




GURNICK ACADEMY



INTEGRATE



EMPOWER



ACHIEVE

CATALOG 2022-2023

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.

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 engages in course delivery systems, including distance education and blended formats.

Integrate | Empower | Achieve

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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 found 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

FROM THE CEO	11
STATEMENT OF HISTORY & OWNERSHIP	12
EXECUTIVE OFFICERS OF GURNICK ACADEMY OF MEDICAL ARTS	15
ACADEMY LOCATIONS & GENERAL DESCRIPTION OF FACILITIES	15
PROGRAM OFFERINGS	18
ACCREDITATION, APPROVAL, RECOGNITION, MEMBERSHIP	20
Vocational Nurse Program	20
Associate of Science in Nursing Program	20
Bachelor of Science in Nursing Program	20
Associate of Science in MRI Program	20
Associate of Science in Radiologic Technology Program	20
Associate of Occupational Science in Radiologic Technology Program	21
Associate of Occupational Science in Ultrasound Technology Program	21
Associate of Science in Physical Therapist Assistant Program	21
X-ray Technician with Medical Assistant Skills Program	21
Dental Assistant Program	22
IV Therapy and Blood Withdrawal Course	22
State Authorization	22
Other Approvals and Memberships	22
ADMISSION POLICIES	23
PREREQUISITES, COREQUISITES, & ADMISSION COURSES	23
REGISTRATION FEE	23
INTERNATIONAL STUDENT ADMISSIONS	24
ABILITY TO BENEFIT	24
ADMISSION REQUIREMENTS	24
General Admission Requirements for all Programs	26
Additional Admission Requirements per Program	28
Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)	28
Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)	29
Associate of Occupational Science in Vascular Ultrasound Technology Program (A.O.S. in VUT)	31
Associate of Science in Magnetic Resonance Imaging Program (A.S. in MRI)	32

Associate of Science in Nuclear Medicine Technology Program (A.S. in NM)	34
Associate of Science in Nursing Program (ADN)	36
Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)	40
Associate of Science in Radiologic Technology Program (A.S. in RT)	42
Associate of Science in Vocational Nursing Program (A.S. in VN)	44
Bachelor of Science in Diagnostic Medical Imaging Program (B.S. in DMI)	45
Bachelor of Science in Nursing Program (BSN)	45
Bachelor of Science in Radiation Therapy Program (B.S. in RT)	49
Dental Assistant Program (DA)	51
Medical Assistant Program (MA)	51
Master of Science in Nursing Program (BSN to MSN Pathway)	51
Vocational Nurse (VN) Program	52
X-ray Technician with Medical Assistant Skills Program (XTMAS)	54
Minimum Requirements for Students Enrolling in Distance Education Courses	56
PERFORMANCE REQUIREMENTS	56
Program-Specific Performance Requirements	57
Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)	57
Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)	58
Associate of Occupational Science in Vascular Ultrasound Technology Program (A.O.S. in VUT)	59
Associate of Science in Magnetic Resonance Imaging Program (A.S. in MRI)	60
Associate of Science in Nuclear Medicine Technology Program (A.S. in NM)	60
Associate of Science in Nursing Program (ADN)	61
Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)	62
Associate of Science in Radiologic Technology Program (A.S. in RT)	63
Bachelor of Science in Radiation Therapy Program (B.S. in RT)	64
Medical Assistant Program (MA)	65
X-Ray Technician with Medical Assistant Skills Program (XTMAS)	66
RE-ENROLLMENT	67
FOREIGN TRANSCRIPT/DIPLOMA EVALUATIONS	68
IMMUNIZATION REQUIREMENTS	69
HEALTH SCREENING REQUIREMENTS	69
BACKGROUND CHECK	69
CPR	70
CLINICAL FACILITIES	70
TRAVEL DISCLOSURE	70
ADVANCED PLACEMENT & CREDIT GRANTING	71
Program Specific Placement & Credit Granting	71
Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)	71
Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)	71

Associate of Occupational Science in Vascular Ultrasound Technology Program (A.O.S. in VUT)	71
Associate of Science in Magnetic Resonance Imaging Program (A.S. in MRI)	72
Associate of Science in Nursing Program (ADN)	72
Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)	72
Associate of Science in Radiologic Technology Program (A.S. in RT)	72
Bachelor of Science in Diagnostic Medical Imaging (B.S. in DMI)	73
Bachelor of Science in Nursing program (BSN)	73
Vocational Nurse (VN) Program	73
LICENSURE, CERTIFICATION & REGISTRY DISCLAIMER	74
Programs Specific Licensure, Certification & Registry Disclaimer	75
Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)	75
Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)	76
Associate of Occupational Science in Vascular Ultrasound Technology Program (A.O.S. in VUT)	76
Associate of Science in MRI Program (A.S. in MRI)	77
Associate of Science in Nuclear Medicine Technology Program (A.S. in NM)	77
Associate of Science in Nursing Program (ADN)	78
Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)	79
Associate of Science in Radiologic Technology Program (A.S. in RT)	80
Bachelor of Science in Radiation Therapy Program (B.S. in RT)	82
Bachelor of Science in Nursing Program (BSN)	83
Dental Assistant Program (DA)	84
Medical Assistant Program (MA)	84
Vocational Nurse Program (VN)	84
X-ray Technician with Medical Assistant Skills Program (XTMAS)	86
PASS PROGRAM	87
FINANCIAL POLICIES	87
FEE AND TUITION INFORMATION	87
REFUND	88
Student's Right to Cancel	88
Withdrawal from the Program	88
GRADUATE SURVEYS AND PLACEMENT DATA (GSPD)	89
STUDENT TUITION RECOVERY FUND	89
FINANCIAL AID INFORMATION	90
HOW TO APPLY FOR FINANCIAL AID	90
GENERAL STUDENT ELIGIBILITY REQUIREMENTS	91
FEDERAL FINANCIAL AID PROGRAMS	91
CAL GRANT	94
LOAN ENTRANCE AND EXIT COUNSELING	95
SALLIE MAE LOANS	96

COLLEGE AVE	96
VETERANS BENEFITS & VETERANS ADMINISTRATION APPLICANTS ADDITIONAL INFORMATION	97
AID DISBURSEMENT & SATISFACTORY ACADEMIC PROGRESS (SAP)	98
ONLINE STUDENTS	101
RETURN OF NON-TITLE IV FUNDS	102
WITHDRAWALS & THE RETURN TO TITLE IV AID (R2T4) CALCULATION	102
ADMINISTRATIVE POLICIES	103
CATALOG POLICIES	103
PROGRAM POLICIES	103
INDIVIDUAL RESPONSIBILITY	103
ACADEMIC FREEDOM	104
NON-DISCRIMINATION	104
Harassment/Title IX Coordinator	104
Sexual Harassment	105
Anti-Bullying/Anti-Harassment	105
Sexual Assault Prevention and Response	105
Reporting a Sexual Assault	106
Counseling	107
Sex Offender Registry	107
STUDENT’S RIGHT TO PRIVACY	107
STUDENT RECORDS	108
TRANSCRIPTS	109
STUDENT CODE OF CONDUCT	109
SAFETY & CAMPUS SECURITY	110
Access	110
Campus Residences	110
Campus Police Authority and Jurisdiction	110
Crime Prevention Programs	110
Security Awareness Programs	110
Timely Warnings	111
Annual Disclosure of Crime Statistics	111
Crime Reporting	111
Personal Property	112
Incident/Accident Reporting	112
Weapons and Firearms	113
Needle Stick	113
Communicable Disease	114
Federal Law Concerning Chemical Hazards	114
DRUG-FREE	115

Drug-Free Campus	115
Drug and Alcohol Prevention	115
Applicability	115
Prohibited Behavior	115
Notification of Convictions	115
Consequences	115
Assistance	116
Resources	116
Confidentiality	117
Shared Responsibility	117
Reasonable Suspicion Testing	117
Communication	117
Review of this Policy	117
Alcoholic Beverage Programs	117
Illegal Drugs	118
Prevention Programs	118
Local, State, and Federal Legal Sanctions	118
PREGNANCY	120
STUDENT BEREAVEMENT	122
CHANGE OF NAME	123
STUDENT DRESS CODE	123
CELL PHONE	124
ADMINISTRATION OF EXAMINATION	125
ELECTRONIC RECORDING	125
VIDEO AND AUDIO SURVEILLANCE NOTIFICATION	125
TRANSFER	125
TRANSFERABILITY OF CREDITS AND CREDENTIALS	126
UNIT OF CREDIT	126
ESTIMATED TIME FOR OUTSIDE-OF-SCHOOL PREPARATION HOURS (OSPH)	126
STUDENT GRIEVANCE AND APPEALS	127
COPYRIGHT	128
FILE SHARING	130
PLAGIARISM	130
STUDENT SERVICES	130
Student Identification Card	130
Academic Advisement	131
Accessibility for Disabled Students	131
Orientation of New Students	131
Tutor Locator Service	131

Library Resources	131
Computer and Internet Resources	131
Student Information System	131
Employment Assistance	132
Housing	132
Student Resources	133
Learning Disabilities	133
Disability Accommodation & Grievance Policy	134
Consumer Protection	136
ACADEMIC INTEGRITY	136
PROGRAM DELIVERY	138
ELECTRONIC BOOKS	138
GENERAL EDUCATION, TECHNICAL EDUCATION & PROFESSIONAL EDUCATION	139
ENGLISH INSTRUCTION	139
STANDARDS OF SATISFACTORY ACADEMIC PROGRESS	139
Qualitative Measurements	139
Quantitative Measurements	141
CLASS STANDING	142
ATTENDANCE — ABSENT — TARDINESS — DROP	143
Make-up Guidelines	145
ACADEMIC PROBATION/REMEDIATION	147
DISCIPLINARY PROBATION	150
REPETITION OF CLASSES OR MODULES	150
LEAVES OF ABSENCE	151
Pregnancy	151
Academic	151
GRADUATION REQUIREMENTS	151
Program-Specific Graduation Requirements	152
ONLINE COURSE RESPONSE TIME	153
STUDENT TECHNOLOGY ACCEPTABLE USE POLICIES	153
VIOLATION OF COMPUTER USE POLICY AND RULES	153
REQUIRED APPLICATIONS	153
ACCEPTABLE USES	153
PROHIBITED USES	154
NO EXPECTATION OF PRIVACY	154
EMAIL USAGE	154
System Monitoring	154
Email Accounts	154
Primary Means of Communication	155

Legal Risks	155
Confidential Information	155
Acceptable Use	155
Best Practices	156
Equipment Losses and Damages	156
Student Technology Security Policy	156
The Importance of Strong and Secure Passwords	157
PROGRAM INFORMATION	159
ASSOCIATE OF OCCUPATIONAL SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (A.O.S. IN RT)	161
ASSOCIATE OF OCCUPATIONAL SCIENCE IN ULTRASOUND TECHNOLOGY PROGRAM (A.O.S. in UT)	164
ASSOCIATE OF OCCUPATIONAL SCIENCE IN VASCULAR ULTRASOUND TECHNOLOGY PROGRAM (A.O.S. in VUT)	168
ASSOCIATE OF SCIENCE IN MAGNETIC RESONANCE IMAGING PROGRAM (A.S. in MRI)	171
ASSOCIATE OF SCIENCE IN NUCLEAR MEDICINE TECHNOLOGY PROGRAM (A.S. in NM)	174
ASSOCIATE OF SCIENCE IN NURSING PROGRAM (ADN)	176
ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT PROGRAM (A.S. in PTA)	183
ASSOCIATE OF SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (A.S. IN RT)	186
ASSOCIATE OF SCIENCE IN VOCATIONAL NURSING PROGRAM (A.S. in VN)	189
BACHELOR OF SCIENCE IN NURSING PROGRAM (BSN)	191
BACHELOR OF SCIENCE IN DIAGNOSTIC MEDICAL IMAGING PROGRAM (B.S. in DMI)	200
BACHELOR OF SCIENCE IN Radiation Therapy (B.S. in RT)	203
DENTAL ASSISTANT PROGRAM (DA)	206
MASTER OF SCIENCE IN NURSING PROGRAM (BSN to MSN)	208
MEDICAL ASSISTANT PROGRAM (MA)	211
VOCATIONAL NURSE PROGRAM (VN)	214
X-RAY TECHNICIAN WITH MEDICAL ASSISTANT SKILLS (XTMAS)	216
CONTINUING EDUCATION AND ONLINE PREREQUISITE COURSES	218
ONLINE EDUCATION PREREQUISITE COURSES	218
CONTINUING EDUCATION COURSES	218
CPR Course for Basic Life Support	218
Diagnostic Medical Imaging Advanced Clinical Practicum	219
Essential Medical Bioscience (EMB)	220
IV Therapy/Blood Withdrawal Course	221
International Nurse Graduate Courses (ING)	225
Magnetic Resonance Imaging (MRI) Intravenous (IV) Blood Withdrawal Course	230
Nursing Transition Advanced Placement Theory & Lab Course	232
COURSE DESCRIPTIONS	233
POLICIES SPECIFIC TO NEVADA STUDENTS	301
ACADEMY LOCATIONS & GENERAL DESCRIPTION OF FACILITIES	301
ACCREDITATION, APPROVAL, RECOGNITION, MEMBERSHIP	301

LICENSURE, CERTIFICATION & REGISTRY DISCLAIMER	302
Programs Specific Licensure, Certification & Registry Disclaimer	302
Associate of Science in MRI Program (A.S. in MRI)	302
REFUND	302
ACCOUNT FOR STUDENT INDEMNIFICATION	303
DRUG-FREE	304
Local, State, and Federal Legal Sanctions	304
PREGNANCY	304
STUDENT GRIEVANCE AND APPEALS	304
STUDENT SERVICES	306
Consumer Protection	306
PROGRAM DELIVERY	306
COURSE DESCRIPTIONS	307

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 2021-2022 Catalog’s original publishing date. The catalog was published on January 1, 2022.

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!

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

Gurnick Academy of Medical Arts opened its first campus in February 2004. There are six operational campuses in California and several extensive allied health and nursing programs offered; we also offer some programs via online and hybrid educational delivery methods. We are excited to offer certificate, diploma, and degree (up to Master) level programs. More than 3,500 students are served annually.

Your decision to join Gurnick Academy of Medical Arts could lead you to a rewarding and fulfilling career in the medical field.

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

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

Our programs' design provides our students with in-depth knowledge and hands-on experience in the medical industry. At Gurnick Academy of Medical Arts, we consider the clinical part of our students' training one of the most critical aspects of their medical education. Our students must rotate throughout our affiliated medical facilities while attending Gurnick Academy of Medical Arts. The number of clinical hours varies with each program.

Gurnick Academy of Medical Arts is continuously improving its operations and quality level. We are proud of what has been accomplished in the past years, and we look forward to sharing our future progress with you as we continue to address the needs of our students through myriad innovative techniques.

Konstantin Gourji
Chief Executive Officer

STATEMENT OF HISTORY & OWNERSHIP

January 2023

The Medical Assistant program and Associate of Science in Veterinary Medical Technology program have been discontinued at our 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 our San Mateo campus.

August 2022

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

June 2022

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

November 2021

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 Abdominal-Extended and Obstetrics and Gynecology concentrations accreditation at our San Mateo Campus.

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

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 in 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 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

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

February 2018

California Board of Registered Nurses approves the Associates of Science in Nursing Program at our Fresno Campus.

August 2017

ABHES approves the Dental Assistant Program at our Modesto Campus.

January 2017

ABHES approves Sacramento Campus.

ABHES approves our Sacramento Campus's Associate of Science in Magnetic Resonance Imaging Program.

ABHES approves the Medical Assistant Program at our Sacramento Campus.

ABHES approves the Associate of Science in Radiologic Technology Program at our Sacramento Campus

ABHES approves the Associate of Science in Ultrasound Technology Program at our Sacramento Campus

November 2016

ABHES approves the Associate of Science in Nursing Program at our 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 our San Mateo Campus.
ABHES approves the Associate of Science in Ultrasound Technology Program at our Fresno Campus.

December 2014

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

September 2014

ABHES approves the Associate of Science in Magnetic Resonance Imaging Program at our San Mateo Campus.
ABHES approves our Modesto Campus's Associate of Science in Magnetic Resonance Imaging Program.

July 2014

ABHES approves our Concord Campus's Bachelor of Science in Nursing Degree Program.

January 2014

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

September 2013

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

August 2013

ABHES accredits us for a maximum time frame of eight (8) years through February 28, 2022.

May 2013

ABHES approves our Modesto Campus MRI Program.
Modesto Campus offers an MRI Technology Program.

February 2013

ABHES approves our PTA Associate of Science Degree Program.

March 2010

Joint Review Committee on Education in Radiologic Technology (JRCERT) grants us RT Program Accreditation.

December 2009

The Accrediting Bureau of Health Education Schools (ABHES) grants us Institutional Accreditation.

June 2008

Concord Campus offers an RT Program.

November 2007

Fresno and Modesto Campuses offer VN Program.

December 2005

Concord Campus offers a VN Program.

January 2005

San Mateo Campus offers VN and MRI Technology Programs.

February 2004

San Mateo Campus offers UT Program.

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

EXECUTIVE OFFICERS OF GURNICK ACADEMY OF MEDICAL ARTS

Konstantin Gourji, Chief Executive Officer

Larisa Revzina, Chief Academic Officer

Zara J. Gourji, Chief Process Officer

Burke Malin, Chief Operating Officer

Theodore C. Vanderlaan, Vice President, Strategy and Innovation

Elena Kudrya, Vice President, Finance

Fred Faridian, Vice President, Campus Operations

James Murrell, Dean of Imaging

Samantha Manlosa Sanchez, Dean of Nursing

ACADEMY LOCATIONS & GENERAL DESCRIPTION OF FACILITIES

As stated in student enrollment agreements, all classes are taught at the campus locations below.

San Mateo Main Campus

2121 S. El Camino Real, Bldg., C-200

San Mateo, CA 94403

(650) 685-6616

(650) 685-6640 fax

The San Mateo main campus is located in a professional plaza. The campus houses classrooms, three imaging labs, a patient-care simulation lab, a medical assistant/phlebotomy lab, and two physical therapy labs. There are administrative and faculty offices, a library with Internet access, a reception area, and two separate student lounges.

The imaging labs are equipped with ultrasound machines capable of performing general and specialized procedures, including color Doppler and power Doppler imaging. Standard equipment includes a library of text/case studies, reference books, video monitors, computers, a laptop cart, TV sets, journals, and audio and video 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 physical therapy laboratories are fitted with hi-lo treatment tables, modalities, and exercise equipment. The phlebotomy lab has anatomical charts and models, specimen collection equipment, and supplies.

Concord Branch Campus

1401 Willow Pass Road, Suite 450

Concord, CA 94520

(925) 687-9555
(925) 687-9544 fax

The Concord branch is located in a professional building on the fourth floor, where the Campus administration and the front desk are. In addition, the sixth and eighth floors are held exclusively for the BSN program. A few steps away across the street, the campus also houses the Medical Assistant Program, 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 audio and video 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 located 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, Medical Assistant Lab, two 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, and a library with Internet access. There are administrative and faculty offices, a reception area, and two separate student lounges. Standard equipment includes a library of text/case studies, reference books, 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 dental lab is furnished with dental equipment and intends to simulate 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 m²) each for a total of approximately 28,000 square feet (2,601.29 m²). 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. The Medical Assistant lab has exam tables and equipment for examination and diagnostic assistance, including EKG machines, phlebotomy chairs, and supplies needed to support hands-on learning.

Our new Simulation Learning Center houses a nursing skills lab equipped 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 is equipped with ultrasound machines capable of performing general and specialized procedures, including color Doppler and power Doppler imaging. Administrative offices are close to the campus center, with Student & Career Services having a separate office suite conveniently located near the parking lot.

Fresno Separate Educational Center

7335 N. Palm Bluffs Avenue
Fresno, CA 93711

Our Fresno Additional Classroom is located at 7335 N Palm Bluffs Ave, approximately 10 minutes from the primary location. The additional classroom occupies a single stand-alone building and houses our present Simulation Learning Center, a nursing skills lab, and several classrooms.

Sacramento Branch Campus

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

The Sacramento branch is located on the third floor of a professional building complex. The campus houses classrooms, an x-ray lab, an ultrasound imaging lab, a medical assistant lab, and a nursing skills lab. The medical assistant 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 nursing skills lab serves our vocational nursing students to 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 ultrasound imaging lab is equipped with ultrasound machines capable of performing general 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 91406914060
(747) 200-4567
(747) 477-3747 fax

The Van Nuys branch is in a professional building on the second floor, which houses classrooms, labs, administrative offices, and student support offices. The laboratories include four energized x-ray labs for the Radiologic Technology, the X-ray with Medical Assisting Skills programs, and two labs for the Medical Assisting program. 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. Please see the Program Offerings per Campus (Table 1) for more details.

Table 1. *Program Offerings per Campus*

Program Types and Names	Campus Location
Degree Programs	
Associate of Occupational Science in Radiologic Technology (A.O.S. in RT)	Van Nuys
Associate of Science in Magnetic Resonance Imaging (A.S. in MRI)	Modesto, Sacramento, San Mateo

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 Physical Therapist Assistant (A.S. in PTA)	San Mateo
Associate of Science in Radiologic Technology (A.S. in RT)	Concord, Sacramento
Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT)	Fresno, Sacramento, San Mateo
Associate of Occupational Science in Vascular Ultrasound Technology (A.O.S. in VUT)	San Mateo
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 Mateo
Certificate Programs	
Dental Assistant (DA)	Modesto
Medical Assistant (MA)	Concord, Fresno, Modesto, Sacramento
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, San Mateo
LVN to RN Transition Theory & Lab Course	Concord, Fresno
Essential Medical Bioscience (EMB)	Concord, Fresno, Modesto, San Mateo

Magnetic Resonance Imaging (MRI) Intravenous (IV) Blood Withdrawal Course	San Mateo
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.

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.

Vocational Nurse Program

The Vocational Nurse Program is approved and accredited 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.

Associate of Science in Nursing Program

The Associate of Science in Nursing Program is approved and accredited 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](tel:9163223350).

Bachelor of Science in Nursing Program

The Bachelor of Science in Nursing Program is approved and accredited 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](tel:9163223350).

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 Radiologic Technology Program

The Associate of 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.

The Associate of Science in Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Contact information for The Joint Review Committee on Education in Radiologic Technology: 20 North Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182, (312) 704-5300,

email: mail@jrcert.org, www.jrcert.org.

The Associate of Science in Radiologic 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® (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'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 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: 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. This accreditation is for the San Mateo Campus only.

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.

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.

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.

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 each state 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 no 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 Mateo 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 result in a 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 a 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 the core program and wish to enroll again are considered new applicants 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 pay the \$100.00 Registration Fee if re-enrollment occurs within 180 days of an approved withdrawal/expulsion/completion date.

Individuals who would like to transfer from one cohort group to 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.

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, visa services are not offered through Gurnick Academy of Medical Arts. Gurnick Academy of Medical Arts will document and vouch for the current student status if requested.

ABILITY TO BENEFIT

Gurnick Academy of Medical Arts does not accept Ability-to-Benefit (ATB) students.

ADMISSION REQUIREMENTS

The table below is only a summary of Admission Requirements. A complete list of admission requirements is presented in the General Admission Requirements for all programs and 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	HSD/GED	16	Yes, some campuses only	Yes*	<ul style="list-style-type: none"> Be at least 18 years of age.** 	Interview (if applicable)
MA		14		No	<ul style="list-style-type: none"> Meet with the Admissions 	Essay, Interview (if applicable).
DA						

A.O.S. in RT		25	Yes		Advisor and Financial Aid Advisor (if applicable).	
A.S. in NM		N/A				
A.O.S. in UT		N/A				Info Session, Essay, Interview (if applicable).
A.O.S. in VUT						
A.S. in MRI		18				
A.S. in RT		N/A				
A.S. in PTA	HSD/GED plus college coursework.	N/A		Yes	<ul style="list-style-type: none">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).	Info Session, Observation Hours, Essay, Interview.
ADN & LVN to RN	HSD/GED	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
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 of 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	25	Yes	No		Info Session, Essay, Letters of Recommendation, 40 hours of observation, Interview.
XTMAS	HSD/GED	18	Yes	No		Essay, Interview (if applicable).

* 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, a maximum of one (1) nominated applicant per program start who meets all admissions requirements may be accepted without a point ranking system, if applicable to the program of interest, by the Executive Corporate Management Team.

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 current published fee schedule before issuing an enrollment agreement or making other payment arrangements acceptable to Gurnick Academy of Medical Arts.
4. Possess a High School Diploma from an approved/accredited high school or a GED.
Please ask an Admission Advisor for more details and the approved high schools list. Please refer to the Foreign Transcript/Diploma Evaluation Policy for more information regarding additional requirements.
5. Be at least 18 years of age (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 Application packet consisting of the following documents:
 - a. Application/Registration Form
 - b. New Student Questionnaire
 - c. Distance Education Questionnaire
 - d. Academic Integrity Statement
 - e. 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 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.

Universal Cognitive Aptitude Test (UCAT)

The Universal Cognitive Aptitude Test (UCAT) 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 40 items with a 20-minute time limit. Applicants are allowed one (1) attempt within a calendar year to take the exam.

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 \$115 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.

**Starting June 2022, only TEAS VII will be accepted with a minimum score of 64%.*

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

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 Radiologic Technology Program (A.O.S. in RT)

Applicants must:

1. Attend or view a live or recorded Information Session.
2. For applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies of transcripts are not accepted. All coursework must be completed with a grade of at least a “C.” All credit granting is subject to the Program Director or designee’s approval. Please allow seven (7) days for review.
3. Complete the Distance Education Questionnaire.
4. Pass an ESL test if the applicant is a non-native English speaker.
5. Complete a Distance Education Questionnaire.
6. Submit two (2) letters of reference. The letters must be typed, dated, and signed within the past two (2) years. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
7. 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. Sources used to prepare for the essay.
8. Pass an admission interview with the Program Director and designees.
9. 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 program.
10. Gurnick Academy of Medical Arts XTMAS program graduates who have taken the state exam and are pending the results can enroll as provisional students into the A.O.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.O.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) may be offered seats in the program. The following point system evaluates each applicant, showing the maximum achievable score.

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

I. Admissions Exam	Possible Points
● CCAT	50
II. Post-Secondary Education	
● Associate Degree	10
● Baccalaureate Degree	20

• Graduate/Master's Degree	30
• Post-Graduate/Doctoral Degree	40
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
• GPA 3.0	5
• GPA 3.5	10
• GPA 3.9	15
B. Math and Science 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:	
<ul style="list-style-type: none"> - 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. - Sources used to prepare for the essay. 	
VI. Health Care Background	
• One to three (1 – 3) years	10
• More than three (3) years	20
VII. Reapplication (having completed reapplication requirements)	20
VIII. Personal Interview	120
<ul style="list-style-type: none"> - Five (5) Interview Questions - Appearance and Demeanor - Communication Skills - Maturity - Overall Impression 	
IV. Evaluation from the Office of Admissions	50
Possible Total Points:	400

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—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 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 the Distance Education Questionnaire.
4. Submit a one-page essay in APA format that includes the following:
 1. Statement of why you would like to join the modality.
 2. The essential functions and role of a Technologist in this field.
 3. Preparation to become successful in this program.
 4. Sources used to prepare for the essay.
5. 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 following point system evaluates each applicant, showing the maximum score achievable.

Table 4. A.O.S. in UT Admission Point System

I. Admissions Exam	Possible Points
• Anatomy & Physiology Assessment Test (100-85)	25
• Anatomy & Physiology Assessment Test (84-80)	20
• Anatomy & Physiology Assessment Test (79-69)	15
• Anatomy & Physiology Assessment Test (68-50)	10
• Anatomy & Physiology Assessment Test (49 and lower)	5
UCAT	
• 35 or greater	35
• 30-34	25
• 25-29	15
• 24 or less	0
II. Post-Secondary Education	
• Associate Degree	10
• Baccalaureate Degree	20
• Graduate/Master's Degree	30
• Post-Graduate/Doctoral Degree	45
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
• GPA 3.0	5
• GPA 3.5	10
• GPA 3.9	15
B. Math and Science GPA	
• GPA 3.0	20
• GPA 3.5	30
• GPA 3.9	40
IV. One-Page Resume (required)	30
V. Essay – One-page, APA Format	35
The essay will include:	

<ul style="list-style-type: none"> • 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 • Sources used to prepare for the essay 	
VI. Health Care Background	
<ul style="list-style-type: none"> • One to three (1 – 3) years 	10
<ul style="list-style-type: none"> • More than three (3) years 	25
VII. Reapplication (having completed reapplication requirements)	15
VIII. Personal Interview	115
<ul style="list-style-type: none"> • Interview Questions • Maturity • Communication Skills • Appearance and Demeanor 	
IX. Evaluation from the Office of Admissions	50
Possible Total Points:	430

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 — 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 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 the Distance Education Questionnaire.
4. Submit a one-page essay in APA format that includes the following:
 1. Statement of why you would like to join the modality.
 2. The essential functions and role of a Technologist in this field.
 3. Preparation to become successful in this program.
 4. Sources used to prepare for the essay.
5. 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.

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

I. Admissions Exam	Possible Points
<ul style="list-style-type: none"> • Anatomy & Physiology Assessment Test (100-85) • Anatomy & Physiology Assessment Test (84-80) • Anatomy & Physiology Assessment Test (79-69) • Anatomy & Physiology Assessment Test (68-50) • Anatomy & Physiology Assessment Test (49 and lower) 	25 20 15 10 5
UCAT	
<ul style="list-style-type: none"> • 35 or greater • 30-34 • 25-29 	35 25 15

• 24 or less	0
II. Post-Secondary Education	
• Associate Degree	10
• Baccalaureate Degree	20
• Graduate/Master's Degree	30
• Post-Graduate/Doctoral Degree	45
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
• GPA 3.0	5
• GPA 3.5	10
• GPA 3.9	15
B. Math and Science GPA	
• GPA 3.0	20
• GPA 3.5	30
• GPA 3.9	40
IV. One-Page Resume (required)	30
V. Essay – One-page, APA Format	35
The essay will include:	
<ul style="list-style-type: none"> • 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. • Sources used to prepare for the essay. 	
VI. Health Care Background	
• One to three (1 – 3) years	10
• More than three (3) years	25
VII. Reapplication (having completed reapplication requirements)	15
VIII. Personal Interview	115
<ul style="list-style-type: none"> • Interview Questions • Maturity • Communication Skills • Appearance and Demeanor 	
IX. Evaluation from the Office of Admissions	50
Possible Total Points:	430

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 — 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 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.

3. Complete the Distance Education Questionnaire.
4. Submit two (2) letters of reference. The letters must be current, typed, dated, and signed. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
5. Submit 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. Sources used to prepare for the essay.
6. Pass an admission interview with the Program Director and designees.

Associate of Science in MRI Admission Point System

Applicants are deemed qualified on a point system. The highest-ranked applicants (above a minimum) may be offered seats in the program. The following point system evaluates each applicant, showing the maximum achievable score.

Table 6. A.S. in MRI Admission Point System

I. Admissions Exam	Possible Points
● CCAT	50
II. Post-Secondary Education	
● Associate Degree	10
● Baccalaureate Degree	20
● Graduate/Master's Degree	30
● Post-Graduate/Doctoral Degree	40
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
● GPA 3.0	5
● GPA 3.5	10
● GPA 3.9	15
B. Math and Science 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	

<ul style="list-style-type: none"> - The essential functions and role of a technologist in this field - Preparation to become successful in this program - Sources used to prepare for the essay 	
VI. Health Care Background	
<ul style="list-style-type: none"> ● One to three (1 – 3) years 	10
<ul style="list-style-type: none"> ● More than three (3) years 	20
VII. Reapplication (having completed reapplication requirements)	20
VIII. Personal Interview	120
<ul style="list-style-type: none"> - Five (5) Interview Questions - Appearance and Demeanor - Communication Skills - Maturity - Overall Impression 	
IV. Evaluation from the Office of Admissions	50
Possible Total Points:	400

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 — 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 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.
3. Complete the Distance Education Questionnaire.
4. Submit a one to two (1 – 2) pages essay in APA format that includes:
 - 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. Sources used to prepare for the essay.
5. Optional: Submit two (2) letters of reference. The letters must be current, typed on letterhead, dated, and signed with contact information. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.

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.

