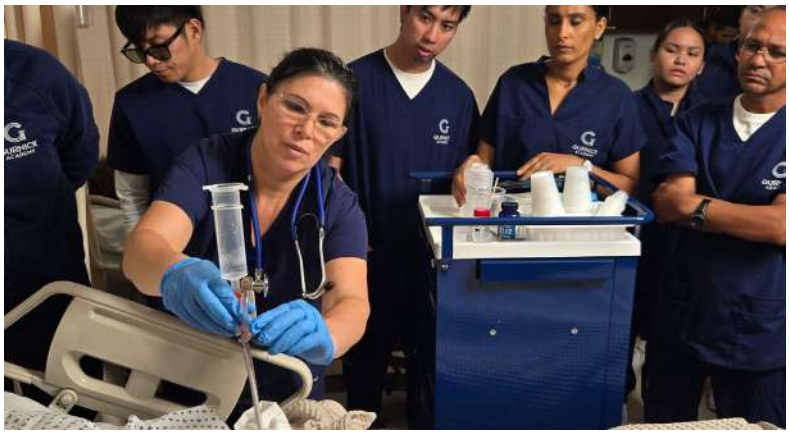
The Radiologic Technology program is an Associate of Science degree program. The student will receive didactic, laboratory, and clinical experience in affiliated medical facilities. The Instructor-to-Student ratio is 1:30 during residential lectures, 1:25 during online lectures, 1:10 in the laboratory, and 1:1 during clinical externships.

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 the clinical site requires. 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 provide supervised clinical instruction in the patient care setting. All clinical sites employ radiologic

technologists and supervisors/operators (doctors) who hold certification from the State of California Radiologic Health Branch.

ASSOCIATE OF SCIENCE IN VOCATIONAL NURSING PROGRAM (A.S. in VN)



Gurnick Academy of Medical Arts students in the Simulation Learning Center at the Fresno campus.

30 WEEKS
2,070 CLOCK HOURS
90.5 SEMESTER CREDIT HOURS
ASSOCIATE DEGREE PROGRAM
LOCATION: Fresno
DELIVERY: Blended (Residential and Distance Education)

A.S. in VN Program Mission

Gurnick Academy of Medical Arts aims 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.

A.S. in VN Program Description

A.S. in Vocational Nursing program graduates join a career in the healthcare field. Vocational nurses provide primary medical care under the direction of registered nurses and doctors. They monitor patients' health, discuss care with patients, keep records, and administer primary care, including changing bandages and inserting catheters.

The Associate of Science in Vocational Nursing program is a two (2) semester program for graduates of an approved Vocational Nursing or Practical Nursing program who wish to obtain an Associate of Science Degree.

The program builds on the vocational nursing diploma program by adding the same general education courses to our Associate of Science in Nursing Program (ADN).

A.S. in VN Program Goals and Objectives

- Incorporate nursing, behavioral, and physical sciences principles to provide competent care to clients of different ages with different biopsychosocial 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.
- Utilize critical thinking in assessing, planning, intervening, and evaluating client care within the scope of Vocational Nurse practice.
- Use effective communication to demonstrate organization, prioritization, delegation, and collaboration with healthcare professionals.
- Prepare the Associate Degree student with the knowledge, skill, and ability to administer safe, ethical, competent nursing care as a beginning practitioner in various settings.

Table 50. A.S. in VN Program Course Outline

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	SEMESTER CREDIT HOURS
GE 020A	*Human Body in Health and Disease I with Lab*	*75.0*	*4.0*
GE 041	*General Microbiology with Lab*	*75.0*	*4.0*
GE 222	*English Reading and Composition*	*45.0*	*3.0*
GE 112	*Algebra I*	*45.0*	*3.0*
GE 202	*General Psychology*	*45.0*	*3.0*
GE 020B	*Human Body in Health and Disease II with Lab*	*75.0*	*4.0*
GE 031	*Nutrition in Health & Disease*	*45.0*	*3.0*
GE 110	*Critical Thinking*	*45.0*	*3.0*
GE 201	*Introduction to Sociology*	*45.0*	*3.0*
GE 240	*Public Speaking, Basics of Effective Communication*	*45.0*	*3.0*
TOTAL		540.0	33.0

General Education Courses are identified in Italics.

A.S. in VN 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 earn 90.5 semester credit hours and an Associate of Science Degree in Vocational Nursing.

BACHELOR OF SCIENCE IN DIAGNOSTIC MEDICAL IMAGING PROGRAM (B.S. in DMI)

Stock photo from canva.com.

45 WEEKS (FULL-TIME)/90 WEEKS (PART-TIME)
121 SEMESTER CREDIT HOURS
DEGREE PROGRAMS, 3 SEMESTERS (FULL-TIME)/ 6 SEMESTERS (PART-TIME)
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-2032.00, 29-2099.06, 29-2034.00, 29-2035.00
POTENTIAL OCCUPATIONS:
Please see a school official for the complete list of potential occupations.
LOCATION: Concord
DELIVERY FORMAT: Online

B.S. in DMI Program Mission

To prepare imaging professionals with higher education, leadership skills, and opportunities for upward mobility in healthcare.

B.S. in DMI Program Description

The online Bachelor of Science in Diagnostic Medical Imaging (BSDMI) degree provides the certified imaging professional with the foundational skills necessary to advance.

Enhanced marketability is an influential motive for acquiring a bachelor's degree in Diagnostic Medical Imaging.

A bachelor's degree makes advancing in radiology, business, IT, and public health possible. Positions in administration, management, and education generally require advanced degrees. The applicant can choose one of six (6) specialty tracks to further the imaging professional's career.

- **Imaging Informatics** – Training in the Imaging Informatics courses will prepare the student for the PACS / RIS administrator role.
- **Leadership and Management** – Training in the Leadership and Management courses will prepare the student for healthcare administration and management positions.
- **Education** – Training in the Education courses will prepare the student for a career in imaging education (depending on minimum course enrollment).
- **Mammography** – Training in the Mammography courses will include all MQSA-mandated material and an emphasis on mammography registry review. This track will cover all ARRT® mammography exam content specifications, review the California state mammography exam, and include the required ARRT® 16 hours of structured education for the Mammography post-primary examination.
- **Computed Tomography** – Training in the CT courses will consist of an overview of cross-sectional images of the body and offer didactic educational experiences that will provide the student with the necessary knowledge and skills to become an entry-level CT technologist. Students will learn the physics and instrumentation of computed tomography, clinical procedures and protocols, patient care, and radiation safety with a registry review to help prepare students for the ARRT® post-primary exam. The completion of this track will meet the ARRT® 16 hours of structured education for the CT post-primary examination.
- **MRI (Magnetic Resonance Imaging)** – Training in the MRI courses will include the didactic framework covering physical principles of MRI, advanced applications of MRI, including sectional anatomy, and MRI Safety and Registry Review. The completion of this track will meet the ARRT® 16 hours of structured education for the MRI post-primary examination.

The B.S. in DMI degree is available entirely through the distance education delivery method. This program offers advancement for technologists who cannot attend a traditional college. The entire BSDMI program is 121 semester credit hours. Registered technologists may earn up to 70 semester credit hours of advanced standing. The courses are listed in the following table. They include courses that will enhance the student's understanding of medical imaging and specialty courses depending on their chosen track.

B.S. in DMI Program Goals and Objectives

- Develop requisite skills to function in advanced roles within the imaging community.
- Expand communication skills.
- Demonstrate the critical thinking and problem-solving skills of a supervisory-level professional.
- Be adequately prepared to function in advanced roles within the profession.
- Develop professionalism through scholarly productivity.
- Cultivate critical thinking skills.
- Craft a working professional e-portfolio.

Table 51. General Education Courses

Course Number	Title	Total Contact Hours	Semester Credit Hours
GE 022	Anatomy & Physiology II (w/o lab)	45.0	3.0
GE 103	Growth and Development through Lifespan	45.0	3.0
GE 111	Research Statistics	45.0	3.0
GE 120	Introduction to Information Systems	45.0	3.0

GE 202	General Psychology	45.0	3.0
GE 221	Written Communication for Professionals	45.0	3.0
GE 240	Public Speaking	45.0	3.0
TOTAL		**315.0**	**21.0**

Table 52. BSDMI Professional Courses

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 330	Advanced Radiobiology	60.0	4.0
DMI 340	Quality Control in Diagnostic Imaging	60.0	4.0
DMI 360	Health Science Management	60.0	4.0
DMI 370	Professional Capstone Portfolio Project	45.0	3.0
GEH 101	Organization and Function of Health System	45.0	3.0
GEH 301	Ethics & Law in Health Science	45.0	3.0
TOTAL		**315.0**	**21.0**

Choose one of the following tracks

Table 53. Leadership and Management Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 410	Leadership and Performance	45.0	3.0
DMI 420	Operations and Human Resource Management in Diagnostic Imaging	45.0	3.0
DMI 430	Financial and Asset Management in Radiology	45.0	3.0
TOTAL		**135.0**	**9.0**

Table 54. Imaging Informatics Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 440	Digital Radiography and PACS	45.0	3.0
DMI 450	Communication and Education in Imaging Informatics	45.0	3.0
DMI 460	Systems Management in Informatics	45.0	3.0
TOTAL		**135.0**	**9.0**

Table 55. Education Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 470	Teaching Strategies for Adult Learners in Health Science	45.0	3.0
DMI 480	Curriculum Design in Diagnostic Imaging Sciences	45.0	3.0
DMI 490	Methods of Teaching Online Course	45.0	3.0
TOTAL		**135.0**	**9.0**

Table 56. Computed Tomography Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 510	Principles of Computed Tomography	45.0	3.0
DMI 520	Advanced Application in Computed Tomography	45.0	3.0
DMI 530	Computed Tomography Registry Review	45.0	3.0
TOTAL		**135.0**	**9.0**

Table 57. Magnetic Resonance Imaging Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 540	Physical Principles of MRI	45.0	3.0
DMI 550	Advanced Applications of MRI	45.0	3.0
DMI 560	MRI Safety and Registry Review	45.0	3.0
TOTAL		**135.0**	**9.0**

Table 58. Mammography Track

Course Number	Title	Total Contact Hours	Semester Credit Hours
DMI 570	Principles of Mammography	45.0	3.0
DMI 580	Advanced Applications of Breast Imaging	45.0	3.0
DMI 590	Mammography Registry Review	45.0	3.0
TOTAL		**135.0**	**9.0**

BACHELOR OF SCIENCE IN NURSING PROGRAM (BSN)

120 WEEKS (GENERIC); 63 WEEKS (LVN TO BSN); 45 WEEKS (RN TO BSN)
120 SEMESTER CREDIT HOURS; 2505 CLOCK HOURS
GENERIC BACHELOR'S DEGREE PROGRAM, 8 SEMESTERS
LVN TO BSN, 4 SEMESTERS; RN TO BSN, 3 SEMESTERS
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-1141.00. 29-1141.03, 29-1141.01
POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations.*
LOCATIONS: Concord
DELIVERY: Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the classroom at the Fresno campus.

BSN Program Description
Students will study a wide range of curricular content required for licensure by the California Board of Registered Nursing. Students will also study the organization and function of health services, ethics and law in health care, writing skills for health professionals, leadership and management, nursing research, and the essentials of patient education.

Emphasis will be placed on evidence-based practice and critical thinking skills to provide safe and effective care to patients from diverse and multicultural populations and communities across the lifespan. Students will also take Community Health Nursing, which includes certification in reporting child abuse and disaster management, following the requirements of the Public Health California Code of Regulations.

BSN Program Mission Statement

Gurnick Academy of Medical Arts aims 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.

The Bachelor of Science in Nursing aims to achieve distinction in the undergraduate nursing program and advance the mission of Gurnick Academy of Medical Arts through

1. Actively prepare the baccalaureate student to assume roles in nursing practice per the regulatory and accrediting agencies.
2. Actively prepare the baccalaureate student to bear practice, education, and research responsibility.
3. Promoting public health by developing new knowledge and applying this knowledge to innovate healthcare delivery in a public health setting.
4. Provision of insight, assistance, and teaching of health care programs responding to the growing public health needs.
5. Championing nursing research and scholarships.

BSN Program Goals

The faculty at Gurnick Academy of Medical Arts is committed to the following:

1. Providing a learning environment that nurtures cultural diversity and differences in learning styles and is free of discrimination and judgment.
2. Graduate well-prepared Bachelor of Science in Nursing students who demonstrate clinical behaviors and judgments to meet the essential competencies necessary to obtain licensure and join the workforce as an entry-level nurse.
3. Ensure that graduates have the knowledge and skills to respond to the community's growing healthcare delivery and practice needs.
4. Produce well-rounded nurses who are culturally sensitive, situation-adaptive, and active advocates of the community it serves.
5. Continuously revisit and revise its curriculum to ensure its nursing graduates adapt to rapid healthcare delivery and practice changes.
6. Build a learning platform to inspire nursing graduates to pursue recognition and excellence in practice, research, and community outreach.
7. Foster nurturing partnerships with its community organizations for academic programs.
8. Inspire nursing graduates to seek higher education by developing a plan for faculty growth and professional development.

BSN Terminal Educational Outcomes

By the end of the baccalaureate nursing program, the graduate will be able to:

1. Apply theoretical and clinical concepts of health promotion and disease prevention practices, provide a safe and nurturing environment, and lead innovations in nursing practices according to nursing regulations and accrediting agencies.
2. Critically appraise, analyze, and create a framework integrating didactic and clinical learning into everyday practice and leadership activities.
3. Evaluate patient care practices that are evidence-based and community-driven.
4. Express a firm commitment to nursing research through active participation in professional organizations and education advancement.

5. Demonstrate leadership by becoming well-rounded, ethical, respectful, well-informed, and fully responsive to the community's needs.

BSN Program Outline

Table 59. Generic BSN Program Outline

Course Number	Course Title	ABHES Clock Hours	BRN Clock Hours	Semester Credit Hours
GE 020A	*Human Body in Health & Disease I w/ Lab*	*75.0*	*90.0*	*4.0*
GE 041	*General Microbiology with Lab*	*75.0*	*90.0*	*4.0*
GE 222	*English Reading and Composition*	*45.0*	*45.0*	*3.0*
GE 112	*Algebra I*	*45.0*	*45.0*	*3.0*
GE 201	*Introduction to Sociology*	*45.0*	*45.0*	*3.0*
GE 020B	*Human Body in Health & Disease II w/ Lab*	*75.0*	*90.0*	*4.0*
GE 031	*Nutrition in Health & Disease*	*45.0*	*45.0*	*3.0*
GE 202	*General Psychology*	*45.0*	*45.0*	*3.0*
GE 240	*Public Speaking, Basics of Effective Communication*	*45.0*	*45.0*	*3.0*
GE 110	*Critical Thinking*	*45.0*	*45.0*	*3.0*
GE 111	*Research Statistics*	*45.0*	*45.0*	*3.0*
GEH 101	*Organization & Function of Health Services*	*45.0*	*45.0*	*3.0*
GEH 102	*Essentials of Patient Education*	*45.0*	*45.0*	*3.0*
GE 103	*Growth and Development Through Lifespan*	*45.0*	*45.0*	*3.0*
GEH 201	*Holistic Health & Complementary Alternative Medicine*	*30.0*	*30.0*	*2.0*
GEH 301	*Ethics and Law in Health Science*	*45.0*	*45.0*	*3.0*
RN 100	Fundamentals of Nursing Theory*	*45.0*	*45.0*	*3.0*
RN 101	Fundamentals of Nursing Clinical and Lab*	*157.5*	*157.5*	*3.5*
RN 102	Health Assessment Theory*	*45.0*	*45.0*	*3.0*
RN 103	Health Assessment Skills Lab*	*67.5*	*67.5*	*1.5*
RN 104	Pharmacology	45.0	45.0	3.0
RN 106	Pathophysiology	45.0	45.0	3.0
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg*	45.0	45.0	3.0
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg*	90.0	90.0	2.0
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg*	45.0	45.0	3.0
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg*	90.0	90.0	2.0
RN 300	Maternal Newborn Theory*	45.0	45.0	3.0
RN 301	Maternal Newborn Clinical*	67.5	67.5	1.5
RN 302	Care of Children Theory*	45.0	45.0	3.0
RN 303	Care of Children Clinical*	67.5	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg*	45.0	45.0	3.0
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg*	90.0	90.0	2.0
RN 400	Mental Health Nursing Theory*	45.0	45.0	3.0
RN 401	Mental Health Nursing Clinical*	90.0	90.0	2.0

RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership*	45.0	45.0	3.0
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership*	90.0	90.0	2.0
RN 404	Community Health Nursing Theory*	45.0	45.0	3.0
RN 405	Community Health Nursing Clinical*	90.0	90.0	2.0
RN 500	Leadership/Management in Nursing Theory	45.0	45.0	3.0
RN 501	Leadership/Management in Nursing Clinical	90.0	90.0	2.0
RN 502	Nursing Informatics	45.0	45.0	3.0
RN 504	Nursing Research	45.0	45.0	3.0
RN 505	Bachelors Achievement Capstone Portfolio	45.0	45.0	3.0
TOTAL		**2,505.0**	**2,550.0**	**120.0**

General Education Courses are identified in Italics.
*Paired course. See the course description for more details.

BSN Program – LVN to BSN Advanced Placement Program Outline
Prerequisite-General Education Courses LVN to BSN Advanced Placement (Can be completed at Gurnick Academy of Medical Arts or be credit granted)

Table 60. LVN to BSN Advanced Placement General Education Outline

Course Number	Course Title	ABHES Clock Hours	BRN Clock Hours	Semester Credit Hours
GE 020A	*Human Body in Health & Disease I w/ Lab*	*75.0*	*90.0*	*4.0*
GE 041	*General Microbiology with Lab*	*75.0*	*90.0*	*4.0*
GE 222	*English Reading and Composition*	*45.0*	*45.0*	*3.0*
GE 112	*Algebra I*	*45.0*	*45.0*	*3.0*
GE 201	*Introduction to Sociology*	*45.0*	*45.0*	*3.0*
GE 020B	*Human Body in Health & Disease II w/ Lab*	*75.0*	*90.0*	*4.0*
GE 031	*Nutrition in Health & Disease*	*45.0*	*45.0*	*3.0*
GE 202	*General Psychology*	*45.0*	*45.0*	*3.0*
GE 240	*Public Speaking, Basics of Effective Communication*	*45.0*	*45.0*	*3.0*
GE 110	*Critical Thinking*	*45.0*	*45.0*	*3.0*
TOTAL GURNICK ACADEMY GENERAL EDUCATION COURSES		**540.0**	**585.0**	**33.0**

Prerequisite Nursing Courses: LVN to BSN Advanced Placement
(These courses are to be credit granted for LVNs, subject to the Credit Granting Policy).

Table 61. LVN to BSN Advanced Placement Prerequisite Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours

RN 100	Fundamentals of Nursing Theory*	45.0	3.0
RN 101	Fundamentals of Nursing Clinical and Lab*	157.5	3.5
RN 102	Health Assessment Theory*	45.0	3.0
RN 103	Health Assessment Skills Lab*	67.5	1.5
RN 104	Pharmacology	45.0	3.0
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg*	45.0	3.0
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg*	90.0	2.0
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg*	45.0	3.0
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg*	90.0	2.0
TOTAL NURSING PREREQUISITE COURSES		**630.0**	**24.0**

*Paired course. See the course description for more details.

Table 62. LVN to BSN Advanced Placement Admission Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Transition Advanced Placement Theory & Lab Course	120.0	5.0
TOTAL GURNICK ACADEMY ADMISSION COURSES		120.0	5.0

Table 63. LVN to BSN General Education Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 111	Research Statistics	45.0	3.0
GEH 101	Organization & Function of Health Services	45.0	3.0
GEH 102	Essentials of Patient Education	45.0	3.0
GE 103	Growth and Development Through Lifespan	45.0	3.0
GEH 201	Holistic Health & Complementary Alternative Medicine	30.0	2.0
GEH 301	Ethics and Law in Health Science	45.0	3.0
TOTAL GURNICK ACADEMY GENERAL EDUCATION COURSES		**255.0**	**17.0**

Table 64. LVN to BSN Advanced Placement Professional Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 106	Pathophysiology	45.0	3.0
RN 400	Mental Health Nursing Theory*	45.0	3.0
RN 401	Mental Health Nursing Clinical*	90.0	2.0
RN 300	Maternal Newborn Theory*	45.0	3.0

RN 301	Maternal Newborn Clinical*	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg*	45.0	3.0
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg*	90.0	2.0
RN 302	Care of Children Theory*	45.0	3.0
RN 303	Care of Children Clinical*	67.5	1.5
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership*	45.0	3.0
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership*	90.0	2.0
RN 404	Community Health Nursing Theory*	45.0	3.0
RN 405	Community Health Nursing Clinical*	90.0	2.0
RN 500	Leadership/Management in Nursing Theory	45.0	3.0
RN 501	Leadership/Management in Nursing Clinical	90.0	2.0
RN 502	Nursing Informatics	45.0	3.0
RN 504	Nursing Research Theory	45.0	3.0
RN 505	Bachelors Achievement Capstone Portfolio	45.0	3.0
TOTAL GURNICK ACADEMY PROFESSIONAL COURSES		**1,080.0**	**46.0**
TOTAL PROGRAM FOR DEGREE (Prerequisites plus Professional)		**2,505.0**	**120.0**

BSN Program – RN to BSN Program Outline

Prerequisite-General Education Courses RN to BSN (Can be completed at Gurnick Academy of Medical Arts or be credit granted).

Table 65. RN to BSN General Education Outline

Course Number	Course Title	ABHES Clock Hours	BRN Clock Hours	Semester Credit Hours
GE 020A	*Human Body in Health & Disease I w/ Lab*	*75.0*	*90.0*	*4.0*
GE 041	*General Microbiology with Lab*	*75.0*	*90.0*	*4.0*
GE 222	*English Reading and Composition*	*45.0*	*45.0*	*3.0*
GE 112	*Algebra I*	*45.0*	*45.0*	*3.0*
GE 201	*Introduction to Sociology*	*45.0*	*45.0*	*3.0*
GE 020B	*Human Body in Health & Disease II w/ Lab*	*75.0*	*90.0*	*4.0*
GE 031	*Nutrition in Health & Disease*	*45.0*	*45.0*	*3.0*
GE 202	*General Psychology*	*45.0*	*45.0*	*3.0*
GE 240	*Public Speaking, Basics of Effective Communication*	*45.0*	*45.0*	*3.0*
GE 110	*Critical Thinking*	*45.0*	*45.0*	*3.0*
TOTAL		**540.0**	**585.0**	**33.0**

Prerequisite Nursing Courses: RN to BSN

(These courses are to be credit granted for RNs, subject to the Credit Granting Policy).

Table 66. RN to BSN Prerequisite Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 100	Fundamentals of Nursing Theory*	45.0	3.0
RN 101	Fundamentals of Nursing Clinical and Lab*	157.5	3.5
RN 102	Health Assessment Theory*	45.0	3.0
RN 103	Health Assessment Skills Lab*	67.5	1.5
RN 104	Pharmacology	45.0	3.0
RN 106	Pathophysiology	45.0	3.0
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg*	45.0	3.0
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg*	90.0	2.0
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg*	45.0	3.0
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg*	90.0	2.0
RN 300	Maternal Newborn Theory*	45.0	3.0
RN 301	Maternal Newborn Clinical*	67.5	1.5
RN 302	Care of Children Theory*	45.0	3.0
RN 303	Care of Children Clinical*	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg*	45.0	3.0
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg*	90.0	2.0
RN 400	Mental Health Nursing Theory*	45.0	3.0
RN 401	Mental Health Nursing Clinical*	90.0	2.0
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership*	45.0	3.0
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership*	90.0	2.0
TOTAL NURSING PREREQUISITE COURSES		**1,305.0**	**51.0**

*Paired course. See the course description for more details.

Table 67. RN to BSN General Education Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 111	Research Statistics	45.0	3.0
GEH 101	Organization & Function of Health Services	45.0	3.0
GEH 102	Essentials of Patient Education	45.0	3.0
GE 103	Growth and Development Through Lifespan	45.0	3.0
GEH 201	Holistic Health & Complementary Alternative Medicine	30.0	2.0
GEH 301	Ethics and Law in Health Science	45.0	3.0
TOTAL GURNICK ACADEMY GENERAL EDUCATION COURSES		**255.0**	**17.0**

Table 68. RN to BSN Professional Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 404	Community Health Nursing Theory*	45.0	3.0
RN 405	Community Health Nursing Practicum*	90.0	2.0
RN 500	Leadership/Management in Nursing Theory	45.0	3.0
RN 501	Leadership/Management in Nursing Clinical	90.0	2.0
RN 502	Nursing Informatics	45.0	3.0
RN 504	Nursing Research Theory	45.0	3.0
RN 505	Bachelors Achievement Capstone Portfolio	45.0	3.0
TOTAL GURNICK ACADEMY PROFESSIONAL COURSES		**405.0**	**19.0**
TOTAL PROGRAM FOR DEGREE (Prerequisites plus Professional)		**2,505.0**	**120.0**

*Paired course. See the course description for more details.

BSN Program Information, Length, and Schedule

The BSN is a degree program providing a library and classrooms with audiovisual teaching aids, textbooks, journals, anatomical charts, and models. The Instructor-to-Student ratio is 1:12 in the laboratory and clinical, 1:28 during residential lectures, and 1:25 during online lectures.

The BSN program is designed with three (3) separate admission pathways for full-time attendance.

Generic BSN (8 semesters for 120 Semester Credit Hours):
In the first three (3) program semesters, students will take 50 Semester-Credit Hours of General Education courses via online delivery.

The fourth semester is 15 weeks and consists of 14 Semester Credit Hours (nine (9) lectures and five (5) clinical and skills lab hours). Courses include Fundamentals of Nursing, including theory, skills and clinical, Health Assessment, and Pharmacology. Theory and Lab will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The fifth semester consists of 13 Semester Credit Hours (nine (9) lectures and four (4) clinical hours). Courses include Pathophysiology, Introduction to Med/Surg I Theory and Clinical, and Intermediate Med/Surg Theory and Clinical. Classes will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The sixth semester consists of 14.5 Semester Credit Hours (nine (9) lectures and 5.5 clinical hours). Courses include Mental Health Theory and Clinical, Maternal/Newborn Theory and Clinical, and Advanced Med/Surg I Theory and Clinical. Theory and Lab will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The seventh semester consists of 14.5 Semester Credit Hours (nine (9) lectures and 5.5 clinical hours). Courses include Care of Children Theory and Clinical, Complex Med-Surg Theory and Clinical/Leadership, and Community Health Theory and Practicum. Classes will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The eighth semester consists of 14 Semester Credit Hours (12 lectures and two (2) clinical hours). Courses include Leadership Theory and Practicum, Nursing Research, Nursing Informatics, and BSN Capstone Portfolio. Classes will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

Students receive 1,425 didactic hours and 1,080 clinical and lab hours during this pathway, allowing them to apply the lecture topics to practical use.

LVN to BSN Advanced Placement (4 semesters for 63 Semester Credit Hours):

Students in this pathway can complete the BSN program within 63 weeks (four (4) semesters and a three (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 in the LVN to RN Advanced Placement track. The RN 180 Nursing Advanced Placement Transition Theory & Lab is the admission course. It is a five (5) unit, 120-hour course that evaluates the student's readiness to enroll in the Advanced Placement pathway. The student must demonstrate the required knowledge and skills to complete this course. All students must complete these before starting any Professional Courses.

The third semester is 17 Semester Credit Hours of General Education Courses via online delivery. The fourth and fifth semesters with 24 semester credit hours are credits granted from LVN Education.

The sixth semester consists of 17.5 Semester Credit Hours (12 lectures and 5.5 clinical hours). Courses include Pathophysiology, Mental Health Theory and Clinical, Maternal/Newborn Theory and Clinical, and Advanced Med/Surg I Theory and Clinical. Theory and Lab will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The seventh semester consists of 14.5 Semester Credit Hours (nine (9) lectures and 5.5 clinical hours). Courses include Care of Children Theory and Clinical, Complex Med-Surg Theory and Clinical/Leadership, and Community Health Theory and Practicum. Classes will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The eighth semester consists of 14 Semester Credit Hours (12 lectures and two (2) clinical hours). Courses include Leadership Theory and Practicum, Nursing Research, Nursing Informatics, and BSN Capstone Portfolio. Classes will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

Students receive 802.5 hours of didactic and 652.5 hours of clinical and lab instruction in this pathway, allowing them to apply the lecture topics to practical use. The expected program completion time is 63 weeks, excluding holidays and vacations.

Gurnick Academy of Medical Arts has adopted ATI standardized testing to assess student learning outcomes and evaluate student readiness for the nursing licensure examination. The NCLEX Preparation and Remediation course assists students in this program by focusing directly on the current NCLEX-RN test plan, application process, and test-taking strategies to prepare for the NCLEX-RN licensure exam.

Preparation for NCLEX-RN (ATI) is provided to the students. Students are permitted two (2) attempts to pass the ATI exit exam to graduate. The first attempt is given after program completion. The second attempt is given two (2) weeks after program completion. Under extraordinary circumstances, applicable students may be eligible for a third attempt. See the Student Grievance and Appeals Policy for more information.

RN to BSN Advanced Placement (3 semesters for 36 Semester Credit Hours):

The Bachelor of Science in Nursing program (RN to BSN) admission track is a three (3) semester distance education program for RNs to complete their Bachelor of Science Degree in Nursing in one (1) year. Each semester is 15 weeks long and covers five (5) courses. Course instructors will open a new lecture each weekday, and assignments must be submitted by the deadlines set by the course instructors and indicated in the course syllabi.

The two (2) practicum courses, Community Health Nursing Practicum and Leadership/Management in Nursing Practicum, require the student to do six (6) hours each week for 15 weeks in a clinical setting. Students are responsible for obtaining their local clinical site/preceptor based on their work or residence. Gurnick Academy of Medical Arts has agreements with multiple clinical sites in the Bay Area, California, where students can alternatively complete their clinical/preceptorship.

The expected program completion time is 45 weeks, excluding holidays and vacation times. The Instructor-to-Student ratio is 1:25 during lectures and 1:1 during clinical externships.

At Gurnick Academy of Medical Arts (professional courses only), students receive 480 hours of didactic instruction and 180 hours of clinical teaching, allowing them to apply the lecture topics to practical use. Additionally, students will dedicate 960 hours toward outside-of-school preparation time.

LVN 30-Unit Option

The LVN 30 Unit Option is available to all individuals who are licensed as Licensed 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. Students who complete this program do not meet the Bachelors of Science in Nursing and will not be a graduate of the nursing program. Several states will not recognize individuals who complete this option or successful completion of 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. The 15 units of nursing courses for the 30 Unit Option must be completed at Gurnick Academy of Medical Arts. The remaining eight (8) units will be transfer credits of four (4) units from any standalone Physiology with lab that includes all body systems equivalent to the GE 020A & GE 020B or Human Body in Health & Disease I w/Lab and Human Body in Health & Disease II w/Lab and four (4) units of Microbiology with Lab which are admission requirements for this option. This option is not applicable to BSN students enrolled in the program and to students who failed any course from the BSN program. The RN 180 Nursing Advanced Placement Transition course is not required but is recommended for completion as an elective course.

Table XX. LVN 30-Unit Option

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Transition Advanced Placement Theory & Lab Course	120.0	5.0

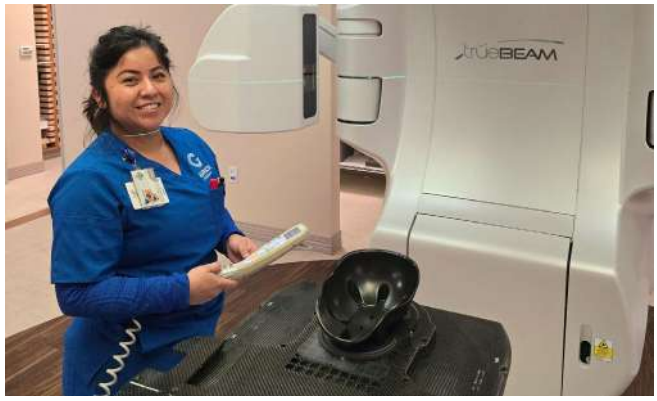
Table XX. LVN 30-Unit Option Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 304	Medical/Surgical III Theory-Advanced Med/Surg *	45.0	3.0
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg *	90.0	2.0
RN 400	Mental Health Theory*	45.0	3.0

RN 401	Mental Health Clinical*	90.0	2.0
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership*	45.0	3.0
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership*	90.0	2.0
TOTAL GURNICK ACADEMY PROFESSIONAL COURSES		**405.0**	**15.0**
TOTAL PROGRAM FOR 30-Unit Option (Transfer plus Professional)		**—**	**23.0**

*Paired course. See the course description for more details.

BACHELOR OF SCIENCE IN RADIATION THERAPY (B.S. in RT)



Gurnick Academy of Medical Arts students in the lab.

135 WEEKS
3100 CLOCK HOURS
131 SEMESTER CREDIT HOURS
BACHELOR OF SCIENCE DEGREE PROGRAM, 9 SEMESTERS
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-1124.00
POTENTIAL OCCUPATION: *Please see a school official for the complete list of potential occupations.*
LOCATIONS: Van Nuys
DELIVERY: Full Distance Education

B.S. in RT Program Mission
Gurnick Academy of Medical Arts aims 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.

The Radiation Therapy Program at Gurnick Academy of Medical Arts aims to provide the highest quality of didactic and clinical education for students to assume the role of a radiation therapist. Graduates of the Radiation Therapy program will be knowledgeable, both clinically and technically competent, and proficient in critical thinking to provide exceptional patient care, education, simulation, and treatment.

B.S. in RT Program Goals and Description
The Bachelor of Science in Radiation Therapy Program (B.S. in RT) is a 36-month program that prepares students to obtain the professional role of an entry-level radiation therapist. This full-time, lock-step program provides students with didactic and clinical learning experiences that prepare them to be vital healthcare team members.

This program includes online classwork, live online lectures, and clinical experiences contributing to student learning. Beginning with general education courses, students will build upon their knowledge as they progress through the program into core radiation therapy coursework.

The radiation therapy curriculum, developed by the American Society of Radiologic Technologists, ensures students develop essential skills for working with diverse patients. These skills include communication, human diversity, scientific inquiry, critical thinking, and judgment. The didactic radiation therapy courses include human anatomy, physiology, radiation therapy physics, radiation oncology, pathology, radiation biology, treatment planning, medical dosimetry, quality assurance, and patient care.

During the clinical portion of the program, students will be under the direct supervision of a licensed radiation therapist as they develop competencies in simulation, treatment, and dosimetric procedures. Students will utilize various simulation and treatment machines to elevate their skills and consistently deliver high-quality patient care.

B.S. in RT Program Goals and Objectives

1. Students will be clinically competent in simulation and the delivery of radiation therapy treatments.
    a. Students will demonstrate clinical competence in simulation and radiation therapy treatment delivery.
    b. Students will demonstrate mastery of knowledge and clinical reasoning.
    c. Students will demonstrate ALARA principles.
2. Students will communicate effectively.
    a. Students will effectively communicate with patients, therapists, physicians, and staff.
    b. Apply appropriate communication skills across settings, purposes, and audiences.
    c. Demonstrate the ability to communicate with culturally diverse populations.
3. Students will utilize problem-solving skills and develop critical thinking skills.
    a. Apply appropriate communication skills across settings, purposes, and audiences.
    b. Develop conclusions and related outcomes.
    c. Students will demonstrate mastery of knowledge and clinical reasoning.
4. Students will demonstrate standards of professionalism through ethical behaviors.
    a. Students will demonstrate ethical behaviors.
    b. Demonstrate attitudes and behaviors consistent with professional standards.

B.S. in RT Program Outline

Table 69. B.S. in RT Program Course Outline

Course Number	Title	Clock Hours	Semester Credit Hours
GE 002	Principles of Physics	45.0	3.0
GE 020A	Human Body in Health & Disease I with Laboratory	75.0	4.0
GE 020B	Human Body in Health & Disease II with Laboratory	75.0	4.0
GE 031	Nutrition in Health and Disease	45.0	3.0
GE 041	General Microbiology with Laboratory	75.0	4.0
GE 103	Growth and Development Through Lifespan	45.0	3.0
GE 110	Critical Thinking	45.0	3.0
GE 112	Algebra I	45.0	3.0
GE 120	Introduction to Information Systems	45.0	3.0
GE 201	Introduction to Sociology	45.0	3.0
GE 202	General Psychology	45.0	3.0
GE 222	English Reading and Composition	45.0	3.0
GE 240	Public Speaking, Basics of Effective Communication	45.0	3.0
GEH 101	Organization and Function of Health Services	45.0	3.0
RTT 250	Introduction to Radiation Therapy	30.0	2.0
RTT 300	Sectional/Topographic Anatomy	45.0	3.0

RTT 315	Medical Imaging	45.0	3.0
RTT 320	Clinical Concepts I	45.0	3.0
RTT 330	Ethics	25.0	1.5
RTT 340	Radiation Therapy Patient Care	45.0	3.0
RTT 355	Clinical Oncology	45.0	3.0
RTT 365	Clinical Concepts II	45.0	3.0
RTT 400	Clinical Radiation Therapy Physics I	60.0	4.0
RTT 410	Clinical Radiation Therapy Physics II	60.0	4.0
RTT 420	Quality Management	45.0	3.0
RTT 430	Research in Radiation Therapy	45.0	3.0
RTT 440	Dosimetry	45.0	3.0
RTT 450	Operational Issues	30.0	2.0
RTT 460	Radiobiology	45.0	3.0
RTT 470	Radiation Therapy Clinical Externship I	570.0	12.5
RTT 471	Seminar in Radiation Therapy I	15.0	1.0
RTT 475	Radiation Therapy Clinical Externship II	570.0	12.5
RTT 476	Seminar in Radiation Therapy II	15.0	1.0
RTT 485	Radiation Therapy Clinical Externship III	480.0	10.5
RTT 486	Seminar in Radiation Therapy III	15.0	1.0
RTT 490	Radiation Therapy Capstone	60.0	4.0
TOTAL		**3,100.0**	**131.0**

B.S. in RT Program Delivery

The B.S. in Radiation Therapy is offered via full-distance education. Gurnick Academy of Medical Arts considers clinical experience one of the most vital parts of medical education. While attending the Radiation Therapy program, students will rotate throughout our affiliated facilities. Students are offered acceptance to a regional area in which their clinical rotations will be completed. Students will not be permitted to change clinical regions after program acceptance.

Didactic is taught online, and students attend clinical rotations in the following areas:

Los Angeles, CA
Sacramento, CA
San Diego, CA
SF Bay Area, CA

B.S. in RT Program Information, Length, and Schedule

The program information, length, and schedule may change. Read the accompanying Addendum for changes and updates, and check with an Admission Advisor for details.

The Radiation Therapy program is a Bachelor of Science degree program. The student will receive didactic, laboratory, and clinical experience in affiliated medical facilities. The instructor-to-student ratio is as follows:

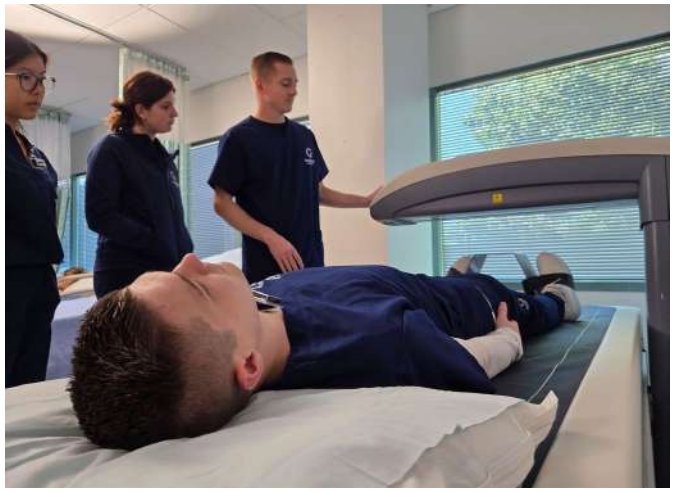
online lectures 1:25 and clinical 1:1.

The program consists of nine (9) 15-week semesters. Students will take General Education courses and one (1) introductory course for up to 20 hours per week during the first three (3) semesters. Students will take technical courses for the last six (6) semesters. Clinical rotations start in semester five (5).

Classes may be scheduled Monday through Sunday. Students will attend up to forty (40) hours per week of instruction, including didactic, labs, and clinical. Clinical activities may be held during weekdays as required by the clinical site. Didactic courses are held between 8:00 AM to 8:00 PM.

Students receive 1,480 didactic and laboratory instruction hours and 1,620 clinical education hours, allowing them to apply the lecture topics to practical use.

BONE DENSITOMETRY TECHNICIAN PROGRAM (DXA)



5 WEEKS
56 CLOCK HOURS
4 QUARTER CREDIT HOURS
CERTIFICATE PROGRAM
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 31-9099.00
POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations.*
LOCATION: Sacramento
DELIVERY: Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the lab.

DXA Program Mission
Gurnick Academy of Medical Arts aims 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.

DXA Program Description
The Bone Densitometry Technician Program prepares competent imaging professionals committed to professionalism, ethical behavior, technical knowledge, radiation protection, and patient care. Students who complete this program may pursue an entry-level position as a Bone Densitometry at physician's offices, imaging centers, and research and governmental offices.

Graduates who complete the program must pass the California State Examination to secure a position as a Bone Densitometry Technician. Duties include patient assessment, patient care, machine operation, scanning protocols, analysis of anatomy and generating reports.

DXA Program Goals and Objectives

- Graduate students with the clinical competence required to be an entry-level technician.
- Produce students who will demonstrate effective interpersonal skills with the entire healthcare team and the public.
- Enable students to employ appropriate critical thinking and problem-solving skills to be entry-level technicians in the clinical setting.

DXA Program Student Learning Outcomes

- Demonstrate positioning skills of an entry-level technician.
- Evaluate images for diagnostic quality.
- Employ effective communication skills with the healthcare team.
- Exhibit communication skills with the patients and the public.
- Ability to adapt to patients' conditions that deviate from routine exams.
- Utilize proper safety and ALARA practices for routine and non-routine exams.

DXA Program Outline

Table 70. DXA Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
DXA 101	Fundamentals of Bone Densitometry	40.0	3.5
DXA 101C	Clinical Practice I	16.0	0.5
TOTAL		**56.0**	**4.0**

DXA Program Information, Length, and Schedule

The program information, length, and schedule may change. Make sure to read the accompanying Addendum for changes and updates and contact an Admissions advisor for more detailed information.

The Gurnick Academy of Medical Arts Bone Densitometry Technician Program provides a library, and classrooms equipped with teaching aids, textbooks, journals, periodicals, and anatomical charts.

The Bone Densitometry Technician Program is a certificate program. The students will receive didactic and clinical experience in affiliated medical facilities. The instructor-to-student ratio is as follows: online lectures 1:25, and clinical 1:1.

Classes may be scheduled Monday through Sunday. Students will attend a maximum of 40 hours per week of instruction, including didactic lectures, laboratory, and clinicals. A mandatory two-hour laboratory on campus is required before beginning clinical rotations. Clinical activities may be held during weekdays or weekends, and shifts may include day or evening as the clinical site requires. Didactic courses are held online between 8:00 AM to 10:30 PM.

The program's affiliated clinical sites hold current state-issued certificates as approved clinical sites. The clinical sites provide supervised clinical instruction in the patient care setting. All clinical sites employ X-Ray Technicians or Radiologic Technologists and supervisors/operators (Doctors) who hold certification issued by the State of California Radiologic Health Branch.

The Bone Densitometry Technician Program consists of 4.0 quarter credit hours, completed over five (5) weeks for a total of fifty-six (56) contact hours. Day/Evening classes are currently scheduled for the program. Please refer to the course schedule for details. Before graduating, students must complete all didactic and clinical hours.

DENTAL ASSISTANT PROGRAM (DA)

32 WEEKS
946.5 CLOCK HOURS
42.5 QUARTER CREDIT HOURS
CERTIFICATE PROGRAM, 8 MODULES
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 31-9091.00, 43-6013.00
POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations.*
LOCATION: Modesto
DELIVERY: Blended (Residential and Distance Education)

A Gurnick Academy of Medical Arts instructor with a student in the Dental Assistant Skills Lab at the Modesto campus.

DA Program Mission
Gurnick Academy of Medical Arts aims 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.

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 various administrative and clinical tasks. Dental Assistant program students learn the principles of front and back-office dental assisting. They will be introduced to the anatomy and physiology fundamentals of the oral cavity.

Students will practice and become adept at various clinical skills, including patient education, chair-side assistance, X-rays, and coronal polishing. The program includes didactic, hands-on laboratory training and a clinical externship component where each student will be placed in a dental office or facility.

DA Program Goals and Objectives

- Graduate students demonstrate the knowledge and skills required of a competent entry-level dental assistant.
- 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.
- Foster open access and a supportive environment to encourage student success in the classroom, laboratory, and externship sites.
- Prepare students to organize, prioritize, and delegate care by communicating effectively with dental team members.
- Adhere to professional standards incorporating a Dental Assistant's legal and ethical responsibilities.
- Encourage professionalism, integrity, and high standards in students.
- Heed professional standards incorporating legal and ethical responsibilities.

DA Program Outline
Table 71. DA Program Course Outline

Course Number	Title	Clock Hours	Outside-of-School Preparation Hours	Total Clock Hours	Quarter Credit Hours
DA 100	Infection Control	8.0	2.5	10.5	0.5

DA 200	Fundamentals of Dental Assisting	96.0	30.0	126.0	6.0
DA 201	Sciences of Dentistry/Infection Prevention	96.0	30.0	126.0	6.0
DA 202	Foundation of Clinical Dentistry	96.0	30.0	126.0	6.0
DA 203	Dental Materials/Coronal Polishing	96.0	30.0	126.0	6.0
DA 204	Radiology Safety/Administrative	96.0	30.0	126.0	6.0
DA 205	Dental Specialties/Patient Assessment	96.0	30.0	126.0	6.0
DA 300	Clinical Externship	180.0	—	180.0	6.0
TOTAL		**764.0**	**182.5**	**946.5**	**42.5**

DA Program Information, Length, and Schedule
The program information, length, and schedule may change.

The Dental Assistant program provides a library and classrooms with audiovisual teaching aids, textbooks, and simulators. The Instructor-to-Student ratio is 1:12 in the laboratory, 1:6 in preclinical procedures,1:30 during residential lectures, and 1:25 during online lectures. Classes begin every twelve (12) weeks.

The program comprises seven (7) didactic/laboratory courses in four-week blocks. DA 100-Infection control is taught before the students start any other courses. After completing the DA-100 course, students will take and complete all other courses. DA 200-202, and DA 202-205 are taught in sequence depending on the quarter of the start. Students must complete all didactic/laboratory courses before starting the DA 300 Externship course.

Students must be available for didactic and laboratory coursework from 8:00 AM to 6:00 PM Monday through Friday. Students may be required to accommodate alternative schedules based on facility placement business hours during the externship. Students must be able to complete those particular rotations on the schedule provided.

Students receive 200 hours of didactic lectures, 384 hours of laboratory instruction time, and 180 hours of clinical externship. This allows students to apply their lecture topics and hands-on lab skills in practical use when placed in a dental facility. Students will be taking technical courses, which may be given on campus, online, or a combination of the formats.

The minimum required outside work time for students is 182.5 hours. The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in the dental assisting field. A certificate is awarded upon program completion. The expected program completion time is 32 weeks, excluding holidays and vacation times.

Class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday) to ensure on-time program completion and fulfillment of required program hours.

Lab Hours
Lab hours are completed with daily theory delivery and are conducted under instructor guidance and supervision.

Outside Work
Assignments will vary daily according to topics, be done on students' own time, and be given due dates.

Clinical Externship
The clinical externship includes student placement in a facility that performs various skills and provides exposure to theory concepts and hands-on practice opportunities. The externship allows students to assist facility staff with daily duties under supervision in the front and back offices. This marks the transition from being a student to becoming a dental assistant.

The externship is a practicum without pay to help students apply learned classroom skills. Students will have various tasks to perform and document for verification purposes. Daily attendance and performance at the site are verified by facility personnel.

MASTER OF SCIENCE IN NURSING PROGRAM (BSN to MSN)

90 WEEKS
36 SEMESTER CREDIT HOURS; 540 CLOCK HOURS
6 SEMESTERS
STANDARD OCCUPATIONAL CLASSIFICATION
(SOC Code): 29-1141.00. 29-1151.00, 29-1161.01, 29-1171.00
POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations.*
LOCATIONS: Concord
DELIVERY: Online

Gurnick Academy of Medical Arts students in the classroom at the Sacramento campus.

MSN Program Description
The Master of Science in Nursing (MSN) program prepares students at an advanced level, emphasizing nursing scholarship. Students will study healthcare policy, advanced research, healthcare informatics, leadership and management, financial resource management, curriculum development, teaching and learning process, assessment and evaluation of learning, and practicum capstone courses.

Emphasis will be placed on evidence-based practice, professional development, and scholarly practice, preparing nursing professionals with advanced theoretical skills and applied research methods.

MSN Program Mission Statement
The Master of Science in Nursing program (MSN) is based on the mission of Gurnick Academy of Medical Arts to promote the intellectual, cultural, social, and ethical development of the learner addressing healthcare of diverse individuals, families, groups, communities, and populations through formal and informal teaching and learning processes.

The MSN education prepares efficient nurses for flexible leadership and critical action within complex, changing systems, including health, educational, and organizational systems. The curriculum instills nurses with vital knowledge and skills to promote health, lead change, and elevate advanced care in various roles and diverse environments.

The purpose of the Master of Science in Nursing is to achieve distinction in the graduate nursing program and to advance the mission of Gurnick Academy of Medical Arts by

1. Leading change to improve quality outcomes, building collaborative interprofessional care teams, and assuming roles in advanced nursing practice per the regulatory and accrediting agencies.
2. Active preparation of the baccalaureate student to demonstrate critical thinking skills and innovative leadership in practice, education, and research.

3. Promoting public health by designing novel nursing practices and transforming evidence into practice in a diverse health setting.
4. Raise awareness, assistance, and teaching of health care programs in response to the growing public health needs and acuity.
5. Be a champion and advocate for nursing research and scholarship.

MSN Program Goals

At the graduate level, the goal is to develop knowledgeable and professional nurses who can unify practice with theory and advanced research to provide leadership, education, and service to healthcare stakeholders and the profession.

The faculty at Gurnick Academy of Medical Arts is committed to the following:

1. Providing a learning environment celebrating cultural diversity and differences in learning styles and is free of judgment and discrimination.
2. Graduate well-prepared Master of Science in Nursing students who demonstrate confidence in clinical behaviors and knowledge in advanced healthcare practice, meeting the essential competencies necessary to join the workforce.
3. Ensure that graduates have the required knowledge and vital skills to respond to the community's growing healthcare delivery and practice needs.
4. Produce well-rounded nurses who are culturally sensitive, situation-adaptive, and active advocates of the stakeholders and community it serves.
5. Ongoing visits to its curriculum and revising as needed, ensuring that its nursing graduates can adapt to rapid healthcare delivery and practice changes.
6. Develop a learning platform inspiring its nursing graduates to continuously pursue recognition and excellence in practice, research, and community outreach.
7. Encourage nurturing partnerships with its community organizations for academic programs.
8. Motivate nursing graduates to seek higher education by developing a plan for faculty growth and professional development.

MSN Terminal Educational Outcomes

By the end of the graduate nursing program, the student will be able to:

1. Apply theoretical and clinical concepts of health promotion and disease prevention practices, provide a safe and nurturing environment, and lead innovations in nursing practices according to nursing regulations and accrediting agencies.
2. Critically appraise, analyze, and create a framework integrating didactic and clinical learning into everyday practice and leadership activities.
3. Evaluate patient care practices that are evidence-based and community-driven.
4. Strongly commit to nursing research by actively participating in professional organizations and advancing education.
5. Demonstrate leadership by becoming a well-rounded, ethical, respectful, and well-informed nurse who fully responds to the needs and understanding of the community it serves.

MSN Program – BSN to MSN Program Outline

Table 72. BSN to MSN Program Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
MSN 506	Theoretical Foundations of Advanced Nursing Practice	45.0	3.0
MSN 508	Future of Nursing & Healthcare Policy	45.0	3.0

MSN 510	Advanced Research Methodologies and Analysis-Evidence Based Practice	45.0	3.0
MSN 512	Financial Resource Management	45.0	3.0
MSN 514	Leadership and Management in Nursing and Healthcare	45.0	3.0
MSN 516	Advanced Healthcare Technology & Informatics	45.0	3.0
MSN 600	Advanced Health Assessment, Pathophysiology, Pharmacology	45.0	3.0
MSN 602	Curriculum Development	45.0	3.0
MSN 604	Teaching and Learning Process and Strategies	45.0	3.0
MSN 605	Nursing Practicum A – Clinical Nurse Educator	45.0	3.0
MSN 606	Assessment and Evaluation of Learning	45.0	3.0
MSN 607	Nursing Practicum B – Academic Nurse Educator	45.0	3.0
TOTAL		**540.0**	**36.0**

MSN Program Information, Length, and Schedule

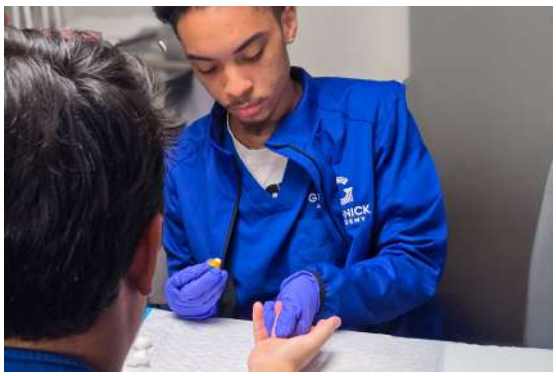
The Master of Science in Nursing program (BSN to MSN) admission track is a six (6) semester distance education program for RNs to complete their Master of Science Degree in Nursing in two (2) years. Each semester is 15 weeks long and covers two (2) courses. Course instructors will open a new lecture each weekday, and assignments must be submitted by the deadlines set by the course instructors and indicated in the course syllabi.

At Gurnick Academy of Medical Arts, students receive 540 didactic instruction hours. The two (2) practicum courses require the student to do five to six (5 – 6) hours each week with a preceptor for eight (8) weeks. Students must obtain their local preceptor based on their work or residence. Gurnick Academy of Medical Arts has agreements with multiple healthcare facilities in the Bay Area, California, where students can alternatively complete their practicum.

The expected program completion time is 90 weeks, excluding holidays and vacation times. The Instructor-to-Student ratio is 1:25 during lectures and 1:1 during clinical externships.

At Gurnick Academy of Medical Arts (professional courses only), students receive 540 hours of didactic instruction.

MEDICAL ASSISTANT PROGRAM (MA)



30 WEEKS
948.5 CLOCK HOURS
44.5 QUARTER CREDIT HOURS
CERTIFICATE PROGRAM, 3 MODULES
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 31-9092.00, 43-6013.00, 31-9094.00
POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations.*
LOCATIONS: Concord and Modesto
DELIVERY: Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the Medical Assistant Skills Lab at the Fresno campus.

MA Program Mission
Gurnick Academy of Medical Arts aims 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.

MA Program Description
Gurnick Academy of Medical Arts Medical Assistant graduates join the healthcare field. Medical Assistants are a vital part of the healthcare team, and they complete administrative and clinical tasks in physicians' offices, hospitals, and other healthcare facilities. Students will practice and become adept at various clinical skills, including patient education, phlebotomy, and performing first aid.

MA Program Outline
Table 73. MA Program Course Outline

Course Number	Title	Clock Hours	Outside of School Preparation Hours	Total Clock Hours	Quarter Credit Hours
MA 100	Front Office Records Management	82.5	27.5	110.0	5.5
MA 101	Front Office Finances	82.5	27.5	110.0	5.5
MA 102	Front Office The Medical Professional	82.5	27.5	110.0	5.5
MA 107	Anatomy and Physiology for Medical Assistant I	19.0	7.5	26.5	1.5
MA 108	Anatomy and Physiology for Medical Assistant II	19.0	7.5	26.5	1.5
MA 109	Anatomy and Physiology for Medical Assistant III	18.0	7.5	25.5	1.5
MA 120A	Medical Terminology A	15.0	5.0	20.0	1.0
MA 120B	Medical Terminology B	15.0	5.0	20.0	1.0
MA 200	Back Office Clinical Foundations	80.0	25.0	105.5	5.0
MA 201	Back Office Clinical Skills	80.0	25.0	105.5	5.0
MA 202	Back Office Clinical Laboratory	82.5	27.5	110.0	5.5
MA 300	Clinical Externship	180.0	0.0	180.0	6.0
TOTAL		**756.0**	**192.5**	**948.5**	**44.5**

MA Program Goals and Objectives
- Administer 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.
- Prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- Foster open access and a supportive environment to encourage student success in the classroom, laboratory, and externship sites.
- Encourage professionalism, integrity, and high standards in students.
- Adhere to professional standards incorporating the legal and ethical responsibilities of medical assistants.
- Train students to organize, prioritize, and delegate care by communicating effectively with medical team members.

- Develop and apply knowledge of specific disease conditions in the prevention, treatment, and well-being of the patients.
- Equip students to take the Certified Clinical Medical Assistant (CCMA-NHA) and Certified EKG Technician (CET-NHA) national exams.

MA Program Information, Length, and Schedule
The program information, length, and schedule may change. Read the accompanying Addendum for changes and updates, and connect with an Admission Advisor for details.

The Medical Assistant program provides a library and classrooms with audiovisual teaching aids, textbooks, and simulators. The Instructor-to-Student ratio is 1:15 in the laboratory, 1:30 during residential lectures, and 1:25 during online lectures. The program consists of 13 courses contained in three (3) modules.

Students must be available four (4) hours daily, Monday through Friday, for didactic and laboratory coursework.

While on Externship, students must be available 40 hours per week, Monday through Friday, and they may be required to accommodate alternative schedules based on facility placement business hours. Students must be able to complete those particular rotations on the schedule provided.

Students receive 231 didactic hours, 345 laboratory hours, and one hundred eighty (180) hours of clinical externships, allowing them to apply the lecture topics and hands-on lab skills in practical use when placed in a healthcare facility. 192.5 hours will be spent outside work time.

The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in the medical assisting field. A certificate is awarded upon program completion. The expected program completion time is 30 weeks, excluding holidays and vacation times.

Class times can and may be rescheduled to ensure on-time program completion and fulfillment of required program hours.

Lab Hours
Lab hours are done with daily theory delivery and are conducted under instructor guidance and supervision.

Outside Work
The instructor will assign work correlating daily theory topics and skills. Assignments will vary according to topics, to be done in the students' own time, and given due dates.

Certification Exam Review
Students receive Certification Exam tutorial materials and practice examinations. These tools are utilized throughout the first 24 weeks of the program to support student preparation for the certification exam.

Specific distance education hours are designated each week for students to review key concepts to prepare for the examination. Further, the resulting diagnostic data is utilized to counsel and guide students to strengthen their knowledge in each examination area.

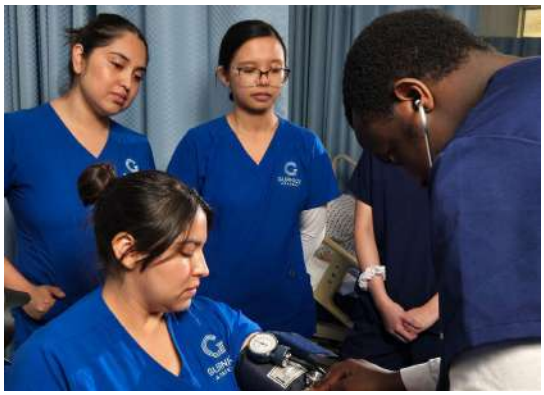
Clinical Externship
The clinical externship includes student placement in a facility that performs various skills and provides exposure to theory concepts and hands-on practice opportunities. The externship allows students to assist facility staff with daily duties under supervision in the front and back offices. This marks the transition from being a student to becoming a medical assistant.

The externship is a practicum without pay to help students apply learned classroom skills. Students will have various tasks to perform and to document for verification purposes. Daily attendance and performance at the site are verified by facility personnel.

**All tasks above are subject to change, addition, removal, or modification on an ongoing basis according to state regulations, Medical Assistant Certification Examination requirements, and ABHES guidelines.*

MA Program Delivery
The Medical Assistant Program is blended with residential and online courses and labs, including hands-on demonstrations. Lecture and practical skills include but are not limited to PowerPoint presentations, group discussions, audiovisual presentations, visible body animations, clicker technology for remediation and testing, video presentations, demonstrations, skill practices, and return demonstrations.

VOCATIONAL NURSE PROGRAM (VN)



48 WEEKS
1530 CLOCK HOURS
89 QUARTER CREDIT HOURS
DIPLOMA PROGRAM, 4 MODULES
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-2061.00.
POTENTIAL OCCUPATION: *Please see a school official for the complete list of potential occupations.*
LOCATIONS: Concord, Fresno, Modesto, Sacramento, and San Jose
DELIVERY: Blended (Residential and Distance Education)

A Gurnick Academy of Medical Arts student in the Nursing Skills Lab at the Sacramento campus.

VN Program Mission
Gurnick Academy and our Vocational Nurse Program faculty are dedicated to providing qualified individuals with an optimal learning experience to provide the healthcare community with competent vocational nursing professionals. They will demonstrate the highest standards of ethics, professionalism, clinical competency, and critical thinking while providing compassionate and respectful patient care.

VN Program Description
The Vocational Nurse program (VN) utilizes the plan that nursing courses progress along the simple to complex continuum. 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 and a clinical component correlating with theoretical knowledge. As a result of preparation, students can work as Vocational Nurses in hospitals or medical clinics.

VN Program Goals and Objectives

- Incorporate nursing, behavioral, and physical sciences principles to provide competent care to clients of different ages with different biopsychosocial 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 a Vocational Nurse's legal and ethical responsibilities.
- Utilize critical thinking in assessing, planning, intervening, and evaluating client care within the scope of Vocational Nurse practice.
- Organize, prioritize, and delegate care, communicating effectively with medical team members.

VN Program Outline

Table 74. VN Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
VN 100	Fundamentals of Nursing*	96.0	9.5
VN 110	Anatomy and Physiology	56.0	5.5
VN 120	Clinical Nutrition	32.0	3.0
VN 130	Clinical Lab I*	120.0	6.0
VN 200	Medical/Surgical Nursing I*	88.0	8.5
VN 220	Clinical II*	278.0	9.0
VN 230	Pharmacology	54.00	5.0
VN 300	Medical/Surgical Nursing II*	96.0	9.5
VN 320	Clinical III*	278.0	9.0
VN 400	Obstetric Nursing	40.0	4.0
VN 410	Pediatric Nursing	40.0	4.0
VN 420	Psychiatric Nursing	32.0	3.0
VN 430	Clinical IV	278.0	9.0
VN 450	Capstone	42.0	4.0
TOTAL		**1,530.0**	**89.0**

*Paired course. See the course description for more details.

VN Program Information, Length, and Schedule

The program information, length, and schedule may change. Read the accompanying Addendum for changes and updates, and connect with an Admission Advisor for details.

The Vocational Nurse Program is a diploma program providing a library and classrooms with audiovisual teaching aids, textbooks, journals, anatomical charts, and models. The Instructor-to-Student ratio is 1:15 in the laboratory and clinical externships, 1:30-50 during residential lectures, and 1:25 during online lectures.

Classes begin twice a year on the San Jose and Sacramento campuses. Classes begin four (4) times yearly on the Concord, Fresno, and Modesto campuses. Students spend 30 to 40 hours per week attending classes, and the program consists of four (4) modules.

Module One – Monday through Friday

Morning Group students must be available from 9:00 AM to 2:00 PM for the lectures/internal clinical experience – four (4) days a week and 6:00 AM to 2:00 PM, or 6:30 AM to 2:30 PM for the clinical skill lab – one (1) day a week depending on the campus.

Evening Group students must be available from 5:00 PM to 10:00 PM for the lectures/internal clinical experience – four (4) days a week and from 2:00 PM to 10:00 PM, 2:30 PM to 10:30 PM, or from 3:00 PM to 11:00 PM for the clinical lab – one (1) day a week. (Modesto campus is from 2:30 PM to 10:30 PM). The listed times are approximate.

Module Two, Three, and Four – Monday through Friday
Morning Group students must be available from 9:00 AM to 2:00 PM for the lectures/internal clinical experience – three (3) days a week. Evening Group students must be available from 5:00 PM to 10:00 PM for the lectures/internal clinical experience – three (3) days a week.

Morning and Evening Groups students must be available two to five (2 – 5) days per week for the clinical rotations. Regular clinical rotations are 6:00 AM to 3:00 PM and 2:30 PM to 11:30 PM. Particular clinical rotations (Ex. OB, Peds, etc.) might require an alternative schedule (Ex. 8:00 AM to 6:00 PM, Saturdays, etc.). Students must complete those particular rotations according to the schedule provided.

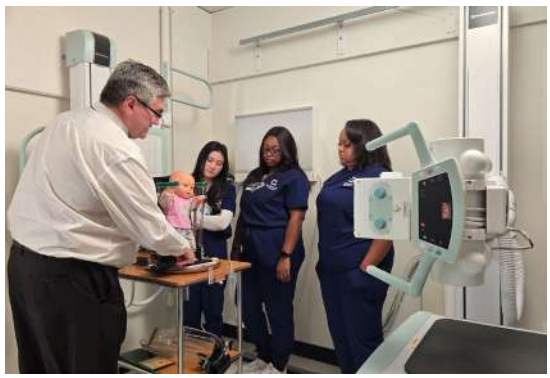
The curriculum provides students with the technical, clinical, and interpersonal skills necessary to succeed in this challenging field. The expected completion time for this program is 48 weeks, excluding holidays and vacation times. Preparation for NCLEX is provided during the final program module. Students are permitted up to two (2) attempts to pass the exit exam for graduation based on the guidelines in VN 450.

The first attempt is given after program completion. The second attempt is given two (2) weeks after program completion. Under extraordinary circumstances, applicable Students may be eligible for one (1) additional attempt. See the Student Grievance and Appeals Policy for more information.

Class times can and may be rescheduled on an alternate day of the week (Sunday through Saturday) to ensure on-time program completion and fulfillment of required program hours.

Dates may vary by campus location. Please refer to the Academic Calendar for more details.

X-RAY TECHNICIAN WITH MEDICAL ASSISTANT SKILLS (XTMAS)



52 WEEKS
1,341 CLOCK HOURS
77.5 QUARTER CREDIT HOURS
DIPLOMA PROGRAM
STANDARD OCCUPATION CLASSIFICATION (SOC CODE): 29-2034.00, 31-9092.00
POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations.*
LOCATIONS: Concord, Sacramento, and Van Nuys
DELIVERY: Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the classroom at the Van Nuys campus.

X-ray Technician with Medical Assistant Skills Program Mission
Gurnick Academy of Medical Arts aims 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.

Technician with Medical Assistant Skills program is dedicated to delivering exceptional education that integrates X-ray technology with medical assisting. Our mission is to develop compassionate, skilled, and problem-solving professionals through a combination of classroom instruction, hands-on lab experience, and a patient-centered approach. We strive to prepare graduates to meet the demands of healthcare and positively impact the community.

X-ray Technician with Medical Assistant Skills Program Description

The X-ray Technician with Medical Assistant Skills program prepares competent imaging professionals committed to professionalism, ethical behavior, technical knowledge, radiation protection, and patient care. Students who complete this program may pursue an entry-level position as an X-ray Technician in physician's offices, chiropractic clinics, imaging centers, industrial health, government agencies, and urgent care centers.

Graduates who complete the program must pass the California State Examination to secure an X-ray Technician position. Duties may include patient assessment, patient care, vital signs, and x-ray examination of the chest, upper and lower extremities, and torso-skeletal body parts.

X-ray Technician with Medical Assistant Skills Program Goals and Objectives

- Graduate students with the clinical competence required to be entry-level technologists.
- Produce students who will demonstrate effective interpersonal skills with the entire healthcare team and the public.
- Enable students to employ appropriate critical thinking and problem-solving skills to be entry-level technologists in the clinical setting.

X-ray Technician with Medical Assistant Skills Program Student Learning Outcomes

- Demonstrate the positioning skills of an entry-level technologist.
- Evaluate images for diagnostic quality.
- Employ effective communication skills with the healthcare team.
- Exhibit communication skills with the patients and the public.
- Ability to adapt to patients' conditions that deviate from routine exams.
- Utilize proper safety and ALARA practices for routine and non-routine exams.

X-ray Technician with Medical Assistant Skills Program Outline

Table 75. X-ray Technician with Medical Assistant Skills Program Outline

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	QUARTER CREDIT HOURS
MXT 96	Medical Terminology	28.0	2.0
MXT 97	Back Office Clinical Foundations	68.0	4.5
GE 011	Anatomy and Physiology I	56.0	5.5
MXT 98	Back Office Clinical Skills	68.0	4.5
MXT 99	Back Office Clinical Laboratory	68.0	4.5
XT 111	Radiographic Patient Care	42.0	4.0
XT 112	Radiation Physics and Exposure	58.0	5.0
XT 113	Radiographic Procedures I	48.0	4.5
XT 113L	Radiographic Procedures I	30.0	1.5
XT 121	Radiation Protection and Biology	70.0	6.0
XT 122	Digital Imaging	52.0	4.5
XT 123	Radiographic Procedures II	48.0	4.5
XT 123L	Radiographic Procedures II Lab	30.0	1.5
XT 124	Integration of Theory and Practice	25.0	1.0

XT 110C	Clinical Practice I	160.0	5.0
XT 120C	Clinical Practice II	160.0	5.0
XT 130C	Clinical Practice III	160.0	5.0
XT 140C	Clinical Practice IV	120.0	4.0
XT 150	Radiography Seminar	50.0	5.0
TOTAL		**1,341.0**	**77.5**

X-ray Technician with Medical Assistant Skills Program Information, Length, and Schedule
The program information, length, and schedule may change. Read the accompanying Addendum for changes and updates and connect with an Admission Advisor for more details.

The X-ray Technician with Medical Assistant Skills program provides a library and classrooms with teaching aids, textbooks, journals, periodicals, anatomical charts, phantoms, and energized lab equipment.

The X-ray Technician with Medical Assistant Skills program is a diploma program. The student will receive didactic, laboratory, and clinical experience in affiliated medical facilities. The Instructor-to-Student ratio is 1:10 for the laboratory, 1:30 during residential lectures, 1:25 during online lectures, and 1:1 during clinical externships.

Classes may be scheduled Monday through Sunday. Students will attend up to 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 or evening as the clinical site requires. Didactic courses are held between 8:00 AM to 10:30 PM.

The program's affiliated clinical sites hold current state-issued certificates as approved clinical sites. The clinical sites provide supervised clinical instruction in the patient care setting. All clinical sites employ radiologic technologists/x-ray technicians and supervisors/operators (doctors) who hold certification from the State of California Radiologic Health Branch.

The X-ray Technician with Medical Assistant Skills program consists of 77.5 quarter credit hours, completed over 52 weeks for 1,341 contact hours. Day/evening classes are currently scheduled for the program. Please refer to the course schedule for details. Before graduation, students must complete all didactic and clinical hours.

CONTINUING EDUCATION AND ONLINE PREREQUISITE COURSES

ONLINE EDUCATION PREREQUISITE COURSES

Gurnick Academy of Medical Arts offers Prerequisite Courses that ABHES does not accredit. Prerequisite courses are offered in online and residential formats. Our online education extends prerequisite and supplemental courses and is intended for students entering our core programs.

CONTINUING EDUCATION COURSES

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

A stock photo from Canva.com

1 DAY
4.5 CLOCK HOURS (Full Course)
3 CLOCK HOURS (Renewal Course)
CPR Card
LOCATION: All Campuses
DELIVERY: Residential

CPR Course Registration

Before 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. To complete registration, applicants must select the CPR Course on the CE Courses page. Choose an appropriate campus and desired start date and click the Registration button. Follow the required steps to complete registration. Students must contact their Admission Advisor to follow up on the completion of registration.

CPR Course Description

The CPR for Basic Life Support Course aims to train participants to save the 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 professionals to perform CPR 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

This course is intended for medical or nursing students, aides, medical assistants, and other healthcare personnel.

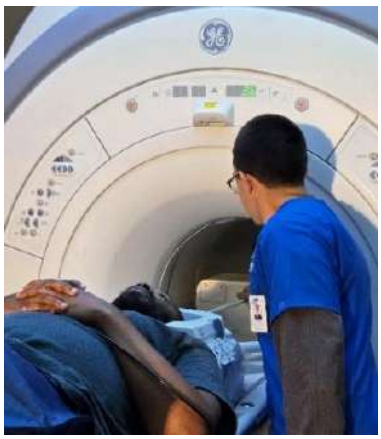
Course Length

The full course is approximately 4.5 hours. The renewal course is approximately three (3) hours.

CPR Card Information

Students who pass the test will receive the BLS/CPR card valid for two (2) years upon class completion.
Students who do not pass the test will not receive the card.

Diagnostic Medical Imaging Advanced Clinical Practicum



45 CLOCK HOURS
LOCATION: Concord Campus
DELIVERY: Residential

Gurnick Academy of Medical Arts students in the lab.

Course Description
This course allows students to perform clinical repetitions in advanced imaging modalities, including MRI, CT, or Mammography. Repetitions will be directly related to post-primary certification exam requirements. This course can be repeated a maximum of three (3) times.

Course Objectives
By the course end, students will have basic knowledge and understanding of the following:

1. Perform clinical repetitions in advanced medical imaging procedures to meet the ARRT® post-primary certification requirements.
2. Practice correct clinical protocols of advanced medical imaging procedures as designated by the clinical site.
3. Exemplify professionalism and follow all related clinical policies and procedures.
4. Provide adequate patient care and demonstrate proper teamwork to healthcare staff.
5. Demonstrate proper body mechanics when providing patient care.

Learning Outcomes

1. Operate within the parameters established by the clinical evaluation tools and their objectives.
2. Complete the minimum number of mandatory clinical repetitions as needed to be eligible to sit for the post-primary certification exam requirements.
3. Perform the minimum number of clinical hours required for the course.
4. Maintain a safe work environment for patients, visitors, and healthcare workers.
5. Provide patient-centered, clinically effective care for all patients regardless of age, gender, disability, special needs, ethnicity, or culture.
6. Apply standard and transmission-based precautions.
7. Maintain patient confidentiality standards and meet HIPAA requirements.
8. Demonstrate the principles of transferring, positioning, and immobilizing patients.
9. Communicate professionally with the patient and staff members
10. Execute imaging protocols according to site standards.