Table 7. A.S. in NM Admission Point System

Points Category:	Possible Points
I. CCAT	25
<ul style="list-style-type: none"> ● 32 or Greater 	25
<ul style="list-style-type: none"> ● 27-31 	20

● 24-26	15
● 18-23	10
● 12-17	5
● 0-11	0
II. Post-Secondary Education	30
● Associate Degree	25
● Baccalaureate Degree or higher	30
III. Academic Achievement: College level GPA	60
● Anatomy with laboratory	10
● Physiology with laboratory	10
● College Algebra	10
● Physics	10
● English	10
● Chemistry with Laboratory	10
<i>If the course was taken more than twice (to include drop/withdrawal), it would not be counted in points. The Anatomy and Physiology courses must be (2) two separate courses, each with a laboratory.</i>	
IV. One-Page Resume (required)	15
V. Essay – One to Two pages, APA Format	20
The essay will include:	
<ul style="list-style-type: none"> ● 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 ● Sources used to prepare for the essay 	
VI. Letters of Recommendation	20
<i>Two (2) letters of recommendation from an employer or education worth ten (10) points each based on information provided to include, but not limited to, skill sets, reliability, organization, timeliness, dedication, decision-making, and overall performance of the applicant.</i>	
VII. Health Care Background	100
● One to three (1 – 3) years	20
● More than three (3) years	30
● Background as a registered RT, Sonographer, MRI technologist, or Radiation Therapy Technologist.	50
● Nuclear Medicine Community Involvement	30

<i>Nuclear Medicine Community Involvement consists of volunteering in an imaging department, attending a conference in Nuclear Medicine, or a Career Discussion Panel. A certificate of attendance will be required for points. Every four hours of documented volunteer time in an imaging department is worth 10 points.</i>	
VIII. Reapplication (having completed reapplication requirements)	10
IX. Personal Interview	120
<ul style="list-style-type: none"> • Interview Questions • Appearance and Demeanor • Communication Skills • Maturity • Overall Impression • Holistic Evaluation 	
X. Evaluation from the Office of Admissions	25
Possible Total Points:	425

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 (2 – 3) pages 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 the applicant has done volunteer work, or faculty from previous college/university coursework. These letters of recommendation must be submitted on 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.
 - 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.
 - Applicants must submit a two to three (2 – 3) pages written essay on why they have chosen professional nursing as a career.
 - Applicants must submit proof of one year of full-time LVN/LPN work experience within the last three years or is a recent graduate of an LVN/LPN school (within one year at the time of application) or have completed an LPN/LVN Refresher/Re-entry program within one year of admission.
 - Applicants must submit transcripts showing proof of completing the 33 units of General Education courses that make up 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.
 - Counseling and evaluation by the Program Director or Assistant Program Director.
 - An official transcript must be submitted to the Office of Admissions.
 - Complete Physiology for 3.5 units and Microbiology with lab for three (3) units, with a GPA of 2.5 for each course.
 - 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.
 - 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.
 - Applicants must submit a two to three (2 – 3) pages 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 in 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 8. *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 admission to the Associate Degree Nursing Program. 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 admission to the Associate Degree Nursing Program. 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 9. ADN Admission Point System

Criteria	Possible Points
I. Admissions Exam	40
<ul style="list-style-type: none"> • TEAS (90.00 – 100.00) • TEAS (80.0 – 89.99) • TEAS (70.0 – 79.99) • TEAS (64.0 – 69.99) <p>Gurnick Academy of Medical Arts uses the Test of Essential Academic Skills. The minimum composite score is 64% for admission to the Associate Degree Nursing Program. 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.</p>	<p>40</p> <p>30</p> <p>20</p> <p>10</p>
II. Post-Secondary Education	20
<ul style="list-style-type: none"> • Associate Degree 	5
<ul style="list-style-type: none"> • Baccalaureate Degree 	10
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • GPA 2.50-2.59 	2
<ul style="list-style-type: none"> • GPA 2.60-3.00 	5
<ul style="list-style-type: none"> • GPA 3.01-3.59 	10
<ul style="list-style-type: none"> • GPA 3.6-4.0 	15
B. GPA in Math and Sciences: Intermediate Algebra, Anatomy & Physiology, Microbiology	
<ul style="list-style-type: none"> • GPA 2.50-2.59 	2
<ul style="list-style-type: none"> • GPA 2.60-3.00 	5
<ul style="list-style-type: none"> • GPA 3.01-3.59 	10
<ul style="list-style-type: none"> • GPA 3.6-4.0 	15
IV. Application Essay to Nursing Program – APA Format	10
The essay will include:	
<ul style="list-style-type: none"> • Statement of purpose for enrolling in a nursing program 	2
<ul style="list-style-type: none"> • The essential functions and role of a nurse 	2

<ul style="list-style-type: none"> • Preparation to become successful in the nursing program • Accountability and integrity in the nursing profession • Grammar 	2 2 2
V. Health Care Background	5
<ul style="list-style-type: none"> • One to three (1 – 3) years 	3
<ul style="list-style-type: none"> • More than three (3) years 	5
VI. Personal Interview	20
<ul style="list-style-type: none"> • Professionalism • Appearance and Demeanor • Communication Skills • Answering Skills • Overall Impression 	4 4 4 4 4
VII. Evaluation from the Office of Admissions	5
<ul style="list-style-type: none"> • Professionalism • Timeliness • Communication • Compliance with the requirements • Self-Motivation 	1 1 1 1

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

Transition Course [for LVN-RN Advanced Placement only]

The LVN To RN Transition Course (120 hrs) is an Admission Course that must be completed before starting the LVN to RN CORE courses.

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 completed applications to be submitted. Please inquire with Admissions about the current deadline date.

1. Attend or view a live or recorded Information Session. *Informational Sessions are held monthly in the PTA classroom or via GoToMeeting, as needed, at the Gurnick Academy of Medical Arts, San Mateo campus. The PTA Team and Admissions conduct these 1.5-hour sessions to provide specific information about admission requirements, program and clinical rotation scheduling, and financial aid resources. A packet of registration documents will be given to applicants to complete and return or provided online during the GoToMeeting presentation. Please review The Essential Functions for PTA Students in the Program Performance Requirements section.*
2. All applicants MUST complete two Admissions Assessment tests. *Details will be provided at the informational sessions or by Admissions.*
3. Completing the Distance Education Questionnaire for applicants who receive full credit granting of the A.S. in PTA general education courses or enrollment and completing an online general education prerequisite course(s) at Gurnick Academy of Medical Arts, as applicable.
4. All applicants must complete the following prerequisites with grades of 'C' or above and a GPA of 2.5 or above. All credit granting is subject to approval by the Program Director. Official transcripts are required.
 - a. Anatomy and Physiology with lab (complete one-year sequence within the last five (5) years)
 - b. College-level Math
 - c. College-level English (reading and writing composition)

- d. Introduction to Psychology or Lifespan Psychology
 - e. One course in the Social or Behavioral Sciences
 - f. Oral Communication, Speech, or Interpersonal Communication
5. All applicants must submit the Verification of Observation Hours form documenting 80 hours (40 inpatient hours and 40 outpatient hours) of observation, work experience, or volunteer experience at a physical therapy facility by the application deadline.
The Verification of Observation Hours form and instructions is in the Application/Registration packet that you can download from the website.
 6. Applicants must submit all required documents by the application deadline. Only complete applications will be considered. Please plan for time to submit official transcripts and the completion of observation hours.
 7. 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.
 8. 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 10. A.S. in PTA Admission Point System

Point Category:	Points
Completed application form	Required
Proof of prerequisite GPA	
Average 2.50-2.59	1
Average 2.60-3.00	2
Average 3.01-3.59	3
Average 3.6-4.0	4
Anatomy grade of B or A	2
Physiology grade of B or A	2
College degree	
Associate Degree	1
Bachelor's Degree	2
Higher Degree	3
Attend Informational Session	Required
More than 40 hours observation/experience at a physical therapy outpatient facility (must be documented) 40 REQUIRED	Required

More than 40 hours observation/experience at a physical therapy inpatient facility (must be documented) 40 REQUIRED	Required
Paid experience in a Physical Therapy Facility	0 – 249 Hours = 1 Point 250 – 499 Hours = 2 Point 500 – 749 Hours = 3 Points 750 – 999 = 4 Points 1000+ Hours = 5 Points
Basic Anatomy Assessment Test	
0-5	0
6-10	1
11-15	2
16-20	3
21-25	4
CCAT Assessment Test	
0-15	0
16-20	1
21-22	2
23-25	3
26 or Greater	4
Interview scored by Rubric	12
Essay and pre-admission questionnaire scored by Rubric	4
Total Possible Points	40

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—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 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 the Distance Education Questionnaire.
4. Submit two (2) letters of reference. The letters must be current, typed, dated, and signed. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
5. Submit 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).

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.

Table 11. *A.S. in RT Admission Point System*

Points Category:	Possible Points
I. CCAT	25
● 32 or Greater	25
● 27-31	20
● 24-26	15
● 18-23	10
● 12-17	5
● 0-11	0
II. Basic Anatomy Assessment Test	25
● 90-100	25
● 80-89	20
● 70-79	10
● 60-69	5
● 0-59	0
III. Post-Secondary Education	45
● Associate Degree	15
● Baccalaureate Degree or higher	20
● Completion of XT/MAS in good standing	25
IV. Academic Achievement: College level GPA	35
● Anatomy	A = 9 pts B = 5 pts C = 2 pts
● Physiology	
● College Algebra	
● Medical Terminology	A = 2 pts B = 1.5 pts C = 1 pts
● Critical Thinking	
● English	

<ul style="list-style-type: none"> ● Sociology 	
<i>If the course was taken more than twice (to include drop/withdrawal), the points would not be counted.</i>	
V. One-Page Resume (required)	15
VI. Essay — One-page, APA Format	20
The essay will include:	
<ul style="list-style-type: none"> ● 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) 	
VII. Letters of Recommendation	15
<i>Two (2) letters of recommendation from an employer or education worth seven and a half points each based on information provided to include, but not limited to, skill sets, reliability, organization, timeliness, dedication, decision-making, and overall performance of the applicant.</i>	
VIII. Health Care Background	60
<ul style="list-style-type: none"> ● One to three (1 – 3) years 	20
<ul style="list-style-type: none"> ● More than three (3) years 	30
<ul style="list-style-type: none"> ● Radiology Community Involvement 	30
<i>Radiology Community Involvement consists of volunteering in an imaging department, attending a conference in Radiology or a Career Discussion Panel. A certificate of attendance will be required for points. Every four hours of documented volunteer time in an imaging department is worth ten (10) points.</i>	
IX. Reapplication (having completed reapplication requirements)	10
X. Personal Interview	120
<ul style="list-style-type: none"> ● Interview Questions ● Appearance and Demeanor ● Communication Skills ● Maturity ● Overall Impression ● Holistic Evaluation 	
XI. Evaluation from the Office of Admissions	30
Possible Total Points:	400

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

1. All general education courses must meet the baseline criteria of 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 a minimum of 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, ARMRT, 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 years of age.
7. Have a reliable computer, Internet access, and a working email address.
8. Completion of the Distance Education Questionnaire for applicants who receive full credit granting of the 16-semester credits of General Education courses that are not a part of the B.S. in DMI Program or enrollment and successful completion of an online general education prerequisite course(s) at Gurnick Academy of Medical Arts, as applicable.
9. As 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.
10. 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 (2 – 3) pages 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 the applicant has done volunteer work, or faculty from previous college/university coursework. These letters of recommendation must be submitted on 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 (2 – 3) pages 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 on formal organizational stationery.
9. 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.
10. Applicants must submit a resume.
11. Applicants must submit transcripts showing proof of completing the 33 credits of General Education courses that make up Semesters I and II of the BSN Generic Pathway.
12. 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: Submits proof of one-year 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 in 24 Semester Credit Hours of 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 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)

RN to BSN Pathway

1. Graduate from an approved Registered Nursing program.
2. Provide official transcripts which 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 (2 – 3) pages 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 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. 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.
9. Submit proof of current RN license.

10. Complete all courses or equivalent listed in the Registered Nursing Prerequisite Courses: 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 12. *BSN Admission Point System*

Criteria	Possible Points
I. Admissions Exam	40
<ul style="list-style-type: none"> TEAS (90.00 – 100.00) TEAS (80.0 – 89.99) TEAS (70.0 – 79.99) TEAS (64.0 – 69.99) <p>Gurnick Academy of Medical Arts uses the Test of Essential Academic Skills. The minimum composite score is 64% for admission to the Bachelor's Degree Nursing Program. 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.</p>	<p>40</p> <p>30</p> <p>20</p> <p>10</p>
II. Post-Secondary Education	20
<ul style="list-style-type: none"> Associate Degree 	5
<ul style="list-style-type: none"> Baccalaureate Degree 	10
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> GPA 2.50-2.59 	2
<ul style="list-style-type: none"> GPA 2.60-3.00 	5
<ul style="list-style-type: none"> GPA 3.01-3.59 	10
<ul style="list-style-type: none"> GPA 3.6-4.0 	15
B. GPA in Math and Sciences: Intermediate Algebra, Anatomy & Physiology, Microbiology	
<ul style="list-style-type: none"> GPA 2.50-2.59 	2
<ul style="list-style-type: none"> GPA 2.60-3.00 	5
<ul style="list-style-type: none"> GPA 3.01-3.59 	10
<ul style="list-style-type: none"> GPA 3.6-4.0 	15
IV. Application Essay To Nursing Program – APA Format	10
The essay will include:	

<ul style="list-style-type: none"> • Statement of purpose for enrolling into the nursing program. • The essential functions and role of a nurse. • Preparation to become successful in the nursing program. • Accountability and integrity in the nursing profession. • Grammar 	2
	2
	2
	2
	2
V. Health Care Background	5
<ul style="list-style-type: none"> • One to three (1 – 3) years 	3
<ul style="list-style-type: none"> • More than three (3) years 	5
VI. Personal Interview	20
<ul style="list-style-type: none"> • Professionalism • Appearance and Demeanor • Communication Skills • Answering Skills • Overall Impression 	4
	4
	4
	4
	4
VII. Evaluation from the Office of Admissions	5
<ul style="list-style-type: none"> • Professionalism • Timeliness • Communication • Compliance with the requirements • Self-Motivation 	1
	1
	1
	1
	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—for applicants requesting credit granting for some/all General Education courses—original transcripts from the Registrar at a regionally accredited institution. 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 Program Director or Program Coordinator. 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. 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 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

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 they are accepted in will not be allowed to join the program.

Table 13. *B.S. in RT Admission Point System*

Criteria	Possible Points
I. Admissions Exam	50
● CCAT (minimum score 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 becoming 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, and 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

Dental Assistant Program (DA)

All applicants must:

1. Be at least 17 years of age to be admitted to the program with a parent or guardian consent. Applicants must be at least 18 years of age 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.
3. Complete a Distance Education Questionnaire.

Medical Assistant Program (MA)

All applicants must:

1. Be at least 17 years of age to be admitted to the program with parent or guardian consent. Applicants must be at least 18 years of age 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 might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the MA Program Supervisor, Program Coordinator, or designee.
4. Complete a Distance Education Questionnaire.

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 obtained BSN degree with 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 at which 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 14. *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 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
VI. Evaluation from the Office of Admissions	5
• Professionalism	1
• Timeliness	1
• Communication	1
• Compliance with the requirements	1
• Self-Motivation	1

Vocational Nurse (VN) Program

All applicants must:

1. Be at least 17 years of age to be admitted to the Essential Medical Bioscience prerequisites course with a parent or guardian consent. Applicants must be at least 18 years of age 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.
3. Some Campuses (such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the applicable VN/PT Program Coordinator or designee.
4. Complete the Distance Education Questionnaire.

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 15. VN Admission Point System

Criteria	Possible Points
CCAT	3
Score 16-24	1
Score 25-34	2
Score 35-45	3
Admissions Essay	6
Resume	6
Previous Education	3
HS diploma or GED	1
AA/AS degree	2
BA/BS degree and higher	3
Healthcare Field Experience (<i>per resume</i>)	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 <i>(Points do not apply if credit granted)</i>	20
A	20
B	15
C	10

Prerequisite Attendance	15
Missed zero (0) classes	15
Missed one (1) class	10
Missed two (2) classes	2
Interview Assessment	75
Interview questions	50
Appearance/Presentation	5
Communication skills	5
Problem-solving/Decision-making	5
Preparedness	5
Responsibility	5

Total Possible Points for Available: 131 Points

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

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 an X-ray Technician.
 - b. The applicant's attributes that will support the profession and their ability to complete the XTMAS 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, an interview with the Program Director, Assistant Program Director, or designees.
3. 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.
4. Advanced Standing applicants must provide official transcripts from a Medical Assistant program.
5. Complete the Distance Education Questionnaire.

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.

Table 16. XTMAS Admission Point System

I. Admissions Exam	Possible Points
● CCAT	50
II. Post-Secondary Education	
● Gurnick Academy of Medical Arts Graduate or Currently Enrolled	10
● Associate Degree/Military Service	15
● Baccalaureate Degree	20
III. Academic Achievement: College level Courses & High school courses	

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:	
<ul style="list-style-type: none"> - 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	
● One to three (1 – 3) years	10
● More than three (3) years	20
VII. Reapplication (having completed reapplication requirements)	20
IX. Evaluation from the Office of Admissions	40
Possible Total Points:	250

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 years of age.
6. Applicants must pay all applicable fees before issuing an enrollment contract or making other payment arrangements acceptable to the school as 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 (2 – 3) pages 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 on 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 a modern Windows 10 or macOS computer. 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 a minimum of 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 plug-ins to access streaming media, PDF files, or other web components.
- Antivirus software such as Microsoft Defender.
- A conferencing tool such as Google Hangouts or Zoom.

PERFORMANCE REQUIREMENTS

Each program has specific physical and non-physical requirements to ensure our students' and patients' safety and welfare. Almost all of our students (check with an Admission Advisor if applicable) must be able to:

- Handle stressful situations related to technical and procedural standards and patient care situations.
- Respond quickly and appropriately to 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 in an ethical, sound, competent, compassionate, and professional manner 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 up to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk up 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.
- Give manual resistance to a patient's arm, leg, or trunk during exercise.
- Move with adequate agility and speed to ensure patient safety.
- Walk and balance well enough to help patients walk and transfer with or without equipment while preventing injury to 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 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 up to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk up 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 in an ethical, sound, competent, compassionate, and professional manner 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 at or above shoulder level intermittently 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 a variety of 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.
- Providing physical and emotional support to the patient during the sonographic procedures, responding 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 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 at or above shoulder level intermittently 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 a variety of 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.
- Providing physical and emotional support to the patient during the sonographic procedures,

responding 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 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, move, lift, and transfer patients from a wheelchair or cart to a table or bed.
- Move, adjust, and manipulate a variety of 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 CRT 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 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 — lead aprons, files, lead syringes.
 - 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.
- 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 up to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk up to 30 degrees to the right and left.
- Work compassionately and effectively with sick patients.

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

- Transport, move, lift, and transfer patients from a wheelchair or cart to an imaging table or bed.
- Move, adjust, and manipulate various radiographic equipment, including portables and C-arm equipment physical transportation.
- 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 in an ethical, sound, competent, compassionate, and professional manner in the classroom and the clinic.

Associate of Science in Nursing Program (ADN)

Each program has specific physical and non-physical requirements to ensure students' and patients' safety and welfare. Almost all of our students (check with an Admission Advisor if applicable) must be able to:

- Handle stressful situations related to technical and procedural standards and patient care situations.
- Respond quickly and appropriately to 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 in an ethical, sound, competent, compassionate, and professional manner 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 lift and carry 25 pounds (11.34 kilograms) — 50 pounds (22.68 kilograms).
- Requires to push or pull 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.
- Give manual resistance to a patient's arm, leg, or trunk during exercise.
- Move with adequate agility and speed to ensure patient safety.
- Walk and balance well enough to help patients walk and transfer with or without equipment while preventing injury to 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 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, and 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 in English with instructors, patients, families, and other healthcare providers.
- 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 up to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk up 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 physical 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 in an ethical, sound, competent, compassionate, and professional manner in the classroom and the clinic.

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

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

- Lift more than 50 pounds (22.68 kilograms).
- Be able to push-and-pull routinely.
 - 1-5 lbs. frequently – lead aprons, files, lead 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 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 up to 45 degrees and flex the lower torso into a squatting

position.

- Rotate the upper trunk up to 30 degrees to the right and left.
- Work compassionately and effectively with sick patients.

B.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 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 in an ethical, sound, competent, compassionate, and professional manner in the classroom and the clinic.

Medical Assistant Program (MA)

Each program has specific physical and non-physical requirements to ensure students' and patients' safety and welfare. Almost all of our students (check with an Admission Advisor if applicable) must be able to:

- Handle stressful situations related to technical and procedural standards and patient care situations.
- Respond quickly and appropriately to 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 in an ethical, sound, competent, compassionate, and professional manner 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 up to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk up 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.
- Give manual resistance to a patient's arm, leg, or trunk during exercise.
- Move with adequate agility and speed to ensure patient safety.
- Walk and balance well enough to help patients walk and transfer with or without equipment while preventing injury to 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.

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

XTMAS students must be in good health 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 up to 45 degrees and the lower torso into a squatting position.
- Rotate the upper trunk up 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 in an ethical, sound, competent, compassionate, and professional manner 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.

Expulsion

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

Academic Expulsion

Individuals expelled for academic reasons can be re-enrolled into the same program one (1) time and are not eligible for remediation. A re-enrolled student (previously expelled for academic reasons) is placed on academic probationary status and is not eligible for remediation. Students who failed VN 440 may still be eligible for graduation. Please see the VN Program Specific Placement & Credit Granting section.

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 Gurnick Academy of Medical Arts enrollment. 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 degree/diploma. The student must check with the program’s certification/licensure bodies if the latter accepts your chosen foreign degree/diploma evaluator.

Please see below some of our programs’ requirements:

- VN Applicants with a Foreign High School Education Level:
Applicants to the Vocational Nurse Program must submit a copy of their original foreign high school diploma or original foreign transcript upon admission into either program in addition to their foreign transcript/diploma evaluation.
- Imaging Applicants:
ARRT® (Registry for Associate of Science in MRI, Associate of Science in Radiologic, 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.evaluation-service.net/>
- Foreign Academic Credential Service, Inc.: <https://facusa.com/>
- Foundation for International Services, Inc.: <https://www.fis-web.com/>
- Global Credential Evaluators, Inc.: <https://gceus.com/>
- Global Services Associates, Inc.: <http://www.globaleval.org/>
- 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: <http://www.jsilny.com/>
- SpanTran: The Evaluation Company: <https://www.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 up to date could impact the student's ability to attend the clinical facility, complete the program's graduation requirements, or obtain certification after program 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 Gurnick Academy of Medical Arts chosen laboratory. 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 completion of 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 be aware 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. 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.

Program Specific Placement & Credit Granting

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 that the institution determines are equivalent to courses within the Associate of Science in Radiologic Technology program curriculum.
4. Exceptions may be made for credits granted over five (5) years for General Education courses.
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:

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 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.

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 Health Care 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 Associate of Science in Nursing program upon review and approval from the Program Director. Submission of documentation of education and experience to qualify 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, completion of 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, and experience eligibility, a minimum passing score of 75% on the Challenge Exam and 100% on a dosage calculation exam.

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

Credits earned from courses or programs approved by:

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

Associate of Science in Radiologic Technology Program (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 that the institution determines are equivalent to courses within the Associate of Science in Radiologic Technology program curriculum.
4. Exceptions may be made for credits granted over five (5) years for General Education courses.

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.

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 Health Care 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. Submission of documentation of education and experience qualifies 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 Bachelor Degree Nursing Program 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 Associate Degree Nursing Program is based upon space availability, military education, and experience eligibility, a minimum passing score of 75% on the Challenge Exam and 100% on a dosage calculation exam.

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.

Students who fail VN440 may submit proof of passing the NCLEX-PN exam to obtain credit for VN440 and graduate from the VN Program. All other graduation requirements (i.e., zero account balance) must also be met.

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 Radiologic Technology program
- Associate of Occupational Science in Radiologic Technology program
- Bachelor of Science in Nursing program
- Bachelor of Science in Radiation Therapy program
- Master of Science in Nursing program
- Vocational Nurse program
- X-ray Technician with Medical Assistant Skills program

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

Licensing examinations and their content are controlled by outside agencies. 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 no 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 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 graduates of the program to take the radiographer certification examination offered by the State of California Department of Public Health. Once certified, the radiographer is legally allowed to practice within 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 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 technologists practicing within the respective disciplines. Exam content is specified on this website and in the respective handbook for each discipline.

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

The law requires that radiologic technologists be certified 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, 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 (S) examination.

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

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

For more information about ARRT® certification and examination, you can visit www.arrt.org or contact them at 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 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.

Eligibility for ARRT® Certification

Under the 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 Technologists 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 the 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 technologists practicing within the respective disciplines. Exam content is specified on this website and in the respective handbook for each discipline.

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

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 who are 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 either 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 applicants for licensure in California 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. A criminal history will be discovered upon receipt of fingerprint results from the California Department of Justice and the Federal Bureau of Investigation. 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). Retrieved from <https://www.rn.ca.gov/applicants/lic-faqs.shtml#discipline>.

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

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

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 years of age, 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 category of licensure.

(c) The examinations required by the board for a license under this chapter may be conducted by the board or by a public or private organization specified by the board. The examinations may be conducted under a uniform examination system. 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 requirements for initial licensure in all states due to CAPTE accreditation.

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 graduates of the program to take the radiographer certification examination offered by the State of California Department of Public Health. Once certified, the radiographer is legally allowed to practice within 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: <http://www.dhs.ca.gov/rhb>.

The law requires that radiologic technologists be certified 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 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 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: <http://www.dhs.ca.gov/rhb>.

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 who are 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**.

Dental Assistant Program (DA)

California does not require that a dental assistant be certified to work as a dental assistant. However, such a certificate may increase the chances of being hired. The Dental Board of California requires a written 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), and in addition, the application requires the following elements also included in the program: 8-hour Infection Control Certificate, Coronal Polishing Certificate, and a Radiation Safety Certificate.

**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 it is not required for students to pass the CCMA exam to work as a medical Assistant, 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. Gurnick Academy of Medical Arts Vocational Nurse Program is accredited by the BVNPT that requires disclosing the following information from their website:

*Summary of Requirements for Licensure as a Vocational Nurse***Section A**

1. Minimum Age — 17 Years.
2. 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 Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) fingerprints. (See "Important Fingerprint Information.") Note: A License will not be issued until the Board receives the background information from DOJ.
6. Attach the appropriate 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 be eligible 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 states: **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 graduates of the program to take the limited practice technician licensure examination offered by the State of California Department of Public Health. Once certified, the Limited Practice Technician is legally allowed to 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: 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 technicians practicing within the respective disciplines. Exam content is specified on this website and in the respective handbook for each discipline.

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

It is required by law that 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

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 complete within four months from the start date, all fees and tuition are to be paid, in advance, 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 have the responsibility to repay 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, and less any deduction for equipment not returned in good condition for applicable students, within 45 days after the notice of cancellation is received if cancellation occurs later than three-days after enrollment.
2. After the end of the cancellation period, you also have the right to stop school at any time. 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 cancellation notice at the enrolling campus. This can be done by mail or hand delivery.
4. The written notice of cancellation, if sent by mail, is effective when deposited in the mail and properly addressed with proper postage.
5. The written notice of cancellation need not take any particular form and 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 to the Program Director 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 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

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. The student must be a California resident while enrolled in a residency program if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless waived, 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, a California resident, or are enrolled in a residency program to 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 that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 574-8900, or (888) 370-7589.

To be eligible for STRF, you must be a California resident or be 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 the following:

1. The institution, the location of the institution, or an educational program offered by the institution was closed or discontinued. You did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution within 120 days before the institution’s closure or the program’s discontinuation.
3. You were enrolled at a location of the institution more than 120 days before the institution’s or location of the institution’s closure 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 ordered the institution to pay a refund. Still, it failed.
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 unable to collect the award from the institution despite being awarded restitution, a refund, or other monetary awards by an arbitrator or court, based on a violation of this chapter by an institution or its representative.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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. The student must have filed a written application for recovery within the original four (4) year period of the action or event that made the student eligible unless another act of law has extended the period.

However, no claim can be paid to any student without a social security number or a 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. The 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 who can assist students with 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), 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 is used to calculate the EFC.

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 is used to calculate the EFC. The school code for Gurnick Academy of Medical Arts is **041698**.

The FAFSA can be completed online at www.fafsa.gov.

2. To sign the FAFSA electronically, the student needs an FSA ID. To apply for an FSA ID, go to www.fsaaid.ed.gov. 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.studentloans.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. When possible, the student and the parent should use 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, 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 student's 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.
- Not be in default on any student loans or owe a refund of any grant funds.
- Maintain Satisfactory Academic Progress as described in the school catalog.

Most forms of financial aid require that a student have 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 process of verification. 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 complete verification and resolve any 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 who have not earned a bachelor's or professional degree or equivalent. The student's need, 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 prioritized for Federal Pell Grant recipients. The grant amount and the number of students who may receive it depends 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 grant amount is \$300 for an award year.

FSEOG awards are gift aid and are not repaid.

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.ed.gov/sa/types/loans/interest-rates>. The annual loan limits are established by Congress and 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 amount of the loan 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 parents can obtain to help pay for education for their dependent undergraduate children.

Financial need is not a requirement for a PLUS Loan. The limit to a PLUS Loan amount is the Cost of Attendance less other aid. Parents must pay the interest that accrues 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.ed.gov/sa/types/loans/interest-rates>. The net amount of loan funds disbursed to the parent is less than the loan's gross amount, less the origination fee, determined annually and found at the website listed above. The funds for all Direct Loans come from the government and are repaid via loan servicer companies.

PLUS Loans are credit-based; parent borrowers will have a credit check as part of the application process and cannot have adverse credit. If a parent is denied based on adverse credit, they can obtain an endorser for the loan. A 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 to receive 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.

PUBLIC SAFETY OFFICER

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.

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.

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 types of Cal Grants:

Cal Grant A

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

There are two types of Cal Grant B awards: Entitlement and Competitive.

Cal Grant B Entitlement Award

Students who meet Cal Grant eligibility requirements, have at least a 2.0 GPA, and apply by the deadline when they graduate from high school or the following year are guaranteed a Cal Grant B. Students awarded an Entitlement Cal Grant B must confirm their high school graduation at www.webgrants4students.org before disbursing funds.

The Cal Grant B Entitlement award provides money for books and living expenses for students in their first year of college.

The award also provides tuition support at participating independent colleges, universities, and career colleges for the second and subsequent years.

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 disbursement of the loan(s). Online entrance counseling is available at www.studentloans.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 to be fulfilled.

Exit Counseling is required for all Federal Direct Subsidized and Unsubsidized Loan borrowers. The online exit counseling is available at www.studentloans.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.

SALLIE MAE LOANS

Sallie Mae is the only private education lender Gurnick Academy of Medical Arts students have borrowed from 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 full 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, time to repay, 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. Payee 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 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 scheduled 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 normal 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 of Medical Arts 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 provided academic plan.

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 financial aid cancellation may do so, in writing, to the Financial Aid Office. Mitigating circumstances may include but are not limited to illness or injury of the student or immediate family member, death of a relative, or other special circumstance. The Director of Financial Aid and 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 required elements, such as tutoring. The student's progress will be reviewed monthly 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, typically not to exceed the Maximum Time Frame.

Students are limited to one appeal during their education at Gurnick Academy of Medical Arts, regardless of the reason or other circumstances. If a student regains SAP status, they can appeal one 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 credits completed. Transfer credits are counted as both attempted and earned but do not affect the GPA. Nontraditional awarding of credit, including credit by exam and credit for life experience, count as attempted and earned credits but does not impact 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 Warning status, students are eligible to receive financial aid. Students that are still below standards for a second term will have their aid canceled. Students may appeal the loss of financial aid under the above appeal policy.

All withdrawals and incompletes are considered when determining Satisfactory Academic Progress but do not impact the GPA. Transfer hours reduce the length of the scheduled program hours at Gurnick Academy of Medical Arts but do not impact the SAP measurements except for the Maximum Timeframe. 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 expressed in calendar time. 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 the program per the attendance policy. This information can be found in the chart below.

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

NON-TERM PROGRAMS QUANTITATIVE MEASUREMENT CHART

<u>PROGRAM</u>	<u>MINIMUM HRS TO BE COMPLETED</u>	<u>HOURS IN THE PAYMENT PERIOD</u>
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

<u>PROGRAM</u>	<u>WEEKS IN THE PROGRAM</u>	<u>MAXIMUM TIMEFRAME (WEEKS)</u>
VN	52	78
XTMAS	52	78
AOSUT	96	144
AOSVUT	72	108
ASMRI	72	108
ASNM	94	141
ASPTA	44	66
AOSRT	94	141
ASRT	94	141
MA	30	45
DA	30	45

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
ASVN	33	49
BSN	120	180
BSN (LVN to BSN)	63	94
BSN (RN BSN)	40	60
BSDMI	51	76
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.fafsa.gov or use the FAFSA mobile application. 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.fsa.gov.

If you have already completed the FAFSA for the current school year, you need to add the Gurnick Academy of Medical Arts school code **041698** so that Gurnick Academy of Medical Arts will receive your FAFSA results.

2. The FAFSA results will be sent to you and Gurnick Academy of Medical Arts within a few days. Within two 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, as well as any balance you will owe and payment options.

Can't wait two 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 you a Requirements Letter 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 any federal student loans, you must complete the Master Promissory Note (MPN), available at www.studentloans.gov. First-time borrowers must complete student loan entrance counseling before the student's start date, also at www.studentloans.gov.

PLUS loans for parents of dependent students require a separate application and MPN, both available at www.studentloans.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). 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 the hours 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 that 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. For further information or a more detailed version of the calculation, please see the Financial Aid Office.

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: $\text{Number of clock hours or scheduled days completed} / \text{Number of clock hours or scheduled days in the payment period} = \text{Percentage of Title IV Funds Earned}^*$
* 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. If the aid disbursed exceeds the aid earned, a return is due. 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 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 conditions of a contract 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 offered 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 that include 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 full academic freedom to its faculty. 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 a Campus Director responsible for assuring that this policy is followed. Employees may refer to 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 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 Title IX Coordinators and primary function. Please note that the 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 in which they are enrolled. The Campus Director, or their official designee, functions as the Title IX Coordinator for each campus.

The designated Title IX Coordinators will ensure compliance in all areas and aspects of Gurnick Academy of Medical Arts while facilitating any discrimination grievance procedures. This designee will also be responsible for keeping all records affiliated with discrimination grievances. They will be trained to investigate and conduct hearings in a manner that "protects the safety of victims" and "promotes accountability." With this responsibility, the designee is considered a resource to Gurnick Academy of Medical Arts students and a

resource for the 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 that all 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 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, whether on or off Gurnick Academy of Medical Arts property.

Any student, employee, or applicant who believes they have been or are 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 consists of the Title IX Coordinator, the Director of Financial Aid, and the Program Director. A faculty member may substitute for one of the panel members as necessary.

The complaining student will be asked to 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.meganslaw.ca.gov.

The following website offers a link to all registered sex offenders that are searchable either by name or by zip code within a radius of a certain address: 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 referred to as 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 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 (copy of transcripts, a record of clinical performance, lab experiments, and program completion) will remain on file, on-site, for a minimum of 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, maintained for a minimum of 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 that a meeting be held to resolve the matter with the Program Director or Coordinator.

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 judgment of Gurnick Academy of Medical Arts personnel. No profanity is tolerated in the 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 balance for tuition, fees, and supplies become 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 of 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

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 by key if issued or by admittance via authorized personnel during non-business hours.

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. 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 employees 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.

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 around the campus distributed
- Website warning posted

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 in cooperation 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 suspects is suffering from wounds inflicted by a firearm or is a result of assaultive or abusive conduct.

Each year, an e-mail notification is made to all at Gurnick Academy 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 not possible, the students should call 911 themselves. Contact the appropriate Campus Director for non-emergencies. This information is posted in several conspicuous places on the Gurnick Academy of Medical Arts premises.

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 reporting of crime statistics. Violations of the law will be referred to law enforcement agencies and, when appropriate, to the Campus Director for review. When a potentially dangerous threat to 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/Designated School Official. 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 Gurnick Academy of Medical Arts Designated School Official on the scene will offer the victim assistance after calling 911.