Table 76. Diagnostic Medical Imaging Advanced Clinical Practicum Course Outline

Course Number	Title	Clock Hours
DMI 670C	Advanced Clinical Practicum	45.0
TOTAL		**45.0**

Essential Medical Bioscience (EMB)


Gurnick Academy of Medical Arts students in the lab.

80 CLOCK HOURS
LOCATION: Concord, Fresno, Modesto, and San Jose
DELIVERY: Residential

Course Description
The Essential Medical Bioscience Course considers the basics of general and human biology. We will examine molecular and cell biology, human anatomy, microbiology, nutrition, and biochemistry topics while incorporating basic medical terminology and reviewing basic math skills in preparing for drug calculations. This is a prerequisite course for entering professional Gurnick Academy of Medical Arts education programs.

This course will include a Medical Terminology component, offered in an independent, self-study format that students complete online at their own pace. Students will access moodle.gurnick.edu and select the course Medical Terminology Part 1A. (The instructor will explain specific directions for accessing the material.) Students will be responsible for learning the material presented in this part of the course by completing practice quizzes, games, etc.

The material covered in the Medical Terminology Self-Study Course will be evaluated as part of the Final Exam at the end of the Essential Medical Bioscience course. This course does not fall within the ABHES scope of accreditation.

Course Goals and Objectives
- Structure of atoms, molecules, basic Laws of Thermodynamics, properties of matter.
- Organic Chemistry and Biochemistry.
- Cell Anatomy, Chemistry, Biochemistry, Energy Metabolism, cell division, and cell cycle.
- Human Body Organization, Body Cavities, and Major Organ Systems.
- Body Tissues and Basic Structures and Functions of Organs and Organ Systems.
- Basic concepts of Genetics and laws of inheritance, sexual and asexual reproduction.
- Core concepts in Microbiology and the study of microbes.
- Basics of Immunology and Blood composition and functions.
- Basic Medical Terminology and common acronyms are used in most clinical settings.
- Elementary Math skills.

Course Outcomes
Upon course completion, the student will be able to:
- Retain basic knowledge of the course objectives in Human Biology and Medical Science.
- Classify various types of disorders and disease-producing organisms.
- Recognize and memorize basic medical terminology used in most clinical settings.
- Define common acronyms in basic medical terms used in most clinical settings.
- Identify major organ systems by organs and their primary functions.
- Explain and discuss Nutrition Labels / Caloric Value / Balanced Diet Breakdown.
- Demonstrate the ability to solve fundamental math problems utilizing manipulation of decimals, fractions, and percentages.

- Calculate conversions between the metric and household systems using ratio and proportion.
- Measure medication administration doses using ratio and proportions methods and solve.
- Distinguish between apothecary and household systems.
- Review and assess individual learning challenges based on quiz scores and exams.

Course Outline

Table 77. Essential Medical Bioscience Course Outline

Course Number	Title	Clock Hours
EMB 001	Essential Medical Bioscience	80.0
TOTAL		**80.0**

IV Therapy/Blood Withdrawal Course

36 CLOCK HOURS
COURSE COMPLETION CERTIFICATE/CONTINUING EDUCATION CERTIFICATE
LOCATION: San Jose, Concord, Fresno, Modesto, and Sacramento
DELIVERY: Residential

Gurnick Academy of Medical Arts students in the Medical Assistant Skills Lab at the Modesto campus.

Registration

Before registration, applicants must meet the following admission criteria:

1. Provide a valid Photo Identification
2. Provide 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 the State of California
    - Physician License from the State of California

Applicants must register online through our website. To complete registration, the applicant must select the IV Therapy/Blood Withdrawal Course on the CE Courses page. Choose an appropriate campus and desired start date and click the Registration button. Follow the required steps to complete registration. Applicants must contact their preferred campus Admission Advisor to follow up on the completion of registration.

Course Information and Schedule

The IV Therapy/Blood Withdrawal Certification Course at Gurnick Academy of Medical Arts can be used for the continuing education requirement. The course enhances the knowledge of vocational nurses at a level above that required for licensure.

The IV Therapy/Blood Withdrawal course provides a library and classrooms with audiovisual teaching aids, textbooks, journals, anatomical charts, and models.

The Instructor-to-Participant ratio in the IV Therapy/Blood Withdrawal course is 1:15 during lectures 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) supervised successful venipunctures, and three (3) supervised skin punctures (capillary blood withdrawal) on live human subjects.

The expected course completion time is per the 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 the flow rates of IV solutions.
- Describe the proper use of specific IV therapy, arterial puncture, and blood withdrawal equipment.
- Initiate IV therapy, blood withdrawal, and arterial puncture utilizing nursing precautions or patient safety by:
    - Bracing 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.
    - Discerning between skin punctures, arterial punctures, 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.
    - Readying the site in a manner that reduces the chance of infection.
    - Administering venipunctures utilizing direct or indirect methods.
    - Executing blood withdrawal using skin puncture (vacutainer, butterfly, syringe), arterial puncture, or venipunctures.
    - Dressing site per policy.
    - Securing and immobilizing the device appropriately and safely.
    - Regulating flow rate and fluid accurately.
    - Documenting on the medical record.
- Recognize complications related to blood withdrawal, arterial punctures, and venipunctures.
- Recognize local and systemic reactions associated with intravenous therapy.
- List the nursing measures taken to reduce local and systemic reactions.
- Enumerate five reasons to discontinue and restart the IV device.
- State the cause and differentiate clinical symptoms of hypovolemia and hypervolemia.
- Specify the cause and differentiate clinical symptoms of electrolyte imbalances.
- Identify the role of IV therapy and pH balance.
- Expound on 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 solution's name as commonly ordered.
- Name the standard 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 the nursing actions taken when a blood transfusion occurs.
- Examine the differences between methods 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 concerning administering IV fluids, withdrawing blood, and testing for adequate circulation at the arterial puncture site.

Course Outcomes
Upon course completion, the student will be able to:

- Discuss the structure and function of veins
- Identify the names and 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 procedures.
- Assess techniques and equipment to minimize biohazard exposure in blood collection and cannulation/venipuncture.
- Evaluate procedural blood collection and cannulation/venipuncture errors 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
To complete the clinical portion of the course, all participants must bring a volunteer to participate in the venipuncture and skin puncture skills check-off on the final day.

Gurnick Academy of Medical Arts provides two certificate types 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 course completion, the LVN who completes the course will receive a certificate of completion. The certificate will include the course title, completion date, licensee's name, address, telephone number, license number, and provider code issued by the board. The licensee is advised to retain the certificate in a secure location. After course completion, 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
Senior students 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. Upon receipt of licensure, the student must contact Gurnick Academy of Medical Arts 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 Academy of Medical Arts as a Continuing Education course. The students should receive Continuing Education Certificates, including Gurnick Academy of Medical Arts' continuing education course approval number.

Course Outline

Table 78. Course Outline

Course Number	Title	Clock Hours
VN 500	Intravenous Therapy/Blood Withdrawal Certification For Licensed Vocational Nurses	36.0
TOTAL		**36.0**

International Nurse Graduate Courses (ING)

Gurnick Academy of Medical Arts recognizes the contribution of international nurses to the nursing profession. Gurnick Academy of Medical Arts has developed a program for international nurse graduates seeking to complete the areas of deficiencies identified by the California State Board of Registered Nursing.

Courses in medical-surgical nursing, maternal and newborn, pediatric nursing, and mental health nursing are offered for international nurse graduates who must complete the necessary coursework to be eligible to apply for a California National Council Licensure Examination. The courses provide a comprehensive introduction to nursing practice and the healthcare system in the United States.

Course Goals and Objectives

RN 180 Nursing Transition Advanced Placement Theory and Lab Course (47 clock hours = **3 Semester Units Theory,** 68 clock hours = **2 Semester Units Lab**

1. Characterize the various roles of the registered nurse in the healthcare delivery system.
2. Identify the evolving practice opportunities for nurses in various practice settings.
3. Appreciate the characteristics of the nursing profession.
4. Differentiate between licensed practical/vocational nurses and registered nurses.
5. Explain the nursing responsibilities related to the legal and ethical aspects of the profession, delegation, and confidentiality.
6. Detail conceptual and philosophical foundations of professional nursing practice.
7. Define evidence-based practice.
8. Explain the purpose and phases of the nursing process.
9. Specify clinical judgment in nursing practice.
10. Examine factors creating successful or unsuccessful communication.
11. Evaluate helpful and unhelpful communication techniques.
12. Identify key aspects of collaboration.

Skills Lab

13. Demonstrate accurate mathematical calculations related to the safe and efficacious administration of fluids and medications.
14. Demonstrate understanding and skills in performing health history and physical assessment.
15. Exhibit knowledge and ability to perform basic and complex nursing skills in caring for acute and chronically ill patients utilizing critical thinking skills.
16. Establish accurate documentation related to the assessment and performance of skills.
17. Apply knowledge of theory and principles from nursing and related sciences across the lifespan to selected nursing skills and procedures using the nursing process.

RN 304 Medical/Surgical III Theory-Advanced Med/Surg (3 Units, 45 clock hours)

1. Distinguish specific phenomena for actual or potential patient needs relevant to nursing care of acutely ill and chronically ill adults with respiratory, cardiac, neurological, and musculoskeletal system disorders.
2. Identify clinical manifestations, nursing care, and collaborative problems of commonly seen medical or surgical related to respiratory, cardiac, neurological, and musculoskeletal system disorders.

3. Describe the purpose and nursing care of commonly used procedures and interventions in medical or surgical conditions related to respiratory, cardiac, neurological, and musculoskeletal disorders.
4. Employ knowledge of physical and behavioral sciences to discern probable consequences of medical, surgical, and nursing interventions related to respiratory, cardiac, neurological, and musculoskeletal disorders.
5. Implement critical thinking to develop priorities in nursing approaches to patients with various medical or surgical conditions in various states of diagnosis and treatment related to respiratory, cardiac, neurological, and musculoskeletal system disorders.
6. Explain the scientific rationale for selected nursing interventions related to respiratory, cardiac, neurological, and musculoskeletal disorders.

RN 305 Medical/Surgical III Clinical-Advanced Med/Surg (2 Units, 90 clock hours)

1. Communicate therapeutically with individuals and families experiencing advanced health disruptions related to chronic respiratory, cardiac, neurology, and musculoskeletal system disorders.
2. Plan and implement individualized patient care using the nursing process.
3. Provide nursing care to adults with advanced medical, surgical, and nursing diagnoses.
4. Afford scientific or empirical rationale for all nursing actions related to chronic respiratory, cardiac, neurology, and musculoskeletal system disorders.
5. Demonstrate increasing proficiency and autonomy with selected psychomotor skills.
6. Establish theory-based interventions with increasing proficiency in patient care management.
7. Collaborate with other healthcare providers to deliver safe, high-quality nursing care.
8. Epitomize accountability and responsibility for your learning experiences and performance.
9. Apply legal and ethical standards in the delivery of nursing care.
10. Demonstrate initiative in the pursuit and selection of learning activities.
11. Apply personal philosophy of nursing and approach to patient care.
12. Exhibit increased integration of knowledge from courses in previous semesters.
13. Effectively communicate verbally and in writing with patients, families, and healthcare providers to promote health and healing.
14. Utilize current research and evidence-based practice in the clinical setting.
15. Exemplify professional leadership behaviors, including advocacy, delegation, resource utilization, and collaboration with other healthcare providers.

RN 402 Medical/Surgical IV Theory-Complex Med/Surg & Leadership (3 Units, 45 clock hours)

1. Identify specific phenomena and actual or potential patient needs relevant to the nursing care of adults with multiple health disruptions.
2. Describe clinical manifestations, nursing care, and collaborative problems of complex medical or surgical conditions in adult populations.
3. Apply critical thinking and develop priority in nursing approaches to patients with complex medical or surgical conditions in various states of diagnosis and treatment.
4. Explain the scientific rationale for selected nursing interventions.
5. Determine the importance of nursing leadership in the healthcare system
6. Critically examine selected nursing practices:
    a. Adapt nursing practices to the age and developmental stage of the adult.
    b. Relate selected nursing research findings to the nursing care of individual clients.
    c. Analyze alternative nursing actions.

RN 403 Medical/Surgical IV Clinical-Complex Med/Surg & Leadership (2 Units, 90 clock hours)

1. Communicate therapeutically with individuals and families who are experiencing complex health disruptions.
2. Plan and implement individualized patient care using the nursing process.
3. Provide nursing care to adults with complex medical, surgical, and nursing diagnoses.

4. Indicate scientific or empirical rationale for all nursing actions.
5. Exhibit increasing proficiency and autonomy with selected psychomotor skills.
6. Demonstrate theory-based interventions with increasing proficiency in patient care management.
7. Collaborate with other healthcare providers to deliver safe, high-quality nursing care.
8. Exemplify accountability and responsibility for your learning experiences and performance.
9. Apply legal and ethical standards in the delivery of nursing care.
10. Exemplify initiative in the pursuit and selection of learning activities.
11. Implement a personal philosophy of nursing and approach to patient care.
12. Implement increased knowledge integration from previous semesters' courses.
13. Effectively communicate verbally and in writing with patients, families, and healthcare providers to promote health and healing.
14. Utilize current research and evidence-based practice in the clinical setting.
15. Embody professional leadership behaviors, including advocacy, delegation, resource utilization, & collaboration with other healthcare providers.

RN 300 Maternal Newborn Theory (3 Units, 45 clock hours)

1. Distinguish expected physiological and psychosocial changes during pregnancy, childbirth, and postpartum.
2. Describe typical fetal and infant growth and development from conception to one (1) month of age.
3. Identify basic nursing assessments to be made under the following circumstances:
    - The pregnant woman during each trimester of pregnancy.
    - The intrapartum woman during the three stages of labor.
    - The postpartum woman from childbirth to six (6) weeks postpartum.
    - The fetus during pregnancy and delivery.
    - The newborn from birth to one (1) month of age.
    - The father and siblings of the infant during pregnancy, childbirth, and the postpartum period.

4. Examine common client problems (nursing assessment and collaborative problems) during pregnancy, childbirth, and postpartum.
5. State major learning needs and teaching strategies for educating women and their families during pregnancy, childbirth, and postpartum.
6. Describe selected complications during pregnancy, childbirth, and postpartum. Identify critical nursing assessments and interventions for preventing, detecting, and treating complications.
7. Determine critical nursing assessments and interventions for detecting and preventing newborn complications.

RN 301 Maternal Newborn Clinical (1.5 Units, 67.5 clock hours)

1. Execute complete assessments (and written documentation) of the average newborn, correctly identifying (a) normal and abnormal characteristics and (b) relevant nursing diagnoses and collaborative problems.
2. Finish complete assessments (and written documentation) of the postpartum woman, correctly identifying (a) normal and abnormal findings and (b) relevant nursing diagnoses and collaborative problems.
3. Participates in assessing antepartum and laboring women, correctly identifying (a) normal and abnormal findings and (b) relevant nursing diagnoses and collaborative problems.
4. Assess the psychosocial and learning needs of childbearing women and family members (fathers or significant others and siblings) during pregnancy, childbirth, and postpartum.
5. Assess parent/caretaker coping behaviors and strengths.
6. Nursing assessment and diagnosis implement appropriate nursing interventions to promote growth, development, and positive health outcomes for women, their infants, and other family members.

7. Implement appropriate teaching strategies and evaluate learning outcomes for childbearing women and their families.
8. Participate in coaching and comfort measures for women and significant others during labor and birth.
9. Anticipate potential common complications in the childbearing woman and newborn infant by implementing appropriate preventive measures and assessments for early detection.
10. Apply selected research findings and evidence-based practices to the nursing care of childbearing women, infants, and other family members.
11. Demonstrate caring behaviors and effective communication with maternity clients, families, and health team members.
12. Identify common ethical dilemmas and legal issues in maternity nursing.
13. Demonstrate professional behavior.

RN 302 Care of Children Theory (3 Units, 45 clock hours)

1. Identify the stressors of childhood which are life-threatening or cause significant disruption in child development, health, and well-being.
2. Describe the influences of health disruption factors on the developmental process of infants and children.
3. Explore the biopsychosocial, cultural, and developmental effects of selected major health disruptions for children and their families.
4. Assess the physical characteristics of all systems in infants and children of various ages and evaluate the normalcy of these findings.
5. Analyze selected health disruptions in alterations in affected children and their families.
6. Examine parental, family, and sibling stress when a child experiences substantial health disruptions.
7. Formulate nursing decisions based on the child's condition, age, and life situation.
8. Determine therapies, surgeries, and nursing interventions that are lifesaving, restorative, or palliative.
9. Review a child and their family's ability to learn new information involved with optimal adaptation to major health disruptions.
10. Formulate nursing interventions that encourage optimal adaptation to major health disruptions.

RN 303 Care of Children Clinical (1.5 Units, 67.5 clock hours)

1. Utilize current theory and evidence-based practice guidelines to analyze, plan, and implement nursing care for infants and children of various ages.
2. Perform and document an ongoing assessment and evaluation of the child and family's progress and monitor nursing care effectiveness.
3. Execute and document complex nursing procedures with infants and children who experience significant health disruptions.
4. Teach new adaptive measures and counsel children and families coping with sizable stress.
5. Assess the child's health disruption parameters regarding the family unit while providing support and information.
6. Implement protective interventions and provide age-appropriate nurturance for children and families with considerable health disruptions.
7. Collaborate with professional colleagues and student groups to develop and provide continuity of care.
8. Demonstrate professional behavior.

RN 400 Mental Health Theory (2 Units, 30 clock hours)

1. Identify biopsychosocial and cultural factors that influence severe mental illness across life.
2. Examine selected theories and research underlying psychiatric nursing care of the major mental illnesses across the lifespan.
3. Formulate psychiatric nursing interventions that facilitate mental health adaptation appropriate to inpatient and community settings.

4. Describe community resources for nursing referral of individuals and families for mental health maintenance, promotion, and rehabilitation.
5. Explain common uses of psychopharmacology in treating mental illness and organic brain syndromes.
6. Differentiate between effective and non-effective communication patterns.

RN 401 Mental Health Clinical (2 Units, 90 clock hours)

1. Demonstrate caring behaviors and therapeutic communication skills, including empathy and facilitation, with clients and their families experiencing psychosocial stress.
2. Apply biopsychosocial and nursing theories and the nursing process into case management components while caring for consumers of psychiatric-mental health services in acute care and community settings.
3. Embody professional behaviors of safety, responsibility and accountability, team membership, appropriate hospital and community behavior, and positive communication with consumers, families, staff, peers, and instructors.
4. Incorporate cultural, developmental, socioeconomic, and other individual client differences (physical and psychological) into the service plan, nursing care plan, client care activities, and development of community resources.
5. Execute stress and anxiety reduction interventions, recovery, rehabilitation, reintegration, and health education with consumers and caregivers.
6. Practice the select psychiatric-mental health nursing roles, including counselor, collaborator, consultant, teacher, case manager, and direct care provider.

International Nurse Graduate Course Outline

Table 79.

Transition Course			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Transition Advanced Placement Theory & Lab Course	52.5 Theory 67.5 Lab	3.5 Units Theory 1.5 Units Lab
TOTAL		**120.0**	**5.0**

Table 80.

Medical-Surgical Nursing			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45.0	3.0
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90.0	2.0
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45.0	3.0
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90.0	2.0
TOTAL		**270.0**	**10.0**

Table 81.

Maternal and Newborn Nursing			
Course Number	Course Title	Clock Hours	Semester Credit Hours

RN 300	Maternal Newborn Theory	45.0	3.0
RN 301	Maternal Newborn Clinical	67.5	1.5
TOTAL		**112.5**	**4.5**

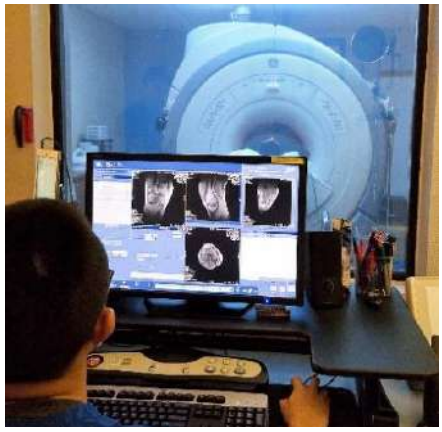
Table 82.

Care of Children			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 302	Care of Children Theory	45.0	3.0
RN 303	Care of Children Clinical	67.5	1.5
TOTAL		**112.5**	**4.5**

Table 83.

Mental Health Nursing			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 400	Mental Health Theory	30.0	2.0
RN 401	Mental Health Clinical	90.0	2.0
TOTAL		**120.0**	**4.0**

Magnetic Resonance Imaging (MRI) Intravenous (IV) Blood Withdrawal Course



12 CLOCK HOURS
2-DAY COURSE | 6 HOURS PER DAY
LOCATION: San Jose
DELIVERY: Residential

Gurnick Academy of Medical Arts students in the lab.

Registration

Before registration, applicants must meet the following admission criteria:

1. Provide a valid Photo Identification

Applicants must register online through our website.

To complete registration, the applicant must first select Magnetic Resonance Imaging IV Injections & Blood Withdrawal Course on the CE Courses page. Choose an appropriate campus and desired start date and click the Registration button. Follow the required steps to complete registration. Applicants must contact the preferred campus Admission Advisor to follow up with registration completion.

Course Information, Length, and Schedule

The Magnetic Resonance Imaging IV Injections & Blood Withdrawal Course at Gurnick Academy of Medical Arts can be used to perform IV injections and blood withdrawal for MRI Technologists and students.

The Magnetic Resonance Imaging IV Injections & Blood Withdrawal Course provides a library and classrooms with audiovisual teaching aids, presentations, and models.

The Magnetic Resonance Imaging IV Injections & Blood Withdrawal Course Instructor to Participant ratio is 1:15 in lecture and clinical practicum.

The course is two (2) days of three (3) hours of didactic training on the theory behind the practice and principles of intravenous injections and blood withdrawal within the scope of practice for MRI Technologists in the state of California and nine (9) hours of clinical practicum in the clinical skills lab setting. During the clinical practicum, each student must complete a minimum of five (5) supervised successful IV injections and five (5) supervised venipunctures (capillary blood withdrawal) on live human subjects.

To complete the clinical portion of the course, all participants must bring a volunteer to participate in the venipuncture and skin puncture skills check-off on Day 2 – the final day.

Course Goals and Objectives

- Recognize the role of MRI Technologists in performing IV injections and blood withdrawals.
- Describe the proper use of specific IV injection and blood withdrawal equipment.
- Initiate IV injection and blood withdrawal placement utilizing patient safety precautions by
    - Preparing the patient psychologically.
    - Explaining the rationale for IV injection and blood withdrawal.
    - Differentiating between the types of IV injection, skin puncture, venipunctures, and their appropriate uses.
    - Distinguishing between skin puncture, IV Injection, and venipunctures.
    - Preparing equipment adequately and aseptically.
    - Selecting and correctly preparing the most suitable vein for IV Injection, venipunctures, and blood withdrawal.
    - Readying the site in a manner that reduces the chance of infection.
    - Executing blood withdrawal utilizing skin puncture (vacutainer, butterfly) venipunctures.
    - Dressing site according to policy.
    - Securing and immobilizing the device appropriately and safely.
    - Documenting on the medical record.
- Recognize complications related to IV Injection, blood withdrawal, and venipunctures.
- List the measures taken to reduce local and systemic reactions.
- State reasons to discontinue and restart the IV device.
- Examine the differences between adult and pediatric IV Injections and blood withdrawal techniques.
- Discuss legal implications and ways of minimizing legal risk related to IV Injections and blood withdrawal.
- Identify safety precautions related to IV Injections and blood withdrawal.

Course Outcomes

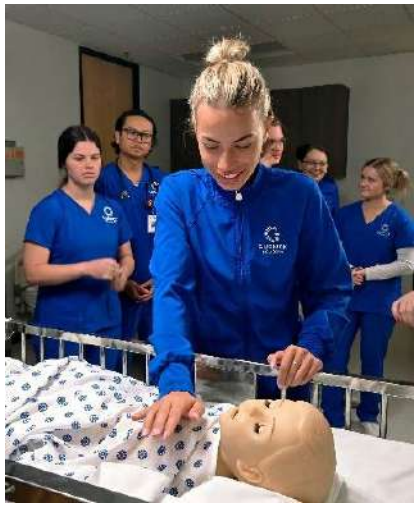
Upon course completion, the student will be able to:

- Discuss the structure and function of veins
- Identify the names and 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 procedures.

- Assess techniques and equipment to minimize biohazard exposure in blood collection and cannulation/venipuncture.
- Evaluate procedural blood collection and cannulation/venipuncture errors and discuss remedies for each.
- Differentiate complications associated with blood collection and cannulation/venipuncture.

Certification Information
Students will be issued a *Course Completion Certificate* at completion.

Nursing Transition Advanced Placement Theory & Lab Course



120 CLOCK HOURS
LOCATION: Concord and Fresno
RESIDENTIAL

Gurnick Academy of Medical Arts students in the lab.

Course Description
The Nursing Transition course is an admission course required for all students electing to enroll in the LVN to RN Advanced Placement and LVN to BSN Advanced Placement programs. The admission course is RN 180 – Nursing Transition Advanced Placement Theory & Lab Course. It is a five (5) unit, 120-hour course that evaluates the student's readiness to enroll in the Advanced Placement pathway. The student must demonstrate the required knowledge and skills to complete this course. All students must complete these before starting any Professional Courses. This course does not fall within the ABHES scope of accreditation.

Course Objectives
After this course, the student will be able to:

1. Illustrate the various roles of the registered nurse in the healthcare delivery system.
2. Identify the evolving practice opportunities for nurses in various practice settings.
3. Exemplify the characteristics of the nursing profession.
4. Differentiate between licensed practical/vocational nurses and registered nurses.
5. Explain the nursing responsibilities related to the legal and ethical aspects of the profession, delegation, and confidentiality.
6. Describe the conceptual and philosophical foundations of professional nursing practice.
7. Define evidence-based practice.
8. Chronicle the purpose and phases of the nursing process.
9. Define clinical judgment in nursing practice.
10. Discuss factors creating successful or unsuccessful communication.
11. Evaluate helpful and unhelpful communication techniques.
12. Identify key aspects of collaboration.

13. Exhibit accuracy in mathematical calculations related to safe and efficacious administration of fluids and medications.
14. Embody understanding and skills in performing health history and physical assessment.
15. Enact a knowledge and ability to perform basic and complex nursing skills in caring for acute and chronically ill patients utilizing critical thinking skills.
16. Execute accurate documentation related to the assessment and performance of skills.
17. Apply knowledge of theory and principles from nursing and related sciences across the lifespan to selected nursing skills and procedures using the nursing process.

Course Outline

Table 84.

Course Number	Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Transition Advanced Placement Theory & Lab Course	120.0	5.0
TOTAL		**120.0**	**5.0**

COURSE DESCRIPTIONS

Courses within the programs are not necessarily sequentially offered as they appear in this catalog. Gurnick Academy of Medical Arts reserves the right to change equipment and instructional materials, modify the curriculum, and combine or cancel classes.

GE Courses – Distance Education (Online)

GE 001 – Biology Basics – 45 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: None
This course introduces major biological molecules, cell structure, and function for eukaryotic and prokaryotic organisms, cell cycle, genetics, sexual and asexual reproduction, bioenergetics, cell communication, and signaling. This is a General Education Course.

GE 002 – Principles of Physics – 45 Clock Hours/4.5 Quarter Credit Hours/3 Semester Credit Hours
Prerequisites: None
This is a conceptual physics course for non-science majors. This course aims to facilitate students' understanding of the rules of nature by learning the foundations. This course covers forces and motion, conservation laws, heat, fluids, vibrations and waves, electricity and magnetism, sound, and light. Students will study the concepts of physics with minimal application of mathematics. This is a General Education Course.

GE 003 – Conceptual Chemistry with Laboratory – 75 Clock Hours/6 Quarter Credit Hours
Prerequisite: None
Conceptual Chemistry is an introductory chemistry course designed to show how chemistry is intimately involved in many aspects of our lives. The course will cover basic concepts in chemistry and their applications.

The course covers matter and energy, atoms, ions and compounds, chemical reactions, electronic structure of atoms, states of matter including solutions, acids and bases, a brief introduction to nuclear and organic chemistry, and biochemistry. Students will study the concepts of physics with minimal application of mathematics. This is a chemistry course for non-science majors. This is a General Education Course.

GE 011 – Anatomy & Physiology I – 56 Clock Hours/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. Additionally, the course examines the interrelatedness of the structure and functions in the body. Basic fluid, electrolyte, and acid/base balance concepts are included. This is a General Education Course.

GE 020A – Human Body in Health and Disease I with Lab – 75 Clock Hours)/90 BRN Clock Hours/6 Quarter Credit Hours/4 Semester Credit Hours
Prerequisite: None
This is the first of two courses covering the structure and function of human organ systems. The basics of the structures and functions of the human body will be discussed during the lecture and lab. Between GE 020A and GE 020B, topics on all 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 – 75 Clock Hours)/90 BRN Clock Hours /6 Quarter Credit Hours/4 Semester Credit Hours
Prerequisite: GE 020A – Human Body in Health and Disease I with Lab.
This is the second of two courses covering the structure and function of human organ systems. The basics of the structures and functions of the human body will be discussed during the lecture and lab. Between GE 020A and

GE 020B, topics on all 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 and Disease I with Lab. This is a General Education Course.

GE 021 – Essentials of Anatomy & Physiology – 66 Clock Hours/6.5 Quarter Credit Hours
Prerequisites: None
This course will discuss the basics of structures and functions of the human body systems. Topics on all 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 the norm of each organ system will be brought up throughout the course. This is a General Education Course.

GE 022 – Anatomy & Physiology II – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This is an advanced course in Anatomy and Physiology, where details of structures and functions of the human body systems will be discussed in various disease states. The pathophysiology of all major organ systems will be addressed while comparing them in the state of health versus disease, focusing mainly on functions and pathological abnormalities. Various clinical implications and possible deviations from the norm of each organ system will be brought up throughout the course. This is a General Education course.

GE 031 – Nutrition in Health and Disease – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course covers the nutrient needs for maintaining a positive nutritional status, including diets to fit specific health needs and primary nutritional care.

GE 041 – General Microbiology w/Lab – 75 Clock Hours)/90 BRN Clock Hours /6 Quarter Credit Hours/4 Semester Credit Hours
Prerequisite: None
This course presents basic concepts of microbiology and practical applications to medicine, public health, and the environment, with laboratory techniques in isolation, enumeration, and identification of microorganisms. This is a General Education Course.

GE 103 – Growth and Development through Lifespan – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course discusses the existing growth and development theories. It focuses on understanding the dynamic sequence of biological, psychological, and sociological changes that occur through the life cycle from birth to death. This is a General Education Course.

GE 110 – Critical Thinking – 45 Clock Hours/4.5 Quarter Credit Hours/3 Semester Credit Hours
Prerequisites: None
This course teaches students the skills they need to think for themselves—skills they will call upon in this course, other college courses, and 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 – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
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. This is a General Education Course.

GE 112 – Algebra I – 45 Clock Hours/4.5 Quarter Credit Hours/3 Semester Credit Hours
Prerequisites: None

This course gives 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 112-50 – College Algebra (50hr) – 50 Clock Hours/5 Quarter Credit Hours
Prerequisite: None
This course gives 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. Attending a Live Webinar session is a required part of this course. This is a General Education Course.

GE 120 – Introduction to Information Systems – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course introduces personal computer application software, hardware components, and the Internet. The course covers an introduction to word processing, electronic spreadsheets, databases, and presentation software. This is a General Education Course.

GE 201 – Introduction to Sociology – 45 Clock Hours/4.5 Quarter Credit Hours/3 Semester Credit Hours
Prerequisite: None
This course studies basic methods and concepts of sociology, which have broad academic relevance and can be applied to studying sociology and other academic disciplines. This is a General Education Course.

GE 201-50 – Introduction to Sociology (50hr) – 50 Clock Hours/5 Quarter Credit Hours
Prerequisite: None
This course studies basic methods and concepts of sociology, which have broad academic relevance and can be applied to studying sociology and other academic disciplines. Attending a Live Webinar session is a required part of this course. This is a General Education Course.

GE 202 – General Psychology – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course includes studying basic methods and concepts of psychology, which have broad academic relevance and can be applied to studying psychology and other academic disciplines. This is a General Education Course.

GE 221 – Written Communication for Professionals – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
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 overcoming common mistakes and improving communication using the written word.

This writing skills course includes spelling, grammar, the importance of structure, and 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.

GE 222 – English Reading and Composition – 45 Clock Hours/4.5 Quarter Credit Hours/3 Semester Credit Hours
Prerequisite: None
This course introduces students to reading various literary texts and teaches them the basic elements of fiction, poetry, and drama. The course will teach students to write analysis, explication, and compare-and-contrast essays responding to the literature read. This is a General Education Course.

GE 222-50 – English Reading and Composition (50hr) – 50 Clock Hours/5 Quarter Credit Hours
Prerequisite: None

This course introduces students to reading various literary texts and teaches them the basic elements of fiction, poetry, and drama. The course will teach students to write analysis, explication, and compare-and-contrast essays responding to the literature read. Attending a Live Webinar session is a required part of this course. This is a General Education Course.

GE 230 – Written & Oral Communication – 45 Clock Hours/4.5 Quarter Credit Hours
Prerequisites: None
This course will explore the fundamental analog and digital skills of oral and written communication to help create professional written and oral communication within their careers. This is an introduction to various methods used to communicate effectively and create a language that articulates information to connect a speaker to an audience. This is a General Education Course.

GE 240 – Public Speaking, Basics of Effective Communication – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course introduces communication in interpersonal relationships, group interactions, and formal speaking, with skill development in listening, speech preparation, and oral presentation. This is a General Education Course.

GEH 020 – Medical Terminology – 18 Clock Hours/1.5 Quarter Credit Hours
Prerequisite: None
This course introduces the student to medical and pathological terms related to specific body systems. Through lectures, discussions, demonstrations, visual aids, and self-study, the student will develop knowledge and understanding of the professional language to function and communicate effectively with other medical team members. This is a General Education Course.

GEH 101 – Organization and Function of Health Services – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course focuses on healthcare and delivery of services: identification and function of governmental, private, and voluntary organizations and programs in health protection and promotion at local, state, and national levels. This is a General Education Course.

GEH 102 – Essentials of Patient Education – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This GE course toward the BSN 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. Students will develop oral and written presentations of culturally sensitive material by the course's end. This is a General Education Course.

GEH 201 – Holistic Health and Complementary Alternative Medicine – 30 Clock Hours/2 Semester Credit Hours
Prerequisite: None
This course synthesizes 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. Complementary Alternative Medicine (CAM) can be used alone or with established approaches to medical intervention. The topics discussed include stress reduction, meditation, relaxation techniques, visual imagery, and herbal therapies. This is a General Education Course.

GEH 253 – Ethics and Law in Radiography – 24 Clock Hours/2 Quarter Credit Hours
Prerequisite: Completion of GEH 020 with a "C" or better.
This course provides a fundamental background in ethics. The historical and philosophical basis of ethics and the elements of ethical behavior will be discussed. Students examine various ethical issues and dilemmas they may face in clinical practice.

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

GEH 301 – Ethics and Law in Health Science – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course examines health law and ethics and their financial and emotional impact on healthcare professionals, patients, and 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. This is a General Education Course.

Associate of Occupational Science in Cardiac Ultrasound Technology (A.O.S. in CUT) Courses – Blended Program

CS 300 – Introduction to Cardiology 1 – 72 Clock Hours/7 Quarter Credit Hours
Prerequisite: Completion of courses in preceding quarters with a "C" or better.
Introduction to Cardiology 1 is an introduction to anatomy, physiology, diagnostic tests, embryology and development, normal ECG interpretation and physical examination of the heart, and cardiovascular pharmacology. This course establishes foundations for the knowledge necessary to perform adult echocardiograms successfully.

CS 300L – Laboratory Introduction to Cardiology 1 – 72 Clock Hours/3.5 Quarter Credit Hours
Prerequisite: Completion of courses in preceding quarters with a "C" or better. This course will be taught concurrently with CS 300.
Laboratory Introduction to Cardiology 1 is concurrent with the lecture portion of the course. Students will practice the protocols and scanning techniques within the lab. This course will set the foundation of protocols that students can build on with advanced techniques and measurements taught in other courses.

CS 301 – Adult Echocardiography 1 – 72 Clock Hours/7 Quarter Credit Hours
Prerequisite: Completion of courses in preceding quarters with a "C" or better.
Adult Echocardiography 1 covers the concepts, techniques, measurements, calculations, and protocols that pertain to a normal adult transthoracic echocardiogram (TTE). This course establishes foundations for performing and interpreting a normal TTE that would be used later to understand abnormalities and diagnose cardiac pathologies. Students will gain an understanding of the role an echocardiographer plays in the diagnosis of cardiac diseases by understanding what the criteria are for "normal."