This publication contains information about on-campus and off-campus resources 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 clothing, jewelry, electronic devices, school material, 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 is 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 premise of any Clinical Facility/Site, the Incident/Accident Report Form should be completed by the student and instructor and should note any concerns where processes are incongruent with this procedure. Similarly, our clinical affiliations can file an Incident Report if students do not adhere to proper procedures.

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

Weapons and Firearms

Gurnick Academy of Medical Arts prohibits all persons who enter school property owned, leased, or under the Academy's control from possessing, manufacturing, transferring, selling, storing, displaying, or using weapons of any kind, regardless of whether the person is licensed to carry the weapon. Failure to abide by this policy will result in disciplinary action, including, but not limited to, termination of employment/withdrawal from the program and dismissal from the Gurnick Academy of Medical Arts property. Additional disciplinary actions may be imposed under the Code of Conduct policy.

Needle Stick

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

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

- 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 needle 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 on an individual basis regarding the future of the student's participation in the program.

A student who may have been exposed to a communicable disease may be asked to leave the clinical area until the incubation period has expired. 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 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 take appropriate action within thirty (30) days of notification.

Consequences

One of the goals of our drug and alcohol-free workplace program is to encourage employees/students to 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 not to exceed one month.
5. Termination from the 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.

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 17. Resources

Location	Resource	Contact Information
San Mateo, CA	Project Ninety Inc. O'Toole Center	15 9th Avenue, San Mateo, CA 94401, (650) 579-7157
San Mateo, CA	Mills-Peninsula Health Services Behavioral Health Department	1601 Trousdale Drive, Burlingame, CA 94010, (650) 696-5363
Concord, CA	John Muir Behavioral Health Center for Recovery	2740 Grant Street, Concord, CA 94520, (925) 674 -4100
Concord, CA	Recovery Management Services Crossroads Treatment Center Inc.	2449 Pacheco Street, Concord, CA 94520, (925) 682-5704
Modesto, CA	Nirvana Drug and Alcohol Institute Outpatient	1100 Kansas, Suite B, Modesto, CA 9535, (209) 579-1151
Modesto, CA	Living Center	416 Corson Avenue, Modesto, CA 95350, (877) 399-0049
Fresno, CA	Mental Health Systems Inc. Fresno Center for Change	2550 West Clinton Avenue, Fresno, CA 93705, (559) 264-7521
Fresno, CA	WestCare California Inc.	611 East Belmont Avenue, Fresno, CA 93701, (559) 237-3420

Sacramento, CA	Sacramento County Probation Adult Drug Court Treatment Center	3201 Florin Perkins Road, Sacramento, CA 95826 (916) 875-1171
Sacramento, CA	Bridges Inc Outpatient Services	3600 Power Inn Road, Suite C, Sacramento, CA 95826 (916) 450-0700
Van Nuys, CA	Los Angeles Centers for Alcohol and Drug Abuse	470 East 3 rd Street, A & B, Los Angeles, CA 90013 (213) 626-6411

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:

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 less than 90 days or more than one (1) year in county jail. (Health and Safety Code Section 11550 (a)).

For reference:

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 at any time during the pregnancy if all program objectives, courses, and competencies are completed.

However, if a student chooses to declare her pregnancy to program officials, she must provide written notification. 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 without question 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 clinical and didactic hours missed 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 without question 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 clinical and didactic hours missed 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 without question 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, 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 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 not permissible 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.

There is an additional option for students in the Dental Assistant, Associate of Occupational Science in Ultrasound Technology, and Associate of Science in Magnetic Resonance Imaging Programs:

1. Students may also continue the training with a modification of clinical assignments. This option means the student would decide to delay clinical assignments and competencies in areas with elevated potential hazardous exposure. However, to accomplish this, the training may need to be extended. The student must make up all clinical and didactic hours missed 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 a time of 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 150 miles (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

Depending on where the student is in the program and the nature of the Gurnick Academy of Medical Arts educational structure, hours cannot be guaranteed, possibly affecting the student's graduation date and completion status. 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 and 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. Students must sign the cover letter and include their Gurnick Academy of Medical Arts student ID or social security number and date of birth if they choose to mail the certified documents. 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 environment 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, that 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 be made for that clinical site only.

Exceptions or Additions to the Student Dress Code by Program

Physical Therapist Assistant (A.S. in PTA) and Ultrasound Technology (A.O.S. in UT) 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.

Distance Education (Online) Programs:

Students enrolled in Distance Education (Online) programs, including 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 may arise which are not covered by this policy:

- Students with long hair must always keep their hair up and away from the face.
- 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, and 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 cellphone use in class for certain activities.*

ADMINISTRATION OF EXAMINATION

All electronic devices must be turned completely off during all evaluation forms administration 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 available 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 complete 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 quizzes 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 settle the dispute sincerely. 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 at hand 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, 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 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 rcheema@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.

Members of the Gurnick Academy of Medical Arts community are advised to become as knowledgeable as possible regarding copyright law and this policy. Individuals who willfully disregard this policy and guidelines do so at their own risk and may be subject to personal liability. 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.

Use of copyright 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 expired 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 found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750.00 and not more than \$30,000.00 per work infringed. A court may award up to \$150,000.00 per work infringed. A court can, at its discretion, also assess costs and attorneys’ fees. 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 Website of the U.S. Copyright Office at www.copyright.gov, especially their FAQs at www.copyright.gov/help/faq.

FILE SHARING

Gurnick Academy of Medical Arts’ computers are strictly for supporting the mission of Gurnick Academy of Medical Arts and are only to be 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 as one’s original ideas, words, or writings of another. One common violation is the use of another student’s work without acknowledgment. The most common violation involves a student using published materials and failing to acknowledge the sources.

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

STUDENT SERVICES

Student Identification Card

Students receive 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.

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 the Program Director. The Program Director can arrange individual tutoring to help struggling students catch up with the program and improve academic progress.

Library Resources

Gurnick Academy of Medical Arts provides students with online resources through our consortium membership and the Library & Information Resources Network (LIRN) subscriptions. Gurnick Academy of Medical Arts subscribes to the LIRN Core Collection of databases to access online reference books, journals, magazines, and news content.

The LIRN Medical Module provides journals, magazines, news, and dissertation content in biomedical science, nursing, and allied health. Students can access our LIRN database content 24/7. Gurnick Academy of Medical Arts also subscribes to LIRN's Consortium Librarian Services. Students and faculty may contact the LIRN Librarian for research assistance and training by emailing GurnickAcadOfMedArts@lirn.net.

Computer and Internet Resources

Computer and Internet Resources are available for students to use at each campus. Students can access equipment and programs essential for their educational and work-related experiences. Most computer labs also have printers.

Student Information System

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

review.

Employment Assistance

Gurnick Academy of Medical Arts provides job search assistance to graduates in good standing for as long as the graduate continues to cooperate with the academy. 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 field of training within a time acceptable to them. Therefore, they may elect to pursue other career options; some use their training indirectly, and some do not.

Job search assistance will be provided in the form of some or all of the following:

- Interviewing skills seminars
- Resume preparation seminars
- Job search techniques seminars
- Referrals to potential employers

In some allied health occupations, many jobs begin as part-time, averaging 20 to 25 hours per week, with a potential opportunity to progress to or 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 Mateo, CA, \$1,400.00; Concord, CA, \$1,465.00; Modesto, CA, \$995.00; Fresno, CA, \$685.00; Sacramento, CA, \$950.00; and Van Nuys, CA, \$1,295.00.

Student Resources

Students can obtain a list of local support services from Student Services. 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 for determining eligibility for academic accommodations.

Disability Accommodation & Grievance Policy

1. Statement of Non-Discrimination and Accommodation

- a. Gurnick Academy of Medical Arts, LCC ("the Institute") does not discriminate 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 law 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

2121 S. El Camino Real, Building B-200

San Mateo, CA 94403

(650) 425-9673

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 who provide the appropriate documentation of a disability. Such documentation should specify that a student has a physical or mental impairment and how that impairment substantially limits one or more major life activities. Generally, the supporting documentation must be dated less than three (3) years from the date a student requests a reasonable accommodation and must be completed by a qualified professional specializing in the student's disability, as enumerated below.

Table 18.

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, 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 ameliorate the effects or limitations.

The Institute may request additional documentation as needed. The Institute may, at its discretion, waive the requirement for medical documentation to support accommodation requests that relate to obvious impairments and 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
2121 S. El Camino Real, Building B-200
San Mateo, CA 94403
(650) 425-9673
jho@gurnick.edu

Grievances must be submitted to the ADA Compliance Coordinator within thirty (30) days of the 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 relating to 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 to inquire about the investigation status at reasonable intervals.
- v. The person filing the grievance may appeal the decision of the ADA Compliance Coordinator by writing to the following:

Burke Malin
 Chief Operating Officer
 2121 S. El Camino Real, Building B-200
 San Mateo, CA 94403
 (650) 558-9038
bmalin@gurnick.edu

within 15 days of receiving the ADA Compliance Coordinator's decision. The Chief Operating Officer shall issue a written decision 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 amount of any refund. 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 you must provide 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 risks 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 fraudulent or deceptive means. 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 you were 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, protection from physical and psychological injury, 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.S. in MRI, A.S. in PTA, A.S. in Nursing, A.S. in VN, A.S. in RT, A.O.S. in UT, A.O.S. in RT, A.O.S. in VUT, A.S. in NM, B.S. in Nursing, Dental Assistant, X-ray Technician with Medical Assistant Skills, Medical Assistant, Vocational Nurse), 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 RTT, 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.

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 timeline of opting out, please see an Admission Advisor or the Program Director.

GENERAL EDUCATION, TECHNICAL EDUCATION & PROFESSIONAL EDUCATION

General Education courses are required of all students pursuing an Associate or Bachelor level program. 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 even 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 a 75% in each course in module I, 77% in each course for module II, and 80% for 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 19. *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 then divided by the total number of hours completed to determine the GPA.

For example, a course is defined as being 24 clock hours, and the final grade received is a “C.” 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 a grade of “A,” “B,” “C,” “D,” and “F” enter into the GPA calculation. Courses with a grade 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 a grade of F 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 a grade of “F” 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 officially withdraws from before the scheduled course ends. Grades of “W” do not enter into the GPA calculation. A grade of “W” is included in the Rate of Progress/Passed Measurement calculation at hours attempted but not as hours earned.

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 a grade of “C.” Should a student receive a grade of I and not be placed on remediation, the course grade will be changed to a punitive grade. A grade of “I” does not enter into the GPA calculation. A grade of “I” is included in the Rate of Progress/Passed Measurement calculation as 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 of 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 20. *Quantitative Measurements*

Program	Clock Hours in Program	Midpoint of the Maximum Time Frame	Maximum Time Frame (credit hours)
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 Physical Therapist Assistant (A.S. in PTA)	1,353*	1,014.75	2,029.5
Associate of Science in Radiologic Technology (A.S. in RT)	2,974	2,230.5	4,461
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 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
Master of Science in Nursing – BSN-MSN (BSNMSN)	540	405	810
Medical Assistant (MA)	948.5	711.38	1,422.75
Dental Assistant (DA)	946.5	709.88	1,419.75
Vocational Nurse (VN)	1,570	1,177.5	2,355
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) credits earned.

Table 21. *Class Standing*

Semester Credit Hours	Quarter Credit Hours
Freshman: 0-24	Freshman: 0-37.49
Sophomore: 25-48	Sophomore: 37.5-73.49
Junior: 49-72	Junior: 73.5-109.49
Senior: >73	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 that arrive more than 15 minutes after class begins.
- Students that leave more than 15 minutes before class ends.
- Students that 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 that 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 22. *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 UT A.O.S. in VUT	Didactic/Lab	2*	3*	4*
	Clinical	2*	2*	3*
A.S. in MRI, 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			
	VN120	1	2	3
	VN420			
	VN440			
A.S. in VN		Online Course (see below)		
B.S. in DMI		Online Course (see below)		
RN-BSN BSN-MSN		Online Course (see below)		
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 the amount of time a student spends 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 need to 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 filled out completely and accurately with all required signatures for all missed hours before the credit for make-up hours is granted.

Table 23. *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	Within seven (7) days upon Return from Absence.*	Within 30 Days from the Date of Absence.*	Within 30 Days from the Date of Absence.*
VN			

DA	Immediately upon Return from Absence.	Within seven (7) Days from Return of Absence.*	
MA			
A.S. in PTA			
A.O.S. in UT A.O.S. in VUT	Within seven (7) days upon Return from Absence.*	Students not in clinical — Within 14 days of absence.	Students not in clinical — Within 14 days of absence.
		Students in clinical — Within 21 days of absence.	Students in clinical — Within 30 days 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.S. in NMT	Immediately upon Return from Absence.	Within seven (7) Days from Return of Absence.	By the end of the current externship course.
A.S. in RT A.O.S. in RT A.S. in NM B.S. in RT		Within five (5) Days from Return of Absence.	
XTMAS		Within five (5) Days from Return of Absence.	

**Or by the end of the course, whichever comes first.*

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 required 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/REMEDICATION

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 24. Remediation/Probation Plan Details

Program	Remediation Plan Establishment	Maximum Time Frame of Remediation Plan Completion	Probation Plan Establishment
	# of business days from the course completion date	# of calendar days from the date of issuance	# of business days — academic probation/disciplinary probation
A.S. in PTA	2	3	3
A.O.S. in UT A.O.S. in VUT	3	14	3/module
A.S. in MRI	5	5	5
A.S. in NM			
A.S. in RT			
A.S. in VN			
B.S. in RT			
MA			
DA			
VN			
ADN, LVN-RN BSN, LVN-BSN, RN-BSN*, BSN- MSN	5	21	5 Disciplinary only
B.S. in DMI			
A.O.S. in RT	Next Business Day	5	3
XTMAS	Next Business Day	5	3

*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 maximum time frame for completing a remedial action plan is in the table above.

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, nor is it considered "extra credit." Students who pass the remediation are deemed to receive a passing grade of "C" in that course. To remain in the program, the student must adhere to and complete the action plan. 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 Vocational Nurse Program (VN)

Course VN 440 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) and Bachelor of Science in Diagnostic Medical Imaging (BSDMI)

Students who score below 60% are not eligible for remediation.

Additional information for 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 on the student’s transcript.

Additional information for Associate of Science in MRI (A.S. in MRI), Associate of Science in Physical Therapist Assistant (A.S. in PTA), Associate of Science in Radiologic Technology (A.S. in RT), Associate of Occupational Science in Radiologic Technology (A.O.S. in RT), Associate of Occupational Science in Ultrasound Technology (A.O.S. in UT), 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 and Associate of Occupational Science in Vascular Ultrasound Technology Programs may be placed on remediation only for a maximum of 2 courses per module and are not to exceed the total of two (2) times throughout the entire duration of the program.

Students in the Associate of Science in Radiologic Technology Program, Associate of Occupational Science in Radiologic Technology Program, and Associate of Nuclear Medicine Technology Program may be placed on remediation only for a maximum of 2 courses per module 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 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 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 on the Student’s transcript.

Additional information for the Associate Degree 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.

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 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 circumstance 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

Academic LOA is determined by the institution 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.

Note: Students in term-based programs are not eligible for an LOA.

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 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 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 acquired an Associate 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 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 Master of Science in Nursing Program (BSN to MSN):

1. The student must have a minimum GPA of 3.0 to graduate from the program.

Additional Graduation Requirements for the Vocational Nurse Program (VN):

1. The student must have completed the program exit examination. Students will be provided 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 who question 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.

REQUIRED APPLICATIONS

All Gurnick Academy of Medical Arts students must have the following application installed on their computers:

- Chrome browser
- Lanschool Student
- Adobe Acrobat Reader
- VitalSource bookshelf

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. All policies, school rules, and expectations concerning student conduct and communications apply when using computers. 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, or 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, 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 as acceptable and unacceptable use of its email system. Gurnick Academy of Medical Arts reserves the right to amend this policy at its discretion. 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.

*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 an educational communication tool, 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 do, you must secure the information by including it in a Microsoft Word or Excel file and protecting it with a password. Then provide the recipient with the password using other communication, such as telephone.

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.

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 do, you must secure the information by including it in a Microsoft Word or Excel file and protecting it with a password. Then provide the recipient with the password using other communication, such as telephone.

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 damages of the personal computer, mobile devices, or equipment purchased through Gurnick Academy of Medical Arts.

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 an essential aspect of 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 cannot remember your password.

- Passwords should change regularly, a minimum of 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 nor 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.

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. Contain at least eight (8) alphanumeric characters

Weak passwords contain the following characteristics

1. Less than eight (8) 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. Symantec

2. McAfee
3. Webroot
4. Bitdefender
5. Kaspersky
6. Trend Micro

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 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 to have 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, taking care to 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 a sign it is overheating, which can potentially cause damage. **Do not leave your computer in a hot car or in 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.

Devices Purchased Through Gurnick Academy of Medical Arts

- The Microsoft Factory warranty covers computers purchased through Gurnick Academy of Medical Arts from the date you start using your equipment for one (1) year.
- Contact the Microsoft warranty center for hardware or accidental damage issues with your device.
- Gurnick Academy of Medical Arts is not responsible for any hardware, damages, or associated cost with repairs of your device.

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 is a general term referring to a designated period for each program, such as a module or semester.

Table 25. *Marking Period Table*

Program	Marking Period	Number of Marking Periods
A.S. in NM	Module	8
A.S. in RT		8
A.O.S. in UT		
DA		6
A.O.S. in VUT A.S. in MRI		
VN		4
XTMAS		
MA		3
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.S. in PTA	Quarter	4
A.O.S. in RT	Weeks	94

ASSOCIATE OF OCCUPATIONAL SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (A.O.S. IN RT)



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 Gurnick Academy of Medical Arts instructor and students in the Imaging Skills Lab at the Van Nuys campus.

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. Understanding the certification requirements and state or national board licensing exams is the student's responsibility. 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's design 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 26. A.O.S. in RT Program Outline

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	QUARTER CREDIT HOURS
<i>GE 011</i>	<i>Anatomy & Physiology I</i>	<i>56.0</i>	<i>5.5</i>
<i>GE 112</i>	<i>Algebra I</i>	<i>45.0</i>	<i>4.5</i>
<i>GE 201</i>	<i>Introduction to Sociology</i>	<i>45.0</i>	<i>4.5</i>
<i>GE 222</i>	<i>English Reading and Composition</i>	<i>45.0</i>	<i>4.5</i>
<i>GEH 020</i>	<i>Medical Terminology</i>	<i>18.0</i>	<i>1.5</i>
<i>GEH 253</i>	<i>Ethics and Law in Radiography</i>	<i>24.0</i>	<i>2.0</i>
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 Italic

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 27. A.O.S. in RT Program Credit Granting for Applicants with Current License

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	QUARTER CREDIT HOURS
<i>GE 011</i>	<i>Anatomy & Physiology I</i>	<i>56.0</i>	<i>5.5</i>
<i>GEH 020</i>	<i>Medical Terminology</i>	<i>18.0</i>	<i>1.5</i>

GEH 253	<i>Ethics and Law in Radiography</i>	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
TOTAL		1,028.0	58.0

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 MODULES

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 Mateo

DELIVERY: Blended (Residential and Distance Education)

A Gurnick Academy of Medical Arts instructor and student in the Ultrasound Skills Lab at the Fresno 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 Ultrasound Technology program prepares competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates will be qualified to 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 to facilitate 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.

Upon graduation, students will have demonstrated and completed all clinical and academic competencies required for eligibility to take the American Registry of Diagnostic Medical Sonography (ARDMS) certification exams in the area(s) of study.

A.O.S. in UT Program Outline

Table 35. A.O.S. in UT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
<i>GE 002</i>	<i>Principles of Physics</i>	45.0	4.5
<i>GE 021</i>	<i>Essentials of Anatomy and Physiology</i>	66.0	6.5
<i>GE 112</i>	<i>Algebra I</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 equipped with modern 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, small parts, obstetrics and gynecology, 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 modules. During the program's first module, students will take General Education courses up to 24 hours per week via online delivery during the first program module. Students will continue taking General Education courses online for up to 24 hours per week for the second program module's first seven (7) weeks. The student's workload consists of on-campus didactic/lab sessions, which include 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 module.

The subsequent two (2) modules (Modules III and IV or Modules V and VI, depending on the module 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 instruction. After completing four (4) modules, 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) modules, students attend clinical rotations only for three to four (3 – 4) days per week, in addition to attending Master Scanning Lab courses once a month on days to be announced on a separate schedule.

The student receives 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.

Upon program completion, an Associate of Science Degree in Ultrasound Technology is awarded. 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 are scheduled in no particular order.

Voluntary and Prudent Use Statement for Ultrasound Technology

Instructions in the ultrasound training laboratory are made possible by the participation of students, both as the person scanning and the person being scanned (subject). 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 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 MODULES
STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 29-2032.00
POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations*
LOCATIONS: San Mateo
DELIVERY: Blended

Gurnick Academy of Medical Arts students in the Ultrasound Skills Lab at the Fresno 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 will be qualified to 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 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 28. A.O.S. in VUT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 002	<i>Principles of Physics</i>	45.0	4.5
GE 021	<i>Essentials of Anatomy and Physiology</i>	66.0	6.5
GE 112	<i>Algebra I</i>	45.0	4.5
GE 110	<i>Critical Thinking</i>	45.0	4.5
GE 230	<i>Written & Oral Communication</i>	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	60.0	6.0
VU 300L	Cerebrovascular Sonography Lab	60.0	3.0
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	36.0	3.5
VU 401L	Lower Extremity Arterial System Lab	36.0	1.5
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 equipped with modern 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. Instructor to student ratio is 1:25 in lecture and 1:10 in the laboratory, and 1:1 during the externship.

The program comprises six (6) modules of twelve (12) weeks each. During the program's first module (12 weeks), students will take General Education courses up to 24 hours per week via online delivery. During the second module (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) modules (Modules 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) modules, 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

Instructions in the ultrasound training laboratory are made possible by the participation of students, both as the person scanning and the person being scanned (subject). 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 SCIENCE IN MAGNETIC RESONANCE IMAGING PROGRAM (A.S. in MRI)



72 WEEKS

1,886 CLOCK HOURS

115 QUARTER CREDIT HOURS

ASSOCIATE OF SCIENCE DEGREE PROGRAM, 6 MODULES

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 Mateo

DELIVERY: Blended (Residential and Distance

Education)

Stock photo from Canva.com.

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 use 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 rotated throughout our affiliated medical facilities while attending our MRI Technologist school.

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 29. *ASMRI Program Course Outline*

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 001	<i>Biology Basics</i>	45.0	4.5
GE 021	<i>Essentials of Anatomy and Physiology</i>	66.0	6.5
GE 110	<i>Critical Thinking</i>	45.0	4.5
GE 112	<i>Algebra I</i>	45.0	4.5
GE 201	<i>Introduction to Sociology</i>	45.0	4.5
MR 001	Introduction to MRI	120.0	12.0
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 30. US and Nevada Constitution

Course Number	Title	Clock Hours	Quarter Credit Hours
<i>SNO 001</i>	<i>US and Nevada Constitution*</i>	<i>0.0</i>	<i>0.0</i>

**This satisfies the Nevada Constitution requirement NRS 394.150 and is only required for students who reside in Nevada.*

A.S. in MRI Program Information, Length, and Schedule

The Associate of Science in MRI program provides a library. Instructor to Student ratio is 1:20 in lectures and 1:1 or 1:2 during clinical experiences.

The MRI program is a seventy-two (72) weeks full-time course of 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 (AERS), 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 modules. Students will take General Education courses up to 24 hours per week during the first two (2) program modules. Students will take Technical courses online for five (5) weeks during the second program module.

Clinical Rotations start in module 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)



94 WEEKS

2646 CLOCK HOURS

173 QUARTER CREDIT HOURS

ASSOCIATE OF SCIENCE DEGREE PROGRAM, 8 MODULES

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

Stock photo from Canva.com.

A.S. in NM 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.

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 emerging hybrid imaging technologies, including positron emission tomography (PET), computed tomography (CT), and magnetic resonance imaging (MRI). 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 rotations may include work 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 that will demonstrate effective communication skills with patients and medical and administrative staff.
- Promote acknowledgment of and adherence to ethical and professional responsibilities.
- Cultivate 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 Program Outline

Table 31. ASNM Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 002	<i>Principles of Physics</i>	45.0	4.5
GE 003	<i>Conceptual Chemistry with Laboratory</i>	75.0	6.0
GE 020A	<i>Human Body in Health & Disease I with Laboratory</i>	75.0	6.0
GE 020B	<i>Human Body in Health & Disease II with Laboratory</i>	75.0	6.0
GE 112	<i>Algebra I</i>	45.0	4.5
GE 230	<i>Written & Oral Communication</i>	45.0	4.5
GEH 301	<i>Ethics & Law in Health Sciences</i>	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	360.0	12.0
NM 270C	Clinical Practice III	384.0	12.5
NM 271	Registry Review I	36.0	3.5
NM 280C	Clinical Practice IV	360.0	12.0
NM 281	Registry Review II	36.0	3.5
TOTAL		2,646.0	173.0

General Education courses are identified in Italic

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. 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 up to 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 or evening 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)

Gurnick Academy of Medical Arts students 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 a vital part of 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 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 of entering or advancing in the healthcare profession.
- Provide a depth of human understanding and a wide range of nursing skills based on communication and scientific principles.
- Guide the Associate Degree student in collaborative practice with other healthcare professionals to meet patient nursing needs.
- Employ the nursing process in the provision of safe and effective care.
- Help develop the Associate degree student to become a role model, patient advocate, patient educator, and caregiver who provides an environment conducive to maintaining dignity and maximizing the wellness of each individual.
- Guide the Associate Degree student in becoming an active participant in the learning process and assist with their development of self-awareness and self-direction.
- Provide a shared learning environment between faculty and students 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 to provide safe nursing care.
3. Implement teaching strategies to promote adaptation to health.
4. Demonstrate caring behaviors in the provision of patient-centered, individualized care.
5. Use critical thinking and the nursing process 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 profession of nursing.
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 32. Generic ADN Program Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	<i>Human Body in Health and Disease I with Lab</i>	75.0	4.0
GE 041	<i>General Microbiology with Lab</i>	75.0	4.0
GE 222	<i>English Reading and Composition</i>	45.0	3.0
GE 112	<i>Algebra I</i>	45.0	3.0
GE 202	<i>General Psychology</i>	45.0	3.0
GE 020B	<i>Human Body in Health and Disease II with Lab</i>	75.0	4.0
GE 031	<i>Nutrition in Health & Disease</i>	45.0	3.0
GE 110	<i>Critical Thinking</i>	45.0	3.0
GE 201	<i>Introduction to Sociology</i>	45.0	3.0
GE 240	<i>Public Speaking, Basics of Effective Communication</i>	45.0	3.0
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 106	Pathophysiology	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
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		1,785.0	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 33. LVN to RN Advanced Placement General Education Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
<i>GE 020A</i>	<i>Human Body in Health and Disease I with Lab</i>	<i>75.0</i>	<i>4.0</i>
<i>GE 041</i>	<i>General Microbiology with Lab</i>	<i>75.0</i>	<i>4.0</i>
<i>GE 222</i>	<i>English Reading and Composition</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 112</i>	<i>Algebra I</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 202</i>	<i>General Psychology</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 020B</i>	<i>Human Body in Health and Disease II with Lab</i>	<i>75.0</i>	<i>4.0</i>
<i>GE 031</i>	<i>Nutrition in Health & Disease</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 110</i>	<i>Critical Thinking</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 201</i>	<i>Introduction to Sociology</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 240</i>	<i>Public Speaking, Basics of Effective Communication</i>	<i>45.0</i>	<i>3.0</i>
TOTAL GURNICK ACADEMY GENERAL EDUCATION COURSES		540.0	33.0

General Education Courses are identified in Italics.

Prerequisite Nursing Courses: LVN to RN Advanced Placement

(These courses are to be credit granted for LVNs, subject to Credit Granting Policy).

Table 34. 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 description for more details.

Table 35. 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 36. 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 description for more details.

ADN Program Information, Length, and Schedule

The ADN is a degree program providing a library and classrooms equipped with modern audiovisual teaching aids, textbooks, journals, anatomical charts, and models. Instructor to student ratio is 1:12 in the laboratory and

clinical, 1:28 in residential lectures, and 1:25 in online lectures depending on the campus.

The ADN program is designed with two (2) separate admission pathways. The pathways are intended for full-time attendance.

Generic ADN (6 semesters for a total of 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 consists of 14 Semester Credit Hours (9 — lectures, 5 — clinical & skills lab). 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 consists of ten (10) Semester Credit Hours (6 — lectures, 4 — clinical). 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 (9 — lectures, 5 — clinical). Courses include Maternal/Newborn Theory and Clinical, Care of Children Theory and Clinical, and Advanced Med/Surg I Theory and Clinical. Theory and Lab will be held Monday through Friday. The clinical schedule may vary depending on clinical site availability.

The sixth semester consists of nine (9) Semester Credit Hours (5 — lectures, 4 — clinical). Courses include Mental Health Nursing Theory and Clinical and Complex Med-Surg Theory and Clinical/Leadership. Classes will be held Monday through Friday. 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 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 before starting any Professional Courses.

The third semester is 16 Semester Credit Hours (11 — lectures, 5 — clinical). 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 (5 — lectures, 4 — clinical). 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 taking this option will not be a graduate of the nursing degree program. In addition, several states do not recognize individuals who complete this option or 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. 22.5 units must be completed in the Gurnick Academy of Medical Arts Associate Degree Nursing program. The remaining 6.5 units will be transfer credits from Physiology (3.5 units) and Microbiology (3 units) which are admission requirements. This option does not apply to ADN students enrolled in the program or to students who failed any course from the ADN program.

Table 37. LVN 30-Unit Option Course Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Transition Advanced Placement Theory & Lab Course	120.0	5.0
RN 102	Health Assessment Theory	30.0	2.0
RN 103	Health Assessment Skills Lab	67.5	1.5
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 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	22.5
TOTAL PROGRAM FOR 30-Unit Option (Transfer plus Professional)		—	29.0

ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT PROGRAM (A.S. in PTA)



Physical Therapist Assistant classroom at the San Mateo campus.

80 WEEKS, including prerequisites taken before enrolling in the 44 weeks of technical courses

1353 CLOCK HOURS

101 QUARTER CREDIT HOURS

ASSOCIATE OF SCIENCE DEGREE PROGRAM, 4 QUARTERS

STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code): 31-2021.0.

POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations.*

LOCATION: San Mateo

DELIVERY: Blended (Residential and Distance Education)

A Gurnick Academy of Medical Arts instructor and students in the

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

A.S. in Physical Therapist Assistant program graduates join an in-demand career in the growing healthcare field. 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 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 38. A.S. in PTA General Education Courses

Required program prerequisites courses (to transfer into Gurnick Academy of Medical Arts at the time of enrollment)	Equivalent Clock Hours	Quarter Credits
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Humanities: English: Reading and Writing Composition	50.0	5.0
Humanities: Oral Communication: Speech or Interpersonal Communication	40.0	4.0
Sciences: Anatomy and Physiology with Lab Note: 100 lecture hours with 40 laboratory hours	140.0	12.0
Mathematics: Minimum Algebra 1	50.0	5.0
Social Science: Introduction to Psychology or Lifespan Psychology	40.0	4.0
Social Science Elective: History, Economics, Political Science, Geography, Sociology, Anthropology, or General Psychology	40.0	4.0
TOTAL GENERAL EDUCATION COURSES	360.0	34.0

Table 39. A.S. in PTA Technical Courses and Total Program Hours.

Course Number	Title	Clock Hours	Quarter Credit Hours
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 GURNICK ACADEMY TECHNICAL COURSES		1,353.0	67.0
TOTAL PROGRAM FOR DEGREE: GE PLUS TECHNICAL		1,713.0	101.0

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 follows the 1+1 model in which General Education Courses are completed before enrollment into the technical education curriculum at Gurnick Academy of Medical Arts.

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

Classes begin twice a year in January and July and 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 the San Mateo campus enjoys a 1,776 sq. ft. classroom/laboratory 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)



94 WEEKS

2,974 CLOCK HOURS

167 QUARTER CREDIT HOURS

ASSOCIATE OF SCIENCE DEGREE PROGRAM, 8 MODULES

STANDARD OCCUPATIONAL CLASSIFICATION

(SOC Code): 29-2034.00, 29-2035.00, 29-2099.06

POTENTIAL OCCUPATIONS: *Please see a school official for the complete list of potential occupations.*

LOCATIONS: Concord and Sacramento

DELIVERY: Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the Imaging Skills Lab at the Sacramento campus.

A.S. in RT Program Mission

The A.S. in Radiologic Technology Program faculty are 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's 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 depend 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 in the preparation 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 40. A.S. in RT Program Course Outline

Number	Title	Clock Hours	Quarter Credit Hours
GE 011	<i>Anatomy & Physiology I</i>	56.0	5.5
GE 110	<i>Critical Thinking</i>	45.0	4.5
GE 112	<i>Algebra I</i>	45.0	4.5
GE 201	<i>Introduction to Sociology</i>	45.0	4.5
GE 222	<i>English Reading and Composition</i>	45.0	4.5
GEH 020	<i>Medical Terminology</i>	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.

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, and 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. Instructor-to-student ratio is as follows: laboratory 1:10, residential lectures 1:30, online lectures 1:25, and clinical 1:1.

Classes may be scheduled Monday through Sunday. Students will attend an average of forty (40) hours per week of instruction, including didactic, labs, and clinical. Clinical activities may be held during weekdays or weekends, and shifts may include day, evening, or graveyard as 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)



82 WEEKS, including technical courses taken before enrolling in the 30 weeks of General Education courses

2,070 CLOCK HOURS

90.5 SEMESTER CREDIT HOURS

ASSOCIATE DEGREE PROGRAM

LOCATION: Fresno

DELIVERY: Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the classroom at the Fresno campus.