CS 301L – Laboratory Adult Echocardiography 1 – 72 Clock Hours/3.5 Quarter Credit Hours
Prerequisite: Completion of courses in preceding quarters with a "C" or better. This course will be taught concurrently with CS 301.
Laboratory Adult Echocardiography 1 is concurrent with the lecture portion of the course. Students will practice the protocols, measurements, and scanning techniques within the lab. This course will expand the echocardiographic protocols taught in CS-301L to include all the echocardiographic measurements and more advanced scanning techniques.

CS 400 – Introduction to Cardiology 2 – 72 Clock Hours/7 Quarter Credit Hours
Prerequisite: Completion of courses in preceding quarters with a "C" or better.
Introduction to Cardiology 2 is a progression of CS 300 Introduction to Cardiology 1. This course builds on the foundations and principles discussed in the previous course. The common disease processes affecting the cardiovascular system will be covered with instructions on their pathophysiology, signs and symptoms, diagnostic tests, physical examination, lab values, and ECG appearance.

CS 400L – Laboratory Introduction to Cardiology 2 – 72 Clock Hours/3.5 Quarter Credit Hours
Prerequisite: Completion of courses in preceding quarters with a "C" or better. This course will be taught

concurrently with CS 400.
Laboratory Introduction to Cardiology 2 is concurrent with the lecture portion of the course. Students will practice the protocols, measurements, and scanning techniques within the lab. This course will expand the echocardiographic protocols taught in CS-300L and CS 301L to include all the echocardiographic measurements and ECG practice and introduce vascular protocols.

CS 401 – Adult Echocardiography 2 – 72 Clock Hours/7 Quarter Credit Hours
Prerequisite: Completion of courses in preceding quarters with a "C" or better.
Adult Echocardiography 2 is a progression of CS 301- Adult Echocardiography 1. This course builds on the foundations set in the previous course regarding echocardiographic protocols and scanning techniques. The common disease processes affecting the cardiovascular system will be covered with an emphasis on their sonographic appearance and evaluation with echocardiography.

CS 401L – Laboratory Adult Echocardiography 2 – 72 Clock Hours/3.5 Quarter Credit Hours
Prerequisite: Completion of courses in preceding quarters with a "C" or better. This course is taught concurrently with CS 401.
Laboratory Adult Echocardiography 2 is concurrent with the lecture portion of the course. Students will practice the protocols, measurements, and scanning techniques within the lab. This course will expand the echocardiographic protocols taught in CS-300L, CS 301L, and CS 400L to include all the echocardiographic measurements and ECG practices and introduce vascular protocols.

CS 520A —Registry Preparation Course: Anatomy and Physiology – 8 Clock Hours/0.5 Quarter Credit Hours
Prerequisite: Completion of courses in preceding quarters with a "C" or better.
Registry Preparation Courses (RPC) are advanced cardiac classes taught by experts in cardiac sonography. Students have learned basic cardiac skills during cardiac sonography courses 1-4 and cardiac sonography Lab courses 1-4. RPC classes will build and enrich knowledge and skills that will provide the student success in Cardiac sonography. Registry Preparation courses are offered once a month for six consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the extracranial cardiovascular system. Course study includes normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications for exams, definitions of terms, scanning protocol, instrumentation, sonographic techniques (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler) and examples of common carotid, vertebral and Subclavian artery pathology. Clinical hands-on training integrated with didactic instruction is the primary focus of this program.

CS 520B – Registry Preparation Course: Pathology 1 – 8 Clock Hours/0.5 Quarter Credit Hours
Prerequisite: Completion of courses in preceding quarters with a "C" or better.
Registry Preparation Courses (RPC) are advanced cardiac classes taught by experts in cardiac sonography. Students have learned basic cardiac skills during cardiac sonography courses 1-4 and cardiac sonography Lab courses 1-4. RPC classes will build and enrich knowledge and skills that will provide the student success in Cardiac sonography. Registry Preparation courses are offered once a month for six consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the extracranial cardiovascular system. Course study includes normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications for exams, definitions of terms, scanning protocol, instrumentation, sonographic techniques (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler) and examples of common carotid, vertebral and Subclavian artery pathology. Clinical hands-on training integrated with didactic instruction is the primary focus of this program.

CS 520C – Registry Preparation Course: Pathology 2 – 8 Clock Hours/0.5 Quarter Credit Hours

Prerequisite: Completion of courses in preceding quarters with a "C" or better.
Registry Preparation Courses (RPC) are advanced cardiac classes taught by experts in cardiac sonography. Students have learned basic cardiac skills during cardiac sonography courses 1-4 and cardiac sonography Lab courses 1-4. RPC classes will build and enrich knowledge and skills that will provide the student success in Cardiac sonography. Registry Preparation courses are offered once a month for six consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the extracranial cardiovascular system. Course study includes normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications for exams, definitions of terms, scanning protocol, instrumentation, sonographic techniques (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler) and examples of common carotid, vertebral and Subclavian artery pathology. Clinical hands-on training integrated with didactic instruction is the primary focus of this program.

CS 520D – Registry Preparation Course: Pathology 3 – 8 Clock Hours/0.5 Quarter Credit Hours
Prerequisite: Completion of courses in preceding quarters with a "C" or better.
Registry Preparation Courses (RPC) are advanced cardiac classes taught by experts in cardiac sonography. Students have learned basic cardiac skills during cardiac sonography courses 1-4 and cardiac sonography Lab courses 1-4. RPC classes will build and enrich knowledge and skills that will provide the student success in Cardiac sonography. Registry Preparation courses are offered once a month for six consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the extracranial cardiovascular system. Course study includes normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications for exams, definitions of terms, scanning protocol, instrumentation, sonographic techniques (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler) and examples of common carotid, vertebral and Subclavian artery pathology. Clinical hands-on training integrated with didactic instruction is the primary focus of this program.

CS 520E – Registry Preparation Course: Measurement Techniques and Maneuvers – 8 Clock Hours/0.5 Quarter Credit Hours
Prerequisite: Completion of courses in preceding quarters with a "C" or better.
Registry Preparation Courses (RPC) are advanced cardiac classes taught by experts in cardiac sonography. Students have learned basic cardiac skills during cardiac sonography courses 1-4 and cardiac sonography Lab courses 1-4. RPC classes will build and enrich knowledge and skills that will provide the student success in Cardiac sonography. Registry Preparation courses are offered once a month for six consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the extracranial cardiovascular system. Course study includes normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications for exams, definitions of terms, scanning protocol, instrumentation, sonographic techniques (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler) and examples of common carotid, vertebral and Subclavian artery pathology. Clinical hands-on training integrated with didactic instruction is the primary focus of this program.

CS 520F – Registry Preparation Course: **Clinical Care and Safety, Instrumentation, Optimization, and Contrast – 8 Clock Hours/0.5 Quarter Credit Hours**
Prerequisite: Completion of courses in preceding quarters with a "C" or better.
Registry Preparation Courses (RPC) are advanced cardiac classes taught by experts in cardiac sonography. Students have learned basic cardiac skills during cardiac sonography courses 1-4 and cardiac sonography Lab courses 1-4. RPC classes will build and enrich knowledge and skills that will provide the student success in Cardiac sonography. Registry Preparation courses are offered once a month for six consecutive months. Please check

with instructors for dates.

This course provides the learner with an overview of duplex imaging of the extracranial cardiovascular system. Course study includes normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications for exams, definitions of terms, scanning protocol, instrumentation, sonographic techniques (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler) and examples of common carotid, vertebral and Subclavian artery pathology. Clinical hands-on training integrated with didactic instruction is the primary focus of this program.

CS X01 – Clinical 1 – 400 Clock Hours/13 Quarter Credit Hours
Prerequisite: Completion of UT 301, CS 401, CS 401L, CS 400, and CS 402L courses.
CS X01 is twelve (12) weeks of Level 1 externship integrated within AOSCUT quarter courses. Externship expectations will vary depending on the externship site assignment for each student. This allows the student to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and acquire effective patient diagnostic information is evidenced by meeting specific objectives and competencies in each clinical specialty area.

Level 1 competency evaluation will be signed off by clinical instructors on Trajecsys and reviewed by the clinical coordinator. A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook guides the CI and department staff on the expectations of the ultrasound extern. CS XO1 also consists of assignments on Moodle for ARDMS preparation.

The emphasis will be on the SPI preparation to encourage students in CS XO1 to take the ARDMS SPI exam before graduation. ARDMS preparation in Adult echocardiography is also provided. There are virtual labs on Moodle to be used in case clinical site assignments are unavailable for reasons determined by the clinical site and the school. The clinical coordinator may give virtual lab assignments for extra learning opportunities or make-up assignments.

CS X02 – Clinical 2 – 400 Clock Hours/13 Quarter Credit Hours
Prerequisite: Completion of UT 301, CS 401, CS 401L, CS 400, CS 402L, and CS X01 courses.
CS X02 is twelve weeks (12) of Level 2 externship integrated within AOSCUT quarter courses. Externship expectations will vary depending on the externship site assignment for each student. This allows the student to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and acquire effective patient diagnostic information is evidenced by meeting specific objectives and competencies in each clinical specialty area.

Level 2 competency evaluation will be signed off by clinical instructors on Trajecsys and reviewed by the clinical coordinator. A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook guides the CI and department staff on the expectations of the ultrasound extern. CS XO2 also consists of assignments on Moodle for ARDMS preparation.

The emphasis will be on the SPI preparation to encourage students in CS XO2 to take the ARDMS SPI exam before graduation. ARDMS preparation in Adult echocardiography is also provided. There are virtual labs on Moodle to be used in case clinical site assignments are unavailable for reasons determined by the clinical site and the school. The clinical coordinator may give virtual lab assignments for extra learning opportunities or make-up assignments.

<u>Associate of Occupational Science in Respiratory Care (A.O.S. in RC) Courses – Blended Program</u>
RC 100 – Respiratory Care Fundamentals I – 15 Clock Hours / 1 Semester Credit
Prerequisite – None
This course will provide an introduction to the field of Respiratory Care and its governing bodies. Students will explore the history of respiratory care, the importance of evidence-based practice, quality, patient safety,

communication, record keeping, infection prevention and control, ethical and legal implications, and principles of Respiratory Care and Basic Life Support.

RC 120 – Medical Terminology with an Emphasis in Respiratory Care – 30 Clock Hours / 2 Semester Credits
Prerequisite – None
This course will lay the foundation of the language used in the healthcare setting. Students will examine the elements of medical terms and how they apply to anatomy, physiology, procedures, and diagnoses. There will be a concentrated focus on the terminology that is utilized in the field of Respiratory Therapy.

RC 200 – Respiratory Care Fundamentals II – 75 Clock Hours / 4 Semester Credits
Prerequisite – Completion of courses in preceding modules with a "C" or better.
This hybrid course will provide students with a foundation in the many respiratory treatment modalities within the hospital setting. In the classroom, students will explore the topics of airway pharmacology, aerosol drug therapy, bland aerosol therapy, airway clearance therapy, lung expansion therapy, medical gasses and associated therapies, airway management, and emergency response. In the lab setting, students will apply skills learned using high-fidelity simulation.

RC 220 – Anatomy and Physiology with an Emphasis on the Cardiopulmonary System – 60 Clock Hours / 4 Semester Credits
Prerequisite – Completion of courses in preceding modules with a "C" or better.
This course details the structure and function of the human body from a systemic approach. There is an in-depth focus on the cardiopulmonary system, cardiopulmonary physiology, and how it contributes to the acid/base balance of the body.

RC 240 – Pharmacology – 45 Clock Hours / 3 Semester Credits
Prerequisite – Completion of courses in preceding modules with a "C" or better.
This course will provide a history of pharmacology and will focus on medications used in the respiratory care setting and general nursing. Students will be familiarized with the classification of medications, their actions and application, principles and procedures for safe administration, possible side effects and interactions, and computation of adult and pediatric dosing.

RC 260 – Patient Assessment and Application – 60 Clock Hours / 3 Semester Credits
Prerequisite – Completion of courses in preceding modules with a "C" or better.
In this hybrid course, the online classroom will introduce the patient record. Students will learn how to modify a care plan by evaluating a patient's respiratory status through physical assessment, visual and tactile methods, and measured vital signs. In the lab, students will apply their assessment and data logging skills via high-fidelity mannequin simulation with charting scenarios. This course will also introduce the interpretation of the recorded data to determine the progression of care.

RC 300 – Respiratory Care Fundamentals III – 75 Clock Hours / 4 Semester Credits
Prerequisite – Completion of courses in preceding modules with a "C" or better.
The online classroom will cover patient diagnostic applications in this hybrid course, including electrocardiogram analysis, patient monitoring, and thoracic imaging. This course will explore the interpretation of laboratory values and arterial blood gas testing and its relation to ventilation, gas exchange, and acid/base balance. In the laboratory setting, students will learn to apply electrocardiogram testing, assist with patient positioning for imaging studies, and perform arterial blood gas sampling.

RC 320 – Introduction to Mechanical Ventilation – 75 Clock Hours / 4 Semester Credits
Prerequisite – Completion of courses in preceding modules with a "C" or better.
This hybrid course introduces students to mechanical ventilation theory, application, and airway management. In the classroom, students will explore respiratory failure and how it leads to the need for NIV and/or mechanical ventilation, the physiology of ventilatory support, patient-ventilator interactions, monitoring of the ventilated

ICU patient, and weaning/discontinuation of ventilatory support. In the lab, students will have hands-on NIV and ventilator practice and can apply skills learned using practice lungs and high-fidelity simulation.

RC 330 – Clinical Practicum I – 144 Clock Hours / 3 Semester Credits
Prerequisite – Completion of courses in preceding modules with a "C" or better.
This clinical practicum will consist of 144 hours of supervised patient care in the hospital setting. Students will be able to perform patient assessment and low-acuity respiratory therapies. Students will be supervised by a licensed RCP preceptor employed by the hospital and have routine check-ins with a clinical instructor assigned by the program.

RC 340 – Specialized Respiratory Care – 30 Clock Hours / 2 Semester Credits
Prerequisite – Completion of courses in preceding modules with a "C" or better.
This course will explore respiratory care in specialty areas, such as e-medicine, sleep studies, skilled nursing facilities, pulmonary function testing, home care, pulmonary rehabilitation, and extracorporeal membrane oxygenation.

RC 400 – Respiratory Care Fundamentals IV – 60 Semester Hours / 4 Semester Credits
Prerequisite – Completion of courses in preceding modules with a "C" or better.
This course will explore cardiopulmonary diseases, such as pulmonary infections, chronic obstructive pulmonary disease, interstitial lung disease, pleural disease, acute respiratory distress syndrome, heart failure, lung cancer, neuromuscular disease, sleep disorders, etc. Students will examine symptoms, diagnosis, treatment, and patient management.

RC 420 – Advanced Mechanical Ventilation – 75 Semester Hours / 4 Semester Credits
Prerequisite – Completion of courses in preceding modules with a "C" or better.
This hybrid course takes an in-depth approach to managing the critically ill patient. In the classroom, students will delve deeper into the theory of mechanical ventilation and employ critical thinking skills in real-life case studies. In the lab setting, students will learn about advanced ventilator settings used in the Intensive Care Unit.

RC 430 – Clinical Practicum II – 216 Semester Hours / 4.5 Semester Credits
Prerequisite – Completion of courses in preceding modules with a "C" or better.
This clinical practicum will consist of 216 hours of supervised patient care in the hospital setting. Students can perform patient assessment and various low-acuity respiratory therapies. Students will be supervised by a licensed RCP preceptor employed by the hospital and have routine check-ins with a clinical instructor assigned by the program.

RC 500 – NBRC Review and Test Preparation – 45 Semester Hours / 3 Semester Credits
Prerequisite: Completion of courses in preceding modules with a "C" or better.
This course will help prepare students to take the NBRC credentialing exam. Attending a provided test preparation seminar and a passing score on the practice tests will be a course requirement.

RC 520 – Neonatal and Pediatric Respiratory Care – 90 Semester Hours / 5 Semester Credits
Prerequisite: Completion of courses in preceding modules with a "C" or better.
Students will address the needs of caring for the neonatal and pediatric populations. In the classroom, students will learn maternal risk factors, the stages of fetal development, fetal circulation, transition to extrauterine life, neonatal resuscitation, how to identify and treat neonatal/pediatric respiratory disorders, and neonatal/pediatric ventilator management. In the lab, students will apply skills to set up various respiratory modalities unique to the neonatal/pediatric population and practice resuscitation using high-fidelity simulation.

RC 530 – Clinical Practicum III – 216 Semester Hours / 4.5 Semester Credits
Prerequisite – Completion of courses in preceding modules with a "C" or better.
This clinical practicum will consist of 216 hours of supervised patient care in the hospital setting. Students can

perform patient assessment and various high-acuity respiratory therapies. Students will be supervised by a licensed RCP preceptor employed by the hospital and have routine check-ins with a clinical instructor assigned by the program.

Associate of Occupational Science in Radiologic Technology (A.O.S. in RT) Courses – Blended Program

XRT 101 – Patient Care in Radiographic Imaging – 45 Clock Hours/4.0 Quarter Credit Hours
Prerequisite: None
This course introduces students to basic imaging principles and patient care. Students review medical ethics, pediatrics, and geriatrics patient care. The duties and responsibilities of working in Radiology are also presented, emphasizing communication and relationships. A review of infection control, standard precautions, and transmission-based precautions covered.

The theory, basic venipuncture techniques, and the administration of diagnostic contrast agents include intravenous medications. Routine and emergency patient care procedures and the radiographer's role in patient education are reviewed. This course will include out-of-school preparation hours for reading and writing assignments, practice and practical application assignments, and projects. A minimum of 20 hours of outside class work will be assigned.

XRT 102 – Radiographic Procedures I – 70 Clock Hours/6.0 Quarter Credit Hours
Prerequisite: Completion of XRT 101 with a "C" or better.
This course introduces the medical terminology, anatomy, physiology, and common chest, thorax, and upper extremities pathologies. Routine chest, bony thorax, and upper extremity radiographic procedures are described and demonstrated.

Students demonstrate competency in performing routine radiographic procedures during simulated radiographic examinations. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of 30 hours of outside class work will be assigned.

XRT 103 – Radiographic Equipment and Exposure – 50 Clock Hours/5.0 Quarter Credit Hours
Prerequisite: Completion of XRT 102 with a "C" or better.
This course introduces students to concepts of radiographic image quality and the exposure factors that contribute to producing radiographic images. Students are introduced to radiographic equipment, exposure relationships, and digital factors contributing to image production.
Students participate in experiments to demonstrate their knowledge, understanding, and skills by performing different techniques and exposure factors.

XRT 104 – Radiographic Procedures II – 70 Clock Hours/6.0 Quarter Credit Hours
Prerequisite: Completion of XRT 103 with a "C" or better.
This course introduces the medical terminology, anatomy, physiology, and common pathologies of the skeletal system, with particular emphasis on the thorax, shoulder girdle, and spine bones. Routine radiographic procedures appropriate to the thorax, shoulder girdle, and spine are described and demonstrated. Students demonstrate competency in performing torso-skeletal radiographic procedures during simulated X-ray examinations.

XRT 105 – Radiation Protection and Physics – 70 Clock Hours/7.0 Quarter Credit Hours
Prerequisite: Completion of XRT 104 with a "C" or better.
This course provides a basic overview of radiologic physics so that students can understand how X-rays are produced and the various characteristics of the beam. The fundamentals of the X-ray machine components and their operation are introduced.

Principles of radiation protection, responsibilities of the radiographer to patients, personnel, and the public, radiation health, and safety requirements of federal and state regulatory agencies, accreditation agencies, and medical organizations are covered. The interaction of radiation with molecules, cells, tissues, and the body as a whole, as well as the factors affecting biological response, will be identified.

XRT 106 – Integration of Theory and Practice Fundamentals – 25 Clock Hours/2.0 Quarter Credit Hours
Prerequisite: Completion of XRT 105 with a "C" or better.
This course focuses on activities associated with refining radiographic imaging skills and medical assistant skills application in an x-ray environment. Emphasis is placed on proper positioning. Image critique, patient care, and radiation protection are also reviewed. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of five (5) hours of outside class work will be assigned.

XRT 107 – Clinical Practice I – 160 Clock Hours/5.0 Quarter Credit Hours
Prerequisite: Completion of XRT 106 with a "C" or better.
In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Competency levels and outcomes measurement ensure the patient's well-being preparatory to, during, and following the radiologic procedure.

XRT 108 – Clinical Practice II – 160 Clock Hours/5.0 Quarter Credit Hours
Prerequisite: Completion of XRT 107 with a "C" or better.
In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Competency levels and outcomes measurement ensure the patient's well-being preparatory to, during, and following the radiologic procedure.

XRT 109 – Clinical Practice III – 160 Clock Hours/5.0 Quarter Credit Hours
Prerequisite: Completion of XRT 108 with a "C" or better.
In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Competency levels and outcomes measurement ensure the patient's well-being preparatory to, during, and following the radiologic procedure.

XRT 110 – Clinical Practice IV – 120 Clock Hours/4.0 Quarter Credit Hours
Prerequisite: Completion of XRT 109 with a "C" or better.
In this course, each content and clinical practice experience is designed for sequential development, application,

critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Competency levels and outcomes measurement ensure the patient's well-being preparatory to, during, and following the radiologic procedure.

XRT 201 – Imaging Procedures and Technical Factors – 30 Clock Hours/3.0 Quarter Credit Hours
Prerequisite: Completion of XRT 110 with a "C" or better.
This advanced imaging course enforces professionalism, ethics, legal considerations, patient care, patient safety, radiation protection and measurement, image production, radiographic imaging, and image analysis. This course will include outside-of-school preparation hours such as reading and writing assignments, practice, practical assignments, and projects. A minimum of 25 hours of outside class work will be assigned.

XRT 202 – Radiographic Procedures III – 80 Clock Hours/7.0 Quarter Credit Hours
Prerequisite: Completion of XRT 201 with a "C" or better.
This course provides the knowledge base to perform and apply standard radiographic procedures to special studies. Consideration is given to the production of radiographs of optimal diagnostic quality. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

XRT 203 – Radiographic Procedures IV – 45 Clock Hours/4.0 Quarter Credit Hours
Prerequisite: Completion of XRT 202 with a "C" or better.
This course is designed to provide a knowledge base necessary to perform routine radiographic positions of the cranium and facial bones. Emphasis is given to special patient care considerations related to head trauma. Actual images are included for analysis. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

XRT 204 – Radiographic Procedures V – 50 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of XRT 203 with a "C" or better.
This course provides a knowledge base for routine radiographic positions (including chest and bony skeleton positioning, bedside and surgical examinations, and radiation protection). Actual images are included for analysis.

Provide a knowledge base necessary for pediatric and geriatric radiography (including immobilization, positioning, radiation protection, and pathologic indications). This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

XRT 205 – Digital Imaging Technologies – 45 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of XRT 204 with a "C" or better.
This course establishes introductory knowledge of computing and information processing. Computer applications in the radiologic sciences related to image capture, display, storage, and distribution are also presented. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

XRT 206 – Clinical Practice V – 160 Clock Hours/5.0 Quarter Credit Hours
Prerequisite: Completion of XRT 110 with a "C" or better.
In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic

procedures. Through structured, sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Competency levels and outcomes measurement ensure the patient's well-being preparatory to, during, and following the radiologic procedure.

XRT 207 – Clinical Practice VI – 160 Clock Hours/5.0 Quarter Credit Hours
Prerequisite: Completion of XRT 206 with a "C" or better.
In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Competency levels and outcomes measurement ensure the patient's well-being preparatory to, during, and following the radiologic procedure.

XRT 208 – Clinical Practice VII – 160 Clock Hours/5.0 Quarter Credit Hours
Prerequisite: Completion of XRT 207 with a "C" or better.
In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Competency levels and outcomes measurement ensure the patient's well-being preparatory to, during, and following the radiologic procedure.

XRT 209 – Clinical Practice VIII – 160 Clock Hours/5.0 Quarter Credit Hours
Prerequisite: Completion of XRT 208 with a "C" or better.
In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Competency levels and outcomes measurement ensure the patient's well-being preparatory to, during, and following the radiologic procedure.

XRT 210 – Clinical Practice IX – 160 Clock Hours/5.0 Quarter Credit Hours
Prerequisite: Completion of XRT 209 with a "C" or better.
In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Competency levels and outcomes measurement ensure the patient's well-being preparatory to, during, and following the radiologic procedure.

XRT 211 – Clinical Practice X – 160 Clock Hours/5.0 Quarter Credit Hours
Prerequisite: Completion of XRT 210 with a "C" or better.
In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Competency levels and outcomes measurement ensure the patient's well-being preparatory to, during, and following the radiologic procedure.

XRT 212 – Cross-Sectional Anatomy – 30 Clock Hours/3.0 Quarter Credit Hours
Prerequisite: Completion of XRT 210 with a "C" or better.
This course introduces the basic principles of computed tomography (CT), magnetic resonance (MR) imaging, and sectional anatomy. The history of CT/MR, current equipment and practices, radiation protection specific to CT, and the anatomic appearance of various structures in a cross-sectional reference will be discussed. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

XRT 213 – Clinical Practice XI – 160 Clock Hours/5.0 Quarter Credit Hours
Prerequisite: Completion of XRT 212 with a "C" or better.
In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Competency levels and outcomes measurement ensure the patient's well-being preparatory to, during, and following the radiologic procedure.

XRT 214 – Clinical Practice XII – 160 Clock Hours/5.0 Quarter Credit Hours
Prerequisite: Completion of XRT 213 with a "C" or better.
In this course, each content and clinical practice experience is designed for sequential development, application, critical analysis, integration, synthesis, and evaluation of concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based assignments in a clinical setting, concepts of team practice, patient-centered clinical practice, and professional development are discussed, examined, and evaluated.

Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Competency levels and outcomes measurement ensure the patient's well-being preparatory to, during, and following the radiologic procedure.

XRT 215C – Computed Tomography – 40 Clock Hours/4.0 Quarter Credit Hours
Prerequisite: Completion of XRT 212 with a "C" or better.
This course provides entry-level radiography students with principles related to computed 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, MRIs, and radiographs are explored. CT Basics: The Series by ASRT utilized with the course satisfies the ARRT® 16-credit structures education requirements for CT.

XRT 215M – Mammography – 40 Clock Hours/4.0 Quarter Credit Hours
Prerequisite: Completion of XRT 212 with a "C" or better.
This course provides radiography students with the principles related to mammography. Topics include patient care, anatomy and physiology of the breast, positioning for routine and diagnostic exams, pathology, mammography equipment, quality control, and quality assurance for digital imaging systems.

XRT 216 – Radiologic Technology Seminar I – 80 Clock Hours/8.0 Quarter Credit Hours
Prerequisite: Completion of XRT 214 with a "C" or better.
This course teaches students the concepts and skills to prepare for the American Registry of Radiologic Technologists® (ARRT) Radiography certification examination. Topics include professional certification and licensure, patient care, radiographic procedures, radiographic protection, image production and evaluation, equipment operation, and quality control.

Emphasis is placed on digital imaging and radiographic, fluoroscopic, mobile, and tomographic equipment requirements and design, incorporating basic knowledge of quality control. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

XRT 217 – Radiologic Technology Seminar II – 80 Clock Hours/8.0 Quarter Credit Hours
Prerequisite: Completion of XRT 216 with a "C" or better.
In this course, students are taught concepts and skills to assist them in preparation for the American Registry of Radiologic Technologists® (ARRT®) Radiography certification examination. Topics include professional certification and licensure, patient care, radiographic procedures, radiographic protection, image production and evaluation, equipment operation, and quality control.

Emphasis is placed on patient care, imaging procedures, and radiation safety and protection. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT) Courses – Blended Program

UT 200 – Ultrasound Physics and Instrumentation – 62 Clock Hours/6 Quarter Credit Hours
Prerequisites: Completion of GE 112 with a "C" or better.
This course teaches the fundamentals of ultrasound physics and instrumentation. The material heightens the educational experience of the future sonographer and prepares students for the SPI exam with the ARDMS.

UT 201 – Sectional Anatomy – 48 Clock Hours/4.5 Quarter Credit Hours
Prerequisites: Completion of GE 021 with a "C" or better.
This course introduces cross-sectional human anatomy as seen in sonograms and other imaging modalities. Cross-sectional anatomy emphasizes the physical relationship of structures, which is the basis of understanding sonographic images. Cross-sectional anatomy is the first building block to understanding what is required when performing ultrasound images. Students will learn to recognize different organs, muscles, vessels, and other body parts in their relationship. An interactive computer program will be used as a teaching tool.

UT 301 – Patient Care for Ultrasound Professional – 12 Clock Hours/1 Quarter Credit Hours
Prerequisites: Completion of courses in preceding quarters with a "C" or better.
The course gives students an overview of the sonography profession and basic patient care. This course teaches the essential role sonography and the sonographer play in medicine. The ARDMS "Sonography Principles and

Instrumentation" exam consists of 10% patient care, which this course will thoroughly prepare the student to pass.

UT 302 – Abdominal Sonography 1 – 84 Clock Hours/8 Quarter Credit Hours
Prerequisites: Completion of Quarters I and II courses with a "C" or better and concurrent enrollment with all Quarter III UT didactic or laboratory courses.
This course introduces the anatomy and basic protocols that pertain to ultrasound examinations of the abdominal organs. This course establishes foundations for scanning techniques, protocols, and patient body habitus variations. Students learn the sonographer's role in diagnosing diseases of the abdominal organs by understanding the criteria for "normal."

UT 302L – Laboratory Abdominal Sonography 1 – 84 Clock Hours/4 Quarter Credit Hours
Prerequisites: Completion of Quarters I and II courses with a "C" or better and concurrent enrollment with all Quarter III UT didactic or laboratory courses.
This course 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 to build on them with advanced techniques taught in other courses.

UT 303 – Small Parts Sonography 1 – 28 Clock Hours/2.5 Quarter Credit Hours
Prerequisites: Completion of Quarters I and II courses with a "C" or better and concurrent enrollment with all Quarter 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 – 28 Clock Hours/1 Quarter Credit Hour
Prerequisites: Completion of Quarters I and II courses with a "C" or better and concurrent enrollment with all Quarter III UT didactic or laboratory courses.
This course covers the basics of thyroid, parathyroid, neck glands, and scrotum sonography. Students will also learn proper annotation regarding all organs and the breast. 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 (scrotal phantom).

UT 304 – Small Parts Sonography 2 – 12 Clock Hours/1 Quarter Credit Hour
Prerequisites: Completion of Quarters I and II courses with a "C" or better.
This course focuses on the common diseases that affect the thyroid, scrotum, and prostate. Students will learn to correlate lab tests and other modalities to assist physicians with correct diagnosis and ultrasound imaging. Students will learn to present normal vs. abnormal and what is required when writing a report. Interventional procedures such as biopsies and brachytherapy will be covered, as well as the role of ultrasound in each exam. Patient care techniques will be addressed with each type of exam.

UT 304L – Laboratory Small Parts Sonography 2 – 12 Clock Hours/0.5 Quarter Credit Hours
Prerequisites: Completion of Quarters I and II courses with a "C" or better and concurrent enrollment with all Quarter III UT didactic or laboratory courses.
This course focuses on advanced scanning techniques of the thyroid and the scrotum using a phantom. The Doppler evaluation and its use in diagnosing multiple disease processes will be covered. SIMTICS is required in the lab to practice protocols and recognize pathology. Breast pathology will be reviewed in class.

UT 402 – Abdominal Sonography 2 – 68 Clock Hours/6.5 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, and III courses with a "C" or better and concurrent enrollment with all Quarter 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 instructions on identifying and presenting 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 – 68 Clock Hours/3 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, and III courses with a "C" or better and concurrent enrollment with all Quarter IV UT didactic or laboratory courses.
This course builds on the foundations of protocols and scanning techniques in instruction. The students will learn additional anatomy pertinent to sonographic imaging and skills in the diagnostic process. The common disease processes of each organ will be covered with instructions on identifying and presenting 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 the disease processes of certain organs. Mid-module assessments will be conducted in this course. Mid-module assessments are done to verify if the student is at the scanning level expected at this stage of the course. Different groups have different levels of expectations depending on start dates. Mid-module assessments are not part of the grade. However, if the student fails, they will be put on academic probation in addition to documentation stating that the scanning level is below expectation.

UT 405 – Neonatal Sonography – 32 Clock Hours/3 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, and III courses with a "C" or better and concurrent enrollment with all Quarter IV UT didactic or laboratory courses.
This course covers the exams required of sonographers of neonatal patients. The main focus will be neonatal brain sonography, lumbar spine sonography, and infant hip joint sonography. Students will learn the normal and abnormal findings and patient care of the premature patient.

UT 406 – Pediatric Sonography – 28 Clock Hours/2.5 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, and III courses with a "C" or better and concurrent enrollment with all Quarter IV UT didactic or laboratory courses.
This course covers the disease processes specific to the pediatric abdominal patient. Students will already know the basic anatomy and physiology of the abdomen and recognize and present abnormalities. Patient care techniques with the pediatric patient will be covered along with protocols and scanning techniques.

UT 410 – Integration of Theory and Practice Lab 1 – 16 Clock Hours/0.5 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, and III courses with a "C" or better and concurrent enrollment with UT 405.
This course is designed to allow the students to continue scanning during the concurrent didactic portion of their education. The Integration of Theory and Practice Lab courses are designed to allow students to continue building on their scanning skills during didactic courses that do not allow scanning, i.e., OB, neonate, and pediatrics. Students will continue practicing the protocols and scanning techniques of the prior lab courses (abdomen, vascular, gynecology, and/or small parts).

This class allows the students to work on their scanning speed and advanced techniques, such as intercostal scanning. New students will be introduced to the protocols and begin building on their scanning skills. Also, critical thinking scenarios will be applied to the lessons in the lab to ensure students understand normal anatomy vs. pathology.

UT 504A – Vascular Sonography 1 – 28 Clock Hours/2.5 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Quarter V UT didactic and laboratory courses.
Students 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 and challenged in the clinical setting.

UT 504AL – Laboratory Vascular Sonography 1 – 28 Clock Hours/1 Quarter Credit Hour
Prerequisites: Completion of Quarters I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Quarter 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 system protocols. This will introduce and prepare students for studies for deep vein thrombosis disease.

UT 504B – Vascular Sonography 2 – 28 Clock Hours/2.5 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Quarter V UT didactic and laboratory courses.
Students will learn vascular terminology and advanced vascular physical principles. Anatomy and hemodynamic characteristics of the lower extremity arterial system will be the main focus of this course. Scanning techniques and protocols will be taught as challenges in the clinical setting.

UT 504BL – Laboratory Vascular Sonography 2 – 28 Clock Hours/1 Quarter Credit Hour
Prerequisites: Completion of Quarters I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Quarter 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. The focus is on the lower extremity arterial system protocol. 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 on peripheral vascular disease.

UT 504C – Vascular Sonography 3 – 28 Clock Hours/2.5 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Quarter V UT didactic and laboratory courses.
This course covers extracranial sonography and the protocols and scanning techniques required for diagnostic exams.

UT 504CL – Laboratory Vascular Sonography 3 – 28 Clock Hours/1 Quarter Credit Hour
Prerequisites: Completion of Quarters I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Quarter V UT didactic and laboratory courses.
This course will focus on the Extracranial and Intracranial Doppler, primarily carotid artery and TCD ultrasound exams. Students will learn to use Doppler velocities and create ratios that determine normal vs. abnormal flow. Students will learn carotid and TCD protocols and scanning techniques to perform the complete exams in 45 minutes.

UT 504D – Vascular Sonography 4 – 24 Clock Hours/2 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Quarter V UT didactic and laboratory courses.
This course focuses on upper extremity venous vascular protocols. Vascular hemodynamics and physical principles are reviewed and practiced. Scanning skills and techniques are taught to recognize the normal and abnormal anatomy and disease (and disease processes) of the upper extremities.

UT 504DL – Laboratory Vascular Sonography 4 – 24 Clock Hours/1 Quarter Credit Hour

Prerequisites: Completion of Quarters I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Quarter V UT didactic and laboratory courses.
This course will review Doppler sonography within the lab setting. Students will learn techniques and skills for optimizing the upper arterial vascular examination. Students will be taught upper arterial extremity 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 peripheral vascular disease.

UT 505 – MSK – 20 Clock Hours/2 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Quarter V UT didactic and laboratory courses.
This course is a basic introduction to the anatomy and physiology of the shoulder, knee, and Achilles tendon. Scanning techniques and specifics of MSK scanning in sonography will be covered. Basic sonography knowledge and skills will be presented.

UT 505L – Laboratory MSK – 20 Clock Hours/1 Quarter Credit Hour
Prerequisites: Completion of Quarters I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Quarter V UT didactic and laboratory courses.
Students will scan normal MSK anatomy and acquire the skills and techniques to present normal structures with ultrasound. Basic sonography knowledge and skills will be presented at two levels, "Introduction" and "Review." This will enrich the students' scanning skills in preparing for the externship.

UT 607A – Gynecology 1 – 24 Clock Hours/2 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, III, IV, and V courses with a "C" or better and concurrent enrollment with all Quarter VI UT didactic and laboratory courses.
This *quarter introduces* gynecology sonography. Students will learn the anatomy and physiology of the female pelvis and embryology and congenital anomalies.

UT 607B – Gynecology 2 – 28 Clock Hours/2.5 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, III, IV, and V courses with a "C" or better and concurrent enrollment with all Quarter VI 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 607L – Laboratory Gynecology Sonography – 52 Clock Hours/2.5 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, III, IV, and V courses with a "C" or better and concurrent enrollment with all Quarter VI UT didactic and laboratory courses.
This *quarter covers* protocols for sonography of the female pelvis. Students will learn the basic protocol and the Doppler portions included in most facility protocols. Students will understand why images are needed and learn patient care components such as communication skills, endovaginal sonography techniques, and disinfection requirements.

UT 609A – Obstetric Sonography 1 – 32 Clock Hours/3 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, and V is required with a "C" or better and concurrent enrollment with all Quarter VI UT didactic and laboratory courses.
This course covers the first and second trimesters of pregnancy. Students will learn the indications for an OB first trimester sonogram and the normal vs. abnormal sonographic findings. Students will learn about the development of the placenta and the umbilical cord and their roles in pregnancy. Students will learn to use second-trimester biometric parameters and determine fetal dating. Students will be introduced to biophysical profiles and recognition of intrauterine growth retardation.

UT 609B – Obstetric Sonography 2 – 62 Clock Hours/6 Quarter Credit Hours

Prerequisites: Completion of Quarters I, II, and V with a "C" or better and concurrent enrollment with all Quarter VI UT didactic and laboratory courses.
This course covers pregnancy's second and third trimesters and the fetal anatomical and physiological systems, including normal and abnormal findings. Students will continue learning the correct protocols for each trimester, including biometric measurements, required organs, amniotic fluid volume, placenta grade, position, number of pregnancies, and lung maturity. Various anomalies will be covered, and protocols will be followed if abnormalities are detected. Students will be introduced to prenatal testing. Multiple gestations and risk factors for multiple gestations will also be covered.

UT 610 – Integration of Theory and Practice Lab 2 – 88 Clock Hours/4 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, and V with a "C" or better and concurrent enrollment with all Quarter VI UT didactic and laboratory courses.
This course is designed to allow the students to continue scanning during the concurrent didactic portion of their education. The Integration of Theory and Practice Lab courses are designed to allow students to continue building on their scanning skills during didactic courses that do not allow scanning, i.e., OB, neonate, and pediatrics.

Students will continue practicing the protocols and scanning techniques of the prior lab courses (abdomen, vascular, gynecology, and/or small parts). This class allows the students to work on their scanning speed and advanced techniques, such as intercostal scanning. New students will be introduced to the protocols and begin building on their scanning skills. Also, critical thinking scenarios will be applied to the lessons in the lab to ensure students understand normal anatomy vs. pathology.

UT 620A – Master Scanning Lab Extracranial Vascular Duplex Exam – 8 Clock Hours/0.5 Quarter Credit Hours
Prerequisites: Completion of courses in preceding Quarters with a "C" or better.
Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular Sonography courses 1-4 and Vascular Sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills to be successful in vascular sonography. Master Scan Lab courses are offered once a month for seven consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the extracranial cerebrovascular system, including Vertebral and Subclavian arteries, to evaluate Cerebrovascular Disease. Course study includes normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications for exams, definitions of terms, scanning protocol, instrumentation, sonographic techniques (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler) and examples of common carotid, vertebral and Subclavian artery pathology. Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

UT 701 – Clinical 3 – 288 Clock Hours/9.5 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, III, IV, V, and VI and Clinical 1 and 2 with a "C" or better.
This course comprises twelve weeks of Level 3 externship integrated within UT *Quarter* courses. Externship expectations will vary depending on the externship site assignment for each student. This allows the student to relate theory to practice in a supervised situation.

The student's ability to perform correct protocols and acquire effective patient diagnostic information is evidenced by meeting specific objectives and competencies in each clinical specialty area. Level 1 competency evaluation will be signed off by clinical instructors on Trajecsys and reviewed by the clinical coordinator.

A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook guides the CI and department staff regarding the expectations of the ultrasound extern. UT-701 also consists of assignments on Moodle for ARDMS preparation. The emphasis will be on the SPI preparation to encourage students to take the ARDMS SPI exam before graduation. ARDMS preparation in Abdomen and OB/GYN is also provided.

There are virtual labs on Moodle that can be used if clinical site assignments are unavailable for reasons determined by the clinical site and the school. The clinical coordinator may give virtual lab assignments for extra learning opportunities or make-up assignments.

UT 720B – Master Scanning Lab Lower Extremity Venous Exam – 8 Clock Hours/0.5 Quarter Credit Hours
Prerequisites: Completion of courses in preceding Quarters with a "C" or better.
Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular Sonography courses 1-4 and Vascular Sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills to be successful in vascular sonography. Master Scan Lab courses are offered once a month for seven consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the venous system in the lower extremity, including all the deep veins in the calf, for evaluating Deep and Superficial Venous Thrombosis (DVT). Areas covered include normal and abnormal cross-section anatomy, etiology of (venous thrombosis), risk factors, classification of venous thrombosis, clinical signs and symptoms, indications, limitations, pitfalls, the definition of terms, scanning protocol, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler).

Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

UT 720C – Master Scanning Lab Lower Extremity Arterial Exam – 8 Clock Hours/0.5 Quarter Credit Hours
Prerequisites: Completion of courses in preceding Quarters with a "C" or better.
Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular Sonography courses 1-4 and Vascular Sonography Lab courses 1-4. MSL classes will build and enrich the knowledge and skills of students in vascular sonography. Master Scan Lab courses are offered once a month for seven consecutive months. Please check with instructors for dates.

This course gives the learner an overview of duplex imaging of the lower extremity arterial system (native and graft) for evaluating peripheral vascular disease (PAD). Areas covered include an overview of (PAD), risk factors, acute and chronic obstruction, normal and abnormal cross-section anatomy, hemodynamics, spectral analysis, clinical signs and symptoms, indications, the definition of terms, scanning protocol, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with Spectral Doppler, and power Doppler).

Normal and abnormal criteria will be reviewed to classify the severity of the peripheral arterial disease. Types of bypass grafts and evaluation protocols will be discussed and reviewed. Examples of common lower extremity arterial disease will be shown to familiarize the learner with common pathologies seen when performing duplex mapping of lower extremity arteries. Ancillary findings such as Pseudoaneurysm, AV-Fistula, and Aortic Aneurysms will be reviewed. ABI and TBI evaluation criteria will be reviewed.

Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

UT 720D – Master Scanning Lab Upper Extremity Venous Exam – 8 Clock Hours/ 0.5 Quarter Credit Hours
Prerequisites: Completion of courses in the preceding Quarter with a "C" or better.
Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular Sonography courses 1-4 and Vascular Sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills to be successful in vascular sonography. Master Scan Lab courses are offered once a month for seven (7) consecutive months. Please check with instructors for dates.

This course provides the learner with an overview of duplex imaging of the venous system in the upper extremity to evaluate Deep and Superficial Venous Thrombosis (DVT). Areas covered include normal and abnormal cross-section anatomy, etiology of (venous thrombosis), risk factors, classification of venous thrombosis, hemodynamics, spectral analysis, clinical signs and symptoms, indications, predisposing factors, PICC lines, pacemaker leads, stents, ancillary findings, pitfalls, limitations, scanning protocol, patient position, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with spectral Doppler, and power Doppler). Clinical hands-on training integrated with didactic instruction is the primary focus of this program. Rubrics evaluation demonstrating diagnostic competency is required.

UT 801 – Clinical 4 – 288 Clock Hours/9.5 Quarter Credit Hours
Prerequisites: Completion of Quarters I, II, III, IV, V, VI, and VII and Clinical 1, 2, and 3 with a "C" or better.
This course comprises twelve weeks of Level 4 externship integrated within AOSUT *Quarter* courses. Externship expectations will vary depending on the externship site assignment for each student. This allows the student to relate theory to practice in a supervised situation.

The student's ability to perform correct protocols and acquire effective patient diagnostic information is evidenced by meeting specific objectives and competencies in each clinical specialty area. Level 4 competency evaluation will be signed off by clinical instructors on Trajecsys and reviewed by the clinical coordinator.

A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook guides the CI and department staff regarding the expectations of the ultrasound intern. UT-801 also consists of assignments on Moodle for ARDMS preparation. The emphasis will be on the SPI preparation to encourage students in UT-801 to take the ARDMS SPI exam before graduation. ARDMS preparation in Abdomen and OB/GYN is also provided.

There are virtual labs on Moodle that can be used if clinical site assignments are unavailable for reasons determined by the clinical site and the school. The clinical coordinator may give virtual lab assignments for extra learning opportunities or make-up assignments.

UT 820E – Master Scanning Lab Duplex Evaluation of the Portal Venous System for Portal Hypertension – 8 Clock Hours/0.5 Quarter Credit Hours
Prerequisites: Completion of courses in preceding Quarters with a "C" or better.
This course provides the learner with an overview of duplex imaging of the portal, splenic, hepatic, and mesenteric vessels in the abdomen to evaluate Portal Hypertension, Portal Vein Thrombosis, Budd Chiari Syndrome, and Transjugular Portosystemic Shunt malfunction.

Areas covered include normal and abnormal sonographic anatomy of the hepatoportal system, causes and levels of obstruction relating to hepatoportal obstruction, hemodynamics, spectral analysis, clinical signs and symptoms, indications, definition of terms, scanning protocol, instrumentation, and sonographic technique (grayscale conventional, color Doppler, color with spectral Doppler, and 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 – 8 Clock Hours/0.5 Quarter Credit Hours
Prerequisites: Completion of courses in preceding Quarters with a "C" or better.
Master Scanning Labs (MSL) are advanced vascular classes taught by experts in vascular sonography. Students have learned basic vascular skills during Vascular Sonography courses 1-4 and Vascular Sonography Lab courses 1-4. MSL classes will build and enrich knowledge and skills to be successful in vascular sonography. Master Scan Lab courses are offered once a month for seven (7) consecutive months. Please check with instructors for dates.

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, the 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 Upper Extremity Mapping for Dialysis Access – 8 Clock Hours/0.5 Quarter Credit Hours

Prerequisites: Completion of courses in preceding Quarters with a "C" or better.

This course teaches the fundamentals of upper extremity mapping for dialysis access. The material is presented to heighten the future sonographer's educational experience and prepare the student for the dialysis patient.

UT X01 – Clinical 1 – 192 Clock Hours/6 Quarter Credit Hours

Prerequisites: Completion of Quarters I, II, III, and IV courses, concurrent enrollment in Quarter V or completion of Quarters I, II, V, and VI courses, and concurrent enrollment in Quarter III, with a "C" or better.

This course comprises twelve weeks of Level 1 externship integrated within AOSUT *Quarter* courses. Externship expectations will vary depending on the externship site assignment for each student. This allows the student to relate theory to practice in a supervised situation.

The student's ability to perform correct protocols and acquire effective patient diagnostic information is evidenced by meeting specific objectives and competencies in each clinical specialty area. Level 1 competency evaluation will be signed off by clinical instructors on the Trajecsys Report system and reviewed by the clinical coordinator.

A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook guides the CI and department staff regarding the expectations of the ultrasound extern. This course also consists of assignments on Moodle for ARDMS preparation. Emphasis is placed on SPI preparation to encourage students to take the ARDMS SPI exam before graduation.

There are virtual labs on Moodle that can be used if clinical site assignments are unavailable for reasons determined by the clinical site and the school. The clinical coordinator may give virtual lab assignments for extra learning opportunities or make-up assignments.

UT X02 – Clinical 2 – 192 Clock Hours/6 Quarter Credit Hours

Prerequisite: Completion of Quarters I, II, III, IV, and V or completion of Quarters I, II, III, V, and VI with a "C" or better. UT X02 is twelve weeks of externship integrated with UT Quarter IV or VI.

This course comprises twelve weeks of Level 1 externship integrated within AOSUT *Quarter* courses. Externship expectations will vary as to the clinical site assignment for each student. This allows the student to relate theory to practice in a supervised situation.

The student's ability to perform correct protocols and acquire effective patient diagnostic information is evidenced by meeting specific objectives and competencies in each clinical specialty area. Level 1 competency evaluation will be signed off by clinical instructors on the Trajecsys Report System and reviewed by the clinical coordinator.

A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook guides the CI and department staff regarding the expectations of the ultrasound intern. This course also consists of assignments on Moodle for ARDMS preparation. The emphasis will be on the SPI preparation to encourage students to take the ARDMS SPI exam before graduation.

There are virtual labs on Moodle that can be used if clinical site assignments are unavailable for reasons determined by the clinical site and the school. The clinical coordinator may give virtual lab assignments for extra learning opportunities or make-up assignments.

Associate of Occupational Science in Vascular Ultrasound Technology (A.O.S. in VUT) Courses – Blended Program

VU 300 – Cerebrovascular Sonography – 56 Clock Hours/5.5 Quarter Credit Hours
Completion of Quarter I, II, and III courses with a "C" or better is required. Concurrent enrollment is required with all Quarter IV VU courses.
This course covers extracranial and intracranial sonography. The anatomy of the extracranial and intracranial systems, and normal and abnormal findings will be covered. Protocols and scanning techniques required for diagnostic exams will be taught.

VU 300L – Cerebrovascular Sonography Lab— 56 Clock Hours/2.5 Quarter Credit Hours
Completion of Quarter I, II, and III courses with a "C" or better is required. Concurrent enrollment is required with all Quarter IV VU courses.
Extracranial and intracranial Doppler will be the focus of this course, primarily carotid artery ultrasound and TCD exams. Students will learn to use Doppler velocities and create ratios that determine normal vs. abnormal flow. Students will learn carotid and TCD protocols and hands-on scanning techniques to perform the exam in 45 minutes.

VU 301 – Abdominal Vascular Sonography – 84 Clock Hours/8 Quarter Credit Hours
Completion of Quarter I, II, III, and VU 300 courses with a "C" or better is required. Concurrent enrollment is required with all Quarter IV VU courses.
Abdominal Vascular Sonography teaches abdominal vascular vessels and basic protocols that pertain to ultrasound examinations of the abdominal vascular system. This course establishes foundations for scanning techniques, protocols, and patient body habitus variations.

Students will gain an understanding of the role a sonographer plays in the diagnosis of diseases of the abdominal vascular system by understanding what the criteria for "normal is." Students will also understand how to identify pathology in the abdominal vascular system. They will recognize spectral Doppler and color on normal and diseased waveforms of the abdominal vascular system.

VU 301L – Abdominal Vascular Sonography Lab – 84 Clock Hours/4 Quarter Credit Hours
Completion of Quarter I, II, III, and VU 300 courses with a "C" or better is required. Concurrent enrollment is required with all Quarter IV VU courses.
Abdominal Vascular Sonography Lab is concurrent with Abdominal Vascular Sonography, VU 301. Students will practice the protocols and scanning techniques of the abdominal vascular system within the lab.

VU 400 – Lower Extremity Venous System – 40 Clock Hours/4.0 Quarter Credit Hours
Prerequisite: Completion of Quarter I, II, and VU 401 courses with a "C" or better is required. Concurrent enrollment is required with all Quarter III VU courses.
Students will learn vascular terminology and advanced vascular physical principles. This course's main focus will be the anatomy and hemodynamic characteristics of the lower extremities veins. Scanning techniques and protocols will be taught and challenged in the clinical setting.

VU 400L – Lower Extremity Venous System Lab – 40 Clock Hours/2.0 Quarter Credit Hours
Prerequisite: Completion of Quarter I, II, and VU 401 courses with a "C" or better is required. Concurrent enrollment is required with all Quarter III VU courses.
This course will review Doppler sonography within the lab setting. Students will learn techniques and skills for optimizing the lower extremity venous examination. The focus of this course is the lower extremity venous system protocol. Superficial venous vein mapping will also be included in this course. This will introduce and prepare students for studies for deep vein thrombosis, venous disease, and superficial venous disease.

VU 401 – Lower Extremity Arterial System – 36 Clock Hours/3.5 Quarter Credit Hours
Prerequisite: Completion of Quarter I and II courses with a "C" or better is required. Concurrent enrollment is required with all Quarter III VU courses.
Students will learn vascular terminology and advanced vascular physical principles. Anatomy and hemodynamic characteristics of the lower extremity arterial system will be the main focus of this course. Scanning techniques and protocols will be taught and challenged in the clinical setting.

VU 401L – Lower Extremity Arterial System Lab – 36 Clock Hours/1.5 Quarter Credit Hours
Prerequisite: Completion of Quarter I and II courses with a "C" or better is required. Concurrent enrollment is required with all Quarter III VU courses.
This course will review Doppler sonography within the lab setting. Students will learn techniques and skills for the optimization of the vascular examination. The focus is on the lower extremity arterial system protocol. 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 on peripheral vascular disease.

VU 402 – Upper Extremity Venous System – 36 Clock Hours/3.5 Quarter Credit Hours
Prerequisite: Completion of Quarter I, II, VU 401, and VU 400 courses with a "C" or better is required. Concurrent enrollment is required with all Quarter III VU courses.
Upper extremity 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 to recognize the normal and abnormal anatomy and disease (and disease processes) of the upper extremities.

VU 402L – Upper Extremity Venous System Lab – 36 Clock Hours/1.5 Quarter Credit Hours
Prerequisite: Completion of Quarter I, II, VU 401, and VU 400 courses with a "C" or better is required. Concurrent enrollment is required with all Quarter III VU courses.
Upper extremity venous protocols will be demonstrated, practiced, and evaluated. Students will learn scanning techniques of required anatomy and what is required to prove normal vs. abnormal.

VU 403 – Upper Extremity Arterial System – 28 Clock Hours/2.5 Quarter Credit Hours
Prerequisite: Completion of Quarter I, II, VU 401, VU 400, and VU 402 courses with a "C" or better is required. Concurrent enrollment is required with all Quarter III VU courses.
Upper extremity arterial vascular protocols are the main focus of this course. Vascular hemodynamics and physical principles are reviewed and practiced. Scanning skills and techniques are taught to recognize the normal and abnormal anatomy and disease (and disease processes) of the upper extremities.

VU 403L – Upper Extremity Arterial System Lab – 28 Clock Hours/1 Quarter Credit Hour
Prerequisite: Completion of Quarters I, II, VU 401, VU 400, and VU 402 courses with a "C" or better is required. Concurrent enrollment is required with all Quarter III VU courses.
This course will review Doppler sonography within the lab setting. Students will learn techniques and skills for optimizing the upper arterial vascular examination. Students will be taught upper arterial extremity 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 peripheral vascular disease.

VU X01 – Clinical 1 – 400 Clock Hours/13 Quarter Credit Hours
Prerequisite: Completion of courses in preceding Quarters with a "C" or better.
VU X01 is twelve weeks of Level 1 externship, integrated within VU *Quarter* courses. Externship expectations will vary depending on the externship site assignment for each student. This allows the student to relate theory to practice in a supervised situation.

The student's ability to perform correct protocols and acquire effective patient diagnostic information is evidenced by meeting specific objectives and competencies in each clinical specialty area. Level 1 competency evaluation will be signed off by clinical instructors on Trajecsys and reviewed by the clinical coordinator.

A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook guides the CI and department staff regarding the expectations of the ultrasound extern. VU X01 also consists of assignments on Moodle for ARDMS preparation.

The emphasis will be on the SPI preparation to encourage students in VU X01 to take the ARDMS SPI exam before graduation. There are virtual labs on Moodle that can be used if clinical site assignments are unavailable for reasons determined by the clinical site and the school. The clinical coordinator may give virtual lab assignments for extra learning opportunities or make-up assignments.

VU X02 – Clinical 2 – 400 Clock Hours/13 Quarter Credit Hours
Prerequisite: Completion of courses in preceding Quarters with a "C" or better.
VU X02 is twelve weeks of Level 2 externship, integrated within VU *Quarter* courses. Externship expectations will vary depending on the externship site assignment for each student. This allows the student to relate theory to practice in a supervised situation.

The student's ability to perform correct protocols and acquire effective patient diagnostic information is evidenced by meeting specific objectives and competencies in each clinical specialty area. Level 2 competency evaluation will be signed off by clinical instructors on Trajecsys and reviewed by the clinical coordinator.

A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook guides the CI and department staff regarding the expectations of the ultrasound extern. VU X02 also consists of assignments on Moodle for ARDMS preparation.

The emphasis will be on the SPI preparation to encourage students in VU X02 to take the ARDMS SPI exam before graduation. There are virtual labs on Moodle that can be used if clinical site assignments are unavailable for reasons determined by the clinical site and the school. The clinical coordinator may give virtual lab assignments for extra learning opportunities or make-up assignments.

Associate of Science in Magnetic Resonance Imaging (A.S. in MRI) Courses – Blended Program

MR 001 – Introduction to MRI I – 60 Clock Hours/6 Quarter Credit Hours
Prerequisite: None
This is the first of two (2) courses introducing students to the MRI training program and preparing them for clinical, which begins in the fourth week, ensuring safety in the practice of MRI technology. This course will give the student 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 and coworkers' safety is discussed. A brief introduction to 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 002 – Introduction to MRI II – 60 Clock Hours/6 Quarter Credit Hours
Prerequisite: Completion of MR 001 with a "C" or better.
This is the second of two (2) courses introducing students to the MRI training program and preparing them for clinical, which begins in the fourth week, ensuring safety in the practice of MRI technology. This course will give the student 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 and coworkers' safety is discussed. A brief introduction to 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 102 – Medical Terminology I – 18 Clock Hours/1.5 Quarter Credit Hours

Prerequisite: None

This course introduces the student to medical and pathological terms related to specific body systems. Through lectures, discussions, demonstrations, visual aids, and self-study, the student will develop knowledge and understanding of the professional language to function and communicate effectively with other medical team members.

MR 103 – Physical Principles of MRI – 54 Clock Hours/5 Quarter Credit Hours

Prerequisite: None

This unit provides the student with a comprehensive overview of MR imaging principles. The subjects are formatted in individual outlines and 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 104 – Patient Care – 36 Clock Hours/3.5 Quarter Credit Hours

Prerequisite: None

This course is designed to provide the basic concepts of patient care, including consideration for the patients' and families' physical and psychological needs. Routine and emergency patient care and infection control procedures utilizing standard precautions will be described. The role of the MRI technologist in patient education will be identified, including ethics, communication, and age-appropriate care.

MR 111 – MRI Clinical I – 264 Clock Hours/8.5 Quarter Credit Hours

Prerequisite: None

This course allows students to practice the skills necessary to obtain high-quality MR images, objectively alter protocols based on patient pathology or physical condition, identify image quality problems, and make appropriate corrections. The clinical is conducted at a clinical facility after or with didactic instruction. Activities include demonstration and observation, after which the student assists in performing the activity.

The student can perform the activity under direct supervision when satisfactory proficiency is apparent. When both the student and instructor are satisfied with the student's proficiency, the student will perform studies under indirect supervision to gain experience and expertise in MR imaging.

This course presents a progression in competency levels in clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations, and educational materials to achieve the course objectives competently.

MR 201 – Sectional Anatomy II – 24 Clock Hours/2 Quarter Credit Hours

Prerequisite: None

This course studies human anatomy in axial, sagittal, and coronal planes. Other imaging planes are studied when relevant for demonstrating 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: the 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 – 18 Clock Hours/1.5 Quarter Credit Hours

Prerequisite: None

This course introduces the student to medical and pathological terms related to specific body systems. Through lectures, discussions, demonstrations, visual aids, and self-study, the student will develop knowledge and understanding of the professional language to function and communicate effectively with other medical team members.

MR 203 – MRI Protocols and Procedures I – 42 Clock Hours/4 Quarter Credit Hours
Prerequisite: None
This course provides students with imaging techniques for the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn the specific clinical application, available coils, their use, considerations in the scan sequences, specific protocol choices (i.e., slice thickness, phase direction, flow compensation), and positioning criteria.

Anatomical structures, the plane that best demonstrates anatomy, and signal characteristics of normal and abnormal structures will be discussed. Pharmacology, as it pertains to MRI, will be discussed.

MR 204 – MRI Safety – 36 Clock Hours/3.5 Quarter Credit Hours
Prerequisite: None
This course introduces the basic principles of MR safety and covers the basic concepts of patient management. Educating patients and ancillary staff on magnet safety is also presented. Patient and magnet-related emergencies represent a unique situation for an MR technologist. The recommended procedures and responsibilities of the technologist will be discussed in 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 communicate better with the healthcare team to ensure patients' safety. Health effects and safety issues are important aspects of this diagnostic modality.

MR 211 – MRI Clinical II – 252 Clock Hours/8 Quarter Credit Hours
Prerequisite: None
This course allows students to practice the skills necessary to obtain high-quality MR images, objectively alter protocols based on patient pathology or physical condition, identify image quality problems, and make appropriate corrections. The clinical is conducted at a clinical facility after or with didactic instruction.

Activities include demonstration and observation, after which the student assists in performing the activity. The student can perform the activity under direct supervision when satisfactory proficiency is apparent. When both the student and instructor are satisfied with the student's proficiency, the student will perform studies under indirect supervision to gain experience and expertise in MR imaging.

This course presents a progression in competency levels in clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations, and educational materials to achieve the course objectives competently.

MR 301 – Sectional Anatomy III – 24 Clock Hours/2 Quarter Credit Hours
Prerequisite: None
This course studies human anatomy in axial, sagittal, and coronal planes. Other imaging planes are studied when relevant for demonstrating 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: the central nervous system (brain and spine), other structures in the head, soft tissue neck, musculoskeletal, cardiovascular, thorax, abdomen, and pelvis.

MR 302 – Physics I – 31 Clock Hours/3 Quarter Credit Hours
Prerequisite: None
This course provides 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 and quality assurance procedures.

MR 303 – MRI Protocols and Procedures II – 42 Clock Hours/4 Quarter Credit Hours
Prerequisite: None
This course provides the student with imaging techniques related to the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn the specific clinical application, available coils, their use, considerations in the scan sequences, specific protocol choices (i.e., slice thickness, phase direction, flow compensation), and positioning criteria.

Anatomical structures, the plane that best demonstrates anatomy, and signal characteristics of normal and abnormal structures will be discussed. The pharmacology of MRI will be discussed.

MR 304 – MRI Pathology in Diagnostic Imaging – 36 Clock Hours/3.5 Quarter Credit Hours
Prerequisite: None
This course familiarizes students with the common pathologies in magnetic resonance imaging and their appearances with various imaging protocols. The course content will include all commonly imaged body systems and areas. The students will use case studies and images of the pathologies to reinforce the lectures from cases they performed or observed during clinical externships. The student will research pathologies and present the research in class.

MR 311 – MRI Clinical III – 252 Clock Hours/8 Quarter Credit Hours
Prerequisite: None
This course allows students to practice the skills necessary to obtain high-quality MR images, objectively alter protocols based on patient pathology or physical condition, identify image quality problems, and make appropriate corrections. The clinical is conducted at a clinical facility after or with didactic instruction.

Activities include demonstration and observation, after which the student assists in performing the activity. The student can perform the activity under direct supervision when satisfactory proficiency is apparent. When the student and instructor are satisfied with the student's proficiency, the student will perform studies under indirect supervision to gain experience and expertise in MR imaging.

This course presents a progression in competency levels in clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations, and educational materials to achieve the course objectives competently.

MR 401 – Medicolegal Considerations in Healthcare – 24 Clock Hours/2 Quarter Credit Hours
Prerequisite: None
This course provides a fundamental background in ethics and human diversity. The historical and philosophical basis of ethics and the elements of ethical behavior will be discussed. The student will examine various ethical issues and dilemmas found in clinical practice.

Course activities will include research and analysis on case studies germane to medical imaging. An introduction to legal terminology, concepts, and principles will also be presented. Topics include misconduct, malpractice, legal, and the A.S. IN RT professional standards.

MR 402 – MRI Registry Review – 36 Clock Hours/3.5 Quarter Credit Hours
Prerequisite: None
This course prepares students to pass the required registry board exams to work as MRI Technologists. This course reviews the MRI program. Students will take mock registry board exams. Students will learn effective ways to study and answer questions from the registry.

MR 403 – Physics II – 31 Clock Hours/3 Quarter Credit Hours
Prerequisite: None

This course provides 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 and quality assurance procedures.

MR 404 – Computers in Imaging and PACS – 24 Clock Hours/2 Quarter Credit Hours
Prerequisite: None
This course gives the student an understanding of radiology's components, principles, and operation of digital imaging systems. The student will learn the principles of digital imaging systems and factors that impact image acquisition, display, archiving, and retrieval of MR images.

MR 411 – MRI Clinical IV – 252 Clock Hours/8 Quarter Credit Hours
Prerequisite: None
This course allows students to practice the skills to obtain high-quality MR images, objectively alter protocols based on patient pathology or physical condition, identify image quality problems, and make appropriate corrections. The clinical is conducted at a clinical facility after or with didactic instruction.

Activities include demonstration and observation, after which the student assists in performing the activity. The student can perform the activity under direct supervision when satisfactory proficiency is apparent. When both the student and instructor are satisfied with the student's proficiency, the student will perform studies under indirect supervision to gain experience and expertise in MR imaging.

This course presents a progression in competency levels in clinical performance objectives and competency exams. The student will have access to the facilities, personnel, examinations, and educational materials to achieve the course objectives competently.

Associate of Science in Nuclear Medicine Technology (A.S. in NM) Courses – Blended, Full Distance Education Program

NM 111 – Patient Care in Nuclear Medicine – 100 Clock Hours/8 Quarter Credit Hours
Prerequisite: None
The course provides an overview of healthcare systems and the role of healthcare workers. Patient care principles and practices, including ECG monitoring, vital signs, blood collection, aseptic technique, and infection control, will be discussed. Content provides concepts of patient education and considerations for the physical and psychological needs of the patient and their family members. An overview of the healthcare system is provided to outline the structure and functions of various departments within the hospital and outpatient setting. Students will achieve CPR certification.

NM 112 – Introduction to the Science of Nuclear Medicine – 100 Clock Hours/10 Quarter Credit Hours
Prerequisite: None
The course will give the student an overview of nuclear medicine department operations and procedures. Students will explore diagnostic and therapeutic procedures with a focus on clinical indications and radiopharmaceutical selection. Nuclear pharmacy concepts, gamma cameras, positron emission tomography (PET), and hybrid imaging equipment will be introduced. An overview of nuclear medicine clinical research and health informatics will be explored.

NM 121 – Radiation Protection & Biology – 75 Clock Hours/7.5 Quarter Credit Hours
Prerequisite: Completion of quarter I with a "C" or better.
The course provides an overview of the principles of radiation protection. The responsibilities of the technologist for patients, personnel, and the public are discussed. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and medical organizations are included. Principles of radiation interactions with molecules, cells, tissues, and the body, as well as the factors affecting biological response, are

presented, including acute and chronic effects of radiation. The management of a radiation safety program and regulations will be discussed.

NM 122 – Instrumentation in Nuclear Medicine I – 80 Clock Hours/8 Quarter Credit Hours
Prerequisite: Completion of quarter I with a "C" or better.
The course provides students with principles of non-imaging instrumentation used in nuclear medicine. The course focuses on the function, design, and quality control practices for gas-filled detectors, scintillation detectors, pulse-height analyzers, spectrometers, and counting systems. Nuclear counting statistics will be introduced.

NM 123 – Nuclear Physics – 60 Clock Hours/6 Quarter Credit Hours
Prerequisite: Completion of quarter II with a "C" or better.
Course provides a knowledge of general nuclear physics, atomic structure, and radiation concepts. Modes of radioactive decay, radionuclide and radiopharmaceutical production, interactions of radiation with matter, and radiation units and quantities are included. Decay factors, half-life, and activity calculations will be performed.

NM 131 – Nuclear Procedures I – 95 Clock Hours/8.5 Quarter Credit Hours
Prerequisite: Completion of quarter II with a "C" or better.
The course includes skeletal, pulmonary, and genitourinary imaging procedures. The course will review anatomy, physiology, and pathology for a variety of body systems and how they are imaged in nuclear medicine. Students will learn the radiopharmaceuticals, medications, mechanism of action, and protocols for each procedure and their contraindications. Image review and case studies are included.

NM 132 – Instrumentation in Nuclear Medicine II – 75 Clock Hours/7.5 Quarter Credit Hours
Prerequisite: Completion of quarter II with a "C" or better.
The course provides students with principles of imaging instrumentation used in nuclear medicine. The course focuses on the function, design, and quality control practices for gamma cameras, positron emission tomography (PET), single photon emission computed tomography (SPECT), and hybrid imaging equipment. Digital imaging, tomography, image reconstruction, processing, and image storage will be discussed.

NM 141 – Nuclear Procedures II – 60 Clock Hours/6 Quarter Credit Hours
Prerequisite: Completion of quarter III with a "C" or better.
The course includes gastrointestinal, central nervous system, endocrine, and cardiac imaging and non-imaging procedures. The course will review anatomy, physiology, and pathology for a variety of body systems and how they are imaged in nuclear medicine. Students will learn the radiopharmaceuticals, medications, mechanism of action, and protocols for each procedure and their contraindications. Image review and case studies are included.

NM 142 – Nuclear Pharmacy – 60 Clock Hours/6 Quarter Credit Hours
Prerequisite: Completion of quarter III with a "C" or better.
The course provides an overview of the operations and regulations of the nuclear pharmacy and the radiopharmaceuticals used in nuclear medicine. Radiopharmaceutical topics include the production methods, characteristics, and uses of nuclear medicine. Radiation safety regulations are included. Students will complete a project demonstrating knowledge of nuclear pharmacy operations and practices.

NM 143 – Principles of CT in Nuclear Medicine – 70 Clock Hours/7 Quarter Credit Hours
Prerequisite: Completion of quarter IV with a "C" or better.
The course provides students with principles related to computed tomography (CT) imaging. This course provides an overview of CT equipment, applications, quality control, and injection techniques. Students will learn basic scanning parameters and principles of image quality. Mathematical equations specific to CT are included.

NM 250C – Clinical Practice I – 128 Clock Hours/4 Quarter Credit Hours
Prerequisite: Completion of quarter IV with a "C" or better.

Clinical experiences are designed to provide patient care and assessment, competent performance of diagnostic and therapeutic nuclear medicine imaging procedures, 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 patient's well-being before, during, and following the imaging procedure.

NM 251 – Cross-Sectional Anatomy – 48 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of quarter IV with a "C" or better.
The course provides entry-level nuclear medicine students with principles related to sectional anatomy. Course content will provide an overview of the body's transverse, coronal, oblique, and sagittal sectional anatomy. Anatomical landmarks and normal versus abnormal anatomy and pathological processes will be reviewed. Correlations between 3D, CT, MRI, and PET images are explored.

NM 252 – Principles of PET in Nuclear Medicine – 60 Clock Hours/6 Quarter Credit Hours
Prerequisite: Completion of quarter IV with a "C" or better.
The course provides students with principles related to positron emission tomography (PET) and PET hybrid imaging techniques in computed tomography (CT) and magnetic resonance imaging (MRI). This course provides instruction in PET radionuclide production, physics, instrumentation, and image fusion. Students will learn the oncologic, neurologic, inflammation/infection, and cardiac applications of PET imaging.

NM 253 – Pharmacology, Drug Administration, and Venipuncture – 54 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of quarter IV with a "C" or better. BLS class completion with current certification.
The course provides basic concepts of pharmacology, venipuncture techniques, and administering diagnostic contrast agents and intravenous medications. Students will recognize patient and scenario-specific risks, medication precautions, and contraindications. Preparation and monitoring techniques for medication administration are emphasized. Students will perform venipuncture on a virtual simulator.

NM 260C – Clinical Practice II – 376 Clock Hours/12.5 Quarter Credit Hours
Prerequisite: Completion of quarter V with a "C" or better.
Clinical experiences are designed to provide patient care and assessment, competent performance of diagnostic and therapeutic nuclear medicine imaging procedures, 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 patient's well-being before, during, and following the imaging procedure.

NM 270C – Clinical Practice III – 352 Clock Hours/11.5 Quarter Credit Hours
Prerequisite: Completion of quarter VI with a "C" or better.
Clinical experiences are designed to provide patient care and assessment, competent performance of diagnostic and therapeutic nuclear medicine imaging procedures, 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 patient's well-being before, during, and following the imaging procedure.

NM 271 – Nuclear Procedures III – 36 Clock Hours/3.5 Quarter Credit Hours
Prerequisite: Completion of quarter V with a "C" or better.
The course includes nuclear oncology, infection and inflammation, nuclear medicine therapies, and miscellaneous imaging and non-imaging procedures. The course will review anatomy, physiology, and pathology related to these procedures. Students will learn the radiopharmaceuticals, medications, mechanism of action, and protocols for each procedure and their contraindications. Image review and case studies are included. An overview of image artifacts, normal and altered biodistribution, and normal and abnormal variants, as well as effects of protocol deviations for all nuclear medicine procedures, will be included.

NM 280C – Clinical Practice IV – 376 Clock Hours/12.5 Quarter Credit Hours
Prerequisite: Completion of quarter VII with a "C" or better.
Clinical experiences are designed to provide patient care and assessment, competent performance of diagnostic and therapeutic nuclear medicine imaging procedures, 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 patient's well-being before, during, and following the imaging procedure.

NM 281 – Nuclear Medicine Capstone – 36 Clock Hours/3.5 Quarter Credit Hours
Prerequisite: Completion of quarter VII with a "C" or better.
The course provides preparation for entry into the workforce. A comprehensive review of the program curriculum is included. Students will complete mock registry board exams. Students will be introduced to continuing education programs. Students will complete a capstone project.