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-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 41. A.S. in VN Program Course Outline

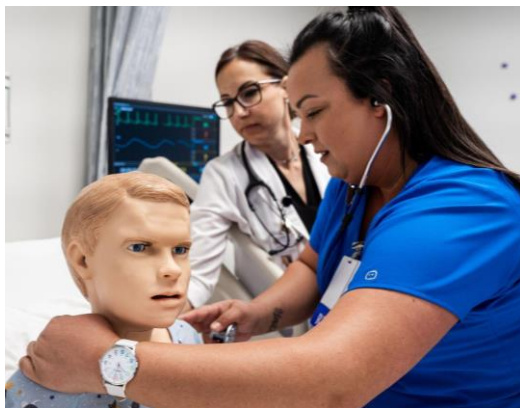
COURSE NUMBER	COURSE TITLE	CLOCK HOURS	SEMESTER CREDIT HOURS
<i>GE 020A</i>	<i>Human Body in Health and Disease I with Lab</i>	<i>75.0</i>	<i>4.0</i>
<i>GE 041</i>	<i>General Microbiology with Lab</i>	<i>75.0</i>	<i>4.0</i>
<i>GE 222</i>	<i>English Reading and Composition</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 112</i>	<i>Algebra I</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 202</i>	<i>General Psychology</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 020B</i>	<i>Human Body in Health and Disease II with Lab</i>	<i>75.0</i>	<i>4.0</i>
<i>GE 031</i>	<i>Nutrition in Health & Disease</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 110</i>	<i>Critical Thinking</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 201</i>	<i>Introduction to Sociology</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 240</i>	<i>Public Speaking, Basics of Effective Communication</i>	<i>45.0</i>	<i>3.0</i>
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 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 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 Public Health California Code of Regulations requirements.

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 purpose of the Bachelor of Science in Nursing is to achieve distinction in the undergraduate nursing program and to 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. Active prepare the baccalaureate student to bear responsibility in practice, education, and Research.
3. Promotion of public health by developing new knowledge and applying this knowledge to innovate health care 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 necessary knowledge and skills to respond to the community's growing healthcare delivery and practice needs.
4. Produce well-rounded nurses that are culturally sensitive, situation-adaptive, and active advocates of the community it serves.
5. Continuously revisit its curriculum and revise as necessary to ensure its nursing graduates can 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 its 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 that integrates 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 42. Generic BSN Program Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	<i>Human Body in Health & Disease I w/ Lab</i>	75.0	4.0
GE 041	<i>General Microbiology with Lab</i>	75.0	4.0
GE 222	<i>English Reading and Composition</i>	45.0	3.0
GE 112	<i>Algebra I</i>	45.0	3.0
GE 201	<i>Introduction to Sociology</i>	45.0	3.0
GE 020B	<i>Human Body in Health & Disease II w/ Lab</i>	75.0	4.0
GE 031	<i>Nutrition in Health & Disease</i>	45.0	3.0
GE 202	<i>General Psychology</i>	45.0	3.0
GE 240	<i>Public Speaking, Basics of Effective Communication</i>	45.0	3.0
GE 110	<i>Critical Thinking</i>	45.0	3.0
GE 111	<i>Research Statistics</i>	45.0	3.0
GEH 101	<i>Organization & Function of Health Services</i>	45.0	3.0

<i>GEH 102</i>	<i>Essentials of Patient Education</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 103</i>	<i>Growth and Development Through Lifespan</i>	<i>45.0</i>	<i>3.0</i>
<i>GEH 201</i>	<i>Holistic Health & Complimentary Alternative Medicine</i>	<i>30.0</i>	<i>2.0</i>
<i>GEH 301</i>	<i>Ethics and Law in Health Science</i>	<i>45.0</i>	<i>3.0</i>
RN 100	Fundamentals of Nursing Theory*	45.0	3.0
RN 101	Fundamentals of Nursing Clinical and Lab*	157.545	3.53.0
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	45157.5	3.03.5
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
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	45.0	3.0
RN 505	Bachelors Achievement Capstone Portfolio	45.0	3.0
TOTAL		2,505.0	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 42. LVN to BSN Advanced Placement General Education Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	Human Body in Health & Disease I w/ 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 201	Introduction to Sociology	45.0	3.0
GE 020B	Human Body in Health & Disease II w/ Lab	75.0	4.0
GE 031	Nutrition in Health & Disease	45.0	3.0
GE 202	General Psychology	45.0	3.0
GE 240	Public Speaking, Basics of Effective Communication	45.0	3.0
GE 110	Critical Thinking	45.0	3.0
TOTAL GURNICK ACADEMY GENERAL EDUCATION COURSES		540.0	33.0

Prerequisite Nursing Courses: LVN to BSN Advanced Placement

(These courses are to be credit granted for LVNs, subject to Credit Granting Policy)

Table 43. 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 44. 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 45. 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 46. 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 47. RN to BSN General Education Outline

Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	Human Body in Health & Disease I w/ 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 201	Introduction to Sociology	45.0	3.0
GE 020B	Human Body in Health & Disease II w/ Lab	75.0	4.0
GE 031	Nutrition in Health & Disease	45.0	3.0
GE 202	General Psychology	45.0	3.0
GE 240	Public Speaking, Basics of Effective Communication	45.0	3.0
GE 110	Critical Thinking	45.0	3.0
TOTAL GURNICK ACADEMY GENERAL EDUCATION COURSES		540.0	33.0

Prerequisite Nursing Courses: RN to BSN

(These courses are to be credit granted for RNs, subject to Credit Granting Policy).

Table 48. 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 49. 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 50. 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 equipped with modern audiovisual teaching aids, textbooks, journals, anatomical charts, and models. Instructor to student ratio is 1:12 in laboratory and clinical, 1:28 in residential lectures, and 1:25 in online lectures depending on the campus.

The BSN program is designed with three (3) separate admission pathways for full-time attendance.

Generic BSN (8 semesters for a total of 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 (9 — lectures, 5 — clinical & skills lab). 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 (9 — lectures, 4 — clinical). 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 (9 — lectures, 5.5 — clinical). 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 (9 — lectures, 5.5 — clinical). 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, 2 — clinical). 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 a total of 63 Semester Credit Hours):

Students in this pathway can complete the BSN program within 63 weeks (four (4) semesters and a 3-week LVN to RN transition course), assuming maximum credit granting for nursing and GE courses.

An admission course is required for all students electing to enroll in the LVN to RN Advanced Placement track. The admission course is RN 180 Nursing Advanced Placement Transition 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 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, 5.5 — clinical). 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 (9 — lectures, 5.5 — clinical). 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, 2 — clinical). 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 a total of 36 Semester Credit Hours):

The Bachelor of Science in Nursing program (RN to BSN) admission track is a 3-semester distance education program for RNs to complete their Bachelor of Science Degree in Nursing in one year. Each semester is 15 weeks long and covers five (5) courses. Course instructors will open a new lecture each weekday, and assignments must be submitted by specified 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. Instructor to Student ratio is 1:25 in lectures and 1:1 during clinical.

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.

BACHELOR OF SCIENCE IN DIAGNOSTIC MEDICAL IMAGING PROGRAM (B.S. in DMI)



45 WEEKS

121 SEMESTER CREDIT HOURS

DEGREE PROGRAMS, 3 SEMESTERS

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

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B.S. in DMI Program Mission

To prepare imaging professionals with higher education, leadership skills, and opportunities for upward mobility in the healthcare field.

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 it possible to advance in radiology, business, IT, and public health. Positions in administration, management, and education generally require advanced degrees. The applicant can choose from 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 offers 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 within the profession in advanced roles.
- 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 Radiation Therapy (B.S. in RT)



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
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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 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 displayed by ethical behaviors.
 - a. Students will demonstrate ethical behaviors.
 - b. Demonstrate attitudes and behaviors consistent with professional standards.

B.S. in RT Program Outline

Table 59. *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 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 no more than 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.

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)

Gurnick Academy of Medical Arts students in the Dental Assistant Skills Lab at the Modesto campus.

DA 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.

DA Program Description

A Dental Assistant works in a dental office or other dental facility and is considered an indispensable partner on the team. A Dental Assistant performs a variety of administrative and clinical tasks. 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-ray, 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 60. 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 modern audiovisual teaching aids, textbooks, and simulators. Instructor to Student ratio is 1:12 in the laboratory, 1:30 in the residential lecture, and 1:25 in the online lecture. Classes begin every four (4) 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 through DA 205 are offered regardless of the sequence. Students must complete all didactic/laboratory courses before starting the DA 300 Externship course.

Students must be available 8:00 AM to 6:00 PM Monday through Friday for didactic and laboratory coursework. 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 at 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.

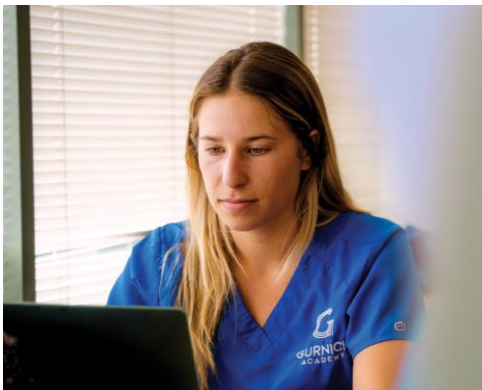
Outside Work

The instructor, in correlation to daily theory topics and skills. 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 an opportunity for hands-on practice. 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 is designed to prepare students at an advanced level with an emphasis on 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 skill 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. Create 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 are equipped with the required knowledge and vital skills to respond to the community's growing needs in healthcare delivery and practice.
4. Produce well-rounded nurses that 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 its 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, providing 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 that integrates 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 strong commitment to nursing research through active participation in professional

organizations and education advancement.

5. Demonstrate leadership by becoming a well-rounded, ethical, respectful, and well-informed nurse that is fully responsive to the needs and acuity of the community it serves.

MSN Program — BSN to MSN Program Outline

Table 64. 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 6-semester distance education program for RNs to complete their Master of Science Degree in Nursing in two 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 specified 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 are responsible for obtaining 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. Instructor to Student ratio is 1:25 in lectures and 1:1 during clinical.

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, Fresno, Modesto, and Sacramento

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 61. MA Program Course Outline

Course Number	Title	Clock Hours	Outside of School Preparation Hours	Total Clock Hours	Quarter Credit Hours
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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 a Medical Assistant's legal and ethical responsibilities.
- 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 national exam for Certified Clinical Medical Assistant (CCMA-NHA).
- Ready students to take the national exam for Certified EKG Technician (CET-NHA).

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. Instructor to Student ratio is 1:15 in the laboratory, 1:30 in the residential lecture, and 1:25 in the online lecture. 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 at 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 outside work correlating daily theory topics and skills. Assignments will vary according to topics, to be done on 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 to lead 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 an opportunity for hands-on practice. 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 a variety of 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, add, remove, or modify 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)



52 WEEKS

1570 CLOCK HOURS

92.5 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 Mateo

DELIVERY: Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students 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 with 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 62. VN Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
VN 100	Fundamental 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 210	Pharmacology I	40.0	4.0
VN 220	Clinical II	278.0	9.0
VN 300	Medical/Surgical Nursing II	96.0	9.5
VN 310	Pharmacology II	48.0	4.5
VN 320	Clinical III	278.0	9.0
VN 400	Obstetric Nursing	44.0	4.0
VN 410	Pediatric Nursing	44.0	4.0
VN 420	Psychiatric Nursing	32.0	3.0
VN 430	Clinical IV	278.0	9.0
VN 440	Preparation for NCLEX	40.0	4.0
TOTAL		1,570.0	92.5

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 equipped with modern audiovisual teaching aids, textbooks, journals, anatomical charts, and models. Instructor to student ratio is 1:15 in laboratory and clinical, 1:30-50 in residential lectures, and 1:25 in online lectures depending on the campus.

Classes begin twice a year on the San Mateo campus. Classes begin four (4) times a year on the Modesto, Concord, and Fresno 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.

For the program's last four (4) weeks, students will attend a Preparation for NCLEX course — Monday through Friday.

Morning Group students must be available from 9:00 AM to 2:00 PM. Evening Group students must be available from 5:00 PM to 10:00 PM.

Students receive 616 didactic and laboratory instruction hours and 954 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 challenging field. The expected completion time for this program is 52 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 VN440.

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.

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 torsoskeletal 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 63. 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. Instructor-to-student ratio is as follows: laboratory 1:10, residential lectures 1:30, online lectures 1:25, and clinical 1:1.

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 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



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 Admission Advisors to follow up with the registration completion.

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:

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

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 64.

Course Number	Title	Clock Hours
DMI 670C	Advanced Clinical Practicum	45.0
TOTAL		45.0

Essential Medical Bioscience (EMB)

80 CLOCK HOURS

LOCATION: Concord, Fresno, Modesto and San Mateo

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 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 is used in most clinical settings and common acronyms.
- Elementary Math skills.

Course Outcomes

Upon course completion, the student will be able to:

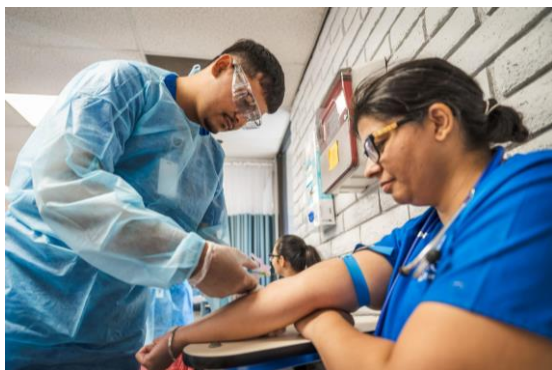
- Retain basic knowledge of the course objectives in Human Biology and Medical Science.
- Classify various types of disorders and disease-producing organisms.
- Recognize and memorize basic medical terminology used in most clinical settings.
- Define common acronyms in basic medical terms used in most 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 64. 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: All Campuses
DELIVERY: Residential

Gurnick Academy of Medical Arts students in the Medical Assistant Skills Lab at the Fresno 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 the preferred campus Admission Advisor to follow up with the registration completion.

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 IV Therapy/Blood Withdrawal course Instructor to Participant ratio is 1:15 in lecture and clinical practicum.

The course is three (3) days of nine (9) hours of didactic training on the theory behind the practice and principles of intravenous therapy and blood withdrawal within the scope of practice for LVNs, RNs, and licensed physicians in the state of California, and one (1) nine (9) hour day of clinical practicum in the clinical skills lab setting in which each student must complete a minimum of three (3) 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.
 - Readyng 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. The student must contact Gurnick Academy of Medical Arts upon receipt of licensure and request submission of the required certificate to the Board.

Continuing Education Certificate

RNs or Licensed Physicians

These students complete the IV/BW course provided by Gurnick Academy of Medical Arts as a Continuing Education course. The students should receive Continuing Education Certificates only, including Gurnick Academy of Medical Arts' continuing education course approval number.

Course Outline

Table 65. 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 physical and behavioral sciences knowledge 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 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 associated with 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. The use of nursing assessment and diagnosis implements appropriate nursing interventions toward promoting 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 that occur 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 66.

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 67.

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 68.

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 69.

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 70.

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 Mateo

DELIVERY: Residential

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 the 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.
 - Readyng 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 withdrawals 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

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 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 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 71.

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 curriculum, and combine or cancel classes.

Orientation – Distance Education (Online)

SMO 001 — Moodle Ready, Students’ Basic Moodle Proficiency — Pass/No Pass

Prerequisite: None

This course familiarizes students with the common aspects of the Gurnick Academy of Medical Arts Moodle Learning Management Software (LMS) and better prepares them to succeed in their academic courses. Before starting academic courses, this course and SMO 002: Academic Integrity Workshop course are required.

SMO 002 — Academic Integrity Workshop — Pass/No Pass

Prerequisite: None

This course covers avoiding plagiarism and prepares students for online activities using Gurnick Academy of Medical Arts’ academic integrity tools. This is a prerequisite course to all academic courses.

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 student 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/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 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/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 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 essential basics of structures and functions of the human body systems. Topics on all individual major organ systems will be examined while considering them in the state of health versus the state of disease, focusing mainly on structures. Various clinical implications and possible deviations from 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 the context of various disease states. 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 positive nutritional status, including diets to fit specific health needs and primary nutritional care.

GE 041 — General Microbiology w/Lab — 75 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 spreadsheet, 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 the study of 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 the study of 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 the study of basic methods and concepts of psychology, which have broad academic relevance and can be applied to the study of 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 in a way that connects 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 healthcare facilities. Course content includes legal and compliance issues affecting both the employee and employer. Topics include administrative law, professional malpractice, patient rights, risk management, labor law, contract law, and ethical considerations. This is a General Education Course.

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. This course will include out-of-school preparation hours such as 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 pathologies of the chest, thorax, and upper extremities. 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 the production of a radiographic image. Introduction to radiographic equipment, exposure relationships, and digital factors that contribute 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 torsoskeletal 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 for students to 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. Interaction of radiation with molecules, cells, tissues, and the body as a whole, and 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. Levels of competency 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. Levels of competency 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. Levels of competency 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. Levels of competency 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 course is an advanced imaging course enforcing 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 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 is designed to provide a knowledge base necessary to perform standard radiographic procedures and applications 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 is designed to provide a knowledge base necessary to perform routine radiographic positions (including the positioning of the chest and bony skeleton, 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 205 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. Levels of competency 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. Levels of competency 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. Levels of competency 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. Levels of competency 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. Levels of competency 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. Levels of competency 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. History of CT/MR, current equipment and practices, radiation protection specific to CT, and 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. Levels of competency 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. Levels of competency 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, radiation safety, and radiation 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 is an introduction to 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 modules 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 Module I and II courses with a "C" or better and concurrent enrollment with all Module 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 Module I and II courses with a "C" or better and concurrent enrollment with all Module 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 Module I and II courses with a "C" or better and concurrent enrollment with all Module III UT didactic or laboratory courses.

Small Parts Sonography 1 course covers complete breast sonography and the basics of thyroid, parathyroid, neck glands, scrotum, and prostate sonography. Students will learn the basic normal anatomy, scanning techniques, and expectations of a sonographer when performing these exams.

UT 303L — Laboratory Small Parts Sonography 1 – 28 Clock Hours/1 Quarter Credit Hour

Prerequisites: Completion of Module I and II courses with a "C" or better and concurrent enrollment with all Module 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 Module 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 how to correlate lab tests and other modalities to assist physicians with correct diagnosis and ultrasound imaging. Students will learn how to present normal vs. abnormal and what is required when writing a report. Interventional procedures such as biopsies and brachytherapy will be covered as ultrasound's role with 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 Module I and II courses with a "C" or better and concurrent enrollment with all Module III UT didactic or laboratory courses.

This course focuses on advanced scanning techniques of the thyroid and the scrotum using a phantom. Doppler evaluation will be covered along with its use in diagnosing multiple disease processes. 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 Module I, II, and III courses with a “C” or better and concurrent enrollment with all Module IV UT didactic or laboratory courses.

Abdominal Sonography 2 is a progression of UT 302-Abdominal Sonography 1. This course builds on the foundations set in the instruction process of protocols and scanning techniques. The students will learn additional anatomy pertinent to sonographic imaging along with skills in the diagnostic process.

The common disease processes of each organ will be covered with 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 Module I, II, and III courses with a “C” or better and concurrent enrollment with all Module 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 the instruction 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 Module I, II, and III courses with a “C” or better and concurrent enrollment with all Module 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 Module I, II, and III courses with a “C” or better, and concurrent enrollment with all Module 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 Module 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 specifically designed to allow students to continue to build on their scanning skills during didactic courses that do not allow for 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 Module I, II, III, and IV courses with a “C” or better, and concurrent enrollment with all Module 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, as well as challenges in the clinical setting.

UT 504AL — Laboratory Vascular Sonography 1 – 28 Clock Hours/1 Quarter Credit Hour

Prerequisites: Completion of Module I, II, III, and IV courses with a “C” or better, and concurrent enrollment with all Module V UT didactic and laboratory courses.

This course will review Doppler sonography within the lab setting. Students will learn techniques and skills for the optimization of the vascular examination. Laboratory Vascular 1 focuses on the lower extremity venous 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 Module I, II, III, and IV courses with a “C” or better and concurrent enrollment with all Module V UT didactic and laboratory courses.

Students will learn vascular terminology and advanced vascular physical principles. Anatomy and hemodynamic characteristics of the 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 Module I, II, III, and IV courses with a “C” or better and concurrent enrollment with all Module V UT didactic and laboratory courses.

This course will review Doppler sonography within the lab setting. Students will learn techniques and skills for the optimization of the vascular examination. 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 Module I, II, III, and IV courses with a “C” or better and concurrent enrollment with all Module 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 Module I, II, III, and IV courses with a “C” or better and concurrent enrollment with all Module 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 Module I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Module 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 upper extremity's normal and abnormal anatomy and disease (and disease processes).

UT 504DL — Laboratory Vascular Sonography 4 – 24 Clock Hours/1 Quarter Credit Hour

Prerequisites: Completion of Module I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Module V UT didactic and laboratory courses.

This course will review Doppler sonography within the lab setting. Students will learn techniques and skills for 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 Module I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Module 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 Module I, II, III, and IV courses with a "C" or better and concurrent enrollment with all Module V UT didactic and laboratory courses.

Students will scan normal MSK anatomy and acquire the skills and techniques needed to present normal structures with ultrasound. 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 Module I, II, III, IV, and V courses with a "C" or better and concurrent enrollment with all Module VI UT didactic and laboratory courses.

This module 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 Module I, II, III, IV, and V courses with a "C" or better and concurrent enrollment with all Module 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 Module I, II, III, IV, and V courses with a "C" or better and concurrent enrollment with all Module VI UT didactic and laboratory courses.

This module 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 modules I, II, and V is required with a "C" or better and concurrent enrollment with all Module 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 modules I, II, and V with a "C" or better and concurrent enrollment with all Module 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 and position, number of pregnancies, and lung maturity. Various anomalies will be covered, and protocols to follow 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 modules I, II, and V with a "C" or better and concurrent enrollment with all Module 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 specifically designed to allow students to continue to build on their scanning skills during didactic courses that do not allow for 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 modules 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 that will provide the student with success 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 Modules 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 Module courses. Externship expectations will vary as to 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 diagnostic information on patients 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 Trajecsyst 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 to be used if clinical site assignment is 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 modules 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 that will provide the student with success 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 modules 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 that will provide the student success in the field of 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 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 preceding modules 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 that will provide the student with success 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 Modules 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 Module courses. Externship expectations will vary as to 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 diagnostic information on patients 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 Trajecsyst 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 to be used if clinical site assignment is 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 modules 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 modules 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 that will provide the student with success 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 modules 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 Modules I, II, III, and IV courses, concurrent enrollment in Module V or completion of Modules I, II, V, and VI courses, and concurrent enrollment in Module III, with a “C” or better.

This course comprises twelve weeks of Level 1 externship integrated within AOSUT Module courses. Externship expectations will vary as to 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 diagnostic information on patients 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 on the SPI preparation to encourage students to take the ARDMS SPI exam before graduation.

There are virtual labs on Moodle to be used if clinical site assignment is 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 Modules I, II, III, IV, and V or completion of Modules I, II, III, V, and VI with a “C” or better. UT X02 is twelve weeks of externship integrated with UT Module IV or VI.

This course comprises twelve weeks of Level 1 externship integrated within AOSUT Module 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 diagnostic information on patients 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 to be used if clinical site assignment is 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 300 — Cerebrovascular Sonography — 60 Clock Hours/6 Quarter Credit Hours

Completion of Module I and II courses with a “C” or better is required. Concurrent enrollment is required with all Module III VU courses.

This course covers extracranial and intracranial sonography. The anatomy of the extracranial and intracranial systems will be covered as well as normal and abnormal findings. Protocols and scanning techniques required for diagnostic exams will be taught.

VU 300L — Cerebrovascular Sonography Lab— 60 Clock Hours/3 Quarter Credit Hours

Completion of Module I and II courses with a “C” or better is required. Concurrent enrollment is required with all Module III 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 Module I and II courses with a “C” or better is required. Concurrent enrollment is required with all Module III 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

Prerequisite: Completion of Module I and II courses with a “C” or better are required. Concurrent enrollment is required with all Module III 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 — 36 Clock Hours/3.5 Quarter Credit Hours

Prerequisite: Completion of Module I, II, and III courses with a “C” or better are required. Concurrent enrollment is required with all Module IV VU courses.

Students will learn vascular terminology and advanced vascular physical principles. Anatomy and hemodynamic characteristics of 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.

VU 400L — Lower Extremity Venous System Lab — 36 Clock Hours/1.5 Quarter Credit Hours

Prerequisite: Completion of Module I, II, and III courses with a “C” or better are required. Concurrent enrollment is required with all Module IV 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 and venous disease as well as superficial venous disease.

VU 401 — Lower Extremity Arterial System — 36 Clock Hours/3.5 Quarter Credit Hours

Prerequisite: Completion of Module I, II, and III courses with a “C” or better are required. Concurrent enrollment is required with all Module IV 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 Module I, II, and III courses with a “C” or better are required. Concurrent enrollment is required with all Module IV 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 Module I, II, and III courses with a “C” or better are required. Concurrent enrollment is required with all Module IV 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 upper extremity’s normal and abnormal anatomy and disease (and disease processes).

VU 402L — Upper Extremity Venous System Lab — 36 Clock Hours/1.5 Quarter Credit Hours

Prerequisite: Completion of Module I, II, and III courses with a “C” or better are required. Concurrent enrollment is required with all Module IV 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 Module I, II, and III courses with a “C” or better are required. Concurrent enrollment is required with all Module IV 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 upper extremity’s normal and abnormal anatomy and disease (and disease processes).

VU 403L — Upper Extremity Arterial System Lab — 28 Clock Hours/1 Quarter Credit Hour

Prerequisite: Completion of Module I, II, and III courses with a “C” or better are required. Concurrent enrollment is required with all Module IV 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 modules with a “C” or better.

VU X01 is twelve weeks of Level 1 externship, integrated within VU Module courses. Externship expectations will vary as to 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 diagnostic information on patients 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 to be used in case clinical site assignment is 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 modules with a “C” or better.

VU X02 is twelve weeks of Level 2 externship, integrated within VU Module courses. Externship expectations will vary as to 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 diagnostic information on patients 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 to be used in case clinical site assignment is 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 — 120 Clock Hours/12 Quarter Credit Hours

Prerequisite: None

This course introduces the MRI training program. The one hundred and twenty (120) hours of didactic instruction will prepare students for clinical, which begins in the fourth week, 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 101 — Sectional Anatomy I — 24 Clock Hours/2 Quarter Credit Hours

Prerequisite: None

This is a study of human anatomy as seen 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 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 patient's and family's physical and psychological needs. Routine and emergency patient care procedures will be described, and infection control procedures utilizing standard precautions. The role of the MRI technologist in patient education will be identified, including ethics, communication, and age-appropriate care.

MR 111 — MRI Clinical I — 264 Clock Hours/8.5 Quarter Credit Hours

Prerequisite: None

This course allows the student to practice 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.

When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student will perform studies under indirect supervision to gain experience and expertise in MR imaging.

This course is presented with 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 related to the CNS, neck, thorax, musculoskeletal system, and abdominopelvic regions. Students will learn the specific clinical application, available coils and their use, considerations in the scan sequences, specific choices in the protocols (i.e., slice thickness, phase direction, flow compensation), and positioning criteria.

Anatomical structures and the plane that best demonstrates anatomy will be discussed, and signal characteristics of normal and abnormal structures. 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 the student to practice 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. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student will perform studies under indirect supervision to gain experience and expertise in MR imaging.

This course is presented with 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 and their use, considerations in the scan sequences, specific choices in the protocols (i.e., slice thickness, phase direction, flow compensation), and positioning criteria.

Anatomical structures and the plane that best demonstrates anatomy will be discussed, and signal characteristics of normal and abnormal structures. Pharmacology pertaining to 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. Case studies and images of the pathologies will be used to reinforce the lectures by the student from cases that they have performed or observed during clinical. The student will research pathologies and present the research in class.

MR 311 — MRI Clinical III — 252 Clock Hours/8 Quarter Credit Hours

Prerequisite: None

This course allows the student to practice 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. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. 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 is presented with 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 the student to practice 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. When a satisfactory degree of proficiency is apparent, the student will be allowed to perform the activity under direct supervision. When both the student and instructor are satisfied with the student's proficiency, the student will perform studies under indirect supervision to gain experience and expertise in MR imaging.

This course is presented with 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 the technologist's role in the healthcare system. Patient care principles and practices will be discussed, including ECG monitoring, vital signs, blood collection, aseptic technique, and infection control.

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.

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 focusing 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 module I with a "C" or better.

The course provides an overview of the principles of radiation protection, the technologist's responsibilities for patients and the public, and radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and medical organizations. An overview of the principles of radiation interactions with molecules, cells, tissues, and the body and 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 module I with a "C" or better.

The course provides students with imaging and non-imaging instrumentation principles in nuclear medicine. The course focuses on the function, design, and quality control practices for gas-filled and scintillation detectors, pulse-height analyzers, spectrometers, and counting systems. The course will discuss the components of scintillation camera systems. Nuclear counting statistics will be introduced.

NM 123 — Nuclear Physics — 60 Clock Hours/6 Quarter Credit Hours

Prerequisite: Completion of module I with a "C" or better.

The course provides general nuclear physics, atomic structure, and radiation concepts. Content includes information about modes of radioactive decay, radionuclide and radiopharmaceutical production, interactions of radiation with matter, and radiation units and quantities. 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 module II with a “C” or better.

The course provides a knowledge base in diagnostic nuclear medicine procedures. The course will discuss anatomy, physiology, and pathology for various body systems and how those concepts apply to nuclear medicine procedures. Students will learn the radiopharmaceuticals, medications, and mechanism of action for each procedure and their contraindications. SPECT and PET imaging tools will be introduced.

NM 132 — Instrumentation in Nuclear Medicine II — 75 Clock Hours/7.5 Quarter Credit Hours

Prerequisite: Completion of module 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 quality, processing, and reconstruction will be discussed.

NM 141 — Nuclear Procedures II — 60 Clock Hours/6 Quarter Credit Hours

Prerequisite: Completion of module III with a “C” or better.

The course provides a knowledge base in diagnostic and therapeutic nuclear medicine procedures. The course will discuss anatomy, physiology, and pathology for various body systems and how they are imaged in nuclear medicine. Students will learn the radiopharmaceuticals, medications, and mechanism of action for each procedure and their contraindications. Nuclear medicine and PET/CT applications discuss tumor and infection imaging.

NM 142 — Nuclear Pharmacy — 60 Clock Hours/6 Quarter Credit Hours

Prerequisite: Completion of module III with a “C” or better.

The course provides an overview of the operations and regulations of the nuclear pharmacy. The content contains the study of major radiopharmaceuticals, production methods, characteristics, and uses in nuclear medicine. The course will discuss radiation regulations, radioactive waste management, radioactive spill emergency response, and special procedures within radiopharmacy. 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 module III with a “C” or better.

The course provides students with computed tomography (CT) imaging principles. This course provides an overview of CT equipment, applications, quality control, injection techniques, image post-processing, and reconstruction basics. Students will learn the basic scanning parameters of the adult patient.

NM 250C — Clinical Practice I — 128 Clock Hours/4 Quarter Credit Hours

Prerequisite: Completion of module 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. Competency levels 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 module 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/Quarter Credit Hours

Prerequisite: Completion of module IV with a “C” or better.

The course provides students with principles related to positron emission tomography (PET) and hybrid imaging techniques in computed tomography (CT) and magnetic resonance imaging (MRI). This course provides an overview of PET radionuclide production, physics, instrumentation, and image fusion. Students will learn the oncologic, neurologic, and cardiac applications of PET imaging.

NM 253 — Pharmacology, Drug Administration, and Venipuncture — 54 Clock Hours/4.5 Quarter Credit Hours

Prerequisite: Completion of module IV with a “C” or better. BLS class completion with current certification.

The course provides basic concepts of pharmacology, venipuncture techniques, and the administration of 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 — 360 Clock Hours/12 Quarter Credit Hours

Prerequisite: Completion of module 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. Competency levels ensure the patient’s well-being before, during, and following the imaging procedure.

NM 270C — Clinical Practice III — 384 Clock Hours/12.5 Quarter Credit Hours

Prerequisite: Completion of module 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. Competency levels ensure the patient’s well-being before, during, and following the imaging procedure.

NM 271 — Registry Review I — 36 Clock Hours/3.5 Quarter Credit Hours

Prerequisite: Completion of module VI with a “C” or better.

The course reviews the program’s core curriculum to prepare students to study for and pass the national credentialing examination. Content will cover the registry content specifications to include patient care and procedures. Students will take mock registry board exams and learn effective studying strategies.

NM 280C — Clinical Practice IV — 360 Clock Hours/12 Quarter Credit Hours

Prerequisite: Completion of module 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. Competency levels ensure the patient’s well-being before, during, and following the imaging procedure.

NM 281 — Registry Review II — 36 Clock Hours/3.5 Quarter Credit Hours

Prerequisite: Completion of module VII with a “C” or better.

The course reviews the program's core curriculum to prepare students to study for and pass the national credentialing examination. Content will cover the registry content specifications to include safety and image production. Students will take mock registry board exams and learn effective studying strategies.

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 — 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 — Fundamentals of Pharmacology — 30 Clock Hours/2 Semester Credit Hours

Prerequisite: None

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 — 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. Introduction of how genomics is offering new possibilities for therapies and treatments for some complex diseases and new diagnostic methods. Basic EKG and 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. 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 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.

Associate of Science in Physical Therapy Assistant (A.S. in PTA) Courses — Blended Program

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 on educational preparation, a historical overview of physical therapy in the healthcare system, professional affiliations, structure and function of physical therapy services, ethical and legal issues in healthcare, documentation, 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 and insertions, and actions.

Laboratory experiences correlate to the lectures and include manual muscle testing and goniometry. Students will be expected to achieve competency on a given list of skills. 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: None

Lab PT Modalities, Physical Agents, Massage, Soft Tissue Interventions; 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: None

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: None

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: None

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: None

This course includes case study presentations and a review of the first full-time clinical experience, including billing, reimbursement, and discharge planning.

PTA 230 — Professional Behaviors — 33 Clock Hours/3 Quarter Credit Hours

Prerequisite: None

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: None

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: None

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: None

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 it affects the provision of physical therapy. Students will be expected to achieve competency on a given list of skills.

PTA 245 — Clinical Education III — 280 Clock Hours/9 Quarter Credit Hours

Prerequisite: None

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: None

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 on Cardiovascular and Respiratory conditions, fall prevention, and wound care.

PTA 260 — Selected Topics — 44 Clock Hours/3 Quarter Credit Hours

Prerequisite: None

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: None

This course brings full circle the educational and clinical experience for the PTA student. 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: None

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. The concepts of 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 necessary to perform standard imaging. Emphasis is on basic imaging of the Thoracic Viscera, Bony Thorax, Upper Limb, and Shoulder Girdle. 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 Module 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. The concepts of 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 Module 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 and the molecular and cellular level. 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 Module 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 properly analyzing the image. 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 Module 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 Extremity, Pelvis and 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 Module I with a “C” or better.