Associate of Science in Nursing (ADN) Courses – Blended Program

RN 100 – Fundamentals of Nursing Theory – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 101. Failure in one paired course equals failure in both paired courses.
This course introduces professional nursing. Content includes a brief history of nursing, including the 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 developing a patient-centered therapeutic nurse-client relationship are fostered. Students are taught the nursing process and nursing diagnosis to develop a nursing care plan.

RN 101 – Fundamentals of Nursing Clinical and Lab – 157.5 Clock Hours/3.5 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 100. Failure in one paired course equals failure in both paired courses.
This course integrates concepts, theories, and skills fundamental to nursing practice. Students will use the nursing process to plan and provide for adult patients' cultural, physiological, social, psychological, and spiritual needs with health disruptions.

RN 102 – Health Assessment Theory – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 103. Failure in one paired course equals failure in both paired courses.
This course focuses on strategies to obtain health histories and physical assessment data for diverse populations across the lifespan. Students are instructed to identify normal and abnormal findings using inspection, palpation, percussion, and auscultation. Health risk prevention and the promotion of optimal health behaviors are also addressed.

RN 103 – Health Assessment Skills Lab – 67.5 Clock Hours/1.5 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 102. Failure in one paired course equals failure in both paired courses.
This course uses 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 – 30 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Students are 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 – 30 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Pathophysiological changes in acutely ill and chronically ill patients across the lifespan are explored using a systems and inter-systems approach. Identification of pathological changes in assessing 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. Students are introduced to how genomics offers new possibilities for therapies and treatments for some complex diseases and new diagnostic methods. Basic EKG arrhythmia determination and ABG analysis are included.

RN 180 – Nursing Transition Advanced Placement Theory & Lab Course – 120 Clock Hours/5 Semester Credit Hours
Prerequisite: None
This course introduces students to the roles and responsibilities of the registered nurse and the Associate Degree Nursing Program framework. Emphasis is placed on various roles of the registered nurse, legal and ethical responsibilities, nursing process, critical thinking, and evidence-based practice, delivering competent care to diverse demographics of multicultural clients throughout the lifespan.

Lecture contents include the role of the registered nurse and the care of adult, maternity, and pediatric clients. The lab component of this course focuses on utilizing the nursing process, critical thinking, and applying theory to skills in various patient case scenarios.

The following skills competencies focused on in this course: dosage calculation, assessment, intravenous administrations, central venous access, medication administration, nasogastric feeding, foley catheter insertion, tracheostomy care, and suctioning.

RN 200 – Medical/Surgical I Theory – Introduction to Med/Surg – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 201. Failure in one paired course equals failure in both paired courses.
This course provides basic medical/surgical theory related to endocrine, musculoskeletal, integumentary, and sensory system disorders, perioperative care, and fluid and electrolyte imbalances.

Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective, patient-centered care.

RN 201 – Medical/Surgical I Clinical – Introduction to Med/Surg – 90 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 200. Failure in one paired course equals failure in both paired courses.
This course applies the 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 – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 203. Failure in one paired course equals failure in both paired courses.
This course provides basic medical/surgical theory related to endocrine, gastrointestinal, genitourinary, and hematology problems in cancer patients and palliative care. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that

will enable safe, effective, patient-centered care.

RN 203 – Medical/Surgical II Clinical – Intermediate Med/Surg – 90 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 202. Failure in one paired course equals failure in both paired courses.
This course applies the 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 – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 301. Failure in one paired course equals failure in both paired courses.
The course covers comprehensive maternal and newborn care, beginning with preconception planning and including risks in pregnancy and postpartum, maternal and newborn complications, male and female reproductive problems and needs, and family needs and problems during the maternity cycle. Concepts of nutrition, cultural variations, and the safety of mothers and newborns are integrated. Therapeutic use of drugs during pregnancy, labor, and delivery, and the immediate postpartum period are included.

RN 301 – Maternal Newborn Clinical – 67.5 Clock Hours/1.5 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 300. Failure in one paired course equals failure in both paired courses.
This course is taught at a clinical site, applying the theoretical content of patient-centered care of mothers and newborns. The emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

RN 302 – Care of Children Theory – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 303. Failure in one paired course equals failure in both paired courses.
This course covers in-depth identification of various diseases affecting the child through young adulthood, including 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 303 – Care of Children Clinical – 67.5 Clock Hours/1.5 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 302. Failure in one paired course equals failure in both paired courses.
This course is taught at a clinical site, applying the 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 pediatric patients are achieved through simulation. The application of the nursing process to optimize patient and family outcomes is emphasized.

RN 304 – Medical/Surgical III Theory – Advanced Med/Surg – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 305. Failure in one paired course equals failure in both paired courses.
This course provides basic medical/surgical theory related to respiratory, cardiac, neurologic, and musculoskeletal disorders. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective, patient-centered care.

RN 305 – Medical/Surgical III Clinical – Advanced Med/Surg – 90 Clock Hours/2 Semester Credit Hours

Prerequisite: None
Corequisite: This course is paired with RN 304. Failure in one paired course equals failure in both paired courses.
This course is taught at a clinical site, integrating the practical application of advanced medical/surgical theory to care for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

RN 400 – Mental Health Theory – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 401. Failure in one paired course equals failure in both paired courses.
This course addresses theories and principles of psychiatric nursing. Biopsychosocial foundations of behavior, communication, and psychopharmacology are emphasized. Patient relationships and the use of effective and ineffective communication are addressed. The course studies the nurse's role in the prevention and early identification of psychiatric disorders in children, adolescents, adults, and older adults and the treatment modalities of mental illness and organic brain syndromes.

RN 401 – Mental Health Clinical – 90 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 400. Failure in one paired course equals failure in both paired courses.
This course is taught at clinical sites, applying 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 – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 403. Failure in one paired course equals failure in both paired courses.
This course incorporates previous medical-surgical nursing theory emphasizing 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 for burns, heart failure, acute respiratory distress, shock, multiple organ dysfunction, and traumatic brain injury. Leadership and management in nursing are explored as they relate to managing complex medical-surgical health alterations.

RN 403 – Medical/Surgical IV Clinical – Complex Med/Surg & Leadership – 90 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 402. Failure in one paired course equals failure in both paired courses.
This course is taught at a clinical site, integrating the practical application of advanced medical/surgical theory to care for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

<u>Associate of Science in Occupational Therapy Assistant (A.S. in OTA) Courses – Blended Program</u>
OTA 100 – Principles of Occupational Therapy – 45 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of quarter I with a "C" or better.
This course examines the development of occupational therapy as a profession. Occupational therapy will be investigated from the perspective of its historical and cultural context, including philosophy and social movements, political and economic influences, and the rise of American medicine.

The course will illustrate how the areas and methods of occupational therapy training/education and practice have changed over time. Occupational therapy conceptual models and frames of reference will be examined and practiced.

Emphasis will be placed on the use of the OTPF 4 and its relationship with the ICF. Occupational science origins, development, and impact on occupational therapy daily practice, will be addressed.

OTA 200 – Therapeutic Use of Occupations – 45 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of quarters I and II with a "C" or better.
This course explores the use of activity analysis and the various occupations or activities used as therapeutic interventions in occupational therapy. The course emphasizes awareness of activity demands, contexts, adapting, grading, and safe implementation of occupations or activities. The student will apply an understanding of the OTPF4 through the identification and analysis of a variety of occupations or activities designed to enhance occupational performance specific to infants through adolescent populations. The learner will also analyze and discuss many of the theoretical perspectives commonly used in occupational therapy practice with a focus on occupation-based models and their implementation in individuals and groups. The overarching theme of the course is the importance of occupation in the promotion of health and the prevention of disease and disability.

OTA 210 – Neurosciences for the Occupational Therapy Assistant – 30 Clock Hours/2 Quarter Credit Hours
Prerequisite: Completion of quarters I and II with a "C" or better.
This course introduces students to basic knowledge and current advances in neuroscience, including the basics of neuroanatomy and neurophysiology. Students gain an understanding and appreciation of the relevance of neuroscience to occupational therapy practice and an understanding of the Body Systems and Body Functions that contribute to human occupational performance. Emphasis is placed on neuroplasticity and the neurological basis for intervention techniques used in our practice for clients with the most common neurological conditions treated by occupational therapy. The positive and negative effects of medications on rehabilitation will also be discussed.

OTA 220 – Health Care Management in Occupational Therapy – 45 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of quarters I and II with a "C" or better.
Delineate the roles of the occupational therapy personnel; demonstrate legal and documentation skills; give examples of reimbursement systems; articulate the requirements for certification and licensure; explain quality assurance; apply ethical standards in practice; summarize the roles of the healthcare team and differentiate levels of supervision.

This course discusses pathophysiological changes in acutely ill and chronically ill patients across their lifespans using a system and inter-systems approach.

The course covers identifying pathological changes in assessing 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 the nursing process.

Basic EKG, arrhythmia determination, and ABG analysis are included.

OTA 230 – Occupational Performance in Mental Health: Role of the Occupational Therapy Assistant – 75 Clock Hours/6 Quarter Credit Hours
Prerequisite: Completion of quarters I and II with a "C" or better.
The overall purpose of this course is to prepare the student to provide occupation-based interventions that address the psychosocial needs of clients across the lifespan. The most common mental health disorders, how they impact occupation and evidence-based interventions will be studied. Students will develop an understanding of safety, group dynamics, phases of group development, group roles, conflict resolution, problem-solving, and therapeutic groups. Students will learn and practice individual and group interventions across the lifespan.

OTA 240 – Fieldwork Level I: Occupational Performance in Mental Health – Role of the Occupational Therapy Assistant – 40 Clock Hours/1 Quarter Credit Hour

Prerequisite: Completion of quarters I and II.
Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities.

The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. (2023 ACOTE Standard C.1.0. Fieldwork Education).

Through Level I Fieldwork experiences, the student will be introduced to clinical practice for individuals with mental health conditions and dysregulated behaviors that limit or affect engagement in occupations. As a participant observer, the student will integrate academic experiences with the Occupational Therapy (OT) process in settings serving clients with a variety of psychosocial challenges and degrees of disability.

OTA 300 – Business Development and Leadership for the Occupational Therapy Professional – 55 Clock Hours/5.5 Quarter Credit Hours
Prerequisite: Completion of quarters I, II, and III with a "C" or better.
This course is designed to develop and improve the leadership skills each person possesses. Areas from goal setting to team building to personal relations to problem-solving will be covered. Learn what leadership is all about by learning about your own leadership style, developing goal-setting skills, communication skills, decision-making skills, teamwork, and much more.

You will develop your leadership skills further by studying time and stress management, parliamentary procedure, peer pressure, self-confidence, assertiveness, and a positive attitude. This course will have as a final product a small business plan created by students.

OTA 310 – Human Structure and Function for the Occupational Therapy Assistant – 30 Clock Hours/2 Quarter Credit Hours
Prerequisite: Completion of quarters I, II, and III with a "C" or better.
This course provides students with an introduction to human movement and the biomechanics of the human body. Emphasis on the musculoskeletal system, including skeletal structures, muscles, and nerves, and biomechanical assessment procedures will be studied. This course will provide a fundamental understanding of the human structure and function in order to assess normal motion and its underlying client factors for thorough activity analysis of desired occupations.

OTA 320 – Occupational Performance from Birth to Adolescence – Role of the Occupational Therapy Assistant – 75 Clock Hours/6 Quarter Credit Hours
Prerequisite: Completion of quarters I, II, and III with a "C" or better.
Throughout this course, students have the opportunity to explore the occupational performance of children and adolescents with typical and non-typical development. This course also presents the theoretical foundations, conceptual models, and frames of reference of occupational therapy in pediatric practice, with its focus on family-centered practice as it relates to treatment objectives and implementation.

Conditions and issues related to various settings in pediatric practice are discussed; documentation concepts, including but not limited to daily notes and educational materials, are discussed and practiced. Hands-on opportunities during laboratories to practice treatment techniques and equipment are included.

Typical and atypical development are discussed within the context of community, family, and school environments. Students explore occupational therapy processes with children and youth while learning evidence-based, occupational-based, and family-centered practice, as well as clinical guidelines and clinical reasoning skills.

OTA 330 – Fieldwork Level I: Occupational Performance from Birth to Adolescence – Role of the Occupational Therapy Assistant – 40 Clock Hours/1 Quarter Credit Hour

Prerequisite: Completion of quarters I, II, and III with a "C" or better.

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. *(2023 ACOTE Standard C.1.0. Fieldwork Education)*

Through Level I Fieldwork experiences, the student will be introduced to clinical practice for infants, children, and adolescents displaying normal development and comparisons with those in the pediatric and/or adolescent population with developmental conditions that limit or affect engagement in occupations. As a participant observer, the student will integrate academic experiences with the Occupational Therapy (OT) process in settings serving infant, child, and adolescent clients with a variety of occupational challenges and degrees of disability.

OTA 400 – Occupational Performance for Adults and the Elderly – Role of the Occupational Therapy Assistant – 75 Clock Hours/6 Quarter Credit Hours

Prerequisite: Completion of quarters I, II, III, and IV with a "C" or better.

This course will introduce students to the occupational therapy process for younger and older adults with physical dysfunction who experience difficulties with everyday occupations. Students will be prepared to deliver care in physical rehabilitation to these populations with different conditions in various current practice settings [e.g., hospital (acute, sub-acute), community (outpatient, home, and long-term care)], and service delivery models.

Students will learn relevant evidence-supported theoretical perspectives, models and frames of reference, evidence-based practice literature, and clinical guidelines in physical rehabilitation. This practice course will help students with client-centered, evidence-based, and ethical decision-making in rehabilitation.

OTA 410 – Fieldwork Level I: Occupational Performance for Adults and the Elderly – Role of the Occupational Therapy Assistant – 40 Clock Hours/1 Quarter Credit Hour

Prerequisite: Completion of quarters I, II, III, and IV with a "C" or better.

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities.

The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. (2023 ACOTE Standard C.1.0. Fieldwork Education)

Through Level I Fieldwork experiences, the student will be introduced to clinical practice for adults and older adults with physical dysfunctions that limit or affect engagement in occupations. As a participant observer, the student will integrate academic experiences with the Occupational Therapy (OT) process in settings serving adult and older adult individuals with physical dysfunction in a variety of occupational challenges and degrees of disability.

OTA 420 – Occupational Performance for the Well Elder – Role of the Occupational Therapy Assistant – 60 Clock Hours/4.5 Quarter Credit Hours

Prerequisite: Completion of quarters I, II, III, and IV with a "C" or better.

Students will draw on experience and knowledge gained throughout the curriculum and will explore the role of occupational therapy while providing services to the well elderly, especially in influencing and maintaining the

health, well-being, and quality of life of those who experience age-related changes and/or manage chronic disease conditions.

We will address the occupational therapy evaluation done by the OTR and the OTA therapeutic interventions used with his population. Students will examine topics within public health and epidemiology and expand their knowledge of the occupational therapist's capacity to prevent disability and activity limitations and to promote health, participation, and social inclusion.

Policies that impact this demographic group will also be analyzed for their contribution to health and participation inequities. Implementation in individuals and groups. The overarching theme of the course is the importance of occupation in the promotion of health and the prevention of disease and disability.

OTA 430 – Fieldwork Level I: Occupational Performance for the Well Elder – Role of the Occupational Therapy Assistant – 40 Clock Hours/1 Quarter Credit Hour

Prerequisite: Completion of quarters I, II, III, and IV with a "C" or better.

Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of qualified personnel serving as a role model. (2023 ACOTE Standard C.1.0. Fieldwork Education)

Through Level I Fieldwork experiences, the student will be introduced to occupational therapy practice for elderly individuals to promote health and wellness, prevent or minimize the effects of acute and chronic diseases, and maximize independence in daily activities. As a participant observer, the student will integrate academic experiences with the Occupational Therapy (OT) process in a geriatric setting.

OTA 500 – Emerging Practices and Specialties for the Occupational Therapy Professional – 40 Clock Hours/4 Quarter Credit Hours

Prerequisite: Completion of quarters I, II, III, IV, and V with a "C" or better.

This course will introduce students to the occupational therapy-wide variety of clinical and non-clinical practice specialties and certifications in occupational therapy, as well as the exploration of emerging clinical and non-clinical practices potentially available in the future of our profession. We will emphasize the basic premises of our profession: occupational-centered, evidence-based, and client-centered as the common denominator for emerging practices. During the course, students will explore and reflect on how emerging occupational therapy practices in different settings can/could meet the needs of individuals, groups, and communities as well as maintain their well-being.

OTA 510 – Fieldwork Level IIA: Pediatrics and Adolescent – 320 Clock Hours/10.5 Quarter Credit Hours

Prerequisite: Completion of quarters I, II, III, IV, and V with a "C" or better.

The goal of Level II fieldwork is to develop competent, entry-level generalist occupational therapy assistants. Level II fieldwork is an integral part of the program's curriculum design, which includes in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across their lifespan and in a variety of settings. (2023 ACOTE Standard C.1.0. Fieldwork Education)

This course is the first fieldwork level II rotation, which concentrates on the application of knowledge and skills for the Occupational Therapy Assistant student. In conjunction with 2023 ACOTE Standard C.1.0. Fieldwork Education, the student will complete 8 weeks of full-time supervised fieldwork in a setting uniquely different from OTA 600, Fieldwork Level IIB. The student will work with individuals towards the early portion of the lifespan, pediatrics, and/or adolescent clients/patients with physical dysfunction and/or psychosocial issues.

OTA 600 – Fieldwork Level IIB: Adults and Older Adults – 320 Clock Hours/10.5 Quarter Credit Hours
Prerequisite: Completion of quarters I, II, III, IV, V, and VI with a "C" or better.
The goal of Level II fieldwork is to develop competent, entry-level generalist occupational therapy assistants. Level II fieldwork is an integral part of the program's curriculum design, which includes in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across their lifespan and in a variety of settings. (2023 ACOTE Standard C.1.0. Fieldwork Education)

This course is the second fieldwork level II rotation, which concentrates on the application of knowledge and skills for the Occupational Therapy Assistant student. In conjunction with 2023 ACOTE Standard C.1.0. Fieldwork Education, the student will complete 8 weeks of full-time supervised fieldwork in a setting uniquely different from OTA 510, Fieldwork Level IIA.

The student will work with individuals towards the middle and latter half of their lifespan, adult and/or older adult clients/patients with physical dysfunction and/or psychosocial issues.

OTA 610 – Occupational Therapy Assistant Preparation for the National Certification Exam – 20 Clock Hours/2 Quarter Credit Hours
Prerequisite: Completion of quarters I, II, III, IV, V, and VI with a "C" or better.
The course will prepare students to take the National Board Certification of Occupational Therapy (NBCOT) exam. The student will learn test-taking strategies, apply clinical and didactic knowledge to case study exam questions, and take practice exams.

<u>Associate of Science in Physical Therapist Assistant (A.S. in PTA) Courses – Blended Program</u>

PTA 100 – Introduction to Physical Therapist Assistant – 22 Clock Hours/2 Quarter Credit Hours
Prerequisite: None
This course introduces the Physical Therapist Assistant's role and scope of practice. Emphasis will be placed on educational preparation, a historical overview of physical therapy in the healthcare system, professional affiliations, the structure and function of physical therapy services, ethical and legal issues in healthcare, documentation, and communication. This course also includes an introduction to a self-study program in medical terminology and HIPAA regulations training.

PTA 110 – Fundamental PTA procedures with lab – 77 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: None
This course begins with patient handling skills and the continuation of documentation. Students practice and develop skills in gathering data for documentation necessary for assessing patient response to physical therapy while under the direction and supervision of a physical therapist. Students will acquire skills in data collection, tests and measurements, patient handling, assistive devices, guarding, transfers, and range of motion.

PTA 120 – Clinical Kinesiology with lab – 77 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: None
This course provides knowledge of the principles of mechanics and 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, 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. Part 1 covers the lower extremity. Part II covers the upper extremity. This course is aligned by a body system with PTA 220.

PTA 130 – Pathology – 44 Clock Hours/4 Quarter Credit Hours
Prerequisite: None

This course provides knowledge of disease processes, systemic disorders, guidelines, precautions, and contraindications for physical therapy interventions.

PTA 210 – Procedures II with lab – 66 Clock Hours/4 Quarter Credit Hours
Prerequisite: Completion of Term 1 with "C" or better.
This course introduces the use and application of physical agents, soft tissue interventions, and electrotherapies in physical therapy. The 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 – 66 Clock Hours/4 Quarter Credit Hours
Prerequisite: Completion of Term 1 with "C" or better.
This course prepares the PTA student to address 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. Part 1 covers the lower extremity, and Part II covers the upper extremity. This course is aligned by a body system with PTA 120.

PTA 222 – Patient Care Skills I – 22 Clock Hours/1 Quarter Credit Hour
Prerequisite: Completion of Term 1 with "C" or better.
This lab course emphasizes the practical combination of patient pathologies covered in concurrent and previous courses. Students develop interventions from case scenarios and plans of care. Group participation and student-to-student assistance fostering communication and independence are encouraged to prepare for the coming clinical experience. Students develop clinical problem-solving skills in orthopedic conditions, modalities, patient handling, therapeutic exercise, and other pathologies presented. Students will be expected to achieve competency on a given list of skills.

PTA 225 – Clinical Education I – 184 Clock Hours/6 Quarter Credit Hours
Prerequisite: Completion of Term 2 didactic coursework with a "C" or better.
This is the first integrated clinical experience allowing students to further their exposure to physical therapy practice in the clinical environment and apply those skills that the student has tested proficient in before the clinical experience and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full-time for four (4) weeks and three (3) days.

PTA 226 – Clinical Education I Seminar – 11 Clock Hours/1 Quarter Credit Hour
Prerequisite: Completion of PTA 225 with "Pass."
This course includes case study presentations and reviews the first full-time clinical experience, including billing, reimbursement, and discharge planning.

PTA 230 – Professional Behaviors – 33 Clock Hours/3 Quarter Credit Hours
Prerequisite: Completion of Term 1 with "C" or better.
This course introduces the concept of a multicultural society and how it plays an increased role in the physical therapy clinic. Topics include communication skills, the psychology of disability, health disparities between populations, age differences, ethics and values, and professional development within the healthcare system.

PTA 233 – Patient Care Skills II – 22 Clock Hours/1 Quarter Credit Hour
Prerequisite: Completion of PTA 226 with "C" or better.
This lab course addresses the more complex patient. Case scenarios are used for students to develop skills in applying interventions following the Plan of Care of the supervising physical therapist. Concentration is on the progression and regression of exercises responding to patient performance.

Case studies will demonstrate the PT/PTA relationship and the PTA's responsibility for the Plan of Care. Group participation and student-to-student assistance fostering communication and independence are encouraged to prepare for the coming clinical experience.

PTA 235 – Clinical Education II – 240 Clock Hours/8 Quarter Credit Hours
Prerequisite: Completion of Term 3 didactic coursework with a "C" or better.
This is the second integrated clinical experience designed to allow the student to further their exposure to physical therapy practice in the clinical environment and apply those skills that the student has tested proficient in before the clinical experience and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full-time for six (6) weeks.

PTA 240 – Applied Neurology – 66 Clock Hours/4 Quarter Credit Hours
Prerequisite: Completion of PTA 226 with "C" or better.
This course builds on neurologically based disabilities commonly seen in physical therapy practice across the lifespan. Common therapeutic interventions for rehabilitation are practiced. The chronic nature of neurologic conditions and their effect on the individual's life will be addressed as they affect the provision of physical therapy. Students will be expected to achieve competency on a given list of skills.

PTA 245 – Clinical Education III – 280 Clock Hours/9 Quarter Credit Hours
Prerequisite: Completion of PTA 280 with "Pass."
This is the third and terminal clinical experience designed to allow the student to further their exposure to physical therapy practice in the clinical environment and apply those skills that the student has tested proficient in before the clinical experience and that the Clinical Instructor deems appropriate. Students will be at the clinical facility full-time for seven (7) weeks.

PTA 250 – Physical Therapy Aspects of Growth, Development, and Aging – 44 Clock Hours/3 Quarter Credit Hours
Prerequisite: Completion of PTA 226 with "C" or better.
This course covers relevant topics and interventions that deal with delivering physical therapy services across the lifespan, including the aging population as a normal process and the common pathologies associated with aging. Emphasis is placed on Cardiovascular and Respiratory conditions, fall prevention, and wound care.

PTA 260 – Selected Topics – 44 Clock Hours/3 Quarter Credit Hours
Prerequisite: Completion of PTA 226 with "C" or better.
This course consists of selected topics in physical therapy to complement prior coursework—required content in Prosthetics and genitourinary conditions. Additional clinical topics may include vestibular, chronic pain, taping, ergonomics, and other contemporary issues encountered in physical therapy delivery systems.

PTA 280 – Senior Seminar – 33 Clock Hours/3 Quarter Credit Hours
Prerequisite: Completion of PTA 235 with "Pass."
This course brings the PTA student's educational and clinical experience full circle. Each student will demonstrate the PTA as an educator by presenting a teaching unit related to an area of interest to prepare for the in-service required during the final clinical experience. Students will explore the effective delivery of physical therapy services. Psychomotor, cognitive, affective, treatment approaches, communication, and documentation will be discussed regarding patient care.

Additional topics pertinent to an entry-level PTA will be presented. These include employment issues, continued professional development, licensure application process, exam preparation strategies, and California PT Practice Acts and Rules and Regulations review.

PTA 290 – Licensure Exam Preparation – 22 Clock Hours/2 Quarter Credit Hours
Prerequisite: Completion of PTA 245 with "Pass."
This course reviews information and testing that will aid the student in preparing to take the NPTE for licensure as a PTA in California. A 16-hour workshop is facilitated by an outside educational company specializing in PTA exam preparation.

Associate of Science in Radiologic Technology (A.S. in RT) Courses – Blended Program

RT 110C – Clinical Practice I – 128 Clock Hours/4 Quarter Credit Hours
Prerequisite: None
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Competency levels ensure the patient's well-being before, during, and following the radiologic procedure.

RT 111 – Radiologic Patient Care – 42 Clock Hours/4 Quarter Credit Hours
Prerequisite: None
This course introduces students to basic imaging principles and patient care. Students review medical ethics, pediatrics, and geriatrics patient care. The duties and responsibilities of working in Radiology are also presented, emphasizing communication and relationships. A review of infection control and standard and transmission-based precautions is covered.

RT 112 – Radiation Physics and Exposure – 58 Clock Hours/5 Quarter Credit Hours
Prerequisite: None
The course is designed to teach the nature and characteristics of radiation, x-ray production, and the fundamentals of photon interactions with matter. Content provides basic information about the intensity of the X-ray beam and how technical factors influence it.

RT 113 – Radiographic Procedures I – 48 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: None
This course provides the knowledge base to perform standard imaging. Emphasis is placed on basic thoracic viscera, bony thorax, upper limb, and shoulder girdle imaging. Consideration will be given to the production of images of optimal diagnostic quality.

Course methods will incorporate lectures, demonstrations, image analyses, positioning lab practicum, and self-paced study using multimedia programs. Students must demonstrate competency in positioning skills, equipment manipulation, and radiation protection before performing these skills under direct supervision in the patient care setting.

RT 113L – Radiographic Procedures I Lab – 30 Clock Hours/1.5 Quarter Credit Hours
Prerequisite: None
The course provides the knowledge to perform standard imaging of the respiratory system, bony thorax, and upper extremities. Consideration will be given to the production of images of optimal diagnostic quality.

Course methods will incorporate demonstrations, image analyses, and positioning lab practicum. Students must demonstrate competency in positioning skills, equipment manipulation, and radiation protection before performing these skills under direct supervision in the patient care setting.

RT 120C – Clinical Practice II – 168 Clock Hours/5.5 Quarter Credits
Prerequisite: Completion of Quarter I with a "C" or better.
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Competency levels ensure the patient's well-being before, during, and following the radiologic procedure.

RT 121 – Radiation Protection and Biology – 50 Clock Hours/5 Quarter Credit Hours
Prerequisite: Completion of Quarter I with a "C" or better.

The course provides a basic understanding of the principles of Radiobiology and radiation's short-term and long-term effects. This course discusses the effects of radiation at the molecular and cellular levels. In addition, this course provides a better understanding of radiation protection for patients and occupational workers in the healthcare field.

This course describes dose management implementations and the design for radiation protection within radiology. The principles of radiation and dose limits are described to promote safe practices.

RT 122 – Digital Imaging – 52 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of Quarter I with a "C" or better.
The course provides a basic understanding of diagnostic radiology's components, principles, and operation of digital imaging systems. Digital Processing, imaging capture, and technical considerations in digital imaging are discussed. Technical factors affecting radiographic quality are outlined and described for proper image analysis. In addition, this course introduces medical informatics and quality management.

RT 123 – Radiographic Procedures II – 48 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of Quarter I with a "C" or better.
The course provides the knowledge base necessary to perform standard imaging. Emphasis is on basic imaging of the lower extremities, pelvis, hip, and vertebral column. Consideration will be given to the production of images of optimal diagnostic quality.

Course methods will incorporate lectures, demonstrations, image analyses, positioning lab practicum, and self-paced study using multimedia programs. Students must demonstrate competency in positioning skills, equipment manipulation, and radiation protection before performing these skills under direct supervision in the patient care setting.

RT 123L – Radiographic Procedures II Lab – 30 Clock Hours/1.5 Quarter Credit Hours
Prerequisite: Completion of Quarter I with a "C" or better.
The course provides a knowledge base for standard bony pelvis, lower extremities, and vertebral column radiographic procedures. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate demonstrations, image analyses, and positioning lab practicum. Students will be required to demonstrate competency in positioning skills, equipment manipulation, and radiation protection before performing these skills under the direct supervision of the patient.

RT 130C – Clinical Practice II – 176 Clock Hours/5.5 Quarter Credit Hours
Prerequisite: Completion of Quarter II with a "C" or better.
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Competency levels ensure the patient's well-being before, during, and following the radiologic procedure.

RT 131 – Radiographic Physics II and Fluoroscopy – 48 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of Quarter II with a "C" or better.
The course provides basic information about electricity, magnetism, and electromagnetism and applies these principles to the X-ray circuit. In addition, it provides a knowledge base in radiographic, fluoroscopic, and mobile equipment requirements, function, and design. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects. A minimum of 25 hours of out-of-class work will be assigned.

RT 132 – Ethics and Law in Radiography – 24 Clock Hours/2 Quarter Credit Hours
Prerequisite: Completion of Quarter II with a "C" or better.

The course provides a fundamental background in medical law, ethics, and human diversity. The historical and philosophical basis of ethics and the elements of ethical behavior will be discussed. The student will examine various ethical issues and dilemmas found in clinical practice.

Course activities will include research and analysis on case studies germane to medical imaging. An introduction to legal terminology, concepts, and principles will also be presented. Topics include misconduct, malpractice, legal, and the ASRT professional standards.

RT 133 – Radiographic Procedures III – 45 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of Quarter II with a "C" or better.
Content is designed to provide the knowledge base necessary to perform standard imaging. Emphasis is on basic imaging of the Abdomen, Soft-Tissue Neck, Digestive System, and Urinary System. Consideration will be given to the production of images of optimal diagnostic quality.

Course methods will incorporate lectures, demonstrations, image analyses, positioning lab practicum, and self-paced study using multimedia programs. Students must demonstrate competency in positioning skills, equipment manipulation, and radiation protection before performing these skills under supervision in the patient care setting.

RT 133L – Radiographic Procedures III Lab – 33 Clock Hours/1.5 Quarter Credit Hours
Prerequisite: Completion of Quarter II with a "C" or better.
The course provides a knowledge base necessary to perform standard radiographic procedures of the abdomen. Students will also review the biliary system, genitourinary system, and gastrointestinal tract, and procedures will be done using fluoroscopy and endoscopy. Consideration will be given to the production of images of optimal diagnostic quality.

Course methods will incorporate demonstrations, image analyses, and positioning lab practicum. Students must demonstrate competency in positioning skills, equipment manipulation, and radiation protection before performing these skills under direct supervision in the patient care setting.

RT 140C – Clinical Practice IV – 192 Clock Hours/6 Quarter Credit Hours
Prerequisite: Completion of Quarter III with a "C" or better.
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Competency levels ensure the patient's well-being before, during, and following the radiologic procedure.

RT 142 – Radiographic Pathology – 48 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of Quarter III with a "C" or better.
The course provides theories of disease causation and the pathophysiological disorders that compromise healthy systems. Etiology, pathophysiological 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 medical imaging. They 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 – 45 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of Quarter III with a "C" or better.
This course provides the knowledge base necessary to perform standard imaging. The emphasis is on basic imaging of the Cranium, Trauma Radiography, Mobile Radiography, and Surgical Radiography. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate lectures, demonstrations, image analyses, positioning lab practicum, and self-paced study using multimedia programs.

Students must demonstrate competency in positioning skills, equipment manipulation, and radiation protection before performing these skills under direct supervision in the patient care setting.

RT 143L – Radiographic Procedures IV Lab – 33 Clock Hours/1.5 Quarter Credit Hours
Prerequisite: Completion of Quarter III with a "C" or better.
The course provides information necessary to perform radiographic procedures of the cranium and facial bones, including sinuses, zygomatic arches, TMJs, orbits, and mandibles. Students will also demonstrate special techniques for trauma cases and mobile radiography. Consideration will be given to the production of images of optimal diagnostic quality.

Course methods will incorporate demonstrations, image analyses, and positioning lab practicum. Students must demonstrate competency in positioning skills, equipment manipulation, and radiation protection before performing these skills under direct supervision in the patient care setting.

RT 250C – Clinical Practice V – 280 Clock Hours/9 Quarter Credit Hours
Prerequisite: Completion of Quarter IV with a "C" or better.
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Competency levels ensure the patient's well-being before, during, and following the radiologic procedure.

RT 251 – Radiographic Pharmacology and Venipuncture – 36 Clock Hours/3 Quarter Credit Hours
Prerequisite: Completion of Quarter IV with a "C" or better.
The 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 IV training arms and fellow students.

RT 252 – Cross-Sectional Anatomy – 40 Clock Hours/4 Quarter Credit Hours
Prerequisite: Completion of Module V with a "C" or better.
The course provides radiography students with principles related to sectional anatomy. This course overviews the human body's transverse, coronal, and sagittal sectional anatomy. Correlations between CT, MRI, and ultrasound are explored.

RT 260C – Clinical Practice VI – 240 Clock Hours/8 Quarter Credit Hours
Prerequisite: Completion of Quarter V with a "C" or better.
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Competency levels ensure the patient's well-being before, during, and following the radiologic procedure.

RT 261 – Advanced Digital Imaging – 30 Clock Hours/3 Quarter Credit Hours
Prerequisite: Completion of Quarter V with a "C" or better.
The course explains 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 in connecting film-based and digital imaging systems. Principles of digital system quality assurance and maintenance are presented.

RT 262 – Radiographic Advanced Procedures – 48 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of Quarter V with a "C" or better.

This course provides entry-level radiography students with principles related to contrast arthrography, pediatric and geriatric, mammography, bone densitometry, computed tomography, magnetic resonance imaging, vascular, cardiac, and interventional radiography. The course also introduces diagnostic medical sonography, nuclear and molecular imaging, and radiation oncology principles.

RT 270C – Clinical Practice VII – 264 Clock Hours/8.5 Quarter Credit Hours
Prerequisite: Completion of Quarter VI with a "C" or better.
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Competency levels ensure the patient's well-being before, during, and following the radiologic procedure.

RT 271 – Patient Care and Procedures Seminar – 48 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of Quarter VI with a "C" or better.
The course reviews patient care and procedures to prepare students for the ARRT® radiographer primary certification and State of California Department of Public Health, Radiologic Health Branch certification examinations. This course will review patient care topics such as sterile technique, medical-legal, imaging procedures, and image analysis.

RT 272 – Computed Tomography – 40 Clock Hours/4 Quarter Credit Hours
Prerequisite: Completion of Quarter V with a "C" or better.
The course provides radiography students with computed tomography (CT) imaging principles. Special emphasis is placed on studying the head, brain, thorax, abdomen, pelvis, shoulder, elbow, hip, and knee. Correlations between cadaver cross-sections, CTs, MRIs, and radiographs are explored. *CT Basics: The Series by ASRT utilized with the course satisfies the ARRT® 16-credit Structured Education Requirements for CT.*

RT 273 – Mammography – 40 Clock Hours/4 Quarter Credit Hours
Prerequisite: Completion of Quarter V with a "C" or better.
The course provides radiography students with the principles related to mammography. Topics include patient care, anatomy and physiology of the breast, positioning for routine and diagnostic exams, pathology, mammography equipment, quality control, and quality assurance for digital imaging systems.

RT 274 – Advanced Radiation Protection – 50 Clock Hours/4 Quarter Credit Hours
Prerequisite: Completion of Quarter VI with a "C" or better.
The course provides an overview of the principles of radiation protection, the responsibilities of the radiographer for patients, personnel, and the public, and the 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.

RT 280C –Clinical Practice VIII – 280 Clock Hours/9 Quarter Credit Hours
Prerequisite: Completion of Quarter VII with a "C" or better.
Clinical experiences are designed to provide patient care and assessment, competent performance of radiologic imaging, and total quality management. Team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical assignments. Competency levels ensure the patient's well-being before, during, and following the radiologic procedure.