The 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 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 Module 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. The concepts of 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 Module 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 Module 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 Module 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 Module 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 Module 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. The concepts of 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 Module 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 germane to 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 Module III with a “C” or better.

This course provides the knowledge base necessary to perform standard imaging. 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 Module 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 Module 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. The concepts of 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 Module 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 Module 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. The concepts of 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 Module 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 Module 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 Module 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. The concepts of 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 Module 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 Module V with a “C” or better.

The course provides radiography students with principles related to computed tomography (CT) imaging. 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 Module 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 Module 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 Module 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. The concepts of 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 Module 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 Module 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 skills in resume writing, 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 in film screen and digital radiology systems will be presented. This course will introduce new regulations and discuss new challenges for practitioners. Radiographers will learn to ensure that the department's imaging capability and radiation dose management are integrated and maintained. 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 is a dynamic exploration of the Universal Laws of Performance and how to apply them personally or to any organization. Used by notable businesses worldwide, these laws open doors to discover and create cultures within a company that will alter the course of any organization. This course guides you to discover 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 the application of Operations Management techniques in the context of 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 on 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, and ICD — 9, SMOMED. This course prepares students for the Imaging Informatics Professional Certification exam, offered by the American Board of Imaging Informatics (ABII).

DMI 450 — Communication & Education in Imaging Informatics — 45 Clock Hours/3 Semester Credit Hours

Prerequisite: None

This is an inclusive course discussing the roles and relationships in healthcare settings, medical terminology, communications relating to system availability or changes, feedback, and feedback mechanisms. Furthermore, this course will explore performance needs assessment, training programs, implementation training, and evaluations of effectiveness training. This course prepares students for the Imaging Informatics Professional Certification exam, offered by the American Board of Imaging Informatics (ABII).

DMI 460 — Systems Management in Imaging Informatics — 45 Clock Hours/3 Semester Credit Hours

Prerequisite: None

This course explores digital imaging systems procurement, project management, and operations. 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®, which is 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 is designed to introduce 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, CT imaging protocols and technique, 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 and the plane that best demonstrates anatomy will be discussed, and signal characteristics of normal and abnormal structures. 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 a review of 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 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 and 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. 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. 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, and 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 promoting health and preventing 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

The nurse's role is directed to leadership, management, team building, and collaboration strategies. Social, legal, political, and economic factors affecting nursing and health care are explored. 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 is a practical implementation of leadership and management theory concepts using 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 health informatics discipline's principles, concepts, and applications. 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. 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 will be discussed, and pertinent laboratory results and their effects on radiation therapy.

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, 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 radiation therapy 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 rotation 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.

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, and 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 associated with 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 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 the prevention of oral disease and treatment of periodontal disease, as well as 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, 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 cements.

The student will be able to 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 the composition, sizes, types, and storage requirements of dental x-ray film. 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 the use of imaging systems for dental purposes are covered. Students will study the overall aspects of dental office management, including patient reception, marketing, telephone technique, business office systems, patient scheduling, records 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 steps required in denture polishing, relining and 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

Clinical externship is an 8-week course that includes student placement in a facility that performs various skills. The student will be required to 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 nursing theoretical foundations. Learners examine the relationship between nursing theories to 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 provides the students with opportunities 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, accountability for quality assurance in the provision of nursing care, and multidisciplinary communication. Complex ethical issues in management are discussed, as 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 the utilization and implementation of technology for virtual care delivery and monitoring as well as focus 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 methods of 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 the construction and utilization of 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 medical record. Training includes earning a Health Insurance Portability and Accountability (HIPAA) training certificate. The use of computers in modern medical settings, including the management of patient appointments and the oversight of a medical records system, is reviewed.

Students will study HIPAA, computerization, and appointment and records management terminology. Professional telephone communication skills are simulated. Students practice EKGs and prepare to take 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 to take 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 to take 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 Anatomy and Physiology

foundation including Levels of Organization, Organ Systems, Cell Structure, and Tissues and Membranes. Additionally, 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 is a study of the Nervous, Endocrine, and Circulatory Systems, as well as 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 Hours is 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 Hours is 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 Patient 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.

Vocational Nurse (VN) Courses – Blended Program

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 and reviewing basic math skills 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.

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 main 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.

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 upon completing this course.

VN 200 – Medical/Surgical Nursing I – 88 Clock Hours/8.5 Quarter Credit Hours

Prerequisite: Completion of VN 100, VN 110, VN 120, and VN 130 with 75% or higher. Concurrent enrollment is required with all Module II VN 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 caring 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 210 – Pharmacology I – 40 Clock Hours/4 Quarter Credit Hours

Prerequisite: Completion of Anatomy & Physiology for Healthcare Professionals at Gurnick Academy of Medical Arts or an equivalent Anatomy & Physiology course taken at community colleges or universities, approved by the Gurnick Academy of Medical Arts academic director.

This course is the first of two required courses in Pharmacology discussing drug regulations, classification, categorization, administration methods, and metabolism. The basic concepts of pharmacokinetics and pharmacotherapy will be discussed.

Students will also be introduced to and learn about medications affecting the cardiovascular system and drugs affecting fluid, acid-base, and electrolyte balance. Drugs impacting other organ systems will be briefly introduced but discussed later in the Advanced Pharmacology course.

VN 220 – Clinical II – 278 Clock Hours/9 Quarter Credit Hours

Prerequisite: Completion of VN 100, VN 110, VN 120, and VN 130 with 75% or higher. Concurrent enrollment is required with all Module II VN 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 300 – Medical/Surgical Nursing II – 96 Clock Hours/9.5 Quarter Credit Hours

Prerequisite: Completion of VN 200, VN 210, and VN 220 with 77% or higher. Concurrent enrollment is required with all Module III VN 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 310 – Pharmacology II – 48 Clock Hours/4.5 Quarter Credit Hours

Prerequisite: Completion of VN 200, VN 210, and VN 220 with 77% or higher. Concurrent enrollment is required with all Module III VN courses.

This course is the second of two required courses in Pharmacology discussing medications affecting the pulmonary system, Digestive System, Hormonal balance, and musculoskeletal system. Antibiotics, Pain-management drugs, and drugs impacting the central nervous system will be covered in detail.

VN 320 – Clinical III – 278 Clock Hours/9 Quarter Credit Hours

Prerequisite: Completion of VN 200, VN 210, and VN 220 with a "C" or higher. Concurrent enrollment is required with all Module III VN 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 – 44 Clock Hours/4 Quarter Credit Hours

Prerequisite: Completion of VN 300, VN 310, and VN 320 with 80% or higher. 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 – 44 Clock Hours/4 Quarter Credit Hours

Prerequisite: Completion of VN 300, VN 310, and VN 320 with a "B" or higher. Concurrent enrollment is required with all Module IV VN courses.

This course introduces pediatric nursing through theory. The focus is on meeting the pediatric client's and family's 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 VN 300, VN 310, and VN 320 with 80% or higher. Concurrent enrollment is required with all Module IV 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 VN 300, VN 310, and VN 320 with 80% or higher. 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 440 – Preparation for NCLEX – 40 Clock Hours/4 Quarter Credit Hours

Prerequisite: Completion of VN 300, VN 310, VN 320, VN 400, VN 410, VN 420, and VN 430 with 80% or higher. Concurrent enrollment is required with all Module IV VN courses.

This course covers the application of critical thinking and test-taking strategies in preparing nursing students for licensure success. The course is based on the most current NCLEX Test Plan, addressing patient safety, provision of effective care in a healthcare environment, healthcare promotion and maintenance, and physiological and psychosocial integrity.

Content includes the nursing process, fundamentals of care in nursing, communication with psychiatric clients, nursing care for children, women of childbearing age, the elderly, medical-surgical clients, and more.

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

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 such as 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 pathologies of the chest, thorax, and upper extremities. 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 a radiographic image's production. 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, and 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. 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. 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 which occur through older adulthood. Usual growth and development patterns and disruption in critical periods of development are presented and help the development of nursing insight, which will enable safe, effective patient-centered care.

RN 305 – Medical/Surgical III Clinical-Advanced Med/Surg (2 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 non-effective 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. Leadership and management in nursing are explored related to 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 Mateo 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 Mateo 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 in addition to the educational credential obtained as a result of completing their program of study. Certifications are available for all the institution's programs. Nevada does not require MRI technicians to obtain any license or certification for the Associate of Science in MRI program.

Licensing examinations and their content are controlled by outside agencies. 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 no later than 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 notice of cancellation to the campus. This can be done electronically, by mail, or by hand delivery. The written notice of cancellation, if sent by mail, is effective when deposited in the mail and properly addressed with proper postage. The written notice of cancellation need not 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 completion of more than 60 percent of the training program, Gurnick Academy of Medical Arts is not required to refund the student any money and 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 of the following 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.

Books, educational supplies, or equipment for individual use are not included in the policy for refund, and 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. The period of a student's attendance 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 of 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 the discontinuance of 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 is also a violation of 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 at any time during the pregnancy if all program objectives, courses, and competencies are completed. However, if a student chooses to declare her pregnancy to program officials, she must provide written notification.

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 for completing the training at Gurnick Academy of Medical Arts.

Options

1. Continuing the training without modification or interruption. This option means that the student agrees to attend and complete all classes, clinical assignments, and competencies in a manner consistent with her peers within the guidelines set forth by the instructors and Gurnick Academy of Medical Arts. The student must present a letter from a physician releasing the student to continue 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 the fair treatment of 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 engage in an informal process to settle the dispute in good faith. That informal process will involve three steps:

1. An effort to define the problem
2. An effort to identify acceptable options for resolution
3. An attempt to resolve the conflict through the application of one or more 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 benefit of the student and the academy. The Program Director will try to resolve or alleviate the complaint or grievance that the student presents within five (5) days of receipt. If, after following these steps, the Program Director 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 course of 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 unless 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 is 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 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 educational institutions have the right to 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 a decision by the administrator of the Commission. 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 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 Constitutions, which gives the learner an overview of the elements, similarities, and unique aspects of each.

NOTE: Please review the attached Addendum for any changes and updates that we may have regarding our programs and the Academy as a whole.



ADDENDUM

FOR CATALOG

TABLE OF CONTENTS

FACULTY AND STAFF	6
CORPORATE OFFICE STAFF.....	6
PROGRAM DIRECTORS AND SUPERVISORS.....	8
Online Staff	8
Online Faculty	8
SAN JOSE CAMPUS	10
San Jose, CA – Staff	10
San Jose, CA – Associate of Science in Physical Therapist Assistant Program Faculty	10
San Jose, CA – Associate of Occupational Science in Ultrasound Technology Faculty	11
San Jose, CA – Associate of Occupational Science in Cardiac Ultrasound Technology Program Faculty	12
San Jose, CA – Associate of Occupational Science in Vascular Ultrasound Technology Program Faculty	12
San Jose, CA – Associate of Science in MRI Program Faculty.....	13
San Jose, CA – Vocational Nurse Program Faculty	14
CONCORD CAMPUS.....	15
Concord, CA – Staff	15
Concord, CA – Bachelor of Science in Nursing Program Faculty	16
Concord, CA – Medical Assistant Program Faculty	19
Concord, CA – Associate of Science in Radiologic Technology Program Faculty	19
Concord, CA – Associate of Science in Nuclear Medicine Technology Faculty	20
Concord, CA – Vocational Nurse (VN) Faculty.....	21
Concord, CA – BSDMI Program (Online) Faculty	23
Concord, CA – Master of Science in Nursing (BSN-MSN)	24
Concord, CA – X-Ray Technician with Medical Assistant Skills Program.....	25
MODESTO CAMPUS.....	25
Modesto, CA – Staff	25
Modesto, CA – Dental Assistant Program Faculty.....	26
Modesto, CA – Medical Assistant Program Faculty	26
Modesto, CA – Associate of Science in MRI Technology Program Faculty	26
Modesto, CA – Associate of Occupational Science in Respiratory Care Program Faculty	27
Modesto, CA – Vocational Nurse Program Faculty	27
FRESNO CAMPUS	30
Fresno, CA – Staff	30
Fresno, CA – Associate of Occupational Science in Ultrasound Technology Program Faculty	31
Fresno, CA – Medical Assistant Program Faculty	31
Fresno, CA – Vocational Nurse Program Faculty.....	31
Fresno, CA – Associate of Science in Vocational Nursing Program Faculty	34
Fresno, CA – Associate of Science in Nursing Program Faculty	35
SACRAMENTO CAMPUS	38
Sacramento, CA – Staff	38
Sacramento, CA – Associate of Occupational Science in Ultrasound Technology Program Faculty	39
Sacramento, CA – Associate of Occupational Science in Cardiac Ultrasound Technology Program Faculty	40
Sacramento, CA – Associate of Science in Radiologic Technology Program Faculty	40

Sacramento, CA – Associate of Science Magnetic Resonance Imaging Program Faculty	41
Sacramento, CA – Vocational Nurse Program Faculty	41
Sacramento, CA – X-Ray Technician with Medical Assistant Skills Program Faculty.....	44
VAN NUYS CAMPUS	45
Van Nuys, CA – Staff.....	45
Van Nuys, CA – Associate Occupational Science in Radiologic Technology Program Faculty	45
Van Nuys, CA – Bachelor of Science in Radiation Therapy Program Faculty	46
Van Nuys, CA – Medical Assistant Program Faculty.....	46
Van Nuys, CA – X-Ray Technician with Medical Assistant Skills Program Faculty.....	47
DISTANCE EDUCATION FACILITY	47
Las Vegas, NV – Staff	47
Las Vegas, NV – Associate of Science in Magnetic Resonance Imaging Program Faculty.....	47
CHANGES & UPDATES TO PUBLISHED INFORMATION	49
STATEMENT OF HISTORY & OWNERSHIP.....	49
EXECUTIVE OFFICERS OF GURNICK ACADEMY OF MEDICAL ARTS	49
ACADEMY LOCATIONS & GENERAL DESCRIPTION OF FACILITIES	49
PROGRAM OFFERINGS	49
ACCREDITATION, APPROVAL, RECOGNITION, MEMBERSHIP	51
Associate of Occupational Science in Ultrasound Technology Program.....	51
Associate of Occupational Science in Vascular Ultrasound Technology Program	51
Associate of Science in Nursing Program	52
Associate of Science in Physical Therapist Assistant Program	52
Bachelor of Science in Nursing Program	52
Vocational Nurse Program	52
REGISTRATION FEE	52
INTERNATIONAL STUDENT ADMISSIONS.....	53
ADMISSION REQUIREMENTS	53
General Admission Requirements for all Programs	55
Additional Admission Requirements per Program.....	55
Associate of Occupational Science in Respiratory Care Program (A.O.S. in RC)	55
Associate of Occupational Science in Radiologic Technology Program (A.O.S. in RT)	57
Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)	58
Associate of Occupational Science in Cardiac Ultrasound Technology Program (A.O.S. in CUT)	59
Associate of Occupational Science in Vascular Ultrasound Technology Program (A.O.S. in VUT).....	60
Associate of Science in MRI Technology Program (A.S. in MRI).....	61
Associate of Science in Nuclear Medicine Technology Program (A.S. in NM)	63
Associate of Science in Physical Therapist Assistant Program (A.S. in PTA)	64
Associate of Science in Radiologic Technology Program (A.S. in RT)	65
Bachelor of Science in Diagnostic Medical Imaging Program (B.S. in DMI)	67
Bachelor of Science in Nursing Program (BSN)	68
Dental Assistant Program (DA).....	69
Medical Assistant Program (MA)	69
Vocational Nurse Program (VN)	70
X-ray Technician with Medical Assistant Skills Program (XTMAS)	70
PERFORMANCE REQUIREMENTS	71

Program-Specific Requirements	71
Associate of Occupational Science in Respiratory Care Program (A.O.S. in RC)	71
Associate of Occupational Science in Cardiac Ultrasound Technology Program (A.O.S. in CUT)	72
ADVANCED PLACEMENT & CREDIT GRANTING	73
Programs Specific Placement & Credit Granting.....	73
Associate of Occupational Science in Respiratory Care Program (A.O.S. in RC)	73
Associate of Science in Nursing Program (ADN)	73
Bachelor of Science in Nursing Program (BSN)	74
LICENSURE, CERTIFICATION & REGISTRY DISCLAIMER	74
Programs Specific Licensure, Certification & Registry Disclaimer.....	75
Associate of Occupational Science in Respiratory Care (A.O.S. in RC)	75
Associate of Occupational Science in Ultrasound Technology Program (A.O.S. in UT)	77
Associate of Occupational Science in Cardiac Ultrasound Technology Program (A.O.S. in CUT)	77
ALUMNI GRANTS & SCHOLARSHIP	78
REFUND	78
Student's Right to Cancel	78
STUDENT TUITION RECOVERY FUND	78
AID DISBURSEMENT & SATISFACTORY ACADEMIC PROGRESS (SAP)	79
SAFETY & CAMPUS SECURITY	82
Access.....	82
Campus Residences.....	82
Campus Police Authority and Jurisdiction.....	82
Crime Prevention Programs	82
Security Awareness Programs.....	83
Timely Warnings	83
Annual Disclosure of Crime Statistics.....	83
Crime Reporting	84
Personal Property	84
Incident/Accident Reporting.....	84
Weapons and Firearms	85
Needle Stick	85
Communicable Disease	86
Federal Law Concerning Chemical Hazards	86
PREGNANCY	87
PLAGIARISM	87
STUDENT SERVICES	88
Consumer Protection	88
ELECTRONIC BOOKS	88
PROGRAM DELIVERY	88
ATTENDANCE — ABSENT — TARDINESS — DROP	89
Make-up Guidelines	90
ACADEMIC PROBATION/REMEDIATION	91
GRADUATION REQUIREMENTS	93
Program-Specific Graduation Requirements	93
USE OF AI TOOLS	93

ASSOCIATE OF OCCUPATIONAL SCIENCE IN ULTRASOUND TECHNOLOGY (A.O.S. IN UT).....	94
ASSOCIATE OF OCCUPATIONAL SCIENCE IN RESPIRATORY CARE (A.O.S. IN RC)	94
ASSOCIATE OF OCCUPATIONAL SCIENCE IN CARDIAC ULTRASOUND TECHNOLOGY (A.O.S. IN CUT)	97
ASSOCIATE OF OCCUPATIONAL SCIENCE IN VASCULAR ULTRASOUND TECHNOLOGY (A.O.S. IN VUT)	100
ASSOCIATE OF SCIENCE IN NUCLEAR MEDICINE TECHNOLOGY PROGRAM (A.S. IN NM)	100
ASSOCIATE OF SCIENCE IN NURSING PROGRAM (ADN)	101
ASSOCIATE OF SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (A.S. IN RT)	103
BACHELOR OF SCIENCE IN NURSING PROGRAM (BSN).....	103
MEDICAL ASSISTANT (MA)	106
VOCATIONAL NURSE PROGRAM (VN).....	106
COURSE DESCRIPTIONS.....	107
ACADEMIC CALENDAR 2024	117
HOLIDAYS FOR ALL CAMPUSES AND PROGRAMS*	117
2024 START DATES PER CAMPUS AND PER PROGRAM	117
2024 BREAKS PER CAMPUS AND PER PROGRAM	118
CURRENT FEES AND TUITION	120
CHANGELOG	126
FEBRUARY 6, 2024.....	126
FEBRUARY 5, 2024.....	126
JANUARY 19, 2024.....	126
JANUARY 05, 2024.....	126
DECEMBER 15, 2023	126
NOVEMBER 27, 2023.....	127
OCTOBER 27, 2023	127
OCTOBER 13, 2023	127
SEPTEMBER 21, 2023	127
SEPTEMBER 8, 2023	127
JULY 28, 2023	127
JULY 7, 2023	127
JUNE 23, 2023	128
JUNE 9, 2023	128
MAY 26, 2023	128
MAY 12, 2023	128
APRIL 28, 2023	128
APRIL 14, 2023	128
MARCH 23, 2023	129
FEBRUARY 10, 2023.....	129

NOTE: Addendum is always attached to Gurnick Academy Catalog. Together, Addendum and Catalog (also, in the event if the catalog is outside of its period of effectiveness), represent current and updated information.

FACULTY AND STAFF

Dr. John McGahan, MD

Medical Director

MD – University of Oregon Medical School – Portland, OR

BS – Gonzaga University – Spokane, WA

Dr. McGahan has over 50 years of experience.

CORPORATE OFFICE STAFF

Aaron Tilbury	Director of Campus Safety (FT)
Adialy Armendariz	Admissions Associate Advisor (FT)
Alexandra “Sasha” Malyugina	Process Coordinator (FT)
Amy Huang	Compliance & Process Manager (FT)
Anastasia Martynova	Online Admissions Associate Advisor (FT)
Anna Najaryan	Accounts Payable/Staff Accountant (FT)
Araceli Enriquez	Financial Aid Advisor (Remote-Online) (FT)
Austin Kruis	Admissions Associate Advisor (FT)
Charles Wu	Desktop Support Specialist (FT)
Christina Salazar	Assistant Director of Financial Aid (FT)
Christy Walston	Marketing Coordinator (FT)
Cindy Chamberlin	SEO Content Writer (FT)
Crystal Hickam	Collections Specialist (FT)
Danaelle Saucedo	Career Services Coordinator II/Corporate Support (FT)
Danielle Palengat	Corporate Registrar & Corporate Student Services Manager (FT)
Dave Kuhs	Career Services and Talent Acquisition Director (FT)
Denise Saucedo	Admissions Associate Advisor (FT)
Elena Danilova	Executive Director of Clinical Development (FT)
Elizabeth Harris	Associate Director of Admissions Training and Development (FT)
Eno Inwek	Admissions Advisor II (FT)
Evelyn Salt	Financial Aid Assistant (FT)
Farrah Johnson	Director of Clinical Strategy & Development (Imaging Programs) (FT)
Felicia Tolliver	Corporate HealthCare Recruiter (FT)
Gabriela Rios	Associate Admissions Advisor (FT)
Geneva Furtick	Financial Aid Assistant (FT)
Guadalupe Fernandez	Admissions Associate Advisor (FT)
Guadalupe Otero	Director of Nursing Operations (FT)
Hadayatullah “Hadayat” Yousfzai	IT Support Specialist (FT)
Heather Alexander	Associate Admissions Advisor (FT)
Janae Watson	Financial Aid Advisor (Remote-Online) (FT)
Jason Ho	Compliance Director (FT)
Jeff Stieglitz	Network Administrator (FT)
Jenilee Ceralde	Accounts Payable Accountant (FT)
Jennifer Moore	Financial Aid Manager (FT)
Jessie Lorenty	Financial Aid Advisor II (Remote-Online) (FT)
Julie Reyes	Associate Admissions Advisor (FT)

Kamilia Bell	Financial Aid Director (FT)
Katherine Tassell	Assistant Director of Admissions (FT)
Kendall Gillett	Associate Admissions Advisor (FT)
Keyscha Moorer	Financial Aid Advisor (Remote-Online) (FT)
Leonard Zarate	Assistant Director of Career Services and Talent Aquisition (FT)
Li Xing Zhao	System Administrator (FT)
Lizet Montes De Oca	Financial Aid Advisor I (PT)
Mary-Anne Douglas	Executive Assistant, Department of Nursing (FT)
Mercedes Hereford	Financial Aid Manager (FT)
Michelle Bolanos	Associate Director of Financial Aid (FT)
Monique Litchfield	Associate Admissions Advisor (FT)
Nicholas Colombo	Director of Marketing (FT)
Olga Chupric	Accounting Manager (FT)
Oksana Bozhenko	Process Coordinator (FT)
Richelle Robertson	Financial Aid Advisor (Remote-Online) (FT)
Ruth Nunez	Financial Aid Assistant (FT)
Sabina Kozamkulova	Registrar Coordinator (FT)
Sabrina Anderson	Associate Admissions Advisor (FT)
Serguei Kakhnovich	Marketing Specialist (FT)
Shanequa Mayes	Financial Aid Assistant (FT)
Shelvia Salvano	Director of Nursing Clinical Operations (FT)
Stella Chen	Accounts Receivable Specialist (FT)
Stephanie Nguyen Vargas	HR Manager (FT)
Tiffany Chan	Accounts Receivable Manager (FT)
Tiffany Nguyen	HR Generalist (FT)
Tonya Sanders-Govan	Financial Aid Advisor (FT)
Val Pashchenko	IT Manager (FT)
Zabdiel Brujan	Financial Aid Assistant (FT)

PROGRAM DIRECTORS AND SUPERVISORS

Aarash Kioumehar	A.O.S. in RT Associate Program Director
Alberto Verdad	VN Associate Program Director
Catherine Ammenti	A.S. in PTA Program Director
Charline Sealy	XTMAS Program Director
Cheryl Young	B.S. in RT Program Director
Christy Foster Bollman	Executive Director of A.S. in Radiologic Technology
Cybil Nielsen	A.S. in NM Program Director
Donna Bega	DA Program Director
Elizabeth Rosebrock	Executive Director of B.S. in DMI/Program Director of A.S. in RT
Erin Schultz	A.S. in PTA Director of Clinical Education
Jay King	XTMAS Program Director
Jorge Aguilera	A.O.S. in UT Program Director/ A.O.S. in CUT Program Director
Kristin Beinschroth	XTMAS Program Director
Kristina Souza	A.O.S. in UT Program Director
Larisa Lein	A.O.S. in UT Program Director/A.O.S. in CUT Program Director/ A.O.S. in VUT Program Director
Larisa Revzina	BSN-MSN/VN/PT/PHL Program Director
Lisa Dianda	Executive Director of MA Program
Nicole Walton-Trujillo	A.O.S. in RT Program Director
Sabia Young	Quality Education Manager
Samantha Manlosa Sanchez	ADN and BSN Executive Program Director
Shellie Bealer	A.S. in MRI Program Director
Tamra Skye	Director of Faculty Development and General Education
Therese Gotto	A.S. in RT Associate Program Director
Thomas Ankeney	A.O.S. in RC Program Director
Venessa Cacacho	Director of Online Nursing Programs/RN to BSN

Online Staff

Tamra Skye	Director of Faculty Development and General Education (FT)
Ashley Taylor	Moodle Support & Orientation Coordinator (FT)
Carla Jewett	Administrative Support Faculty Development and General Education (FT)
Cassandra Keith	LMS Assistant Manager (FT)
German Bobadilla	Moodle LMS Manager (FT)
Kelley Giaramita	Faculty Wellness and Resiliency Facilitator (FT)
Matthew Kuhs	Faculty Development Manager (FT)

Online Faculty

Full Time

Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson City, CA BA – CSU Long Beach – Long Beach, CA AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has 7 years of experience.
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Part Time

Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has 9 years of experience.
Beth-Anne White, MS	GE Didactic Instructor	MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
Guillermo Paredes, MD, RDMS (AB) (OB), RVT	GE Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has 15 years of experience.
Jennifer Rani, RN	GE Didactic Instructor	MA – Argosy University – Alameda, CA BS – Northern Michigan University – Marquette, MI ADN – Evergreen Valley College – San Jose, CA Ms. Rani has over 8 years of experience.
Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Ludmila Kisseleva-Eggleton, PhD	Didactic Instructor	PhD – Russian Academy of Sciences – St. Petersburg, Russia Dr. Eggleton has over 30 years of experience.
Sanjana Krishnamurthy, M. Sc, MS,	Online Instructor (Biosciences)/STEM Chair	MS – California State University – Fresno, CA M.Sc – University of Mysore – Mysore, India B.Sc – University of Mysore – Mysore, India Ms. Krishnamurthy has over 2 years of experience.
Steven Visniski, BEE, MBA, DrBA	Didactic Instructor	BEE – Penn State University – State College, PA MBA – University of Phoenix – Online DrBA – University of Phoenix – Online Mr. Visniski has over 12 years of experience.
Maritherese (Marcy) Keller, MSN, RN, PHN	GE Didactic Instructor	MSN – Grand Canyon University – Phoenix, AZ BS – California State University, Stanislaus – Stanislaus, CA Ms. Keller has 18 years of experience.
Michelle Abou Naoum, MS	Adjunct Online Instructor	MS – CSU, Fresno – Fresno, CA BS – CSU, Fresno – Fresno, CA Ms. Naoum has 6 years of experience.
Mark W. Guay, MS	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
Anita Ramani, BS, M.Ed	GE Didactic Instructor	M.Ed – University of Cincinnati – Cincinnati, OH BS – University of Cincinnati – Cincinnati, OH Ms. Ramani has 27 years of experience.
Gene Gushansky, BA MA	GE Didactic Instructor	MA – University of Northern Colorado – Greeley, CO BA – University of Northern Colorado – Greeley, CO Mr. Gushansky has 15 years of experience.
Alice Hunter, MA, MS	GE Didactic Instructor	MS - California State University - Long Beach, CA BA - California State University - Fullerton, CA Ms. Hunter has 8 years of experience
Rebecca (Becky) Farmer, MSRS, RT	GE Didactic Instructor	MS - Midwestern State University - Wichita Falls, TX BS - Northwestern State University - Natchitoches, LA Ms. Farmer has 29 years of experience

SAN JOSE CAMPUS

San Jose, CA – Staff

Marc Feldman	Campus Director, Title IX Coordinator (FT)
Gleb Nikitenko	Associate Campus Director (FT)
Amy Tran	Student Services Coordinator (FT)
Ariel Crisostomo	VN Simulation Lab Technician (FT)
Briana Powell	Outreach Development Manager (FT)
Candice Yee	A.O.S in UT Instructional Aide (PT)
Derrick Nguyen	Admissions Assistant (PT)
Erin Schultz	Director of Clinical Education (PT)
Jessica Barnes	Front Desk Representative (PT)
Julie Ritchie	Admissions Advisor (FT)
Marie Hill-Iglesias	Financial Aid Manager (Remote-Online) (FT)
Neema Patel	Career Services Coordinator (FT)
Randy Kim	A.S. in PTA Lab Teaching Assistant (PT)
Richard Olayvar	Student Services Coordinator (FT)
Rita Sanchez	Admissions Advisor I (FT)
Shayan Eslamian	Front Desk Representative (PT)

San Jose, CA – Associate of Science in Physical Therapist Assistant Program Faculty

Full Time

Catherine Ammenti, MPT	A.S. in PTA Program Director	MPT– Samuel Merritt College – Oakland, CA BS – San Francisco State University – San Francisco, CA Ms. Ammenti has over 17 years of experience.
Erin Schulz, PT, DPT	A.S. in PTA Director of Clinical Education	DPT – University of the Pacific – Stockton, CA BA – Santa Clara University – Santa Clara, CA Ms. Schultz has over 5 years of experience.

Part Time

Aaron Huie, PT, DPT	Didactic Instructor	DPT – West Coast University – Los Angeles, CA BS – Exercise Biology, UC Davis – Davis, CA Mr. Huie has over 3 years of experience.
Lydia Hamstra, PT, DPT	Didactic Instructor	DPT – Regis University – Denver, CO Ms. Hamstra has over 3 years of experience.
Lydia Gottlove, PTA	Didactic Instructor	BA – Covenant College – Lookout Mountain, GA AS – Gurnick Academy of Medical Arts – San Mateo, CA Ms. Gottlove has over 7 years of experience.
An Luong, DPT, BS, PT	Didactic Instructor	DPT – Mount St Mary's University – Los Angeles, CA BS – San Jose State University – San Jose, CA Mr. Luong has over 5 years of experience.
Hilary Register, DPT, BS, PT	Didactic/Clinical Instructor	DTP – Chapman University BS – San Jose State University – San Jose, CA

Vijay Lakshmi, DPT, PT	Assistant Didactic Instructor	PT– University of Pittsburgh Ms. Register has 10 years of experience DPT – Rocky Mountain University of Health Professions – Provo, UT BS – Dr. MGR Medical University, SRMC & PI Chennai – India Mr. Lakshmi has over 20 years of experience.
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San Jose, CA – Associate of Occupational Science in Ultrasound Technology Faculty

Full Time

Larisa Lein, MS, RDMS(AB BR), RVT(VT), RDCS(AE)	A.O.S. in UT Program Director	MS – University of Moscow – Moscow, Russia BS – University of Moscow – Moscow, Russia UT – St. Vincent's Medical Center – Bridgeport, CT Ms. Lein has over 29 years of experience.
Phuong Ly, BS, RDMS (AB BR OB/GYN, RVT(VT))	Clinical Coordinator	BS – University of Oklahoma – Norman, OK Ms. Ly has over 19 years of experience.
Caryn Rorabaugh, BS, RDMS(AB OB/GYN), RVT(VT)	Concentration Coordinator	BS – Biomedical Sciences, Diagnostic Imaging – University of Wisconsin – Milwaukee, WI Ms. Rorabaugh has over 31 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience.
Andrew Stalter, RDMS(AB), RVT(VT)	Didactic/Clinical Instructor	BS – Indiana University – South Bend, IN AAS – Jackson College – Jackson, MI Mr. Stalter has over 14 years of experience.
Stacey Cavanagh, RDMS (OB/GYN)	Didactic Instructor	AS - Gulf Coast State College –Panama City, FL Ms. Cavanagh has over 15 years of experience.

Part Time / Per Diem

Vivian Sassaki, RDMS(AB OB/GYN), RVT(VT)	Didactic Instructor	UT – Gurnick Academy of Medical Arts – San Mateo, CA Mrs. Sassaki has over 8 years of experience.
Ludmila Kisseleva-Eggleton, PhD	GE Didactic Instructor	PhD – Russian Academy of Sciences – St. Petersburg, Russia Dr. Eggleton has over 30 years of experience.
Ronald Alivia, MS, RDMS(AB OB/GYN)	Didactic Instructor	AS – Foothill College – Los Gatos, CA MS – Touro University of Nevada – Henderson, NV BS – University of California, Los Angeles – Los Angeles, CA AS – Foothill College - Los Gatos, CA Mr. Alivia has 8 years of experience.
Dare Nwaka, ARDMS, RVT	Didactic Instructor	EdD – Capella University – Minneapolis, MN MPH – Capella University – Minneapolis, MN BA – University of Minnesota – Minneapolis, MN Certificate – The George Washington University – Washington, DC Ms. Nwaka has 17 years of experience.
Narges Kashani, ARDMS	Didactic Instructor	BS – Islamic Azad University –Tehran, Iran AS – Diablo Valley College – Pleasant Hill, CA ARDMS – Kaiser Permanente School of Allied Health Science – Richmond, CA Ms. Kashani has over 5 years of experience.

Tara Bartholomay, ARDMS	Didactic Instructor	MS – Excelsior College – Albany, NY BS – University of Nebraska Medical Center – Omaha, NE BS – University of Mary – Bismarck, ND Ms. Bartholomay has over 20 years of experience.
Kathleen Mlekush, RDMS(AB OB/GYN), RVT(VT), RDCS (AE)	Didactic Instructor	BS – University of Nevada – Las Vegas, NV Ms. Mlekush has over 20 years of experience.
Gregory Hobbs, ARDMS	Didactic Instructor	MA – Lamar University – Beaumont, TX BA – South Texas College – McAllen, TX AS – Del Mar College – Corpus Christi, TX Mr. Hobbs has over 5 years of experience.
Jacinda Kee, RDMS(AB, OB/GYN), RVT, PS	Lab Instructor	AS – Foothill College – Los Altos Hills, CA AS – Cabrillo College – Aptos, CA Ms. Kee has 2 years of experience.
Rochelle Ramos, RDMS(AB)	Lab Instructor	AOS – Gurnick Academy of Medical Arts – San Mateo, CA Diploma – Everest College – San Francisco, CA Ms. Ramos has 1 year of experience.
Sayed Sadat, RDMS (ACDF (AE))	Didactic Instructor	MD – Ariana Institute of Higher Education – Afghanistan Internal Medicine Degree of Specialist – Rabia Balkhi Complex Hospital – Afghanistan ECHO Certificate – Sahak Echocardiography Clinic – Pakistan Mr. Sadat has 1 year of experience.
Laurina Leigh	Lab Instructor	BA – St Francis University – Joliet, IL Ms. Laurinda has 20 years of experience.

San Jose, CA – Associate of Occupational Science in Cardiac Ultrasound Technology Program Faculty

Full Time

Larisa Lein, MS, RDMS(AB BR), RVT(VT), RDCS(AE)	A.O.S. in CUT Program Director	MS – University of Moscow – Moscow, Russia BS – University of Moscow – Moscow, Russia UT – St. Vincent's Medical Center – Bridgeport, CT Ms. Lein has over 29 years of experience.
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Part Time

San Jose, CA – Associate of Occupational Science in Vascular Ultrasound Technology Program Faculty

Full Time

Larisa Lein, MS, RDMS(AB BR), RVT(VT), RDCS(AE)	A.O.S. in VUT Program Director	MS – University of Moscow – Moscow, Russia BS – University of Moscow – Moscow, Russia UT – St. Vincent's Medical Center – Bridgeport, CT Ms. Lein has over 29 years of experience.
Phuong Ly, BS, RDMS (AB BR OB/GYN, RVT(VT))	Didactic/Clinical Instructor	BS – University of Oklahoma – Norman, OK Ms. Ly has over 19 years of experience.
Caryn Rorabaugh, BS, RDMS(AB OB/GYN), RVT(VT)	Didactic/Clinical Instructor	BS – Biomedical Sciences, Diagnostic Imaging – University of Wisconsin – Milwaukee, WI Ms. Rorabaugh has over 31 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX

Andrew Stalter, RDMS(AB), RVT(VT)	Didactic/Clinical Instructor	AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience. BS – Indiana University – South Bend, IN AAS – Jackson College – Jackson, MI Mr. Stalter has over 14 years of experience.
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Part Time

Vivian Sassaki, RDMS(AB OB/GYN), RVT(VT)	Didactic Instructor	UT – Gurnick Academy of Medical Arts – San Mateo, CA Mrs. Sassaki has over 8 years of experience.
Ludmila Kisseleva-Eggleton, PhD	GE Didactic Instructor	PhD – Russian Academy of Sciences – St. Petersburg, Russia Dr. Eggleton has over 30 years of experience.
Khoa Dam, RVT(VT)	Lab Instructor	BS – Oregon Institute of Technology – Klamath Falls, OR Mr. Dam has 20 years of experience.

San Jose, CA – Associate of Science in MRI Program Faculty

Full Time

Shellie Bealer, M.Ed., RT(R)(MR)(ARRT)	A.S. in MRI Program Director	MA – University of Idaho – Moscow, ID BS – Boise State University – Boise, ID Ms. Bealer has 25 years of experience.
Robert Trimboli, R.T.(MR)(ARRT)	Program Coordinator	BSDMI – Gurnick Academy – Concord, CA AS – Gurnick Academy – Modesto, CA Mr. Trimboli has 5 years of experience.
Konstantin Tovarjan, MD	Clinical Coordinator	MD – Rostov State Medical University – Rostov-on-Don, Russia Diploma – Gurnick Academy of Medical Arts – San Mateo, CA Mr. Tovarjan has over 6 years of experience.
Patrick Ballecer, BA, RT(R)(MR)(CT)(ARRT)	Clinical Coordinator	BA – Ottawa University – Ottawa, KS AS – Fresno City College – Fresno, CA Mr. Ballecer has 4 years of experience
Erika Jazbani, BS	Clinical Coordinator	BS – California State University, Northridge, Northridge, CA AS – West Coast Ultrasound Institute, Los Angeles – Northridge, Northridge, CA Ms. Jazbani has 4 years of experience
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience.
Minhaaj Qasmi, BS, ARRT (MR)	Didactic Instructor	BS – University of California, Davis – Davis, CA AS – Gurnick Academy of Medical Arts – San Mateo, CA Mr. Qasmi has over 8 years of experience.

Part Time

Joe Madariaga, CRT, ARRT	Didactic Instructor	BS – Gurnick Academy – Concord, CA AS – Fullerton College – Fullerton, CA Mr. Madariaga has over 38 years of experience.
Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
Stephen Deitch, MRSO	Didactic Instructor	BA – University of Phoenix – Online

Kevin Turner, BAS, RT	Didactic/Clinical Instructor	AS – Pima Medical Institute – Denver, CO Mr. Deitch has over 24 years of experience. BAS – Thomas Edison State University – Trenton, NJ Mr. Turner has over 7 years of experience.
Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.

San Jose, CA – Vocational Nurse Program Faculty

Full Time

Alberto Verdad, BSN, MAN	Associate VN Program Director	MAN – De La Salle University – Dasmarinas, Philippines BSN – De La Salle University – Dasmarinas, Philippines Mr. Verdad has over 32 years of experience.
Rebecca Paguyo, LVN	Clinical Instructor	Ms. Paguyo has over 30 years of experience.
Guillermo Paredes, MD, RDMS (AB)(OB), RVT	Didactic Instructor	MD – Universidad Nacional Mayor de San Marcos – San Marcos, Peru Dr. Paredes has over 15 years of experience.
Maria Teresa Norgene D. Erfe, RN	Clinical Instructor	BSN – Philippine Women’s University – Manila, Philippines Ms. Erfe has over 37 years of experience.
Ira Maceda, LVN	Didactic/Clinical Instructor	BS – Business Administration University of East Manila – Philippines LVN – Advanced Pro Nursing Institute – Hayward, CA CNA – Vocational Nursing Institute – San Leandro, CA Ms. Maceda has over 12 years of experience.
Charles Pamatmat, MD, BSN	Didactic/Clinical Instructor I	MD – Walden University – Minneapolis, MN MHA – Southern New Hampshire University – Hannover, NH BSN – North Park University – Chicago, IL Dr. Pamatmat has over 10 years of experience.

Part Time

George Gilbert, MBA, BS, AA	Didactic Instructor	MBA – Keller Graduate School – Fremont, CA BS Education – New Mexico State University – Las Cruces, NM AA – Chabot College – Hayward, CA Mr. Gilbert has over 26 years of experience.
Resty Villarina, RN, BSN	Didactic Instructor	BSN – Arellano University – Manilla, Philippines Mr. Villarina has over 19 years of experience.
Cherina Tinio, RN, MSN, BSN	Didactic/Clinical Instructor	MSN – San Francisco State University – San Francisco, CA BSN – Manila Doctors College of Nursing – Philippines Ms. Tinio has 40 years of experience.
Natividad “Gigi” Beckner, MSN, BSN	Didactic Instructor	MSN – San Jose State University – San Jose, CA BSN – San Juan De Dios College of Nursing – Philippines Msl. Beckner has over 38 years of experience.

Mercedes German, RN, MSN	Didactic Instructor	MSN – San Francisco State University – San Francisco, CA Ms. German has over 20 years of experience.
Be Pongbandith, LVN	Clinical Instructor	BA – California State University, Stanislaus – Turlock, CA Mr. Pongbandith has 15 years of experience.
Maria Luisa Cruz	Didactic Instructor	MSN- San Francisco State University – San Francisco, CA BSN – Saint Louis University – Baguio City, Philippines Ms. Cruz has 30 years of experience.
Cecilia Durante, MSN, BSN	Didactic/Clinical Instructor	MSN – University of Phoenix – Phoenix, AZ BSN –Centro Escolar University – Manila, Philippines Ms. Durante has 13 years of experience
Lourdes Moldre, MSN, BSN,	Didactic/Clinical Instructor	MSN – University of California San Francisco – San Francisco, CA BSN – Pacific Union College – Angwin, CA ADN – Pacific Union College – Angwin, CA Ms. Moldre has 20 years of experience
Julie Valenzuela, MSN, BSN	Clinical Instructor	MSN-FNP – Purdue Global University – Indianapolis, IN BSN – Fatima University – Valenzuela City, Philippines Ms. Valenzuela has 20 years of experience.

CONCORD CAMPUS

Concord, CA – Staff

Marcus Tromp	Campus Director (FT)
Joe Kheuasida	Assistant Campus Director; Title IX Coordinator (FT)
Adeeba Aqmal	Student Services Coordinator (FT)
Anna Pimentel	Admissions Manager (FT)
Annie Tran	Student Services Manager (FT)
Antinette Watkins	Career Services Representative (FT)
Aristotle Lara	Nursing Simulation Technician (FT)
Breyanni Vaughn	Admissions Advisor (FT)
Cristine Abenoja	Campus Support (PT)
Dacia Sanders	Faculty Support (FT)
Daniel Preza	VN Instructional Aide (PT)
David Alarid Jr.	VN Instructional Aide (PT)
Elisha Zulueta	Instructional Aide (FT)
Hilda Sanchez	Financial Aid Assistant (FT)
John Paul Reyes Tandog	VN Instructional Aide (PT)
Juan Anchores	Front Desk Representative (FT)
Kristen Pinkerton	Financial Aid Manager (FT)
Krystiana Roan	Associate Admissions Advisor (FT)
Lea Boe	Director of Partnership & Development in Nursing (FT)
Lucy Cordova	Financial Aid Advisor (FT)
Maria Alfonso	Student Services Coordinator (FT)
Maricar Sun	Front Desk Representative (FT)
Mary Evangeline Espino	BSN Faculty Support (PT)
Mary Young	Financial Aid Assistant (FT)
Melissa Gil	Student Services Coordinator (FT)

Paniz Deris	Career Services Coordinator (FT)
Phuong Nguyen	Financial Aid Advisor II (FT)
Regina Chu	ASRT Lab Assistant (PT)
Robin Adhikari	VN Faculty Support (PT)
Seira Gavino	Front Desk Representative (FT)
Steven Brown	Admissions Advisor (FT)
Steve Rubalcaba	Admissions Advisor II (FT)
Tahmina Din	Financial Aid Assistant (FT)
Vang Yang	Admissions Advisor (FT)

Concord, CA – Bachelor of Science in Nursing Program Faculty

Full time

Samantha Manlosa Sanchez, RN, BSN, MSN/ED	BSN Executive Program Director	MSN/ED – University of Phoenix – Phoenix, AZ BSN – Velez College – Cebu City, Philippines Ms. Sanchez has 14 years of experience.
Venessa Cacacho, RN, MSN	Director of Online Nursing Programs/RN to BSN Program	MSN – Benedictine University – Lisle, IL BSN – San Joan De Dios Educational Foundations – Manila, Philippines Ms. Cacacho has 22 years of experience.
Shelvia Salvano, RN, MSN/NED	BSN Assistant Program Director/Simulation Manager	MSN/NED – Grand Canyon University – Phoenix, AZ BSN – California State University, Fresno – Fresno, CA ADN – San Joaquin Valley College – Visalia, CA Ms. Salvano has 8 years of experience.
Jesha Clave Kogami, MSN, BSN, RN	BSN Assistant Program Director	MSN – West Cost University – Anaheim, CA BSN – West Cost University – Anaheim, CA Mr. Le has over 2 years of experience.
Alma Joan Zulueta, BSN	Clinical Coordinator	BSN - Manila Doctors College - Manila, Philippines Ms. Zulueta has 33 years of nursing experience.
Aimee Lopez-Baena, RN, MSN, BSN	Clinical Coordinator	MSN – Walden University – Minneapolis, MN BSN – University of Miami – Miami, FL ADN – Miami Dade College – Miami, FL Ms. Lopez-Baena has 13 years of experience.
Sheila Labata, MSN, BSN	Didactic Instructor	MSN – Nursing Education Misamis University – Ozamis City, Philippines MA – Iligan Medical Center College – Iligan City, Philippines BSN – University of Bohol – Tagbilaran City, Philippines Ms. Labata has 34 years of experience.
Tia Chanthavong, BSN, MSN	Didactic Instructor	MSN in progress – Gurnick Academy of Medical Arts – Concord, CA BSN – University of Phoenix – Tempe, Arizona Diploma – Gurnick Academy of Medical Arts – Modesto, Ca Mr. Chanthavon has 9 years of experience.
Keren Dietz Roberts, DNP, MSN, NP	Clinical/Didactic Instructor	DNP – Rush University – Chicago, IL MSN – Rush University – Chicago, IL BA –University of Illinois – Chicago, IL Ms. Roberts has 7 years of experience.

Part Time

Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Beth-Anne White, MS	Didactic Instructor	MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
Joseph Eslao, DNP, MSN, RN, PHN, DSD	Clinical Instructor	DNP – Touro University – Vallejo, CA MSN – San Jose State University – San Jose, CA RN – Mission College – Santa Clara, CA LVN – Mission College – Santa Clara, CA BSA – San Jose State University – San Jose, CA Dr. Eslao has 5 years of experience.
Vinai Decena, RN, MSN	Clinical Instructor	DNP – University of San Francisco – San Francisco, CA MSN – University of San Francisco – San Francisco, CA BSN – University of Phoenix – Salida, CA LVN – Modesto Junior College – Modesto, CA AA – Modesto Junior College – Modesto, CA
Marina Nguyen, DNP, MBA, RN	Didactic Instructor	DNP – Touro University – Vallejo, CA MBA – Western Governors – Salt Lake City, UT BSN – Metropolitan State University – Denver, CO BS – UC Davis – Davis, CA AS/AA – Sacramento City College – Sacramento, CA AA – Consumer River College – Sacramento, CA Ms. Nguyen has 10 years of experience.
Kwang Eun “Kevin” Lee, RN, MSN	Didactic/Clinical Instructor	MSN – California State University, Fresno – Fresno, CA BSN – California State University, Fresno – Fresno, CA Mr. Lee has 7 years of experience.
Maria Thelma Camarillo, MSN-APRN	Didactic Instructor	MSN – Chamberlin College of Nursing – Chicago, IL BSN – Chamberlin College of Nursing – Chicago, IL ADN – Modesto Junior College – Modesto, CA Ms. Camarillo has 28 years of experience.
Diane Santiago, MSN-Ed, RN, CV-BC, CCRN	Didactic/Clinical Instructor	MSN – University of Texas – Arlington, Texas BSN – Chamberlain College of Nursing – Phoenix, AZ BA – California State University, Chico – Chico, CA Ms. Santiago has over 8 years of experience.
Theodore C. Vanderlaan, RT(R), JD	Didactic Instructor	JD – Widener University of Law – Wilmington, DE BS – Walla Walla University – College Park, WA Certificate – Washington Adventist Hospital School of Radiography – Takoma Park, MD Mr. Vanderlaan has over 20 years of experience.
Melanie Guzman, RN	GE Didactic Instructor	MSN – Grand Canyon University – Phoenix, AZ BS – University of Phoenix – Online Campus ASN – Modesto Junior College – Modesto, CA Ms. Guzman has over 21 years of experience.
Caroline “Kerry” Roach, RN, MSN	Didactic/Clinical Instructor	MSN – University of Phoenix – Cupertino, CA BSN – University of Phoenix – Cupertino, CA Mrs. Roach has 33 years of experience.

Rose Lily Riley Olidan-Lopez, RN, BSN, BA, MSN (c)	Didactic Instructor	Western Governors University – Salt Lake City, UT Loma College – San Fernando, La Union, Philippines San Francisco State University – San Francisco, CA Ms. Olidan-Lopez has 7 years of experience.
Recarlyn Dimaandal, MSN/Ed, RN-BC	Didactic Instructor	MSN – University of Phoenix – San Jose, CA BSN – Manila Central University – Caloocan City, Philippines Ms. Dimaandal has 12 years of experience.
Tammy Ortiz, RN, BSN	Didactic Instructor	BSN – University of Phoenix – San Jose, CA ADN – Evergreen Valley College – San Jose, CA Ms. Ortiz has 30 years of experience.
Mylene Ipac, RN, BSN	Clinical Instructor	BSN – Centro Escolar University – Manila, Philippines Ms. Ipac has 26 years of experience.
Jan Burch, RN, PHN	Didactic/Clinical Instructor	PHN – Charles R. Drew University of Medicine and Science – Los Angeles, CA MSN – Grand Canyon University – Phoenix, AZ BSN – Grand Canyon University – Phoenix, AZ ADN – El Camino College – Compton, CA Diploma, VN – Locke Adult School – Los Angeles, CA Ms. Burch has 8 years of experience.
Udodirim “Peace” Durunna, RN, MSN	Didactic Instructor	MSN/ED – University of Phoenix – Phoenix, AZ BSN – University of Alabama – Huntsville, AL Certificate = Glendale College – Glendale, CA Certificate – Kaplan College ASN – School of Nursing Umuahia – Abia State, Nigeria Ms. Durunna has 22 years of experience.
Lorry Quintero, RN, MSN, PHN	Didactic Instructor	MSN – Chamberlain University – Downers Grove, IL BSN – California State University, Stanislaus – Turlock, CA ADN – Contra Costa College – San Pablo, CA
Verna Sabio, MSN, APRN-FNP, PHN, CCM	Didactic Instructor	MSN, APRN-FNP, CCM MSN- Touro University, CA Associates of Nursing, Napa Valley college 17 years of experience
Raquel Somera, BSN, RN, PHN	Didactic instructor	MSN-ED – Western Governors University – Salt Lake City, UT BSN – San Jose State University – San Jose, CA ADN – Unitek – Fremont, CA LVN – Gurnick – San Mateo, CA Ms. Raquel Somera has 16 years of nursing experience.
Caroline Chu, MSN/Hi, RN, MBA-C	Clinical Instructor	MBA – Western Governor University – Millcreek, UT BS- University of Phoenix-Modesto, CA VN Certificate – American College of Nursing – Concord, CA Ms. Chu has 31 years of experience.
Arlene Valenzuela, RN, BSN	Didactic Instructor	BSN – University of Phoenix – Phoenix, AZ Ms. Valenzuela has 13 years of experience
Lue Birdie Polk, MSN/NED, RN	Didactic/Clinical Instructor	MSN – Chamberlain University – Addison, IL BSN – William Carey University – Hattiesburg, MS Ms. Polk has 18 years of experience
Shannon Bender, BSN, MSN	Didactic Instructor	ADN – Chabot College – Hayward, CA

Sabina Muresan, BSN, MSN	Didactic Instructor	BSN – Strayer University – Henderson, VA MSN – Health Services Administration Strayer University – Henderson, VA Ms. Bender has 18 years of experience.
		MSN – University of San Francisco – San Francisco, CA BSN – Nursing College – Cluj-Napoca, Romania BA – D. Cantemir – Cluj-Napoca, Romania Esthetician Certification – Cluj-Napoca, Romania Phlebotomy Technician Certification – BAMA Institute – San Jose, CA
		Ms. Muresan has 19 years of experience
Manpreet Kaur, BSN, MSN	Didactic/Clinical Instructor	MSN – Walden University – Minneapolis, MN BSN – Postgraduate Institute of Medical education and Research – India Ms. Manpreet has 18 years of experience.
		MSN – Baltimore, MD University of California, Santa Barbara – Santa Barbara, CA Mr. Hoang has 1 year of experience.
Jimmy T. Hoang, MSN	Assistant Instructor	

Concord, CA – Medical Assistant Program Faculty

Full Time		
Linda Michaels Hughes, MBA, CMA (AAMA)	MA Program Coordinator	MBA – American Intercontinental University – Los Angeles, CA AS/MA – Western Career College – Walnut Creek, CA BA – Utah State University – Logan, UT AA – Utah State University – Logan, UT Mrs. Hughes has over 15 years of experience.
		MD – Cairo University – Cairo, Egypt MS – Cairo University – Cairo, Egypt Dr. Zmary has 4 years of experience.
Jakline Zmary, MD	Didactic Instructor	
Part Time		

Concord, CA – Associate of Science in Radiologic Technology Program Faculty

Full Time		
Elizabeth Rosebrock, MBA, RT(R)	A.S. in RT Program Director	MBA – Bowling Green State university – Bowling Green, OH Ms. Rosebrock has over 12 years of experience.
Michael Callos, BS	Clinical Coordinator	BS – California State University Stanislaus – Turlock, CA Mr. Callos has 6 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience.
Jacqueline Kralik, M.A.L	Didactic Instructor	MA – City University – Seattle, WA Ms Kralik has over 20 years of experience.
Part Time		
Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA

Beth-Anne N. White, MS	Didactic Instructor	Mrs. Smith has over 20 years of experience. MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN
Margaret DeMarinis, PhD, ARRT (R)(M)	Didactic Instructor	Mrs. White has over 7 years of experience. PhD – University of Wisconsin – Madison, WI BA – Psychology and Linguistics University of California – Berkley, CA
Mark W. Guay, MS	Didactic Instructor	Ms. DeMarinis has over 35 years of experience. MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY
Melody Molestina-Esquivel, BS, RT(R)(M)(CT), CRT	Didactic/Clinical Instructor	Mr. Guay has 12 years of experience. BS – University of St. Francis – Joliet, IL
Akshar Kacchia, BS, CIIP, RT(R)	Didactic Instructor	Ms. Molestina-Esquivel has 16 years of experience. B.S. – Gurnick Academy – Concord, CA
Sonia Sanchez, RT(R), ARRT	Clinical/Lab Instructor	Mr. Kachhia has over 7 years of experience. AS – Gurnick Academy of Medical Arts – Concord, CA
Tiffany Hairston, RT(R)(CT)(ARRT)	Clinical Instructor	Ms. Sanchez has over 4 years of experience. MS – California State University, East Bay – Hayward, CA
		Ms. Hairston has 14 years of experience.

Concord, CA – Associate of Science in Nuclear Medicine Technology Faculty

Full Time		
Cybil Nielsen, MBA, CNMT, NMTCB(RS) FSNMMI-TS	AS in NM Program Director	MBA – Indiana Wesleyan University BS – University of Louisville – Louisville, KY Ms. Nielsen has 27 years of experience.
Sarah Gibbons, MBA, CNMT, NMTCB (CT)	Didactic Instructor	MBA – Indiana Wesleyan – Marion, IN BS – Indiana University – Indianapolis, IN Ms. Gibbons has 7 years of experience.
Sarah Johnson, MA, CNMT, RT (N) (CT), (ARRT)	Didactic Instructor	MA – Muskingum University – New Concord, OH BS – Wheeling Jesuit University – Wheeling, WV Ms. Johnson has 21 years of experience
Part Time		
Jamie Hammond, CNMT, RT(CT)(ARRT)	Clinical Coordinator	BS - University of Utah - Utah, UT Ms. Hammond has 12 years of experience
Samantha Swanson, MBA, CNMT	Clinical Coordinator	MBA - Kansas Wesleyan University - Salina, KS BS - University of Iowa Carver College of Medicine - Iowa City, IA Ms. Swanson has 5 years of experience.
Andre Perkins, CNMT	Didactic Instructor	MBA - Grand Canyon University - Phoenix, AZ B.S. - University of Phoenix - Phoenix, AZ Mr. Perkins has 16 years of experience
David Gilmore, EdD, CNMT, NCT, RT(R)(N)	Didactic Instructor	EdD – Northeastern University – Boston, MA MS – Virginia Tech – Blacksburg, VA BS – Old Dominion University – Norfolk, VA Dr. Gilmore has 29 years of experience.
Amanda Elliott, BS, CNMT	Clinical Coordinator	BS – Oregon Institute of Technology – Klamath Falls, OR Ms. Elliott has 19 years of experience.

Concord, CA – Vocational Nurse (VN) Faculty

Full Time

Jason Frank, BSN, RN	VN Program Coordinator	BSN – University of Phoenix – Costa Mesa, CA Mr. Frank has 13 years of experience.
Belinda Bueno, BSFN, LVN	Clinical Coordinator	BSFN – Philippine Women’s University LVN – American College of Nursing Ms. Bueno has over 14 years of experience.
Norman M. Elizaga, LVN	Didactic/Clinical Instructor	BSN – Our Lady Fatima College, Philippines Mr. Elizaga has over 8 years of experience.
Jennifer Longworth, PHD(c), MSN/Ed, BSN	Didactic Instructor	PHD(c) – University of Phoenix MSN – University of Phoenix BSN – University of Phoenix AS – Trade Technical College Ms. Longworth has 36 years of experience.
Elizabeth Chanthavongsa, BSN	Didactic Instructor	BSN – California State University – Fresno, CA ASRN – Ohlone College – Fremont, CA AA – Los Medanos College – Pittsburg, CA AA – Los Medanos College – Pittsburg, CA AS – Los Medanos College – Pittsburg, CA Ms. Chanthavongsa has 8 years of experience.
Aarthi Savoor, MS	Didactic Instructor	MS – San Francisco State University – San Francisco, CA BA Biology – Queens College, City University of New York – New York, NY Ms. Savoor has over 9 years of experience.
Maria Perez, RN, BSN	Didactic/Clinical Instructor	BSN/RN – St. Mary’s College/Samuel Merritt University – Moraga, CA Ms. Perez has over 10 years of experience.
Maria Victoria Mendoza, LVN, BS	Didactic/Clinical Instructor	B.S. - De Los Santos College - Quezon City, Philippines Ms. Mendoza has over 20 years of experience.
Nadia Gawargyous, MD	Didactic/Clinical Instructor	MD - Cairo University - Cairo, Egypt Ms. Gawargyous has over 30 years of experience.
Elizabeth Lee, LVN	Clinical Instructor	AS, Nursing – Good Samaritan School of Nursing – Cabanatuan City, Philippines Ms. Lee has over 35 years of experience.
Liza Jay Elegado, LVN, BSMT	Didactic Instructor	Diploma – American College of Nursing – Concord, CA BSMT – Centro Escalar University – Manila, Philippines Ms. Elegado has 9 years of experience.
Kobkul Oltmanns	Clinical Instructor	BBA - Sripatum University – Bangkok, Thailand Diploma, VN – Gurnick Academy of Medical Arts – Concord, CA Mr. Oltmanns has 4 years of experience.
MaryAnn Cuevas, BSN	Clinical Instructor	BSN – University of Santo Tomas Manila – Philippines Ms. Cuevas has 2 years of experience.
Heather Remley	Didactic/Clinical Instructor	AA – Shasta College – Redding, CA LVN – Ukiah Adult School – Ukiah, CA Ms. Remley has over 6 years of experience.
Oladoyin Lostocco, LVN	Clinical Instructor	MSW – Kean University – Union, NJ VN Diploma – State University of New York – New York, NY Ms. Lostocco has 12 years of experience.
Christin Mathew, BSN, RN	Didactic/Clinical Instructor	BSN – Rutgers University – Newark, NJ

Emanuela Asandei, LVN	Clinical Instructor	Ms. Mathew has 9 years of experience. BA – Babes Bolyai University – Chuj-Napoca, Romania Diploma – Gurnick Academy of Medical Arts - Concord, CA Ms. Asandei has 10 years of nursing experience.
Part Time		
Scott Wallace, RN CCRN, CFRN	Didactic Instructor	ADN – De Anza College – Cupertino, CA BSN – Pacific Union College – Cupertino, CA Mr. Wallace has 27 years of experience.
Faith Syquia, BSN	Didactic Instructor	BSN – Lyceum Northwestern University – Dagupcn, Philippines Ms. Syquia has 31 years of experience.
Sandra Chubbs, ADN	Didactic Instructor	ADN – Regents College – Albany, NY ASN – Excelsior College – Albany, NY LVN – Casa Loma College – Los Angeles, CA Ms. Chubbs has 18 years of experience.
Mary Casco	Clinical Instructor	BSN – Arellano University – Manila, Philippines Ms. Casco has over 30 years of experience.
Ederlin Pareno, BS, LVN	Clinical Instructor	BS – University of Phoenix – Phoenix, AZ LVN – Gurnick Academy of Medical Arts – Concord, CA Mrs. Pareno has 2 years of experience.
Joan Fermo, BS, LVN	Clinical Instructor	BS – Philippine School of Business Administration – Philippines LVN – Gurnick Academy of Medical Arts – Concord, CA Ms. Fermo has 2 years of experience.
Smriti Sharma, RN, BSN	Clinical Instructor	BSN – Ved Nursing College – Baroli, Panipat, India BS – Prem Institution of Medical Sciences – India Ms. Sharma has more than 7 years of experience.
Marianne Magno, BSN, RN	Clinical Instructor	BSN – St. Joseph’s College – Quezon City, Philippines Ms. Magno has 4 years of experience.
Anghela Joy Flores, RN, BSN	Clinical Instructor	BSN – St. Louis University – Baguio, Philippines. Ms. Flores has 9 years of experience.
Titilola Amendt, RN, MSN, MBA	Clinical Instructor	MSN – Post University – Waterbury, CT MBA – DeVry University – Castro Valley, CA BSN – American Sentinel University -Denver, CO Ms. Amendt has 18 years of experience.
Angelique Jordan, LVN	Clinical Instructor	AS – City College of San Francisco – San Francisco, CA Diploma, VN – City College of San Francisco – San Francisco, CA Ms. Jordan has 14 years of experience.
Paula Chinwe Ibe, RN, BSN	Clinical Instructor	BSN – Chamberlain University – Illinois Ms. Ibe has 14 years of experience.
Lateefah Anderson, LVN	Clinical Instructor	VN Certificate – Los Medanos College – Pittsburg, CA AS – Los Medanos College – Pittsburg, CA Ms. Anderson has 14 years of experience.
Elisa Alviar, LVN, BSN	Clinical Instructor	BSN – Lorma Colleges – San Fernando, Philippines Ms. Elisa has 2 years of experience.
Mariédelle Santella, LVN	Clinical Instructor	LVN – Medical Career College – Fremont, CA ASVN – Unitek College Medical Career College – Fremont, CA Ms. Santella has over 9 years of experience.
Angelo Gabriel Gavino	Didactic/Clinical Instructor	AS – Unitek College – Fremont, CA Diploma – Gurnick Academy of Medical Arts – Concord, CA

Shara Joyce D. Nuqui, RN, BSN	Clinical Instructor	Mr. Gavino has over 5 years of experience. BSN – Holy Angel University - Philippines
Dezzerie A. Reyes, RN, BSN	Clinical Instructor	Ms. Nuqui has 4 years of experience. BSN – University of Perpetual Help System DALTA – Philippines
Elizabeth Boman, RN, BSN	Didactic Instructor	Ms. Reyes has 6 years of experience. BSN – California State University, East Bay – Hayward, CA
Terryl Washington, LVN	Clinical Instructor	Ms. Boman has 3 years of experience. AS – Unitek College – Fremont, CA Certificate – Kaplan University – San Diego, CA
Marilyn De-Alba Padilla, LVN	Clinical Instructor	Ms. Terryl has 15 years of experience. Diploma – Gurnick Academy of Medical Arts – Concord, CA
Mila Sangalang, RN, BSN	Clinical Instructor	Ms. De-Alba Padilla has 5 years of experience. BSN – JP Sioson Colleges and General Hospital – Philippines
Sandra Parzych, RN, BSN	Clinical Instructor	Ms. Sangalang has 13 years of experience. BSN – Saint Joseph’s College – West Hartford, CT
Florinda Sayson, BSN	Clinical Instructor	Ms. Parzych has 18 years of experience. BSN - San Francisco State University – San Francisco, CA
Altia Bruton, BSN, RN	Didactic/Clinical Instructor	Ms. Sayson has 34 years of Nursing experience BSN - Unitek College - Fremont, CA
Sunita Vyas, MS	Didactic Instructor	Ms. Bruton has 4 years of experience. MS - University of Delhi - New Delhi, India
Mary Jeanne Paz, BSMIE, MD	Didactic Instructor	Ms. Vyas has 4 years of experience. MD – Manila Central University – Caloocan, Philippines
Maybelle Stone, BSN, RN	Didactic/Clinical Instructor	BS – Mapua Institute of Technology – Manila, Philippines Ms. Paz has 19 years of experience.
Robbie Johnson, MSN, RN	Didactic Instructor	BSN – Dominican University of California – San Rafael, CA Ms. Stone has 15 years of experience.
Sonya Seslar-Pagsolingan, MSN, RN	Didactic/Clinical Instructor	MSN – Grand Canyon University – Phoenix, AZ BSN – Arizona State University – Tempe, AZ Ms. Stone has 30 years of experience.
Jennilyn Migrino, BSN, RN	Clinical Instructor	MSN – Touro University – Vallejo, CA ADN – Solano Community College – Fairfield, CA
Doris Trinidad Javier, BSN, RN	Clinical Instructor	BS – Biological Sciences - California Polytechnic University – San Luis Obispo, CA Ms. Seslar-Pagsolingan has 13 years of experience.
Maureen Hadley, BSN, RN	Clinical Instructor	BS – Our Lady of Fatima University – Quezon City, Philippines Ms. Migrino has 10 years of Nursing experience.
		BSN – University of Sto. Tomas, Manila – Philippines Ms. Trinidad-Javier has over 20 years of experience.
		BSN – University of Texas – Arlington, TX Ms. Handley has over 10 years of experience.