RT 281 – Image Production and Safety Seminar – 48 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of Quarter VII with a "C" or better.
The course reviews the radiologic technology curriculum and prepares students for the ARRT® radiographer's primary certification and State of California Department of Public Health, Radiologic Health Branch fluoroscopy certification requirements. This course will focus on image production and radiation safety.

RT 282 – Professional Development and Advancement – 18 Clock Hours/1.5 Quarter Credit Hours
Prerequisite: Completion of Quarter VII with a "C" or better.
The course prepares students for the post-education transition into the workforce. The course guides students in developing documents that include resume writing skills, developing and practicing effective interviewing skills, and techniques for job search strategies. Students will prepare and apply for the ARRT® and California Department of Public Health registries to obtain certification as a radiographer.

B.S. in Diagnostic Medical Imaging (B.S. in DMI) Courses – Distance Education (Online) Program

DMI 330 – Advanced Radiobiology – 60 Clock Hours/4 Semester Credit Hours
Prerequisite: None
This course will provide the radiologic science professional with theories and principles of the interaction of ionizing radiation with living systems. Radiation effects on biological 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 – 60 Clock Hours/4 Semester Credit Hours
Prerequisite: None
Training and managing image quality and patient dose will be presented on film screens and digital radiology systems. This course will introduce new regulations and discuss new challenges for practitioners. Radiographers will learn to integrate and maintain the department's imaging capability and radiation dose management. Quality control will be discussed in-depth, including procedures and protocols, visualization, transmission, and archiving of the images.

DMI 360 – Health Science Management – 60 Clock Hours/4 Semester Credit Hours
Prerequisite: None
This course provides entry-level managers with various tools and theories from which to choose. A marked focus is offered on the 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 – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
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 program, starting from their first semester until completion of the BS DMI program. It comprises many individual projects and documents preparing the student for professional practice as an imaging professional with a Bachelor of Science in Diagnostic Medical Imaging.

DMI 410 – Leadership and Performance – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Leadership and performance are dynamic explorations of the Universal Laws of Performance and how to apply them personally or to any organization. These laws are used by notable businesses worldwide to open doors to discover and create cultures within a company that will alter the course of any organization. This course guides you in discovering the universal laws and how to apply them using case studies of three (3) organizations.

DMI 420 – Operations and Human Resource Management in Diagnostic Imaging – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course focuses on various issues, including applying Operations Management techniques in radiologic and diagnostic imaging. We will identify protocols, policies, 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 of achieving their Certified Radiology Administrator Certification (CRA).

DMI 430 – Financial and Asset Management in Radiology – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course will represent a cross-section of today's imaging profession and give students insight and knowledge of the financial and asset management system in Radiology and its processes. This course aids imaging professionals in preparing for the Certified Radiology Administrator examination by providing educational materials specific to the field. This course will discuss in-depth insights and analyses on various financial and asset management subjects and discuss strategic planning and implementing a SWOT analysis to increase total performance.

DMI 440 – Digital Radiography & PACS – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This comprehensive course investigates many facets of imaging informatics: information technology, imaging modality capabilities, supervision of modality integration, establishing programs for image display quality control, and 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, ICD – 9, and 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 – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This inclusive course discusses 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 – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course explores 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, 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).

DMI 470 – Teaching Strategies for Adult Learners in Health Science – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course imparts important information on motivating, mentoring, and instructing using scientifically based teaching strategies and tactics. There is information on providing individualized instruction in classrooms with multiple learning and behavior problems and how curricula and instruction can be designed to teach functional repertoires and critical thinking rather than inert ideas. The course also discusses determining the effectiveness of curricular initiatives toward meeting standards and course objectives.

DMI 480 – Curriculum Design in Diagnostic Imaging Sciences – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course covers the unique type of curriculum we call "competency-based." Though not unique to diagnostic medical imaging, we will emphasize curriculum design related to the imaging sciences. This class will take you through understanding, designing, implementing, and accrediting a competency-based curriculum in a diagnostic medical imaging program.

Emphasis will be paid to the curriculum published by the American Registry of Radiologic Technologists®, the underpinning of most accreditation organizations. We will also introduce you to the requirements of accrediting organizations.

DMI 490 – Methods of Teaching Online Course – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course introduces teaching methods applicable to any coursework in the Allied Health Sciences.

DMI 510 – Principles of Computed Tomography – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course introduces the student to digital imaging processing and image quality. Students will discuss and identify the concepts of data acquisition. In addition, knowledge of the basic principles of sectional anatomy and CT protocols and procedures related to various body parts will be analyzed. Course topics will include digital imaging processing, data acquisition concepts, radiation dose, sectional anatomy, protocols and techniques, and pediatric CT imaging.

DMI 520 – Advanced Applications of Computed Tomography – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course introduces the student to basic physics and instrumentation principles related to computed tomography. Course topics include historical perspectives of the modality, physics, and physical characteristics of the computed tomography process, data acquisition, scanner design, image processing, and image quality.

DMI 530 – Computed Tomography Registry Review – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course reviews the computed tomography curriculum and prepares students for the ARRT® CT post-primary certification examination covering the ARRT® Exam content specifications, Patient Care, Safety, Image Production, and Procedures. This course also includes CT Basics ASRT modules and satisfies the ARRT® 16-credit Structured Education Requirements for CT.

DMI 540 – Physical Principles of MRI – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course provides the student with a comprehensive overview of MR imaging principles. The subjects are formatted in individual outlines and sequenced according to the level of knowledge desired. Topics include nuclear MR signal production, tissue characteristics, pulse sequencing, imaging parameters/options, and image formation.

DMI 550 – Advanced Applications in MRI – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course provides the student with imaging techniques related to the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn specific clinical applications, available coils and their use, considerations in the scan sequences, specific protocol choices (i.e., slice thickness, phase direction, flow compensation), and positioning criteria.

Anatomical structures, the plane that best demonstrates anatomy, and signal characteristics of normal and abnormal structures will be discussed. Pharmacology, as it pertains to MRI, will be discussed. Students will demonstrate their practices by applying their didactic knowledge in their laboratories.

DMI 560 – MRI Safety and Registry Review – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None

This course will prepare students for the required registry board exams to work as MRI Technologists. This course includes reviewing the MRI program, and the students will take mock registry board exams and practice tests. Students will learn effective ways to study and answer questions from the registry.

This course provides basic knowledge of MR safety, patient preparation, and monitoring of patients in the MR suite. This information enables the student to communicate better with the healthcare team to ensure patient safety. Health effects and safety issues are important aspects of this diagnostic modality.

DMI 570 – Principles of Mammography – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course is designed to educate radiographers in the art and science of mammography. Enrollees in the course must have a California Certified Radiologic Technologist (CRT) license OR be a student in a JRCERT-accredited program. The course consists of 40 hours of lecture, which will assist in preparing for the California Mammography Certificate exam and the ARRT® Post-Primary Certification in Mammography.

DMI 580 – Advanced Applications in Mammography – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course offers students an understanding of breast ultrasound history, breast cancer, diagnosis and imaging, principles, equipment, breast anatomy and normal appearances, exam techniques, image interpretation, recording and reporting, benign and malignant disease, imaging of the augmented breast, breast disease in males, and interventional techniques. This course overviews breast ultrasound.

DMI 590 – Mammography Registry Review – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course prepares students for the registry exam for mammography. Course topics will include history, patient education, anatomy, physiology and pathology of the breast, benign and malignant diseases, equipment, processing and quality management, common imaging procedures, emerging technologies, interventional procedures and treatment options review, and MQSA standards.

Bachelor of Science in Nursing (BSN) Courses – Blended Program

RN 100 – Fundamentals of Nursing Theory – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 101. Failure in one paired course equals failure in both paired courses.
This course introduces professional nursing. Content includes a brief history of nursing, including the 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 developing a patient-centered therapeutic nurse-client relationship are fostered. Students are taught the nursing process and nursing diagnosis to develop a nursing care plan.

RN 101 – Fundamentals of Nursing Clinical and Lab – 157.5 Clock Hours/3.5 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 100. Failure in one paired course equals failure in both paired courses.
This course integrates concepts, theories, and skills fundamental to nursing practice. Students will use the nursing process to plan and provide for adult patients' cultural, physiological, social, psychological, and spiritual needs with health disruptions.

RN 102 – Health Assessment Theory – 30 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 103. Failure in one paired course equals failure in both paired courses.

This course focuses on strategies to obtain health histories and physical assessment data for diverse populations across the lifespan. Students are instructed to identify normal and abnormal findings using inspection, palpation, percussion, and auscultation. Health risk prevention and the promotion of optimal health behaviors are also addressed.

RN 103 – Health Assessment Skills Lab – 67.5 Clock Hours/1.5 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 102. Failure in one paired course equals failure in both paired courses.
This course uses 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 – Pharmacology – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
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 106 – Pathophysiology – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
In this course, pathophysiological changes in acutely ill and chronically ill patients across the lifespan using a system and inter-systems approach. The course covers identifying pathological changes in assessing patients with significant 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 the nursing process. Basic EKG, arrhythmia determination, and ABG analysis are included.

RN 180 – Nursing Transition Advanced Placement Theory & Lab Course – 120 Clock Hours/5 Semester Credit Hours
Prerequisite: None
This course introduces students to the roles and responsibilities of the registered nurse and the Associate Degree Nursing Program framework. Emphasis is placed on various roles of the registered nurse, legal and ethical responsibilities, nursing process, critical thinking, and evidence-based practice, delivering competent care to diverse demographics of multicultural clients throughout the lifespan.

Lecture contents include the role of the registered nurse and the care of adult, maternity, and pediatric clients. The lab component of this course focuses on utilizing the nursing process, critical thinking, and applying theory to skills in various patient case scenarios. The following skills competencies focused on in this course: dosage calculation, assessment, intravenous administrations, central venous access, medication administration, nasogastric feeding, foley catheter insertion, tracheostomy care, and suctioning.

RN 200 – Medical/Surgical I Theory – Introduction to Med/Surg – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 201. Failure in one paired course equals failure in both paired courses.
This course provides basic medical/surgical theory related to endocrine, musculoskeletal, integumentary, and sensory system disorders, perioperative care, and fluid and electrolyte imbalances. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective, patient-centered care.

RN 201 – Medical/Surgical I Clinical – Introduction to Med/Surg – 90 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 200. Failure in one paired course equals failure in both paired courses.

This course applies the 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 – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 203. Failure in one paired course equals failure in both paired courses.
This course provides basic medical/surgical theory related to endocrine, gastrointestinal, genitourinary, and hematology problems in cancer patients and palliative care. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective, patient-centered care.

RN 203 – Medical/Surgical II Clinical – Intermediate Med/Surg – 90 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 202. Failure in one paired course equals failure in both paired courses.
This course applies the 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 – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 301. Failure in one paired course equals failure in both paired courses.
The course covers comprehensive maternal and newborn care, beginning with preconception planning and including risks in pregnancy and postpartum, maternal and newborn complications, male and female reproductive problems and needs, and family needs and problems during the maternity cycle. Concepts of nutrition, cultural variations, and the safety of mothers and newborns are integrated. Therapeutic use of drugs during pregnancy, labor and delivery, and the immediate postpartum period are included.

RN 301 – Maternal Newborn Clinical – 67.5 Clock Hours/1.5 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 300. Failure in one paired course equals failure in both paired courses.
This course is taught at a clinical site, applying the theoretical content of patient-centered care of mothers and newborns. The emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

RN 302 – Care of Children Theory – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 303. Failure in one paired course equals failure in both paired courses.
This course applies the theoretical content of patient-centered care of mothers and newborns. The emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

RN 303 – Care of Children Clinical – 67.5 Clock Hours/1.5 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 302. Failure in one paired course equals failure in both paired courses.
This course is taught at a clinical site, applying the 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 pediatric patients are achieved through simulation. The application of the nursing process to optimize patient and family outcomes is emphasized.

RN 304 – Medical/Surgical III Theory – Advanced Med/Surg – 45 Clock Hours/3 Semester Credit Hours

Prerequisite: None
Corequisite: This course is paired with RN 305. Failure in one paired course equals failure in both paired courses.
This course provides basic medical/surgical theory related to respiratory, cardiac, neurologic, and musculoskeletal disorders. Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes in older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight that will enable safe, effective, patient-centered care.

RN 305 – Medical/Surgical III Clinical – Advanced Med/Surg – 90 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 304. Failure in one paired course equals failure in both paired courses.
This course is taught at a clinical site, integrating the practical application of advanced medical/surgical theory to care for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

RN 400 – Mental Health Theory – 30 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 401. Failure in one paired course equals failure in both paired courses.
This course addresses theories and principles of psychiatric nursing. Biopsychosocial foundations of behavior, communication, and psychopharmacology are emphasized. Patient relationships and the use of effective and ineffective communication are 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 – 90 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 400. Failure in one paired course equals failure in both paired courses.
This course is taught at clinical sites, applying 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 – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 403. Failure in one paired course equals failure in both paired courses.
This course incorporates previous medical-surgical nursing theory emphasizing 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 for burns, heart failure, acute respiratory distress, shock, multiple organ dysfunction, and traumatic brain injury. Leadership and management in nursing are explored as they relate to managing complex medical-surgical health alterations.

RN 403 – Medical/Surgical IV Clinical – Complex Med/Surg & Leadership – 90 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 402. Failure in one paired course equals failure in both paired courses.
This course is taught at a clinical site, integrating the practical application of advanced medical/surgical theory to care for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

RN 404 – Community Health Nursing Theory – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None

Corequisite: This course is paired with RN 405. Failure in one paired course equals failure in both paired courses.
This online course discusses the foundation for community public health nursing care of patients, families, and communities. Sociocultural, political, and economic influences on a community's health and the health care system are explored, as well as current issues and trends affecting community public health.

RN 405 – Community Health Nursing Clinical – 90 Clock Hours/2 Semester Credit Hours
Prerequisite: None
Corequisite: This course is paired with RN 404. Failure in one paired course equals failure in both paired courses.
Applying nursing and epidemiological concepts to promote health and prevent disease among patients, families, and communities will be performed through assigned project completion, aligned with the concurrent Community Health Nursing Theory class topics. Students will explore intervention strategies that empower clients with the knowledge and skills to make informed and healthful choices.

RN 500 – Leadership/Management in Nursing Theory – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
Nursing involves leadership, management, team building, and collaboration strategies. Social, legal, political, and economic factors are explored in nursing and health care. Concepts and principles of professional nursing practice, such as quality improvement, safety, and evidence-based practice, are integrated. Development of change, agent, and delegation skills will be considered.

RN 501 – Leadership/Management in Nursing Clinical – 90 Clock Hours/2 Semester Credit Hours
Prerequisite: None
This practical implementation of leadership and management theory concepts uses assigned clinical projects through interviews and analysis of existing clinical practices. This is a 2-unit practical course.

RN 502 – Nursing Informatics – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course covers the principles, concepts, and applications of the health informatics discipline. Core disciplines, including informatics and terminal competencies or learning outcomes, provide the framework for developing curricula within the healthcare professions. Learning outcomes include the skills, knowledge, and professional aptitudes expected of all graduates.

RN 504 – Nursing Research – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This course builds on the Research Statistics course taught in Semester 1. Principles, concepts, and application of scientific inquiry to phenomena of concern to other health professions and nursing and client's health experience are covered. Research design, critique, and interpretation of reports from various health sources will occur, and participation in research and conducting research will be discussed.

RN 505 – Bachelors Achievement Capstone Portfolio – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: None
This is a study project where BSN students prepare a professional portfolio and work from Semester 7 end to Semester 8 end. It is to be composed of a multitude of individual projects and documents preparing the student for professional practice as an SN with a BSN. This portfolio is the exit project for the bachelor's degree in Nursing program.

Bachelor of Science in Radiation Therapy (B.S. in RT) Courses – Full Distance Education Program

RTT 250 – Introduction to Radiation Therapy – 30 Clock Hours/2 Semester Credit Hours
Prerequisite: Completion of GE 020A, GE 020B, GE 222, and GE 240.
This course will provide students with an overview of the Radiation Therapy major. Instruction will include a review of professional organizations, department structure, patient management, record keeping, and

professional ethics. An overview of the radiation therapist's role in cancer treatment, including a review of the therapist's scope of practice, developing modalities, and advanced career opportunities, takes place.

RTT 300 – Sectional/Topographic Anatomy – 45 Clock Hours/3 Semester Credit Hours

Prerequisite: Completion of semesters I, II, and III.
This course will examine external anatomic landmarks concerning internal anatomy, emphasizing the effects of positioning on external landmarks, internal anatomical critical structures, and methods of avoiding or lowering radiation doses to these structures. The sectional imaging course will introduce students to different modalities utilized in radiation therapy. Identification of anatomical structures will be reviewed, identifying the various medical imaging methods. Basic anatomical relationships will be compared using topographical and cross-sectional images.

RTT 315 – Medical Imaging – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of semesters I, II, and III.
This course establishes a knowledge base on factors that govern and influence the production and recording of medical images for patient simulation, treatment planning, and treatment verification in Radiation Oncology. Concepts and processes involved in producing a radiograph will be covered. Other diagnostic imaging modalities such as CT, MRI, and ultrasound will be covered. General radiography, computerized tomography, magnetic resonance imaging, nuclear medicine, sonography imaging modalities, and equipment will be emphasized.

Imaging and processing content for radiation oncology describes the factors that affect the production and recording of radiographic images for patient simulation, treatment planning, and treatment verification, emphasizing radiation oncology imaging equipment and related devices. A review of radiation protection concepts will be provided.

RTT 320 – Clinical Concepts I – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of semesters I, II, and III.
This course provides students with an overview of cancer and the specialty of radiation therapy. Historical and current aspects of cancer treatment and the basic principles and practices of treatment and simulation will be emphasized. Content provides students with a knowledge base for assessing, comparing, contrasting, and recommending the type of radiation therapy equipment, procedure and technique, patient positioning, and immobilization for appropriate tumor localization and treatment delivery.

RTT 330 – Ethics – 25 Clock Hours/1.5 Semester Credit Hours
Prerequisite: Completion of semesters I, II, and III.
This course examines professionalism and bioethics, the process of making moral decisions, ethical issues, professional oaths and codes of ethics, health care ethics, and the law.

RTT 340 – Radiation Therapy Patient Care – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of semesters I, II, and III.
This course will focus on the foundational concepts and competencies in evaluating patients before, during, and after the delivery of radiation therapy. The psychosocial needs of patients, factors affecting treatment outcomes, assessment, and evaluation will be discussed. The course also explores local, state, and national cancer care resources. This course examines the psychological and physical needs and factors affecting treatment outcomes. Routine and emergency care procedures, pertinent laboratory results, and their effects on radiation therapy will be discussed.

RTT 355 – Clinical Oncology – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of semesters I, II, III, IV, and V.
This course focuses on examining oncologic pathology with an emphasis on malignant neoplasia. The course focuses on cancer and current treatment modalities, emphasizing radiation therapy, and is designed to examine

and evaluate the management of neoplastic diseases. Cancers of the skin, brain, head and neck, thorax and gastrointestinal, genitourinary, lymphoreticular, musculoskeletal, integumentary, hematopoietic, and endocrine systems are emphasized. The epidemiology, etiology, natural history, diagnosis, treatment strategies, sequelae, and prognosis are discussed.

RTT 365 – Clinical Concepts II – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of semesters I, II, III, IV, and V.
This course focuses on assessment, evaluation, and treatment plans for treatment-related side effects. The radiation therapist's responsibility in managing the neoplastic disease will be examined and linked to specific professional skills within their scope. The roles and responsibilities of the radiation therapist, the treatment prescription, the documentation of treatment parameters and delivery, emergency procedures, patient condition, and education needs will be presented, discussed, examined, and evaluated.

Content provides a knowledge base for assessing, comparing, contrasting, and recommending the type of radiation therapy equipment, procedure and technique, patient positioning, and immobilization for appropriate tumor localization and treatment delivery. A thorough examination of site-specific techniques used in radiation therapy is covered.

RTT 400 – Clinical Radiation Therapy Physics I – 60 Clock Hours/4 Semester Credit Hours
Prerequisite: Completion of semesters I, II, III, IV, and V.
This course will introduce students to the nature and description of the structure of matter and energy, interactions of photons and gamma radiation, instrumentation and measurement of ionizing radiation, beam quality and dose, percent depth dose, tissue air ratios, and treatment dose calculations.

RTT 410 – Clinical Radiation Therapy Physics II – 60 Clock Hours/4 Semester Credit Hours
Prerequisite: Completion of semesters I, II, III, IV, V, VI, and VII.
This course will emphasize the practical applications of electron and photon beams and the use of radioactive sources. Methods of calculating dose at any point in clinical set-ups are covered. Modern technology such as 3DCRT and IMRT are introduced. Imaging modalities in radiation oncology, such as film and electronic digital portal (EDIP) imaging, are presented. The concepts of radiation protection, shielding, and fundamentals of quality assurance programs from physics and clinical perspectives are presented.

RTT 420 – Quality Management – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of semesters I, II, III, IV, V, VI, and VII.
This course offers a systematic look at quality assurance in radiation therapy. The evaluative measures, procedures, national guidelines, and principles are examined. Quality assurance and quality improvement, as well as its tools and components, will be covered. Content is designed to focus on the components of quality improvement programs in radiation oncology. The course includes quality control and assurance checks for clinical aspects of patient care, medical records, treatment delivery and localization, and treatment planning equipment. Legal and regulatory implications for maintaining appropriate quality care will be covered.

RTT 430 – Research in Radiation Therapy – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of semesters I, II, III, IV, and V.
This course will address reading and researching radiation therapy. Research approaches and procedures will be explored. Examples of various research methods and techniques will be discussed. Students will be assigned a research project during their time in the program. Research projects will be submitted in the Capstone course.

RTT 440 – Dosimetry – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of semesters I, II, III, IV, V, VI, and VII.
This course will provide content designed to examine factors that influence and govern the clinical planning of patient treatments. This encompasses isodose distributions, influence modification, radiobiological considerations, dosimetric calculations, and clinical application of radiation. Topics will include the effects of

treatment distance, beam weighting, beam modifiers, irregular fields, tissue inhomogeneities, and compensating filters. Electromagnetic and particulate beams, as well as advanced and emerging technologies, are covered. Evaluation of treatment plans emphasized.

RTT 450 – Operational Issues – 30 Clock Hours/2 Semester Credit Hours
Prerequisite: Completion of semesters I, II, III, IV, V, VI, and VII.
This class will focus on various issues with radiation therapy, including operational and budgetary issues, hospital and governmental accreditation, types of insurance, coding, and reimbursements. Professional roles, responsibilities, and development will be emphasized. Synthesis of previous didactic and clinical information; an in-depth examination of current and future professional issues, technological advances, and ethics; a look at professional preparation, organizations, and continuing education are discussed.

RTT 460 –Radiobiology – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of semesters I, II, III, IV, V, VI, and VII.
This course discusses the principles and concepts, including radiation effects on cells, organs, systems, and levels within the entire body. Emphasis is on the theories and principles of tolerance dose, time-dose relationships, fractionation schemes, and the relationship to the clinical practice of radiation therapy.

RTT 470 – Radiation Therapy Clinical Externship I – 570 Clock Hours/12.5 Semester Credit Hours
Prerequisite: Completion of semesters I, II, III, and IV.
Content is designed to provide sequential development, application, analysis, integration, synthesis, and evaluation of concepts and theories in radiation therapy. This course's objectives and competencies focus on patient-centered care, teamwork principles, introduction to and safety procedures for treatment and simulation equipment, and introductory level treatment procedures. Students will complete a simulation and treatment rotation during this course.

RTT 471 – Seminar in Radiation Therapy I – 15 Clock Hours/1 Semester Credit Hour
Prerequisite: Completion of semesters I, II, III, and IV.
This course is designed to support learning in Radiation Therapy Clinical Internship I. Students will meet to discuss clinical progress and procedural information specific to radiation therapy and perform structured assignments utilizing the clinical setting for learning. Content for this course includes patient population and statistics, patient flow in the department, various components of a department, interdepartmental interactions and interactions with other departments, and the exploration and discussion of the various treatment modalities available.

RTT 475 – Radiation Therapy Clinical Externship II – 570 Clock Hours/12.5 Semester Credit Hours
Prerequisite: Completion of semesters I, II, III, IV, V, and VI.
Continuation of clinical externship practice. This course focuses on specific principles and techniques utilized for assigned cancer treatments. Students will demonstrate clinical competencies in the application of specific radiation therapy techniques. Students will conduct assisted and technical treatment and simulation procedures. Students will complete nursing, simulation, and treatment rotations during this course.

RTT 476 – Seminar in Radiation Therapy II – 15 Clock Hours/1 Semester Credit Hour
Prerequisite: Completion of semesters I, II, III, IV, V, and VI.
This course is designed to support learning in Radiation Therapy Clinical Internship II. Students will meet to discuss clinical progress and procedural information specific to radiation therapy and perform structured assignments utilizing the clinical setting for learning. Content for this course includes patient population and statistics, patient flow in the department, various components of a department, interdepartmental interactions and interactions with other departments, and the exploration and discussion of the various treatment modalities available.

RTT 485 – Radiation Therapy Clinical Externship III – 480 Clock Hours/10.5 Semester Credit Hours
Prerequisite: Completion of semesters I, II, III, IV, V, VI, VII, and VIII.

Continuation of clinical externship practice. This course focuses on specific principles and techniques utilized for assigned cancer treatments. Students will demonstrate clinical competencies in the application of specific radiation therapy techniques. Students will conduct technical and competent to perform treatment and simulation procedures. Students will complete a simulation and treatment rotation during this course.

RTT 486 – Seminar in Radiation Therapy III – 15 Clock Hours/1 Semester Credit Hour
Prerequisite: Completion of semesters I, II, III, IV, V, VI, VII, and VIII.
This course is designed to support learning in Radiation Therapy Clinical Internship IV. Students will meet to discuss clinical progress and procedural information specific to radiation therapy and perform structured assignments utilizing the clinical setting for learning. Content for this course includes patient population and statistics, patient flow in the department, various components of a department, interdepartmental interactions and interactions with other departments, and the exploration and discussion of the various treatment modalities available.

RTT 490 – Radiation Therapy Capstone – 60 Clock Hours/4 Semester Credit Hours
Prerequisite: Completion of semesters I, II, III, IV, V, VI, VII, and VIII.
This course examines historical and current issues in the profession. This class will review the professional components of radiation therapy and the expectations of being part of a functional department. This course will address preparation for employment, from resume writing to interview techniques and the professional scope of practice. Preparation for entry into the profession and completion of the capstone project will be accomplished.

Bone Densitometry Technician (DXA) Courses – Blended Program

DXA 101 – Fundamentals of Bone Densitometry – 40 Clock Hours/3.5 Quarter Credit Hours
Prerequisite — None
This course covers the basic understanding of bone densitometry (DXA) through equipment fundamentals, patient care, and patient prep. The course will cover radiation physics, protection, and best practices in scanning patients, including DXA scanning analysis. We will also look at additional applications that assist in diagnosing fracture risk and detecting low bone density, as well as current interventions.

DXA 101C – Clinical Practice I – 16 Clock Hours/0.5 Quarter Credit Hours
Prerequisite: Completion of DXA 101 with a "C" or better.
Clinical experiences are designed to provide patient care and assessment, competent performance of Bone Density imaging, and total quality management. Team practice, patient-centered clinical practice, and professional development are evaluated through structured, competency-based clinical education. Competency levels ensure the patient's well-being before, during, and following the radiologic procedure.

Dental Assistant (DA) Courses – Blended Program

DA 100 – Infection Control – 10.5 Clock Hours/0.5 Quarter Credit Hours
Prerequisite: None
This course is a prerequisite to begin the dental assisting program. The course contains four (4) hours of didactic and four (4) hours of practical applications that will explain the basic dental science and microbiology related to infection control in dentistry.

The course explains the legal and ethical aspects of infection control procedures and the terms and protocols specified in the board's regulations regarding the minimum standards for infection control. Describe the principles of modes of disease transmission and prevention.

This course explores hand hygiene principles, techniques, protocols, 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 the work area. Describe and demonstrate the principles and protocols for sharps management, waterline maintenance, and infection control for laboratory areas.

DA 200 – Fundamentals of Dental Assisting – 126 Clock Hours/6 Quarter Credit Hours

Prerequisite: None

This course covers an overview of the dental profession, healthcare teams, the history of dentistry through the ages, and the legal and ethical responsibilities expected of a dental professional. Students will learn about 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 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, 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 – 126 Clock Hours/6 Quarter Credit Hours

Prerequisite: None

This course instructs on the location, structures, and functions of head and neck anatomy, including the bones of the head and face, musculature, innervations, and the circulatory system. Coursework includes an introduction to the terminology and functions of body systems.

Students will be able to describe specific terms relative to the general anatomy and physiology of the human body, including systems, planes, cavities, basic units, and microorganisms affecting humans. The students will be able to describe the importance of preventing oral disease, treating periodontal disease, and infection control standards. These include requirements of the OSHA Bloodborne Pathogens Standard, hazardous materials handling, labeling, inventory, housekeeping, laundry, and disposal of hazardous materials will be covered.

This course also provides instruction on inflammation, identification of oral lesions, oral diseases, related biological, physical, and chemical agents, and 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 – 126 Clock Hours/6 Quarter Credit Hours

Prerequisite: None

This course addresses the parts of dental hand instruments, categories and uses, functions of dental burs, abrasives, and dental handpieces, and the importance and function of instrument tray systems and color coding. This course teaches the types of restorative materials and cements used in general dentistry. The student will describe the dental assistant's role in chairside restorative procedures and the properties of dental materials.

DA 203 – Dental Materials/Coronal Polishing – 126 Clock Hours/6 Quarter Credit Hours

Prerequisite: None

This course provides instruction regarding various expanded dental functions. Students prepare, apply, and remove a dental dam, dental matrix, and wedge. Students prepare, manipulate, and place dental cavity liners, varnish, and types of cement.

The student can perform suture removal and postoperative patient care following oral surgical procedures. The student will describe the placement and removal of gingival retraction devices, preparation and application of enamel sealant material, benefits and dental bleaching materials types, application techniques, and patient education instructions.

DA 204 – Radiology Safety/Administrative – 126 Clock Hours/6 Quarter Credit Hours

Prerequisite: None

This course teaches radiation's history and biological effects, safety precautions, dental X-ray unit components, and function. X-ray study explains how X-rays are produced, and students describe dental X-ray film's composition, sizes, types, and storage requirements. Students will be instructed to expose and process diagnostically acceptable intraoral and extraoral dental films using 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 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 management, accounts receivable, management of patients' accounts, accounts payable, inventory control, and recall systems management.

The student will describe 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 and cover letters and review the application completion process.

DA 205 – Dental Specialties/Patient Assessment – 126 Clock Hours/6 Quarter Credit Hours

Prerequisite: None

This course addresses dental office design, working environment, 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 identifying the equipment used for procedures within oral and maxillofacial surgery, orthodontics, pediatric dentistry, and periodontal practice.

Instruction includes preparation for common medical and dental emergencies. That includes cardiopulmonary resuscitation, syncope treatment, anaphylaxis, asthma attacks, heart conditions, cerebrovascular accidents, and common dental emergencies. Students are required to pass CPR certification during this course.

Students will be able to provide patient instruction in removable and fixed prosthodontics. This includes diagnostic steps, materials required for treatment, the importance of a consultation appointment, the advantages and disadvantages of partial and full dentures, the necessary steps in denture polishing, relining, repair, and the function of an overdenture. The definition of an endodontist and how endodontics relates to dental practice are also included.

DA 300 – Clinical Externship – 180 Clock Hours/6 Quarter Credit Hours

Prerequisite: None

The clinical externship is an eight (8) week course that includes student placement in a facility that performs various skills. The student must complete an average of 20 – 30 hours a week. The externship provides exposure to hands-on practice. The externship allows students to apply theory concepts to assist the dental staff with daily duties in the front and back offices under staff supervision. This experience marks the transition from being a student to becoming a Dental Assistant.

Master of Science in Nursing (BSN to MSN) Courses – Full Distance Education Program

MSN 506 – Theoretical Foundations of Advanced Nursing Practice – 45 Clock Hours/3 Semester Credit Hours

Prerequisite: Completion of BSN Degree and Active RN License.
This course provides the learners with the theoretical foundations of nursing. Learners examine the relationship between nursing theories and the development of nursing science. The course focuses on the relationships between theories, research, and nursing practice with current scientific advances.

MSN 508 – Future of Nursing and Healthcare Policy – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of BSN Degree and Active RN License.
This course allows students to research, develop, and discuss policies affecting advanced nursing and healthcare systems. Advocating for effective policies impacting nursing and its stakeholders is another vital component of this course.

MSN 510 – Advanced Research Methodologies and Analysis- Evidence-Based Practice – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of BSN Degree and Active RN License.
The learners receive knowledge regarding integral components of evidence-based practice with research to foster scholarship and holistic and person-centered care in diverse healthcare environments. Content interconnected to problem identification, research methodologies, critique of findings and literature, and application to evidence-based practice is presented. Developing an evidence-based project focusing on quality improvement or safety allows students to practice learned principles.

MSN 512 – Financial Resource Management – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of BSN Degree and Active RN License.
This course introduces students to financial management concepts in healthcare. Emphasis is placed on resource allocation in healthcare organizations. Students will study the theory and practice of financial management relevant to healthcare delivery organizations. The following elements will be discussed to enhance understanding of key concepts, including accounting practices, financial and policy issues, financial control techniques, financial decision-making, and reading and analyzing financial statements.

MSN 514 – Leadership and Management in Nursing and Healthcare – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of BSN Degree and Active RN License.
This course presents the management functions and leadership roles of professional and contemporary nursing within an organizational structure. The management operations (staffing, planning, organizing, coordinating, and controlling) prepare the structure for the course. The imperative focus is given to organizational, behavior, and management theories.

Methods of inquiry, including the nursing process, problem-solving models, and decision-making, are emphasized as tools for analyzing intricate leadership and management complications common to nursing leaders and managers. Emphasis is also provided on collaborative relationships, quality assurance accountability in nursing care, and multidisciplinary communication. Complex ethical issues in management are discussed, as well as the legal authority for nursing practice and the impact of legislative and political processes.

MSN 516 – Advanced Healthcare Technology & Informatics – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of BSN Degree and Active RN License.
This course presents the functions, roles, scope, and standards of practice to the learner. Students will analyze, explore, implement, and evaluate diverse aspects of nursing informatics practice as a specialization. Topics include utilizing and implementing technology for virtual care delivery and monitoring and focusing on complementary roles of the master's-prepared informatics nurse specialist and other information-technology professionals.

MSN 600 – Advanced Health Assessment, Pathophysiology, Pharmacology – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of BSN Degree and Active RN License.

This course content builds upon undergraduate nursing education and practice experience. The course concentrates on and further develops nursing knowledge and skills related to health assessment, pharmacology, and pathophysiology across the lifespan. The vital focal point is on advanced and contemporary knowledge and skills in direct- and indirect-care roles that nurse educators need.

MSN 602 – Curriculum Development – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of BSN Degree and Active RN License.
The main focus of this course highlights the processes of curriculum development. Students will research traditional and innovative approaches to program development implemented in various educational environments. Curriculum and instruction are examined within a theoretical framework.

MSN 604 – Teaching and Learning Process and Strategies – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of BSN Degree and Active RN License.
The main focus of this course is to highlight the various teaching strategies and appraisal of the approaches utilized to provide an effective learning environment. The teaching strategies evaluated are reviewed and applied in the nurse educator role and nursing education practice. This course will help in the role of an educator by acquiring skills that can offer a more versatile approach to teaching strategies.

Learners will compare and contrast methods to enhance lessons, materialism, and evaluation instruments throughout the course. The course will instruct the students on implementing research findings, comparative teaching strategies, and the relationships between teaching strategies and learning/teaching styles.

MSN 605 – Nursing Practicum A – Clinical Nurse Educator – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of BSN Degree and Active RN License.
This course allows learners to apply concepts and expand skills in curriculum development, classroom and clinical teaching, and assessment methods in an educator role within the learner's specialization. The student may select from various opportunities in clinical settings with staff nurses, patients, and nurse educators in clinical and academic settings. Students will acquire experience networking with administrators, faculty, and support service personnel in their chosen institution(s). The student will complete 45 hours (3 credits) of practicum in an educator role. This course is intended to meet the ABHES requirement for a culminating assessment.

MSN 606 – Assessment and Evaluation of Learning – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of BSN Degree and Active RN License.
This course assesses and examines the theory, logic, and practice of educational measurement. Comparisons are made between evaluation concepts and assessments, frameworks, and models. These will also be analyzed for relevancy and applicability in the curriculum development quality assurance processes. The practical application of measurement theory to constructing and utilizing educational evaluation instruments is supported.

MSN 607 – Nursing Practicum B – Academic Nurse Educator – 45 Clock Hours/3 Semester Credit Hours
Prerequisite: Completion of BSN Degree and Active RN License.
This course allows learners to apply concepts and expand skills in curriculum development, classroom and clinical teaching, and assessment methods in an educator role within the learner's specialization. The student may select from various opportunities in clinical settings with staff nurses, patients, and nurse educators in clinical and academic settings. Students will acquire experience networking with administrators, faculty, and support service personnel in their chosen institution(s). The student will complete 45 hours (3 credits) of practicum in an educator role. This course is intended to meet the ABHES requirement for a culminating assessment.