Concord, CA – BSDMI Program (Online) Faculty

Part Time

Elizabeth Rosebrock, MBA, RT(R)	B.S. in DMI Executive Program Director	MBA – Bowling Green State university – Bowling Green, OH Ms. Rosebrock has over 12 years of experience.
Kim Chan, MBA, PMP	Didactic Instructor	MBA – Baruch College, Zicklin School of Business, New York, NY BA – University of Rochester, Rochester, NY

Beth-Anne White, MS	Didactic Instructor	Mr. Chan has over 20 years of experience. MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
Mark W. Guay, MS	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
Jacqueline Kralik, M.A.L	Didactic Instructor	MA – City University, Seattle, WA Ms Kralik has over 20 years of experience.
Charline Sealy, MS, RT (R)	Didactic Instructor	MS – University of Maryland University College – Washington, DC BS – St. John's University – Jamaica, NY Ms. Sealy has 2 years of experience.
Jennifer Rani, RN	GE Didactic Instructor	MA – Argosy University – Alameda, CA BS – Northern Michigan University – Marquette, MI ADN – Evergreen Valley College – San Jose, CA Ms. Rani has over 8 years of experience.
Theodore C. Vanderlaan, RT(R), JD	Didactic Instructor	JD – Widener University of Law – Wilmington, DE BS – Walla Walla University – College Park, WA Certificate – Washington Adventist Hospital School of Radiography – Takoma Park, MD Mr. Vanderlaan has over 20 years of experience.
Melanie Guzman, RN	GE Didactic Instructor	MSN – Grand Canyon University – Phoenix, AZ BS – University of Phoenix – Online Campus ASN – Modesto Junior College – Modesto, CA Ms. Guzman has over 21 years of experience.

Concord, CA – Master of Science in Nursing (BSN-MSN)

Full Time

Dr. Larisa Revzina, FNP, MSN, Ed.D	BSN-MSN Program Director	Ed.D – University of San Francisco - San Francisco, CA MSN – San Francisco State University – San Francisco, CA Dr. Revzina has over 23 years of experience.
Vinai Decena, RN, MSN	Didactic Instructor	DNP – University of San Francisco – San Francisco, CA MSN – University of San Francisco – San Francisco, CA BSN – University of Phoenix – Salida, CA LVN – Modesto Junior College – Modesto, CA AA – Modesto Junior College – Modesto, CA
Shelly Kinsey, MSN, BSN, RN	Didactic/Clinical Instructor	MSN – Western Governors University – UT BSN – American Public University ADN – Weber State University – UT Ms. Kinsey has 14 years of experience.

Part Time

Rachael Ledesma, RN, MSN, DNP	Didactic Instructor	DNP – Chamberlain University – Addison, IL MSN – University of Texas – Arlington, TX BSN – University of Texas – Arlington, TX ADN – Fresno City College – Fresno, CA Ms. Ledesma has 9 years of experience.
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Concord, CA – X-Ray Technician with Medical Assistant Skills Program

Full Time

Jay King, MBA, RT(R)(CT)(ARRT)	XTMAS Program Director	MBA - Kaplan University -Online MS - Florida Hospital College of Health Sciences - Orlando, FL AS - Community College of Allegheny County at Boyce Campus - Monroeville, PA Mr. King has 22 years of experience.
Victoria Blickensderfer, RT (R), CRT	XT Clinical Coordinator	AS - Prince George's Community College - Largo, MD Mrs. Blickensderfer has 6 years of experience.
Christina Borenstadt, R.T.(R) (MR)(M)(CT)(ARRT)	Lab Coordinator	AS - Merritt College - Oakland, CA Ms. Borenstadt over 30 years of experience.

Part Time

Jacqueline Kralik, M.A.L	Didactic Instructor	MA – City University, Seattle, WA Ms Kralik has over 20 years of experience.
Caleb Clark, B.S.R.T(R)(CT)(ARRT)	Didactic Instructor	BA – University of California Berkely – Berkeley, CA Mr. Clark has 5 years of experience.
Sumeet Kumar, CRT (R)(ARRT)	Didactic Instructor	Diploma – Gurnick Academy of Medical Arts – Concord, CA Mr. Kumar has 9 years of experience.
David Burgos, R.T.(R)(CT)(ARRT)	Clinical Instructor	BA – California State University, East Bay – Hayward, CA Mr. Burgos has over 8 years of experience.
LaToyia Hilliard, RT (R)(ARRT), CRT (R)(F), RDMS (AB OB/GYN)	Didactic Instructor	AA, Liberal Arts - 12-2012 - Cosumnes River College, Sacramento, CA AA - Cosumnes River College - Sacramento, CA Certificate - Kaiser Permanente School of Allied Health Sciences - Richmond, CA Ms. Lewis has 11 years of experience.

MODESTO CAMPUS

Modesto, CA – Staff

Tu Nguyen	Campus Director, Title IX Coordinator (FT)
Hayam Demian	Assistant Campus Director (FT)
Angel Yang	Student Services Coordinator (FT)
Annabella Nguyen	VN Instructional Aide (PT)
Ashley Robinson	Admission Advisor (FT)
Audra Noppe	Student Services Coordinator/Administrative Assistant (FT)
Catherina Tregea	Front Desk Representative (FT)
Deborah Parsons	Campus Business Office Coordinator (PT)
Estela Rodriguez	Student Services Manager (FT)
Felicia De Leon	Financial Aid Manager (FT)
Kari Rose	Admissions Advisor (FT)
Karina Zaragosa	Administrative Support (FT)
Kylie Webb	VN Instructional Aide (FT)
Molly Vin	Admissions Assistant (FT)

Nina Kruis	Admissions Advisor (PT)
Panhia Vang	Financial Aid Assistant (FT)
Sharanji Jimenez	Instructional Aide (PT)
Wajeha Hussain	Financial Aid Advisor I (FT)
Wendy Theisen	Outreach Development Manager (FT)

Modesto, CA – Dental Assistant Program Faculty

Full Time

Donna Bega, RDAEF, BS	DA Program Director	BS – DeVry University – Folsom, CA Certificate – DeVry University – Folsom, CA Ms. Bega has over 20 years of experience.
Ricardo Martinez, RDA	Didactic/Clinical Instructor	Certificate – Gallen College – Modesto, CA Mr. Martinez has 16 years of experience.

Part Time

Modesto, CA – Medical Assistant Program Faculty

Full Time

Lisa Fizzell, RMA, AHI, MBEC	MA Program Coordinator	MS – New England College of Business and Finance – Boston, MA BS – Kaplan University – Chicago, IL AS – San Joaquin Valley College – Visalia, CA Certificate – Galen College – Modesto, CA Ms. Fizzell has over 10 years of experience.
Debora Freitas, RMA, BS	Didactic Instructor	BS – Kaplan University – Chicago, IL AS – Modesto Junior College – Modesto, CA Ms. Freitas has 25 years of experience.

Part Time

Samehesha Howell, CCMA	Didactic/ Clinical Instructor	MA – Western Career College – San Leandro, CA Ms. Howell has 24 years of experience.
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Modesto, CA – Associate of Science in MRI Technology Program Faculty

Full Time

Shellie Bealer, M.Ed., RT(R)(MR)(ARRT)	A.S. in MRI Program Director	MA – University of Idaho – Moscow, ID BS – Boise State University – Boise, ID Ms. Bealer has 25 years of experience.
Rochelle Augustine, BS, ARRT	Clinical Coordinator	BS – Siena Heights University – Adrian, MI AS – Kaiser Permanente School of Allied Health Science – Richmond, CA Ms. Augustine has 6 years of experience.
Robert Trimboli, ARRT	Program Coordinator	BSDMI – Gurnick Academy – Concord, CA AS – Gurnick Academy – Modesto, CA Mr. Trimboli has 5 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, CA AA – Orange Coast College – Costa Mesa, CA

Steve Deitsch, ARRT, BS	Didactic Instructor	Mr. Kleis has over 7 years of experience. BS – University of Phoenix – Online AOS – Pima Medical Institute – Mesa AZ Mr. Deitsch has 12 years of experience.
Minhaaj Qasmi, BS, ARRT (MR)	Didactic Instructor	BS – University of California, Davis – Davis, CA AS – Gurnick Academy of Medical Arts – San Mateo, CA Mr. Qasmi has over 8 years of experience.
Part Time		
Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
Daniel Edwards, Ed.D., MS, BS	Didactic Instructor	MS – Fort Hays State University – Hays, KS BS – Missouri State University – Springfield, MO Certificate – Cox College – Springfield, MO Dr. Edwards has 18 years of experience.
Michael Oveson, BS	Didactic Instructor	BS – Weber State University – Ogden, Utah AA – College of Eastern Utah – Price, Utah Mr. Oveson has 15 years of experience.

Modesto, CA – Associate of Occupational Science in Respiratory Care Program Faculty

Full Time		
Elliot North, MS, RCP, CRT, RRT	A.O.S. in RC Program Administrator	MS – Grand Canyon University – Phoenix, AZ MS – Grand Canyon University – Phoenix, AZ AOS – Kaplan College – Modesto, CA Mr. North has over 8 years of experience.
Tom Ankeney, BA, RRT, CPFT	A.O.S. in RC Program Director	BA – Stanislaus University – Turlock, CA Mr. Ankeney has over 40 years of experience.
Cristina Ramiraz, BS, RCP, RRT, RRT-NPS	A.O.S. in RC Director of Clinical Education	BS – Kaplan University – Davenport, IA AOS – Maric College – Salida, CA Ms. Ramirez has 15 years of experience.

Part Time

Modesto, CA – Vocational Nurse Program Faculty

Full Time		
Bennie Baca, BSN, LVN	VN Program Coordinator	BSN – University of Phoenix – Salida, CA Certificate – Emanuel Turlock VN Program – Turlock, CA Mr. Baca has over 20 years of experience.
Jaynesh Singh, LVN	Clinical Coordinator	AA – Modesto Junior College – Modesto, CA Certificate – Modesto Junior College – Modesto, CA Mr. Singh has over 16 years of experience.

Philip Waymire, LVN	NCLEX Integration Manager/Simulation Instructor	LVN – Career Networks Institute – Orange, CA BA – California State University Stanislaus – Turlock, CA AA – Modesto Junior College – Modesto, CA Mr. Waymire has over 5 years of experience.
Melanie Guzman, RN	NCLEX Coordinator	MSN – Grand Canyon University – Phoenix, AZ BS – University of Phoenix – Online Campus ASN – Modesto Junior College – Modesto, CA Ms. Guzman has over 21 years of experience.
Jose Solano, RN	Clinical Instructor	BSN – University of Phoenix – Salida, CA Diploma – Los Angeles Job Corps Center – Los Angeles, CA Mr. Solano has over 9 years of experience.
June Henley-Meyer, RN	Clinical Instructor	ASN – Modesto Junior College – Modesto, CA Ms. Meyer has over 35 years of experience.
Linda Vogel, LVN	Clinical Instructor	ASN – Modesto Junior College – Modesto, CA Certificate – Fresno City College – Fresno, CA Ms. Vogel has over 35 years of experience.
Laura Gregory, RN, ASN	Didactic/Clinical Instructor	ASN – Modesto Junior College – Modesto, CA Ms. Gregory has over 20 years of experience.
Amber Harrison, LVN	Didactic/Clinical Instructor	AA – Merced College – Merced, CA Certificate – WestMed College – Merced, CA Ms. Harrison has 6 years of experience.
Lori Ann Worley, RN	Didactic Instructor	ASN – San Joaquin Delta College – Stockton, CA Ms. Worley has over 9 years if experience.
Ashita Ram, LVN	Didactic/Clinical Instructor	ADN – Gurnick Academy – Fresno, CA Diploma – Unitek Fremont, CA Ms. Ram has 3 years of experience.
Kimberly Mattos, RN	Clinical Instructor	ASN – Merced College – Merced, CA Ms. Mattos has over 25 years of experience.
Mendy Solano, RN, BSN	Clinical Instructor	BSN – University of Phoenix – Salida, CA Certificate – Western Career Collee – Sacramento, CA Ms. Solano has 14 years of experience.
Alicia Grigsby, LVN	Didactic/Clinical Instructor	ASVN – Carrington College – Sacramento, CA Ms. Grigsby has 14 years of experience.
Misty Camarillo, LVN, BS	Didactic/Clinical Instructor	BS –Quantum University– Honolulu, HI AS –San Joaquin Valley College – Modesto, CA Diploma – Gurnick Academy of Medical Arts– Modesto, CA Ms. Camarillo has 5 years of experience.
Maryjane Castrence, LVN, BS	Didactic/Clinical Instructor	BS – Fremont University – Cerritos, CA AS– Carrington College California – Sacramento, CA Ms. Castrence has 19 years of experience.

Part Time

Debra Marks, RN	Didactic/Clinical Instructor	AAS – University of New York – Albany, NY Ms. Marks has over 31 years of experience.
Aksorn Sinlapaxay, RN	Clinical Instructor	BSN – University of Phoenix – Sacramento, CA ASN – Modesto Junior College – Modesto, CA Ms. Sinlapaxay has over 12 years of experience.

Stacie Dahlin, RN	Didactic Instructor	MSN – Western Governors University – Online Campus BSN – Western Governors University – Online Campus ASN – Pacific Union College – Angwin, CA Ms. Dahlin has over 22 years of experience.
Lori Green-Nevatt, RN	Clinical Instructor	BSN – CSU Stanislaus – Turlock, CA AA – San Joaquin Delta College – Stockton, CA Ms. Green has over 23 years of experience.
Rita Arnett, RN	Clinical Instructor	ASN – Modesto Junior College – Modesto, CA Ms. Arnette has 37 years of experience.
Margie Lucas, BSN, ADN, RN	Didactic/Clinical Instructor	BSN – University of Phoenix – Salida, CA ASN – San Joaquin Delta College – Stockton, CA Ms. Lucas has over 19 years of experience.
Maria Abellar, MSN, BSN, RN	Didactic/Clinical Instructor	MSN – San Francisco State University – San Francisco, CA BSN – University of San Francisco – San Francisco, CA Ms. Abellar has over 20 years of experience.
Suriya Ram, RN, ASN	Clinical Instructor	BSN – Grand Canyon University – Phoenix, AZ Ms. Ram has 18 years of experience.
Cynthia Reyes, RN, BSN	Clinical Instructor	BSN – St. Paul College of Manila – Metro Manila, Philippines Ms. Reyes has 17 years of experience.
Mandeep Kaur, RN, BSN	Didactic Instructor	BSN – Grand Canyon University – Phoenix, AZ Ms. Kaur has 8 years of experience.
Bandana Mahato, RN, BSN	Didactic Instructor	BS – Grand Canyon University – Phoenix, AZ Ms. Mahato has 9 years of experience.
Gricelda Garcia, BS, LVN	Didactic Instructor	BS – California State University, Sacramento – Sacramento, CA Diploma – Gurnick Academy of Medical Arts – Modesto, CA Ms. Garcia has 3 years of experience.
Clanisha Lawson, LVN	Didactic Instructor	ASVN – Carrington College – Sacramento, CA VN Diploma – Gurnick Academy of Medical Arts – Modesto, CA Ms. Lawson has 8 years of experience.
Dawn Hayek, BSN, RN	Didactic Instructor	BSN - University of Phoenix - Phoenix, AZ Ms. Hayek has 16 years of experience.
Jamie Luangvala, RN, BSN	Didactic Instructor	B.S. – CSU Bakersfield – Bakersfield, CA Ms. Luangvala has 13 years of experience.
Shannon Saldivar, RN	Didactic Instructor	ADN - Modesto Junior College, Modesto, CA Ms. Saldivar has 21 years of experience.
Francisca Alvarez, BSN, BS, AS	Clinical Instructor	BS - Western Governors University - Millcreek, UT AS - Merced College - Merced, CA Ms. Alvarez has 4 years of experience.
Karem Sanchez, LVN	Clinical Instructor	AA - Merced College - Merced, CA Ms. Sanchez has 8 years of experience.
Vivian Siegfried, MPA, BSN, RN	Didactic Instructor	MPA - University of San Francisco - San Francisco, CA BS - Indiana University - Bloomington, IN Ms. Siegfried has 33 years of experience.
Brenda Stith, BSN, LVN	Clinical Instructor	BS – University of Phoenix – Salida, CA Certificate – Modesto Junior College – Modesto, CA Ms. Stith has 4 years of experience.

Rochelle Luna, BSN, RN	Didactic Instructor	BS – Western Governors University – Salt Lake, UT ADN – Merced College – Merced, CA Ms. Luna has 7 years of experience.
Maria Quadra, AS, LVN	Didactic/Clinical Instructor	AS – Carrington College – Sacramento, CA VN Diploma – Xavier College of Nursing – Stockton, CA Ms. Quadra has 9 years of experience.

FRESNO CAMPUS

Fresno, CA – Staff

Noha Elbaz	Campus Director, Title IX Coordinator (FT)
Rick Urgo	Assistant Campus Director (FT)
Alyssa Morales	Administrative Support (PT)
Angelina Juarez	AOSUT Institutional Aide (PT)
Beverly Shriver	A.O.S. in UT Instructional Aid (FT)
Blanca Shepherd	Admissions Advisor (FT)
Bonifacio (Phil) Favela	Career Services Coordinator (FT)
Christian Bosniak	Simulation Technician (FT)
Cristian Hernandez	Financial Aid Advisor I (FT)
Dolores Perez	Admissions Advisor (FT)
Donald D Cato II	Financial Aid Advisor (FT)
Everett Torstensen	Campus Administrative Support (PT)
Jalana Garcia	Financial Aid Manager (FT)
James Willis	Recruiting Coordinator (FT)
Justine Gomez	AOSUT Lab Technician (PT)
Kongshueleng Vang	Admissions Assistant (FT)
Lorena Ruacho	Admissions Advisor (FT)
Lyssa Gomez	Career Services Coordinator (FT)
Mai Thao	Student Affairs Support (PT)
Manivone Syrisack Le	Student Services Manager (FT)
Marco Robles	ADN Instructional Aid (PT)
Marcus Chavoya	Simulation Lab Tech (FT)
Matthew Epstein	Admissions Advisor (FT)
Michael Lucero	Administrative Support Nursing (FT)
Nancy Santos	A.O.S. in UT Instructional Aid (PT)
Natalie Gonzalez	VN Faculty Support (FT)
Natyely Orozco Mendez	Recruiter (FT)
Oscar Rosas	Assistant Director of Financial Aid (FT)
Regina Walker	Front Desk Representative (FT)
Ryan Hawes	Financial Aid Advisor (FT)
Sandee Sims	Director of Outreach (FT)
Samantha Harris	Student Services Coordinator (FT)
Selena Reyes	Financial Aid Assistant (FT)
Selena Serrano	Admissions Advisor (FT)
Steven Romero	Students Services Coordinator (FT)
Sylvia Chavez	Admissions Manager (FT)

Fresno, CA – Associate of Occupational Science in Ultrasound Technology Program Faculty

Full Time

Kristina Souza, RDMS, AB, OB/GYN, RVT, VT	A.O.S. in UT Program Director	BS – California State University – Fresno, CA Diploma – Merced Community College – Merced, CA Ms. Souza has over 7 years of experience.
Carol Yetzer, RDMS, AB, OB-GYN, BR, RVT	Clinical Coordinator	BSBA – Ohio State University – Columbus, OH ASUT – Hillsborough Community College – Tampa, FL Ms. Yetzer has 20 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience.

Part Time

Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Michele Stephens Martin, RDMS, AB, OB, RVT	Didactic Instructor	AA – Fresno City College, Fresno, CA AS – Fresno City College, Fresno CA Ms. Martin has over 22 years of experience.
Ernestina Ladino, RDCS, RDMS, RT (R)	Didactic Instructor	AA – West Hills Community College – Coalinga, CA Ms. Ladino has 10 years of experience.
Mark W. Guay, MS	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
Paige Tilbury, RDMS, RVT	Lab Instructor	R.D.M.S.-Community Regional Medical Center - Fresno, CA Ms. Tilbury has 6 years of experience.

Fresno, CA – Medical Assistant Program Faculty

Full Time

Jasjit (Jessie) Dhaliwal, RMA, AAMA	MA Program Coordinator	AS – San Joaquin Valley College – Fresno, CA Ms. Dhaliwal has over 16 years of experience.
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Part Time

Fresno, CA – Vocational Nurse Program Faculty

Full Time

Heather Matthes, RN, BA, BSN	VN Program Coordinator	BSN – Gurnick Academy – Concord, CA ADN – San Joaquin Valley College – Visalia, CA BA – UC Davis – Davis, CA Ms. Matthes has 7 years of experience.
Antonette Hayes, RN	Clinical Coordinator	ADN – Fresno City College – Fresno, CA Ms. Hayes has 14 years of experience.
Jasjit (Jessie) Dhaliwal, RMA, AAMA	Nursing Clinical Partnership Coordinator	AS – San Joaquin Valley College – Fresno, CA Ms. Dhaliwal has over 16 years of experience.
Gurpreet Kaur, LVN	Didactic Instructor	LVN – Preferred College of Nursing – Van Nuys, CA

Maria M Cisneros, RN, LBN	Didactic/Clinical Instructor	Ms. Kaur has 7 years of experience. RN – Fresno City College – Fresno, CA LVN – Clovis Adult School – Clovis, CA Ms. Cisneros has 12 years of experience.
Susan Monroe, RN, BSN	Didactic/Clinical Instructor	BSN – Grand Canyon University – Phoenix, AZ AS – Fresno City College – Fresno, CA Ms. Monroe has 18 years of experience.
Vidi Flanagan, RN, BSN	Didactic/Clinical Instructor	BSN – National University – Fresno, CA Mr. Flanagan has 2 years of experience.
Miriam Babujyan, BSN, RN	Didactic/Clinical Instructor	BSN – National University – Fresno, CA RN – Fresno City College – Fresno, CA Ms. Baybujyan has 12 years of experience.
Rudy Torrez, LVN	Didactic/Clinical Instructor	LVN – US Naval School – San Diego, CA Mr. Torrez has 6 years of experience.
Roy Ouano, DMSc, MBA-HCM, PA-C	Didactic Instructor	DMS – University of Lynchburg – Lynchburg, WA MBA-HCM – University of Phoenix – Woodland Hills, CA BMS-PA-C – Saint Louis University – St. Louis, MO Mr. Ouano has 16 years of experience.
Anwar Chaudhry, MD, MPH	Didactic Instructor	MPH – California State University, Fresno – Fresno, CA MB, BS – University of the Punjab/King Edward Medical College – Lahore, Pakistan Postgraduate – University of the Punjab – Lahore, Pakistan BS – University of Biological Sciences – Lahore, Pakistan Ms. Chaudhry has 33 years or experience.
Michael Philips, RN	Didactic Instructor	RN - Fresno City College - Fresno, CA Mr. Phillips has 18 years of experience.
Ebony Hand, LVN	Didactic/Clinical Instructor	VN Diploma – Heartnell College – Salinas, CA Ms. Hand has 8 years of experience.
Harinder Sonia Kaur, RN	Didactic/Clinical Instructor	MSN / FNP – Walden University – Minneapolis, MN BSN – Grand Canyon University – Phoenix, AZ ADN – Bakersfield Heart Hospital – Bakersfield, CA Ms. Kaur has 6 years of experience.
Erin M Arreguin, RN	Didactic/Clinical Instructor	ADN – Santa Rosa Junior College – Santa Rosa, CA Ms. Arreguin has 7 years of experience.
Gurleen Hans, PMHNP, BSN	Didactic/Clinical Instructor	BSN – National University – Fresno, CA PMHNP – Walden University – Washington Ave S, Minneapolis, MN Ms. Ms. Hans has 3 years of experience.

Part Time

Bamidele Akindele	Didactic / Clinical Instructor	BSN – Western Governors University – Salt Lake City, UT MS Educational Management – University of Ibadan, Nigeria Ms. Akindele has over 13 years of experience.
Stacey Serna, RN, BSN	Didactic/Clinical Instructor	ADN – Fresno City College – Fresno, CA BSN – Grand Canyon University – Phoenix, AZ Ms. Serna has 5 years of experience.
Gail S. Lyman, RNBC	Didactic/Clinical Instructor	ASRN – College of Marin – Kentfield, CA Ms. Lyman has 48 years of experience.

Erlynda Vessup, LVN, MA	Didactic/Clinical Instructor	MA – Ashford University – San Diego, CA BA – Ashford University – San Diego, CA Ms. Vessup has 11 years of experience.
Betsy Sayers, RN, BSN	Didactic/Clinical Instructor	BSN – Chamberlin College of Nursing – Rancho Cordova, CA Ms. Seyers has 22 years of experience.
Michelle Cervantes, RN	Didactic Instructor	AA – Fresno City College – Fresno, CA Ms. Cervantes has 38 years of experience.
Dee Ann Hood, MSN, BSN	Didactic Instructor	MSN – California State, Dominguez Hills BSN – University of Phoenix Ms. Hood has 34 years of experience.
Jose-Mari Marquez, RN, BSN	Didactic/Clinical Instructor	BSN – West Coast University – Anaheim, CA LVN – Casa Loma College – Wilmington, CA Mr. Marquez has over 8 years of experience.
Rena Cooper, RN	Clinical Instructor	ADN – Fresno City College – Fresno, CA Ms. Cooper has 8 years of experience.
Nilay Patel, RN, BSN	Clinical Instructor	BSN – California State University, Bakersfield – Bakersfield, CA AS – College of the Sequoias – Visalia, CA Mr. Patel has 4 years of experience.
Carolyn Stevenson, RN, MSN-ED	Didactic/Clinical Instructor	MSN – University of Phoenix – Fresno, CA BSN – University of Phoenix – Fresno, CA ADN – Fresno City College – Fresno, CA Ms. Stevenson has 12 years of experience.
David Cavazos, LVN	Clinical Instructor	Diploma – Clovis Adult School – Clovis, CA Mr. Cavazos has 16 years of experience,
Leticia Kurtz, RN	Didactic/Clinical Instructor	ADN – Fresno City College – Fresno, CA Ms. Kurtz has 14 years of experience.
Navinder Kaur, BSN, RN	Didactic/Clinical Instructor	ADN – Fortis School of Nursing – Hyattsville, MD BSN – Grand Canyon University– Phoenix AZ Ms. Kaur has 5 years of experience.
Norminda Bradley, LVN, BSN	Didactic/Clinical Instructor	BSN – University of Pangasinan – Philippines LVN – Merced College – Merced, CA Ms. Bradley has 19 years of experience.
Chanpreet Kaur, RN, BSN, MSN	Didactic/Clinical Instructor	MSN – United States University – San Diego, CA BSN – Grand Canyon University – Phoenix, AZ ADN – Carrington College – Boise, ID VN – Santa Barbara Business College – Bakersfield, CA Ms. Kaur has 10 years of experience.
Ferdinand Romero, RN, MSN	Didactic Instructor	MS – University of Phoenix – Fresno, Cao BS – Emilio Aguinaldo College – Manila, Philippines Mr. Romero has 31 years of experience.
Anna Stafford, RN, MSN	Didactic/Clinical Instructor	MSN – University of Texas – Arlington, TX BSN – Ohio University School of Nursing – Athens, OH ADN – West Hills Community College – Lemoore, CA CNA – Hanford Adult School – Hanford, CA Ms. Stafford has 7 years of experience.
Matthew Perez, RN	Clinical Instructor	ADN – Fresno City College – Fresno, CA Mr. Perez has 7 years of experience.
Brenda Garcia, RN, MSN	Didactic/Clinical Instructor	MSN - United States University - San Diego, CA Ms. Garcia has 2 years of experience.

Heather Gamez, RN	Didactic/Clinical Instructor	ADN - Gurnick Academy of Medical Arts - Fresno, CA VN Diploma - Gurnick Academy of Medical Arts - Fresno, CA Ms. Gamez has 3 years of experience.
Kendra Handel, LVN, RN	Didactic/Clinical Instructor I	RN - San Joaquin Valley College - Visalia, CA LVN- Hanford Adult School - Hanford, CA Ms. Handel has 17 years of experience
Daniel Agbogidi, BSN	Didactic/Clinical Instructor	BSN - California State University - Fresno, CA Mr. Agbogidi has 6 years of experience.
Ann Yang, LVN	Didactic/Clinical Instructor	LVN - San Joaquin Valley College- Fresno, CA Ms. Yang has 14 years of experience.
Ankur Sandhu, RN, BSN	Didactic/Clinical Instructor	ADN - Fresno City College - Fresno, CA BSN - Cappella University - Minneapolis, MN Mr. Sandhu has 4 years of experience.
Stephanie Lapsley, RN, BSN, BA	Didactic/Clinical Instructor	BSN – National University – Fresno, CA BA – Columbia College – Lemoore, CA ADN – Columbia College – Lemoore, CA
Eunice Wolf, BA, AA	Didactic/Clinical Instructor	BA – University of Texas at Arlington, Arlington, TX AA – 3939 Valley View Ln, Farmers Branch, TX Ms. Wolf has 10 years of experience.
Gloria V.Cuadra Ramirez, LVN, BSN	Didactic/Clinical Instructor	BSN – West Coast University – Irvine, CA VN Diploma – Downey Adult School – Downey, CA Ms. Ramirez has 5 years of experience.
Julie Vandegriff, ADN, RN, BSN	Didactic/Clinical Instructor	BSN – University of Texas – Arlington, TX ADN – San Joaquin Valley College – Visalia, CA Ms. Vandergriff has 13 years of experience.
Stephanie Wehner, BA, AA	Didactic/Clinical Instructor	BA – Fresno Pacific University – Fresno, CA AA – Fresno City College – Fresno, CA Ms. Wehner has 29 years of experience.
Tracy Noble Martinez, AA, BA	Didactic/Clinical Instructor	AA – Associates of Science - Fresno City College – Fresno, CA BA – Bachelor of Science – Tempe, AZ Ms. Martinez has 19 years of experience.

Fresno, CA – Associate of Science in Vocational Nursing Program Faculty

Full Time

Samantha Manlosa Sanchez, RN, BSN, MSN/ED	Dean of Nursing	MSN/ED – University of Phoenix – Phoenix, AZ BSN – Velez College – Cebu City, Philippines Ms. Sanchez has 14 years of experience.
Venessa Cacacho, RN, MSN	Assistant Program Director	MSN – Benedictine University – Lisle, IL BSN – San Joan De Dios Educational Foundations – Manila, Philippines Ms. Cacacho has 22 years of experience.

Part Time

Mark W. Guay, MS	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
Jennifer Rani, RN	GE Didactic Instructor	MA – Argosy University – Alameda, CA BS – Northern Michigan University – Marquette, MI ADN – Evergreen Valley College – San Jose, CA Ms. Rani has over 8 years of experience.

Sanjana Krishnamurthy, MS	Online Instructor (Biosciences)/STEM Chair	MS – California State University – Fresno, CA B.Sc – University of Mysore – Mysore, India Ms. Krishnamurthy has over 2 years of experience.
Steven Visniski, BEE, MBA, DrBA	GE Didactic Instructor	BEE – Penn State University – State College, PA MBA – University of Phoenix – Online DrBA – University of Phoenix – Online Mr. Visniski has over 12 years of experience.
Beth-Anne White, MS	GE Didactic Instructor	MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
Joanne Knupp, RN, BSN	Clinical Instructor	BSN – University of Colorado – Boulder, CO Ms. Knupp has 22 years of experience.

Fresno, CA – Associate of Science in Nursing Program Faculty

Full Time		
Samantha Manlosa Sanchez, RN, BSN, MSN/ED	ADN Executive Program Director	MSN/ED – University of Phoenix – Phoenix, AZ BSN – Velez College – Cebu City, Philippines Ms. Sanchez has 14 years of experience.
Venessa Cacacho, RN, MSN	Clinical Coordinator	MSN – Benedictine University – Lisle, IL BSN – San Joan De Dios Educational Foundations – Manila, Philippines Ms. Cacacho has 22 years of experience.
Guadalupe Otero, RN, MSN, BSN, PHN	Assistant Program Director	MSN – Vanguard University of Southern California – Costa Mesa, CA BSN – Vanguard University of Southern California – Costa Mesa, CA RN – East Los Angeles College – Monterey Park, CA PHN – Vanguard University of Southern California – Costa Mesa, CA Ms. Otero has 21 years of experience.
Rachael Ledesma, RN, MSN	Assistant Program Director/NCLEX Instructor	MSN – University of Texas – Arlington, TX BSN – University of Texas – Arlington, TX ADN – Fresno City College – Fresno, CA Ms. Ledesma has 9 years of experience.
Shelvia Salvano, RN, MSN/NED	Simulation Manager	MSN/NED – Grand Canyon University – Phoenix, AZ BSN – California State University, Fresno – Fresno, CA ADN – San Joaquin Valley College – Visalia, CA Ms. Salvano has 8 years of experience.
Shelly Kinsey, MSN, BSN, RN	Didactic/Clinical Instructor	MSN – Western Governors University – UT BSN – American Public University ADN – Weber State University – UT Ms. Kinsey has 14 years of experience.
Victoria Krause, RN, BSN	Didactic/Clinical Instructor	BSN – Fresno State University – Fresno, CA Ms. Krause has 2.5 years of experience.
Alexandria Lewis, RN, BSN	Didactic/Clinical Instructor	BSN – National University – Fresno, CA Ms. Lewis has 6 years of experience.
Alejandro Pena, RN, BSN	Didactic Instructor	BSN – Grand Canyon University – Phoenix, AZ ADN – College of the Sequoias – Reedley, CA Mr. Pena has 2 years of experience.
Lesamarie Silva, BSN, ASN, MA	Didactic/Clinical Instructor	MA – Grand Canyon University – Phoenix, AZ BSN – Grand Canyon University – Phoenix, AZ

Sherion Shaw-Porter, BSN, MSN	Didactic/Clinical Instructor	ASN – Fresno City College – Fresno, CA Ms. Silva has 13 years of experience. BSN – University of Technology, Jamaica. (Caribbean School of Nursing) – St. Andrew, Jamaica-WI. MSN – Grand Canyon University – Phoenix, AZ Ms. Shaw-Porter has 11 years of experience.
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Part Time

Neelima Bhargava, RN, MSN	Clinical Instructor	MSN – University of Delhi – India BSN – University of Delhi – India Ms. Bhargava has 25 years of experience.
Alyssa Borgioli, RN, MSN	Clinical Instructor	MSN – Western Governors University – Salt Lake City, UT BSN – California State University Fresno – Fresno, CA Ms. Borgioli has 13 years of experience.
Amy Ordway Morikawa, RN, BSN	Clinical Instructor	BSN – Union University – Hendersonville, TN BA – Fresno Pacific University – Fresno, CA Ms. Ordway has 3 years of experience.
Christina Gilmore, RN	Clinical Instructor	BSN – Grand Canyon University – Phoenix, AZ ASN – Fresno City College – Fresno, CA Ms. Gilmore has 3 years of experience.
Kwang Eun “Kevin” Lee, RN, MSN	Didactic/Clinical Instructor	MSN – California State University, Fresno – Fresno, CA BSN – Fresno State University – Fresno, CA Mr. Lee has 5 years of experience.
Mithel Pasague, RN, BSN	Clinical Instructor	BSN – Butuan Doctor's College – Butuan City, Philippines Ms. Pasague has 14 years of experience.
Alicia Davis, BSN, PHN, CPN	Clinical Instructor	ASN – College of Sequoias – Visalia, CA BSN – Fresno Pacific University – Fresno, CA Ms. Davis has 10 years of experience.
Mark W. Guay, MS	Didactic Instructor	MS – State University of New York – New Paltz, NY BA – State University of New York – Fredonia, NY Mr. Guay has 12 years of experience.
Catalina Valdez, RN, BSN	Clinical Instructor	BSN – Grand Canyon University – Phoenix, AZ ASN – San Joaquin Valley College – Visalia, CA Ms. Valdez has 4 years of experience.
Alberto Gomez, Jr. RN, MSN, BSN	Didactic/Clinical Instructor	MSN – University of Phoenix – Phoenix, AZ BSN – University of Phoenix – Phoenix, AZ ASN – Fresno City College – Fresno, CA Mr. Gomez has 12 years of experience.
Sylvia Ruiz, RN, MSN, BSN	Clinical Instructor	MSN – University of Phoenix – Phoenix, AZ BSN – University of Phoenix – Phoenix, AZ ASN – Fresno City College – Fresno, CA Ms. Ruiz has 4 years of experience.
Sanjana Krishnamurthy, M. Sc, MS	Online Instructor (Biosciences)/STEM Chair	MS – California State University – Fresno, CA M.Sc – University of Mysore – Mysore, India B.Sc – University of Mysore – Mysore, India Ms. Krishnamurthy has over 2 years of experience.