Medical Assistant (MA) Courses – Blended Program

MA 100 – Front Office Records Management – 82.5 Clock Hours/5.5 Quarter Credit Hours
Prerequisite: None
This course introduces the creation and maintenance of a patient's medical record. Training includes earning a

Health Insurance Portability and Accountability (HIPAA) training certificate. The use of computers in modern medical settings, including managing patient appointments and overseeing a medical records system, is reviewed.

Students will study HIPAA, computerization, appointment, and records management terminology. Professional telephone communication skills are simulated. Students practice EKGs and prepare for the Certified EKG Technician certification examination in their final Front Office Course.

Students are required to complete outside-of-class hours. The minimum estimated time for Outside School Preparation Hours is 27.5 hours.

MA 101 – Front Office Finances – 82.5 Clock Hours/5.5 Quarter Credit Hours
Prerequisite: None
This course introduces students to managing all medical office finances. Practice includes diagnostic and procedural coding for insurance billing. Students will track claims reimbursement, process patient statements, and review fee collection processes.

Students will study terminology associated with financial management. In their final Front Office Course, students will practice EKGs and prepare for the Certified EKG Technician certification examination.

Students are required to complete outside-of-class hours. The minimum estimated time for Outside School Preparation Hours is 27.5 hours.

MA 102 – Front Office Medical Professionals – 82.5 Clock Hours/5.5 Quarter Credit Hours
Prerequisite: None
This course teaches students the fundamentals of medical front office management, common management styles, and associated terminology. Professional communication skills that frame a patient-friendly experience are practiced in written communications with patients, vendors, and insurance companies.

The oversight of reception and treatment areas, patient and employee safety, supplies inventory and ordering, employee training, and office emergency preparedness are included. In their final Front Office Course, students will practice EKGs and prepare for the Certified EKG Technician certification examination.

Students are required to complete outside-of-class hours. The minimum estimated time for Outside School Preparation Hours is 27.5 hours.

MA 107 – Anatomy and Physiology for Medical Assistants I – 19 Clock Hours/1.5 Quarter Credit Hours
Prerequisite: None
Anatomy and Physiology for Medical Assistants I begins with an introduction to the foundation of Anatomy and Physiology, including levels of organization, organ systems, cell structure, and tissues and Membranes. The Integumentary, Skeletal, and Muscular Body Systems will be taught. The study of each Body System includes Structure, Function, Pathology, and associated diagnostic procedures.

Students are required to complete outside-of-class hours. The minimum estimated time for Outside School Preparation Hours is 7.5 hours.

MA 108 – Anatomy and Physiology for Medical Assistants II – 19 Clock Hours/1.5 Quarter Credit Hours
Prerequisite: None
Anatomy and Physiology for Medical Assistants II studies the nervous, endocrine, circulatory systems, and the senses. The study of each Body System includes Structure, Function, Pathology, and associated diagnostic procedures.

Students are required to complete outside-of-class hours. The minimum estimated time for Outside School Preparation Hours is 7.5 hours.

MA 109 – Anatomy and Physiology for Medical Assistants II – 18 Clock Hours/1.5 Quarter Credit Hours
Prerequisite: None
Anatomy and Physiology for Medical Assistants III is a study of the Respiratory, Digestive, Urinary, and Reproductive Systems. The study of each Body System includes Structure, Function, Pathology, and associated diagnostic procedures.

Students are required to complete outside-of-class hours. The minimum estimated time for Outside School Preparation Hours is 7.5 hours.

MA 120A – Medical Terminology A – 15 Clock Hours/1 Quarter Credit Hours
Prerequisite: None
This course introduces Medical Terminology foundations, including Word Roots, Suffixes, and Prefixes. As learning progresses, students learn terms associated with each Body System. Throughout the course, adaptive learning exercises that drive student memorization and quizzes and examinations reinforce understanding.

Students are required to complete outside-of-class hours. The minimum estimated time for Outside School Preparation is five (5) hours.

MA 120B – Medical Terminology B – 15 Clock Hours/1 Quarter Credit Hours
Prerequisite: Completion of MA 120A with a "C" or higher.
This course builds upon principles learned in Medical Terminology A, including Word Roots, Suffixes, and Prefixes. Students learn terms associated with each Body System. Medical Record Case Studies are evaluated, and terminology associated with Medical Specialties is practiced. Adaptive Learning exercises support and drive student memorization. Module Quizzes and Examinations reinforce understanding.

Students are required to complete outside-of-class hours. The minimum estimated time for Outside School Preparation is five (5) hours.

MA 200 – Back Office Clinical Foundations – 80 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: None
This course introduces students to clinical patient care. Students will practice professional medical communication with patients and colleagues. Students are taught minor surgery assistance procedures, including setting up, instrument sterilization, and autoclave technique. They learn aseptic medical practice as OSHA requires for exposure control and medical waste disposal. Aseptic practice is reinforced through needle safety techniques, medication administration, and blood drawn from a vein during phlebotomy.

Students are required to complete outside-of-class hours. The minimum estimated time for Outside School Preparation Hours is 25 hours.

MA 201 – Back Office Clinical Skills – 80 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: None
This course introduces students to clinical skills associated with a physical examination. Medical ethics are explored, including guarding private information and protecting patients' rights. Pharmacologic terminology and abbreviations are practiced. Math skills to correctly calculate dosages and convert grams and ounces for medicine administration are practiced.

Students practice and review associated drugs, lab tests, diagnostic studies, and treatment courses. Students study First Aid and earn CPR Basic Life Support certification through the American Heart Association (AHA BLS for Healthcare Providers).

Students are required to complete outside-of-class hours. The minimum estimated time for Outside School Preparation Hours is 25 hours.

MA 202 – Back Office Clinical Laboratory – 82.5 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: None
This course introduces students to Microbiology and Blood Chemistry. Students practice asepsis and the disposal of biohazard waste. Students will practice laboratory procedures, including urinalysis, phlebotomy, and hematology. Students will review the purpose and categories of laboratory tests, including collecting, labeling, transporting, and handling specimens.

Students are required to complete outside-of-class hours. The minimum estimated time for Outside School Preparation Hours is 27.5 hours.

MA 300 – Clinical Externship – 180 Clock Hours/6 Quarter Credit Hours
Prerequisite: Completion of MA 100 – MA 220 with a "C" or better.
A clinical Externship is a 6-week student placement in a facility that performs various skills depending on specialty. It provides hands-on practice exposure and an opportunity to apply theoretical concepts. The student will assist facility staff with daily duties in the front and back offices under staff supervision. This experience marks the transition from being a student to performing as a Medical Assistant.

<u>Vocational Nurse (VN) Courses – Blended Program</u>

EMB 001 – Essential Medical Bioscience – 80 Clock Hours
Prerequisite: This course is required for Vocational Nurse Program admission.
This course considers the basics of general and human biology. Students examine topics in molecular and cell biology, human anatomy, microbiology, nutrition, and biochemistry while incorporating some basic medical terminology into the course material, reviewing basic math skills, and preparing for drug calculations. This is a prerequisite course for entering professional education programs at Gurnick Academy of Medical Arts.

VN 100 – Fundamental of Nursing – 96 Clock Hours/9.5 Quarter Credit Hours
Prerequisite: Completion of EMB 001 – Essential Medical Bioscience with 80% or higher. Concurrent enrollment is required with all Module I VN courses.
Corequisite: This course is paired with VN 130. Failure in one paired course equals failure in both paired courses.
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, emphasizing the nursing process, nursing diagnoses, documentation, and therapeutic nurse/client relationship exploration.

The core of the course emphasizes the Licensed Vocational Nurse'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 – 56 Clock Hours/5.5 Quarter Credit Hours
Prerequisite: Completion of EMB 001 – Essential Medical Bioscience with 80% or higher. Concurrent enrollment is required with all Module I VN courses.
This course covers the structure and function of the human body. The single cell through all body systems and the interrelatedness of the body's structures and functions are examined. Basic fluid, electrolyte, and acid/base balance concepts are included.

VN 120 – Clinical Nutrition – 32 Clock Hours/3 Quarter Credit Hours
Prerequisite: Completion of EMB 001 – Essential Medical Bioscience with 80% or higher. Concurrent enrollment is required with all Module I VN courses.

This course considers the basics of Human Nutrition in Health and Disease. This course focuses on Medical Nutrition Therapy, specifically nursing care in inpatient and outpatient settings.

This course's primary goal is to teach and prepare VN students to complete basic screening, assess patients' nutritional status, and participate in medical nutritional interventions and therapy. These include therapeutic diets, mechanically altered diets, enteral and parenteral nutrition support, pre- and post-operative nutrition therapy, and many others.

VN 130 – Clinical Lab I – 120 Clock Hours/6 Quarter Credit Hours
Prerequisite: Completion of EMB 001 – Essential Medical Bioscience with 80% or higher. Concurrent enrollment is required with all Module I VN courses.
Corequisite: This course is paired with VN 100. Failure in one paired course equals failure in both paired courses.
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 the role and responsibility of the nursing team, the nursing process and nursing and psychiatric care plan, delegation, patient and resident rights, and medical asepsis. This is 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. Advanced nursing skills cover managing non-parenteral medications and safe medication administration. Upon course completion, students will be ready to apply their nursing skills in real-life clinical settings.

VN 200 – Medical/Surgical Nursing I – 88 Clock Hours/8.5 Quarter Credit Hours
Prerequisite: Completion of Module I courses with the required minimum passing grade. Concurrent enrollment is required with all Module II VN courses.
Corequisite: This course is paired with VN 220. Failure in one paired course equals failure in both paired courses.
The first course of the medical/surgical nursing series, through a study of theory relative to the adult client, 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, is explored. Clinical experience and client-centered conferences are used to reinforce classroom theory. This course introduces students 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.

The care for clients with inflammation, infection, altered immunity, loss, grief, and end-of-life care are also covered. Disrupted respiratory, cardiovascular, hematologic, and lymphatic functions are discussed, emphasizing nursing and continuing care. Specific consideration is given to caring for clients with cancer and oncological care.

VN 220 – Clinical II – 278 Clock Hours/9 Quarter Credit Hours
Prerequisite: Completion of Module I courses with the required minimum passing grade. Concurrent enrollment is required with all Module II VN courses.
Corequisite: This course is paired with VN 200. Failure in one paired course equals failure in both paired courses.
This course consists of twelve weeks of externship, integrated with Medical-Surgical Nursing I. Externship schedules will vary as to the term for each student, which allows students 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 230 – Pharmacology – 54 Clock Hours/5 Quarter Credit Hours
Prerequisite: Completion of Module I courses with the required minimum passing grade. Concurrent enrollment is required with all Module II VN courses.
The pharmacology course includes topics related to drug regulations, classification, categorization, administration methods, and metabolism. The basic concepts of pharmacokinetics and pharmacotherapy will be discussed. By the end of this course, students will also be introduced to and become knowledgeable in medications affecting the body systems and drugs affecting fluid, acid-base, and electrolyte balance.

VN 300 – Medical/Surgical Nursing II – 96 Clock Hours/9.5 Quarter Credit Hours
Prerequisite: Completion of Module I and II courses with the required minimum passing grade. Concurrent enrollment is required with all Module III VN courses.
Corequisite: This course is paired with VN 320. Failure in one paired course equals failure in both paired courses.
This course covers more advanced pathology, signs, symptoms, incidence, methods of diagnosis, treatment, and medical and surgical conditions. This course examines disrupted endocrine, urinary, reproductive, neurologic, musculoskeletal, and integumentary functions.

VN 320 – Clinical III – 278 Clock Hours/9 Quarter Credit Hours
Prerequisite: Completion of Module I and II courses with the required minimum passing grade. Concurrent enrollment is required with all Module III VN courses.
Corequisite: This course is paired with VN 300. Failure in one paired course equals failure in both paired courses.
This course allows students 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. The student's progress is documented on the Counseling/Probation form. Clinical areas for this quarter will be medical, surgical, and other specialty focuses.

VN 400 – Obstetrical Nursing – 40 Clock Hours/4 Quarter Credit Hours
Prerequisite: Completion of Module I, II, and III courses with the required minimum passing grade. Concurrent enrollment is required with all Module IV VN courses.
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 related 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 – 40 Clock Hours/4 Quarter Credit Hours
Prerequisite: Completion of Module I, II, and III courses with the required minimum passing grade. Concurrent enrollment is required with all Module IV VN courses.
This course introduces pediatric nursing through theory. The focus is on meeting the pediatric clients' and families' basic human needs, utilizing critical thinking, therapeutic communication, technical skills, leadership/management skills, effective time management, and the nursing process. Professionalism and caring are emphasized.

The practical nurse's role in growth and development, health promotion, and illness prevention is discussed and demonstrated. The didactic focus is on the most common illnesses and conditions the nurse will likely encounter while working with children and their families in the acute care setting.

VN 420 – Psychiatric Nursing – 32 Clock Hours/3 Quarter Credit Hours
Prerequisite: Completion of Module I and III courses with the required minimum passing grade. Concurrent

enrollment is required with all Module III VN courses.
This course offers an overview of the practical nurse's role in preventing and treating mental illness, nursing management of neurotic and psychotic clients, clients with organic brain syndrome, and suicidal clients. Clinical experience consists primarily of observation.

VN 430 – Clinical IV – 278 Clock Hours/9 Quarter Credit Hours
Prerequisite: Completion of Module I, II, and III courses with the required minimum passing grade. Concurrent enrollment is required with all Module IV VN courses.
This portion of the curriculum allows the student 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 minimum supervision by the clinical instructor is evidenced by meeting specific behavioral objectives in each clinical area.

VN 450 – Capstone – 42 Clock Hours/4 Quarter Credit Hours
Prerequisite: Completion of VN 300, VN 320, and VN 420 with the required minimum passing grade.
The VN 450 Capstone course prepares students for practical implementation of the concepts of leadership and management, which comprises many individual projects and documents that prepare the future licensed vocational nurse for professional practice. The capstone course combines the elements of a student-centered environment tailored to the adult learner's needs. The course delivery maintains a flexible learning environment by offering web-based learning strategies. Students enrolled in the course will engage in self-directed learning and participate in determining individual learning needs, planning and implementing the learning experiences, and evaluating experiences.

<u>X-ray Technician with Medical Assistant Skills (XTMAS) Courses – Blended Program</u>
MXT 96 – Medical Terminology – 28 Clock Hours/2 Quarter Credit Hours
Prerequisite: None
This course introduces Basic Word Structures and reviews them as they apply to the Organization of the Body. The foundational elements include Word Roots, Word Parts, Suffixes, and Prefixes. Students reinforce the knowledge by practicing quizzes and listening to and vocalizing terminology for memorization. Students apply learned terminology to patient case studies.

MXT 97 – Back Office Clinical Foundation – 68 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: None
This course introduces students to clinical patient care. Students practice professional medical communication with patients and colleagues. Students are taught minor surgery assistance procedures, including setting up, instrument sterilization, and autoclave technique. They learn aseptic medical practice as OSHA requires for exposure control and medical waste disposal.

Pharmacologic terminology and abbreviations are practiced. Students review math skills to calculate dosages correctly and convert grams and ounces for medicine administration. Aseptic practice is reinforced throughout all patient interaction procedures.

MXT 98 – Back Office Clinical Skills – 68 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of MXT 97 with a "C" or better.
This course introduces students to the back office clinical skills associated with a physical examination. The principles of medical ethics are explored, including guarding information privacy and protecting Patient Rights. The structure, function, physiology, and major diseases of the cardiovascular, respiratory, digestive, eye, and ear sense systems are taught in this course.

Additionally, students practice diagnostic tests for each body system and review associated drugs, lab tests, diagnostic studies, and treatment courses. Students will study First Aid and earn CPR Basic Life Support certification through the American Heart Association (AHA BLS for Healthcare Providers).

MXT 99 – Back Office Clinical Laboratory – 68 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of MXT 98 with a "C" or better.
This course introduces students to safety practices, including asepsis and biohazard waste disposal. Students will review the purpose and categories of laboratory tests, including collecting, transporting, and handling specimens. Students will learn about pediatric health management, including measuring height and weight, specimen collection, immunization schedules, and medicine administration.

The relationship between the human body's blood chemistry, microbiology, and nutritional needs and processes is explored. The major diseases of the urinary, endocrine, and reproductive systems are reviewed in this course as they relate to the diagnostic tests, associated drugs, laboratory tests, diagnostic studies, and treatment courses.

XT 110 C – Clinical Practice I – 160 Clock Hours/5 Quarter Credit Hours
Prerequisite: Completion of Module II with a "C" or better.
This course provides 160 hours of supervised clinical instruction and experience in an approved x-ray department of an authorized clinical facility concentrating on the chest, extremity, and torso-skeletal radiography categories. Back office and medical skills are also included. Students must meet attendance requirements and satisfactorily complete the externship objectives.

This course helps prepare students for the limited permit x-ray technician certification examination required by the State of California Department of Health. This course may include out-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

XT 111 – Radiographic Patient Care – 42 Clock Hours/4 Quarter Credit Hours
Prerequisite: None
This course introduces students to basic imaging principles and patient care. Students review medical ethics, pediatrics, and geriatrics patient care. The duties and responsibilities of working in Radiology are also presented, emphasizing communication and relationships. A review of infection control and standard and transmission-based precautions are covered. This course will include out-of-school preparation hours for reading and writing assignments, practice and practical application assignments, and projects. A minimum of 20 hours of work outside class will be assigned.

XT 112 – Radiation Physics and Exposure – 58 Clock Hours/5 Quarter Credit Hours
Prerequisite: None
This course teaches the nature and characteristics of radiation, x-ray production, and the fundamentals of photon interactions with matter. Content provides basic information about electricity, magnetism, and electromagnetism and applies these principles to the x-ray circuit. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects. A minimum of 25 hours of work outside class will be assigned.

XT 113 – Radiographic Procedures I – 48 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: None
This course introduces the medical terminology, anatomy, physiology, and common chest, thorax, and upper extremities pathologies. Routine chest, bony thorax, and upper extremity radiographic procedures are described and demonstrated. Students demonstrate competency in performing routine radiographic procedures during simulated radiographic examinations. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of 30 hours of work outside class will be assigned.

XT 113L – Radiographic Procedures I Lab – 30 Clock Hours/1.5 Quarter Credit Hours
Prerequisite: None

This course provides the knowledge to perform standard imaging of the respiratory system, bony thorax, and upper extremities. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate demonstrations, image analyses, and positioning lab practicum. Students must demonstrate competency in positioning skills, equipment manipulation, and radiation protection before performing these skills under direct supervision in the patient care setting.

XT 120C – Clinical Practice II – 160 Clock Hours/ 5 Quarter Credit Hours
Prerequisite: Completion of XT 110C with a "C" or better.
This course provides 160 hours of supervised clinical instruction and experience in an approved x-ray department of an authorized clinical facility concentrating on chest, extremity, and torso skeletal radiography. Back office and medical skills are also included. Students must meet attendance requirements and satisfactorily complete the externship objectives.

This course helps prepare students for the limited permit x-ray technician certification examination required by the State of California Department of Health. This course may include out-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

XT 121 – Radiation Protection and Biology – 70 Clock Hours/6 Quarter Credit Hours
Prerequisite: Completion of Module I with a "C" or better.
This course teaches proper radiation protection for the operator and the patient. The performance of ALARA is emphasized. Regulatory standards of radiographic procedures employing appropriate radiation safety will be identified. This course includes outside-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects. A minimum of 30 hours of work outside class will be assigned.

XT 122 – Digital Imaging – 52 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of Module I with a "C" or better.
This course introduces students to x-ray imaging, image quality, and exposure factors contributing to producing a radiographic image. The course focuses on the components and principles of exposure, image evaluation, and operation of digital imaging systems in diagnostic radiography.

Topics such as image acquisition, display, archiving, and retrieval are discussed. The principles of digital system quality assurance and maintenance will also be presented. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of 22.5 hours of work outside class will be assigned.

XT 123 – Radiographic Procedures II – 48 Clock Hours/4.5 Quarter Credit Hours
Prerequisite: Completion of Module I with a "C" or better.
This course introduces medical terminology, anatomy, physiology, and common lower extremity and spine pathologies. Routine radiographic procedures are described and demonstrated for the cervical, thoracic, lumbar, sacroiliac joints, sacrum, coccyx, foot, lower leg, knee, upper leg, hip, and pelvis.

During simulated radiographic examinations, students demonstrate competency in performing routine vertebral column and lower extremity radiographic procedures. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of 17.5 hours of work outside class will be assigned.

XT 123L – Radiographic Procedures II Lab – 30 Clock Hours/1.5 Quarter Credit Hours
Prerequisite: Completion of Module I with a "C" or better.
This course provides a knowledge base necessary to perform standard radiographic procedures of the bony pelvis, lower extremities, and vertebral column. Consideration will be given to the production of images of optimal diagnostic quality. Course methods will incorporate 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 the direct supervision of the patient.

XT 124 – Integration of Theory and Practice – 25 Clock Hours/1 Quarter Credit Hour
Prerequisite: Completion of Module I with a "C" or better.
This course focuses on activities associated with refining radiographic imaging skills and medical assistant skills application in an x-ray environment. Emphasis is placed on proper positioning, image critique, patient care, and radiation protection. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of five (5) hours of out-of-class work will be assigned.

XT 130 C – Clinical Practice III – 160 Clock Hours/5 Quarter Credit Hours
Prerequisite: Completion of XT 120C with a "C" or better.
This course provides 160 hours of supervised clinical instruction and experience in an approved x-ray department of an authorized clinical facility concentrating on chest, extremities, and torso skeletal radiography. Back office and medical skills are also included. Students must meet attendance requirements and satisfactorily complete the externship objectives.

This course helps prepare students for the limited permit x-ray technician certification examination required by the State of California Department of Health. This course may include out-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

XT 140 C – Clinical Practice IV – 120 Clock Hours/4 Quarter Credit Hours
Prerequisite: Completion of XT 130C with a "C" or better.
This course provides 120 hours of supervised clinical instruction and experience in an approved x-ray department of an authorized clinical facility concentrating on chest, extremity, and torso skeletal radiography. Back office and medical skills are also included. Students must meet attendance requirements and satisfactorily complete the externship objectives.

This course helps prepare students for the limited permit x-ray technician certification examination required by the State of California Department of Health. This course may include out-of-school preparation hours such as reading and writing assignments, practice and practical application assignments, and projects.

XT 150 – Radiography Seminar – 5 Quarter Credit Hours
Prerequisite: Completion of XT 130C with a "C" or better.
This advanced imaging course enforces professionalism, ethics, legal considerations, patient care, patient safety, radiation protection and measurement, image production, radiographic imaging, and image analysis. This course will include outside-of-school preparation hours such as reading and writing assignments, practice and practical assignments, and projects. A minimum of 25 hours of work outside class will be assigned.

Diagnostic Medical Imaging Advanced Clinical Practicum – Continuing Education Courses

DMI 670C – Advanced Clinical Practicum (45 clock hours)
Prerequisite: None
This course allows students to perform clinical repetitions in advanced imaging modalities, including MRI, CT, or Mammography. Repetitions will be directly related to post-primary certification exam requirements. This course is repeatable a maximum of three (3) times.

International Nurse Graduate Courses – Residential Program

RN 180 – Nursing Transition Advanced Placement Theory and Lab Course (47 clock hours = **3 Semester Units Theory,** 68 clock hours = **2 Semester Units Lab**

Prerequisite: None

This course introduces students to the roles and responsibilities of the registered nurse and the Associate Degree Nursing Program framework. Emphasis is placed on the transition from LVN to RN, legal and ethical responsibilities, nursing process, critical thinking, evidence-based practice, registered nurse competencies, and management in primary, secondary, and tertiary healthcare systems.

The lab component of this course focuses on utilizing the nursing process, critical thinking, and applying theory to skills in various patient case scenarios. The course focuses on dosage calculation, assessment, intravenous administration, central venous access, medication administration, nasogastric feeding, foley catheter insertion, tracheostomy care, and suctioning skills.

RN 300 – Maternal Newborn Theory (3 Units, 45 clock hours)

Prerequisite: None

This course comprehensively covers maternal and newborn care, beginning with preconception planning and including risks in pregnancy and postpartum, maternal and newborn complications, male and female reproductive problems and needs, and family needs and problems during the maternity cycle. Concepts of nutrition, cultural variations, and the safety of mothers and newborns are integrated. Therapeutic use of drugs during pregnancy, labor and delivery, and the immediate postpartum period are included.

RN 301 – Maternal Newborn Clinical (1.5 Units, 67.5 clock hours)

Prerequisite: None

This course is taught at a clinical site, applying theoretical content of patient-centered care of mothers and newborns. The emphasis is on assessment, teaching, and clinical interventions to promote healthy outcomes for families.

RN 302 – Care of Children Theory (3 Units, 45 clock hours)

Prerequisite: None

In-depth identification of various diseases affecting the child through young adulthood, including physical and developmental maturation, is covered. Cultural variations and family interactions are explored. Disease prevention, health maintenance, and appropriate therapeutic interventions such as pharmacologic agents and nutrition are included.

RN 303 – Care of Children Clinical (1.5 Units, 67.5 clock hours)

Prerequisite: None

This course is taught at a clinical site, applying 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 pediatric patients are achieved through simulation. The application of the nursing process to optimize patient and family outcomes is emphasized.

RN 304 – Medical/Surgical III Theory-Advanced Med/Surg (3 Units, 45 clock hours)

Prerequisite: None

This course provides basic medical/surgical theory related to respiratory, cardiac, neurologic, and musculoskeletal disorders. Disorders of the following systems are reviewed: integumentary, gastrointestinal, genitourinary, endocrine, sensory, and hematology problems.

Develop an understanding of the dynamic sequence of biological, psychological, and sociological changes that occur through older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help develop nursing insight, enabling safe, effective, patient-centered care.

RN 305 – Medical/Surgical III Clinical-Advanced Med/Surg (2 Units, 90 clock hours)
Prerequisite: None
This course is taught at a clinical site, integrating the practical application of the advanced medical/surgical theory course caring for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

RN 400 – Mental Health Theory (2 Units, 30 clock hours)
Prerequisite: None
This course addresses theories and principles of psychiatric nursing. Biopsychosocial foundations of behavior, communication, and psychopharmacology are emphasized. Patient relationships and the use of effective and ineffective communication are 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 Units, 90 clock hours)
Prerequisite: None
This course is taught at clinical sites, facilitating the application of theory into clinical practice in the care of selected patients who may experience psychological stress, neurobiological disorders, and high-risk situations. This includes 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 Units, 45 clock hours)
Prerequisite: None
This course incorporates previous medical-surgical nursing theory emphasizing 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 for burns, heart failure, acute respiratory distress, shock, multiple organ dysfunction, and traumatic brain injury. Nursing leadership and management are explored in managing complex medical-surgical health alterations.

RN 403 – Medical/Surgical IV Clinical-Complex Med/Surg & Leadership (2 Units, 90 clock hours)
Prerequisite: None
This course is taught at a clinical site, integrating the practical application of the advanced medical/surgical theory course caring for selected patients with multiple health disruptions. Students apply the nursing process to optimize patient outcomes.

POLICIES SPECIFIC TO NEVADA STUDENTS

ACADEMY LOCATIONS & GENERAL DESCRIPTION OF FACILITIES

Nevada Distance Education Facility Location
6390 W. Cheyenne Avenue, Suite F-3
Las Vegas, NV 89108
(725) 218-1600

The San Jose main campus has a distance education facility (office space) in Las Vegas, Nevada. This facility provides distance education to students in Nevada. However, no instruction is administered at the facility, and program enrollment is through the San Jose main campus.

ACCREDITATION, APPROVAL, RECOGNITION, MEMBERSHIP

Gurnick Academy of Medical Arts is licensed to operate by the Nevada Commission on Postsecondary Education and is authorized to offer degree programs. The programs are offered via distance education, and the facility in Nevada is a distance education facility.

LICENSURE, CERTIFICATION, & REGISTRY DISCLAIMER

Graduates from this institution's programs may wish to obtain additional credentials besides the educational credentials obtained from completing their program of study. Certifications are available for all the institution's programs. Nevada does not require MRI technologists to obtain any license or certification for the Associate of Science in MRI program.

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

The specific programmatic accreditation of Gurnick Academy of Medical Arts programs often impacts program graduates' eligibility. Several of Gurnick Academy of Medical Arts' programs 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 (A.S. in MRI)
Graduates of the Associate of Science in MRI Program can sit for the ARRT® (MR) exam.

FINANCIAL POLICIES

REFUND

If Gurnick Academy of Medical Arts has substantially failed to furnish the training program agreed upon in the enrollment agreement, Gurnick Academy of Medical Arts shall refund all the money the student has paid.

If a student cancels their enrollment before the start of the training program or within three (3) days after signing the Enrollment Agreement, Gurnick Academy of Medical Arts shall refund the student all the money the student has paid.

Cancellation may occur when the student provides a written or oral cancellation notice to the campus. This can be done electronically, by mail, hand delivery, or over the phone. If sent by mail, the written cancellation notice is adequate when deposited in the mail and addressed correctly with sufficient postage. The written notice of cancellation does not need to take any particular form and is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

If a student withdraws or is expelled by Gurnick Academy of Medical Arts after the start of the training program and before the completion of more than 60 percent of the program, Gurnick Academy of Medical Arts shall refund the student a pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10 percent of the tuition agreed upon in the enrollment agreement or $100, whichever is less.

If a student withdraws or is expelled by Gurnick Academy of Medical Arts after completing more than 60 percent of the training program, Gurnick Academy of Medical Arts is not required to refund the student any money. It may charge the student the entire cost of the tuition agreed upon in the enrollment agreement.

If a refund is owed, Gurnick Academy of Medical Arts shall pay the refund to the person or entity who paid the tuition within 15 calendar days after whichever is applicable:

1. Date of cancellation by a student of their enrollment;
2. Date of termination by the institution of student enrollment;
3. Last day of an authorized leave of absence if a student fails to return after the period of authorized absence or
4. Last day of attendance of a student.

The refund policy does not include books, educational supplies, or equipment for individual use. Gurnick Academy of Medical Arts must pay a separate refund to the student if the student did not use those items. The administrator must resolve disputes for refunds on a case-by-case basis.

For this section:

1. A student's attendance period must be measured from the first day of instruction as outlined in the enrollment agreement through the student's last day of actual attendance, regardless of absences.
2. The period for a training program is outlined in the enrollment agreement.
3. Tuition must be calculated using the tuition and fees outlined in the enrollment agreement and does not include books, educational supplies, or equipment listed separately from the tuition and fees.

If Gurnick Academy of Medical Arts cancels or changes a training program agreed upon in the enrollment agreement, Gurnick Academy of Medical Arts will:

1. Offer the student a fair chance to complete the same program or another program with a demonstrated possibility of placement equal to or higher than the possibility of placement in the program in which the student is enrolled within approximately the same period at no additional cost, if available, or
2. Obtaining the student's written agreement to the specified changes and a statement that the student is not being coerced or forced into accepting the changes unless the cancellation or change of a program is in response to a change in the requirements to enter an occupation.

ACCOUNT FOR STUDENT INDEMNIFICATION

Under NRS 394.553, the Nevada Commission on Postsecondary Education has established an account for student indemnification, which may be used to indemnify a student or enrollee who has suffered damage as a result of an institution's:

- Discontinuance of operation of a postsecondary educational institution licensed in this state; or
- Violation by such an institution of any provision of NRS 394.383 to 394.560, inclusive, or the regulations adopted under that.

In addition to the expenditures made for indemnification, the money in the Account may be used to pay extraordinary expenses incurred to investigate claims for indemnification or resulting from discontinuing the operation of a postsecondary educational institution licensed in this state.

STUDENT CODE OF CONDUCT

DRUG-FREE

Local, State, and Federal Legal Sanctions

Laws Governing Alcohol, Controlled Substances & Health Risks

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

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

PREGNANCY

Gurnick Academy of Medical Arts provides all students with 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 they are pregnant. With written notification to the Program Director, the student may change from one option to another 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.

A student may submit a written request to withdraw her declaration without question at any time. A student who has decided to declare her pregnancy will be allowed to choose one of the following options to complete 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 training with Gurnick Academy of Medical Arts, reserving the right to contact the physician to verify the student's physical activity level and ability to complete all requirements of the clinical experience.
2. The student may take a leave of absence for such a long period as is deemed medically necessary by the student's physician, at the end of which the student shall be reinstated to the status she held

when the leave began. The student must make up all missed clinical and didactic hours and complete all the necessary competencies. This option timing is contingent upon an available student position in an appropriate clinical facility.

For students in the Associate of Science in Magnetic Resonance Imaging Program, there is an additional option:

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

STUDENT GRIEVANCE AND APPEALS

Our academy is dedicated to fair treatment and professional conduct with students. In compliance with Office of Civil Rights (OCR) recommendations, this policy and procedure about grievances of various natures, including but not limited to academic discrimination, harassment, and bullying. Students are first encouraged to discuss any concerns or questions regarding policies 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 initiate 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 acceptable options for resolution

If, as a result of these discussions, the student does not feel that the issue has been satisfactorily resolved, they may, within five (5) days, file a written complaint directly with the Program Director, who will do their best to resolve the matter at hand for 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 cannot remedy the issue and the 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 proper action. The Campus Director may notify the student of the decision reached. Students may also follow the Appeals Procedures outlined below for further action if necessary.

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 of Medical Arts has a designated Appeals Committee consisting of the following individuals: Chief Academic Officer, Chief Operations Officer, Chief Executive Officer, and Vice President, Campus Operations.

Note: A student must stay within the appeal process and only contact the Appeal Committee members if directed by a Campus Director or Committee member. A student who goes outside the procedure of this policy will be denied their appeal.

If the Campus Director cannot remedy the issue and the 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 proper course of action.

All grievances and appeals will be handled discreetly. Dissemination of the resolution will be at the discretion of the Campus Director 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.

Students may be withdrawn either by self-withdrawal or by academic withdrawal. A student who self-withdraws will be processed through the drop process. Students who are academically withdrawn may dispute the withdrawal through the student grievance and appeals process. To initiate the grievance and appeals process, the students must submit a written appeal within five (5) days of being notified of the withdrawal. After five (5) days, the student will be dropped via the drop process if no written appeal has been submitted.

If a written appeal is submitted within the allotted time, the student grievance and appeals process will start, and the student will be placed on Active Warning status and must attend all instruction until the grievance and appeals process has been completed and a final decision has been made. Please see the Student Grievance and Appeals section for detailed information.

Students enrolled in licensed, private postsecondary institutions may register a legitimate complaint with the Commission on Postsecondary Education.

Before filing a complaint, you must attempt to resolve the issue with school officials according to the policies of the school which you are attending. If you cannot reach a solution, you may contact the Commission, and they will attempt to resolve the issue.

If a resolution cannot be reached, you will be required to complete a formal complaint form; formal complaints are investigated by staff, and the administrator of the Commission decides. If either party does not agree with that decision, an appeal to the full Commission may be requested:

NRS 394.520 allows for the following:

1. A full refund can be ordered if it is determined that the school substantially failed to furnish the education agreed to in the enrollment contract;
2. One-half of all monies paid can be ordered if it is determined that the school substantially furnished the education stated in the enrollment contract. Still, the conditions were substandard to the point the student could not be expected to complete the training.

More information, including complaints forms, can be found at www.cpe.nv.gov. Or contact:

Commission on Postsecondary Education
1860 East Sahara Avenue, Las Vegas, NV 89104
702-486-7330 (Phone) | 702-486-7340 (Fax)

STUDENT SERVICES

Consumer Protection

Gurnick Academy of Medical Arts has not entered into a transfer or articulation agreement with any other college or university. As a prospective student, you should review this catalog before signing an enrollment

agreement.

PROGRAM DELIVERY

The Associate of Science in MRI delivery method is blended. Lectures and labs are held online, and clinical/practicum is at an assigned clinical site(s).

US AND NEVADA CONSTITUTION

Under NRS 394.150, the Nevada Commission on Postsecondary Education requires that all private schools, colleges, and universities located within the state of Nevada, except those operated exclusively for employees of the Department of Defense of the Federal Government and their families, provide instruction in the essentials of the Constitution of the United States and the Constitution of the State of Nevada, including the origin and history of the Constitutions and the study of and devotion to American institutions and ideals. Students who reside in Nevada must receive instruction on the US and Nevada Constitution and pass an examination during orientation.

COURSE DESCRIPTIONS

Orientation – Distance Education (Online)

SNO 001 – US and Nevada Constitution – Pass/No Pass
Prerequisite: None

The instruction on the United States Constitution and the Nevada State Constitution provides the student with the essentials of the two (2) Constitutions, which gives the learner an overview of the elements, similarities, and unique aspects of each.

POLICIES SPECIFIC TO UTAH STUDENTS

STUDENT CODE OF CONDUCT

STUDENT GRIEVANCE AND APPEALS

If a student complaint cannot be resolved after exhausting Gurnick Academy of Medical Art's Student Grievance Procedure, the student may file a complaint with the Utah Department of Commerce – Division of Consumer Protection. The student must contact the Department for further details:

160 East 300 South Salt Lake City, UT 84111
800.721.7233 | Website: https://dcp.utah.gov/

NOTE: Please review the attached Addendum for any changes and updates that we may have regarding our programs and the Academy as a whole.