Douangchay Vang RN, ADN	Clinical Teaching Assistant	ADN – Fresno City College – Fresno, CA Ms. Vang has 14 years of experience.
Robin Meyers, RN BSN C-EFM	Clinical Instructor	BSN – California State University, Fresno – Fresno, CA Ms. Meyers has 7 years of experience.
Julia Armas, RN, BSN	Clinical Instructor	BSN – University of Phoenix – Phoenix, AZ ADN – Fresno City College – Fresno, CA Ms. Armas has 9 years of experience.
Iphigenia Rosado, RN, BSN	Clinical Instructor	BSN – University of Phoenix – Fresno, CA Ms. Rosado has 3 years of experience.
Emily Riley, RN, MSN/NED	Clinical Instructor	MSN/NED – West Coast University, Orange County – Anaheim, CA BSN – West Coast University RN – Fresno City College – Fresno, CA Ms. Riley has 4 years of experience.
Danielle Raley, RN, BSN	Clinical Instructor	BSN – California State University – Fresno, CA Ms. Raley has 4 years of experience.
Olga Moran, RN, BSN	Clinical Instruction	BSN – Grand Canyon University – Phoenix, AZ Ms. Moran has 9 years of experience.
Prosyline Climaco, RN, BSN	Clinical Instructor	BSN – Silliman University – Phillipines Ms. Climaco has 20 years of experience.
Marquisha Gibson, RN, BSN, MSN	Clinical Instructor	MSN – Purdue Global University – Indianapolis, IN BSN – Western Governor’s University – Salt Lake City, UT ADN – West Hills Lemoore Community College – Lemoore, CA
Xai Her, RN, BSN	Clinical Instructor	BSN – California State University Fresno – Fresno, CA Ms. Her has 12 years of experience.
Irene Dayag, RN, MSN	Clinical Instructor	MSN – Kaplan University Online – Davenport, IA BSN – West Coast University – North Hollywood, CA Ms. Dayag has 10 years of experience.
Steven Visniski, BEE, MBA, DrBA	GE Didactic Instructor	BEE – Penn State University – State College, PA MBA – University of Phoenix – Online DrBA – University of Phoenix – Online Mr. Visniski has over 12 years of experience.
Beth-Anne White, MS	GE Didactic Instructor	MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN Ms. White has over 7 years of experience.
James Xiong, RN, BSN	Clinical Instructor	BSN – California State University, Fresno – Fresno, CA Mr. Xiong has 5 years of experience.
Austin Bradley, MSN, RN	Clinical Instructor	MDN – Grand Canyon University – Phoenix, AZ BDN – Grand Canyon University – Phoenix, AZ ADN – Grand Canyon University – Phoenix, AZ Mr. Bradley has 8 years of experience.
Kelly Colon, RN, BSN	Didactic Instructor	BSN – California State University – Fresno, CA ADN – California State University – Fresno, CA Ms. Colon has 5 year’s of experience.
Frances Avila-Hernandez, RN, BSN	Didactic Instructor	BDN – Grand Canyon University – Phoenix, AZ ADN – Fresno City College – Fresno, CA Ms. Avila-Hernandez has 12 years of experience.
Michelle Abou Naoum, MS	Adjunct Online Instructor	MS – CSU, Fresno – Fresno, CA BS – CSU, Fresno – Fresno, CA Ms. Naoum has 6 years of experience.

Kathleen Cantu, BSN, RN	Didactic/Clinical Instructor	BSN – Capella University – Minneapolis, MN ADN – Santa Rosa Jr. College – Santa Rosa, CA Ms. Cantu has 23 years of experience.
Jennifer Torrey, RN, BSN	Didactic/Clinical Instructor	BSN – Fresno City College – Fresno, CA ADN – Fresno City College – Fresno, CA Ms. Torrey has 5 years of experience.
Stephanie Torres Duarte, RN, BSN	Clinical Instructor	BSN – Western Governors University – Salt Lake City, UT ADN – Fresno City College – Fresno, CA Ms. Torres Duarte has 4 years of experience.
Maria Santora-Burns, RN, MSN, BSN	Clinical Instructor	MSN – University of Phoenix – Fresno, CA BSN – Manila Doctors College – Philippines Ms. Santora-Burns has 5 years of experience.
Glenda Abrera, RN, MSN, BSN	Didactic/Clinical Instructor	MSN – University of Phoenix – Phoenix, CA BSN – Makati Medical Center – Philippines Ms. Abrera has 29 years of experience.
Elizabeth Mendez Legaspi, RN, BSN	Didactic/Clinical Instructor	BSN – Velez College of Nursing – Cebu City, Philippines RN – MSU-Iligan Institute of Technology – Iligan City, Philippines Ms. Mendez Legaspi has 15 years of experience.
Kassandra Barkowsky, BSN, RNC	Clinical Instructor	BSN – Southeastern Louisiana University – Hammond, LA ASN – Excelsior College - Albany, NY Ms. Barkowsky has 13 years of s
Marisa Mondragon, AND, BSN	Clinical Instructor	ADN – Fresno City College – Fresno, CA BSN – Grand Canyon University – Phoenix, AZ Ms. Torres has 7 years of experience.
Angelica Balmori Buensuceso, RN, BSN	Clinical Instructor	BSN – Centro Escolar University – Philippines ADN – University of the state of New York – Albany, NY Ms. Buensuceso has 20 years of experience.
Salena Nowak, LVN, ADN, BSN	Clinical Instructor	BSN – Grand Canyon University – Phoenix, AZ ADN – West Hills College – Lemoore, CA LVN – Clovis Adult School – Clovis, CA Ms. Nowak has 14 years of experience
Nina Thorne, BA,	Clinical Instructor	BA – California State University, Fresno – Fresno, CA Ms. Thorne has 11 years of experience.
Melissa Barton, RN, BA	Clinical Instructor	BA – University of Phoenix – Fresno, CA AND – Fresno City Community College – Fresno, CA Ms. Barton has 14 years of experience.
Samantha Gonzalez, ADN, BSN	Clinical Instructor	ADN – Fresno City College – Fresno, CA BSN – California State University – Fresno, CA Ms. Gonzalez has 4 years of experience.
Patricia Silva, RN, MA	Clinical Instructor	MA – West Coast University – Anaheim, CA ADN – Fresno City College – Fresno, CA Ms. Silva has 18 years of experience.

SACRAMENTO CAMPUS

Sacramento, CA – Staff

Gena Miller	Campus Director, Title IX Coordinator (FT)
Arianna Black	Career Services Coordinator (FT)
Derek Fernandes	Front Desk Representative (FT)

Hannah Niez	Administrative Assistant – Student Services (FT)
Jennifer Lopez	Financial Aid Manager (FT)
Jeremy Caldwell	AOSUT Instructional Aide (PT)
Joseph Bastasa	AOSUT Instructional Aide (PT)
Kathryn Cha	Admissions Advisor (FT)
Kayla Shaw	Front Desk Representative (FT)
Marina Lebedeva	Student Services Coordinator (FT)
Matthew Ochoa	Front Desk Representative (FT)
Melina Medina	Student Services Coordinator (FT)
Michaela Kremer	AOSUT Instructional Aide (PT)
Nancy Heckman	AOSUT Instructional Aide (PT)
Renee Willhite	AOSUT Instructional Aide (PT)
Shontell Shoals	Outreach Development Manager (FT)
Virtue Ventura	Admissions Manager (FT)

Sacramento, CA – Associate of Occupational Science in Ultrasound Technology Program Faculty

Full Time		
Jorge Aguilera, BA, RDMS(AB)(OB/GYN)	A.O.S. in UT Program Director	BS – University of California Davis – Davis, CA UT – Kaiser Permanente School of Health Services – Richmond, CA Mr. Aguilera has 12 years of experience.
Bushra Hendi, AS, RDCS, RDMS, RVT	Clinical Coordinator	AS – Lakawanna College – Scranton, PA Ms. Hendi has over 10 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience.
Iana Asenova, RDMS(AB)(OB/GYN), RDCS(AE), RVT(VT)	Didactic Instructor	BS – SUNY Downstate Medical Center – Brooklyn, NY Ms. Asenova has 5 years of experience.
Marie Donahue, RDMS (AB), RVT(VT)	Didactic/Lab Instructor	AADMS – Montgomery College – Maryland, MD BA – Shippensburg University – Shippensburg, PA Ms. Donahue has 8 years of experience.
Part Time		
Tanna Ruiz, CRT, ARRT, ARDMS (AB)(OB/GYN)(BR)(VT)	Clinical Coordinator	BS – Gurnick Academy – Concord, CA AS – Foothill College – Los Altos, CA AS – Merritt College – Oakland, CA Mrs. Ruiz has over 21 years of experience.
Monica Simmonds, RDMS (AB),(OB/GYN)	Didactic Instructor	BS – Kaiser – Richmond, CA Ms. Simmonds has 5 years of experience.
Patricia Snell, RDMS (AB),(OB/GYN),(B); (CRT)(R)(M)	Lab Instructor	AS – Canada College – Redwood City, CA DSM Certificate – Foothill College – Los Altos, CA Ms. Snell has over 24 years of experience.
Ludmila Kisseleva-Eggleton, PhD	GE Didactic Instructor	PhD – Russian Academy of Sciences – St. Petersburg, Russia Dr. Eggleton has over 30 years of experience.

**Lisa Bevins, RDMS
(OBGYN)(AB)(FE), RDCS
(AE)(PE), RVT**

Didactic Instructor

BS – Quinnipiac University – Hamden, CT
AS – Naugatuck Valley Technical College – Waterbury, CT
Ms. Bevins has 36 years of experience.

Sacramento, CA – Associate of Occupational Science in Cardiac Ultrasound Technology Program Faculty

Full Time

**Jorge Aguilera, BA,
RDMS(AB)(OB/GYN)**

A.O.S. in CUT Program Director

BS – University of California Davis – Davis, CA
UT – Kaiser Permanente School of Health Services – Richmond, CA
Mr. Aguilera has 12 years of experience.

Part Time

Sacramento, CA – Associate of Science in Radiologic Technology Program Faculty

Full Time

**Christy Foster Bollman,
MAS, RRA, (MR)(CT)(R)**

Executive Program Director of
A.S. in RT

MS – University of San Diego – San Diego, CA
BS – Loma Linda University – Loma Linda, CA
Ms. Foster Bollman has 20 years of experience.

**Therese Gotto, RT, (R)
(MR)(CT), CRT (F)**

A.S. in RT Associate Program
Director

AS – Yuba College – Marysville, CA
BS – University of California, Davis – Davis, CA
Ms. Gotto has over 17 years of experience.

**Mark Wong, RT, (R)
(ARRT)**

Clinical Coordinator

MS – Saint Mary's College – Moraga, CA
BS – San Jose State University – San Jose, CA
ASRT – Fresno City College – Fresno, CA
Mr. Wong has over 25 years of experience.

Jesse Kleis, MS

GE Didactic Instructor

MA – CSU Dominguez Hills – Carson, CA
BA – CSU Long Beach – Long Beach, TX
AA – Orange Coast College – Costa Mesa, CA
Mr. Kleis has over 7 years of experience.

Part Time

Karen T. Smith, MS

GE Didactic Instructor

MS – Nicholls State University – Thibodaux, LA
BA – Nicholls State University – Thibodaux, LA
Mrs. Smith has over 20 years of experience.

**Marge Gorthy, MBA,
RT(R)(F)(M)**

Didactic Instructor

MBA – Sacramento State University – Sacramento, CA
BS – Sacramento State University – Sacramento, CA
RT – Fresno City College – Fresno, CA
Ms. Gorthy has over 44 years of experience.

**Rich Lehrer, MSRS, BS Ed.,
ARRT, RT (R), CRT**

Didactic Instructor

MSRS - Midwestern State University - Wichita Falls, TX
BS – East Stroudsburg State College – East Stroudsburg, PA
AS/AA – Sierra College – Rocklin, CA
Mr. Lehrer has over 30 years of experience.

Beth-Anne White, MS

GE Didactic Instructor

MS – Southern Adventist University – Collegedale, TN
BA – Southern Adventist University – Collegedale, TN
Ms. White has over 7 years of experience.

Ali Anwar, MBA, MS

GE Didactic Instructor

MBA – University of Phoenix - Online

Christina Drehobl, ARRT (R)(CT) Didactic Instructor

Mark Butler, (R) (CT)(MR) Didactic Instructor

MS – National University – San Diego, CA
 BS – University of the Pacific – Stockton, CA
 Mr. Anwar has over 12 years of experience.
 ARRT – Yuba College – Yuba City, CA
 Ms. Drehobl has 16 years of experience.
 BS – University of Louisiana at Monroe – Monroe, LA
 AS – Merced Junior College – Merced, CA
 Mr. Butler has 20 years of experience.

Sacramento, CA – Associate of Science Magnetic Resonance Imaging Program Faculty

Full Time

Shellie Bealer, M.Ed., RT(R)(MR)(ARRT)	A.S. in MRI Program Director	MA – University of Idaho – Moscow, ID BS – Boise State University – Boise, ID Ms. Bealer has 25 years of experience.
Robert Trimboli, ARRT	Program Coordinator	BSDMI – Gurnick Academy – Concord, CA AS – Gurnick Academy – Modesto, CA Mr. Trimboli has 5 years of experience.
Erica Hasser, AA, BS	Clinical Coordinator	AA - Sacramento Ultrasound Institute - Sacramento, CA BS - Trident University International - Cypress, CA Ms. Hasser has over 6 years of experience.
Jesse Kleis, MS	GE Didactic Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has over 7 years of experience.
Kevin Turner, BAS, RT	Didactic/Clinical Instructor	BAS – Thomas Edison State University – Trenton, NJ Mr. Turner has over 7 years of experience.
Minhaaj Qasmi, BS, ARRT (MR)	Didactic Instructor	BS – University of California, Davis – Davis, CA AS – Gurnick Academy of Medical Arts – San Mateo, CA Mr. Qasmi has over 8 years of experience.

Part Time

Anna Parievsky, PhD	GE Didactic Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Joe Madariaga, CRT, ARRT	Didactic Instructor	BS – Gurnick Academy – Concord, CA AS – Fullerton College – Fullerton, CA Mr. Madariaga has over 38 years of experience.

Sacramento, CA – Vocational Nurse Program Faculty

Full Time

Emmylou De Guzman, RN, MSN, BSN	VN Program Coordinator	MSN – University of La Salette – Manila, Philippines BSN – Martinez Memorial College – Manila, Philippines Ms. De Guzman has over 25 years of experience.
Anne Terry, RN, MSN	VN Assistant Program Coordinator	MSN – Chamberlain College of Nursing – Rancho Cordova, CA BSN – Chamberlain College of Nursing – Rancho Cordova, CA ASN - Chelmsford and Essex School of Nursing – Chelmsford, England Ms. Terry has 21 years of experience.
Luz Celine Arat-Cabading, RN	Didactic/Clinical Instructor	PHD – University of Immaculate Conception – Davao City, Philippines MSN – Ateneo de Davao University – Davao City, Philippines BSN – Davao Doctors College – Davao City, Philippines Ms. Arat-Cabading has 30 years of experience.
Guadalupe Otero, RN, MSN, BSN, PHN	Didactic/Clinical Instructor	MSN – Vanguard University of Southern California – Costa Mesa, CA BSN – Vanguard University of Southern California – Costa Mesa, CA RN – East Los Angeles College – Monterey Park, CA PHN – Vanguard University of Southern California – Costa Mesa, CA Ms. Otero has 21 years of experience.
Shelvia Salvano, RN, MSN/NED	Didactic/Clinical Instructor	MSN/NED – Grand Canyon University – Phoenix, AZ BSN – California State University, Fresno – Fresno, CA ADN – San Joaquin Valley College – Visalia, CA Ms. Salvano has 8 years of experience.
Juan Fernandez, LVN, ADN	Didactic/Clinical Instructor	ADN – Cypress College – Cypress, CA LVN – Carrington College – Sacramento, CA Mr. Fernandez has 9 years of experience.
Asya Weston, LVN	Didactic/Clinical Instructor	AS – Houston Community College – Houston, TX Ms. Weston has over 12 years of experience.
Mary Ann Perez, BSN, MSN	Didactic/Clinical Instructor	MSN – United States University – San Diego, CA BSN – Trinity University of Asia – Quezon City, PH Ms. Perez has 3 years of experience.
Anna Fletcher, AS	Didactic/Clinical Instructor	ADN – Laney Community College – Oakland, CA Ms. Fletcher has 26 years of experience.

Part Time

Marina Nguyen, DNP, MBA, RN	Didactic Instructor	DNP – Touro University – Vallejo, CA MBA – Western Governors – Salt Lake City, UT BSN – Metropolitan State University – Denver, CO BS – UC Davis – Davis, CA AS/AA – Sacramento City College – Sacramento, CA AA – Consumer River College – Sacramento, CA Ms. Nguyen has 10 years of experience.
Recarlyn Dimaandal, MSN/Ed, RN-BC	Didactic Instructor	MSN – University of Phoenix – San Jose, CA BSN – Manila Central University – Caloocan City, Philippines Ms. Dimaandal has 12 years of experience.
Tammy Ortiz, RN, BSN	Didactic Instructor	BSN – University of Phoenix – San Jose, CA ADN – Evergreen Valley College – San Jose, CA Ms. Ortiz has 30 years of experience.

Lanette Sipes, RN, MSN-ED, BSN	Didactic/Clinical Instructor	MSN – Chamberlain College – Rancho Cordova, CA BSN – Chamberlain College – Rancho Cordova, CA RN – Methodist College of Nursing – Peoria, IL Ms. Sipes has over 26 years of experience.
Teresa Dodson, DNPc, RN, MSN-Ed, BSN, DSD	Didactic/Clinical Instructor	DNP – Chamberlain College – Rancho Cordova, CA MSN – Indiana State University – Terre Haute, IN BSN – Southern Illinois University – Carbondale, IL ADN – Illinois Eastern Community College – Olney, IL LPN – Illinois Eastern Community College – Olney, IL Ms. Dodson has over 25 years of experience.
Ebony Vega, RN, BSN, DSD	Didactic/Clinical Instructor	BSN – University of Phoenix – Modesto, CA VN Diploma – Kaplan College – San Diego, CA Ms. Vega has over 12 years of experience.
Hazel Bihag, BSN, RN	Clinical Instructor	BSN – Southwestern University – Philippines Ms. Bihag has over 13 years of experience
Tabitha Somers, BSN, RN	Didactic/Clinical Instructor	BSN - Cox College - Springfield, MO ASN - Fort Scott Community College at Horton Drive - Fort Scott, KS Ms. Somers has over 12 years of experience.
Leo Balmeo, RN, BSN	Didactic/Clinical Instructor	MD – Manila Central University – Caloocan City, Philippines MPH – Master of Public Health University of the Philippines Manila – Manila, Philippines BSN – Our Lady of Fatima University – Valenzuela City, Philippines Mr. Balmeo has over 20 years of experience.
Marina Nguyen, DNP, MBA, RN	Didactic Instructor	DNP – Touro University – Vallejo, CA MBA – Western Governors – Salt Lake City, UT BSN – Metropolitan State University – Denver, CO BS – UC Davis – Davis, CA AS/AA – Sacramento City College – Sacramento, CA AA – Consumer River College – Sacramento, CA Ms. Nguyen has 10 years of experience.
Jennifer Bygoytia, LVN, BSN	Didactic/Clinical Instructor	VN – Kaplan College – Stockton, CA AS – Carrington College – Sacramento, CA BSN - University of Phoenix – Sacramento, CA Ms. Bygoytia has 10 years of experience.
Aaliyah Collins, RN, BSN	Didactic/Clinical Instructor	BSN – Texas Tech University – El Paso, TX Ms. Collins has 4 years of experience.
Diana Waldrop, BSN, RN	Didactic/Clinical Instructor	ADN – St. Johns River State – Orange Park, FL BSN – Western Governor's University – Salt Lake City, UT Ms. Waldrop has 14 years of experience.
Irenea Ramos, RN, BSN, MSN	Didactic/Clinical Instructor	MSN – Central Luzon Doctor's Hospital Educational Institution – Philippines BSN – Central Luzon Doctor's Hospital Educational Institution – Philippines Ms. Ramos has 29 years of experience.
Arnolyn San Andres, RN, BSN	Didactic/Clinical Instructor	BSN – University of Santo Tomas – Manila, Philippines Ms. San Andres has 16 years of experience.
Amiliza Olimpo, RN, BSN	Clinical Instructor	BSN – University of Cebu – Cebu City, Philippines Ms. Olimpo has over 30 years of experience.

Sacramento, CA – X-Ray Technician with Medical Assistant Skills Program Faculty

Full Time

Charline Sealy, MS, RT (R)	XTMAS Program Director	MS – University of Maryland University College – Washington, DC BS – St. John's University – Jamaica, NY Ms. Sealy has 2 years of experience.
Ryan Biedermann, LMRT,CMA	Didactic Instructor	BS – California State University – Bakersfield, CA LMRT – Central California School of Continuing Education – San Luis Obispo, CA Mr. Biedermann has 8 years of experience.

Part Time

Rochelle Bradham RT(R)(ARRT)	Clinical Coordinator	AS – Gurnick Academy of Medical Arts – Concord, CA Ms. Bradham has over 6 years of experience.
Christina Zeitler, MSRS, RT(R)(M)(CT)(BD)ARRT, CRT(R)(F)(M)	Clinical Coordinator	MS – Loma Linda University – Loma Linda, CA Ms. Zeitler has over 30 years of experience.
Ali Anwar, MBA, MS	GE Didactic/Didactic Instructor	MBA – University of Phoenix - Online MS – National University – San Diego, CA BS – University of the Pacific – Stockton, CA Mr. Anwar has over 12 years of experience.
Iman Amer, NCMA	Didactic Instructor	MD – Cairo University – Cairo, Egypt MS – Cairo University – Cairo, Egypt MHA – Purdue University Global – Online MA – Suisun Adult School – Fairfield, CA

VAN NUYS CAMPUS

Van Nuys, CA – Staff

Keana Jarvis	Campus Director & Title IX Coordinator (FT)
Jackeline Brito	Admissions Advisor (FT)
Juanita Harper	Financial Aid Manager (FT)
Leticia Mendoza	Student Service Manager (FT)
Theresa Webster	Financial Aid Advisor (FT)
Victor Perez, Jr.	Admissions Advisors (FT)

Van Nuys, CA – Associate Occupational Science in Radiologic Technology Program Faculty

Full Time

Nicole Walton-Trujillo, DM, RT(R)(CT)(ARRT), CRT(R)	A.O.S in RT Program Director	DM – Colorado Technical University – Denver, CO MS – Southern New Hampshire University – Manchester, NH BS – Pima Medical Institute – Albuquerque, NM AS – Pima Medical Institute – Albuquerque, NM Dr. Waton-Trujillo has 12 years of experience.
Aarash Kioumeh, RT (R)(ARRT), CRT (R)(F)	A.O.S in RT Associate Program Director	BS – Kaplan University – Chicago, IL Diploma, Radiologic Technology – Kaplan College – North Hollywood, CA Diploma, X-Ray Technician/MA Back Office – Kaplan College – North Hollywood, CA Mr. Kioumeh has 8 years of experience.
Peter Bagarotti, RT (R)(ARRT), CRT (R)(F)	Clinical Coordinator	BS – Kaplan College – Online Diploma, DRT – Maric College (Kaplan College) – North Hollywood, CA Mr. Bagarotti has over 15 years of experience.
Adam Elias, RT (R)(ARRT), CRT (R)(F)	Clinical Coordinator	BS – Laverne University – Laverne, CA DRT – Maric College – North Hollywood, CA Mr. Elias has 26 years of experience.
Rogelio Gonzales, BS, RT (R)(ARRT)	Clinical Coordinator	BS – Colorado Christian University – Lakewood, CO Diploma, Radiologic Technology – Kaplan College – North Hollywood, CA Diploma, Medical Assistant/X-Ray Technician – Kaplan College – North Hollywood, CA Mr. Gonzales has 17 years of experience.
Akram Shafik, BS, RT,	Didactic Instructor	BS – Maadi University – Cairo, Egypt RT – Gurnick Academy – Van Nuys, CA XT Diploma – Brightwood College – Los Angeles, CA Mr. Shaik has 2 years of experience.
Kenya Haugen, DM, RT(R)(ARRT), FAERS	Didactic Instructor	DM – University of Phoenix – Phoenix, AZ MS – University of Colorado – Colorado Springs, CO MS – Texas A&M University – Texarkana, TX BS – Loyola Marymount University – Los Angeles, CA Dr. Haugen has 20 years of experience.

Part Time

Beth-Anne White, MS	GE Didactic Instructor	MS – Southern Adventist University – Collegedale, TN BA – Southern Adventist University – Collegedale, TN
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Jesse Kleis, MS	GE Didactic Instructor	Ms. White has over 7 years of experience. MA – CSU Dominguez Hills – Carson City, CA BA – CSU Long Beach – Long Beach, CA AA – Orange Coast College – Costa Mesa, CA Mr. Kleis has 7 years of experience.
Karen T. Smith, MS	GE Didactic Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Steven Visniski, BEE, MBA, DrBA	GE Didactic Instructor	BEE – Penn State University – State College, PA MBA – University of Phoenix – Online DrBA – University of Phoenix – Online Mr. Visniski has over 12 years of experience.

Van Nuys, CA – Bachelor of Science in Radiation Therapy Program Faculty

Full Time		
Cheryl Young, Ed.D., RT(T)(ARRT)	B.S. in RT Program Director	Ed.D. – City University of Seattle – Seattle, WA MS – National University – San Diego, CA BS – California State University, Long Beach – Long Beach, CA Ms. Young has 15 years of experience.
Maureen Sigafos, MS, CMD, RT(T)(ARRT)	Clinical Coordinator	MS – National University – San Diego, CA BS – California State University, Long Beach – Long Beach, CA Mrs. Sigafos has 22 years of experience.
Zemirah Ngow, MLIS, AHIP	Didactic Instructor	MLIS - San Jose State University - San Jose, CA BA - University of California San Diego - La Jolla, CA Ms. Ngow has 10 years of experience.

Part Time		
Dr. Steven Goetsch, PHD BS, MS	Didactic Instructor	Dr. Steven Goetsch, Ph.D., DABMP, FAAPM B.S. in Physics, Michigan State University, E. Lansing, Michigan M.S. in Health Physics, Northwestern University-Evanston, IL M.S. in Medical Physics, The University of Wisconsin-Madison, WI
Jenae Shindler, R.T.	Didactic Instructor	Jenae Shindler, R.T. (R) (T) Certificate of Radiologic Technology- Chaffey College-Rancho Cucamonga, CA • Certificate of Radiation Therapy-City of Hope Medical Center-Duarte, CA Ms. Shindler has 4 years of experience.

Van Nuys, CA – Medical Assistant Program Faculty

Full Time		
Eva Lopez, NCMA, NCPT	MA Program Coordinator	Diploma, Medical Assistant – Everest College (Bryman College) – Reseda, CA Ms. Lopez has 19 years of experience.

Van Nuys, CA – X-Ray Technician with Medical Assistant Skills Program Faculty

Full Time

Kristin Beinschroth, PHD ABD, MPH, BSRS, RT(R)(ARRT), CHES	XTMAS Program Director	PhD – Liberty University – Lynchburg, VA MPH – California Baptist University – Riverside, CA Dr. Beinschroth has over 10 years of experience.
Edgar Meza, BS, XT	Clinical Coordinator	BS – Purdue University Global – Online Diploma - Modern Technology School of X-ray – North Hollywood, CA Mr. Meza has 27 years of experience.
Eve E. Bonic, DC, DACBR, RT(R)(CT)(MR)(ARRT), CRT(R)(F)	Didactic Instructor	DACBR – Logan College of Chiropractic – Chesterfield, MO AAS, Radiography – Portland Community College – Portland, OR DC – Los Angeles College of Chiropractic – Whittier, CA BS – Los Angeles College of Chiropractic – Whittier, CA Dr. Bonic has 15 years of experience.

Part Time

DISTANCE EDUCATION FACILITY

Las Vegas, NV – Staff

Nicole Walton-Trujillo	Campus Director, Title IX Coordinator (FT)
Danielle Palengat	Student Services Manager (FT)
Marie Hill-Iglesias	Financial Aid Advisor (Remote-Online) (FT)

Las Vegas, NV – Associate of Science in Magnetic Resonance Imaging Program Faculty

Full Time

Shellie Bealer, M.Ed., RT(R)(MR)(ARRT)	A.S. in MRI Program Director	MA – University of Idaho – Moscow, ID BS – Boise State University – Boise, ID Ms. Bealer has 25 years of experience.
Jesse Kleis, MS	GE Online Instructor	MA – CSU Dominguez Hills – Carson, CA BA – CSU Long Beach – Long Beach, TX Mr. Kleis has over 7 years of experience.
Minhaaj Qasmi, BS, ARRT (MR)	Didactic Instructor	BS – University of California, Davis – Davis, CA AS – Gurnick Academy of Medical Arts – San Mateo, CA Ms. Qasmi has over 8 years of experience.

Part Time

Anna Parievsky, PhD	GE Online Instructor	PhD – UCLA – Los Angeles, CA BS – University of California, Los Angeles – Los Angeles, CA Dr. Parievsky has over 9 years of experience.
Karen T. Smith, MS	GE Online Instructor	MS – Nicholls State University – Thibodaux, LA BA – Nicholls State University – Thibodaux, LA Mrs. Smith has over 20 years of experience.
Mark W. Guay, MS	GE Didactic Instructor	MS – State University of New York – New Paltz, NY

**Steven Visniski, BEE,
MBA, DrBA** GE Didactic Instructor

**Daniel Edwards, Ed.D.,
MS, BS** Didactic Instructor

BA – State University of New York – Fredonia, NY
Mr. Guay has 12 years of experience.
BEE – Penn State University – State College, PA
MBA – University of Phoenix – Online
DrBA – University of Phoenix – Online
Mr. Visniski has over 12 years of experience.
MS – Fort Hays State University – Hays, KS
BS – Missouri State University – Springfield, MO
Certificate – Cox College – Springfield, MO
Dr. Edwards has 18 years of experience.

CHANGES & UPDATES TO PUBLISHED INFORMATION

STATEMENT OF HISTORY & OWNERSHIP

Page 12

December 2023

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

November 2023

Commission on Accreditation of Allied Health Education Program (CAAHEP) grants our Associate of Occupational Science in Ultrasound Technology Program Abdominal-Extended and Obstetrics and Gynecology concentrations accreditation at our Sacramento Campus.

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.

EXECUTIVE OFFICERS OF GURNICK ACADEMY OF MEDICAL ARTS

Page 15

- 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
- James Murrell**, Dean of Imaging
- Samantha Manlosa Sanchez**, Dean of Nursing
- Lisa Dianda**, Interim Dean of Allied Health

ACADEMY LOCATIONS & GENERAL DESCRIPTION OF FACILITIES

Page 17

The Fresno Satellite Campus located on Palm Bluffs Avenue has removed from the list of campus locations.

PROGRAM OFFERINGS

Page 18

Table 1. *Program Offerings per Campus*

Program Types and Names	Campus Location
Degree Programs	
Associate of Occupational Science in Radiologic Technology (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 Cardiac Ultrasound Technology (A.O.S. in CUT)	Sacramento, San Jose
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 Physical Therapist Assistant (A.S. in PTA)	San Jose
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	
Dental Assistant (DA)	Modesto
Medical Assistant (MA)	Concord, Fresno, 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, 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

Page 20

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 by visiting osar.bppe.ca.gov.

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. This accreditation is for the San Jose and Sacramento Campuses only.

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 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 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 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.

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.

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 pay the \$100.00 Registration Fee if re-enrollment occurs within 180 days of an approved withdrawal/expulsion/completion date.

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

INTERNATIONAL STUDENT ADMISSIONS

Page 23

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 of 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.

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, visa services are not offered through Gurnick Academy of Medical Arts. Gurnick Academy of Medical Arts will document and vouch for the current student status if requested.

ADMISSION REQUIREMENTS

Page 24

Table 2. Admission Requirements Summary

Program	Minimum Degree Requirement	Minimum Entrance Exam Score	Admission Point System	Prerequisite Courses	Other General Requirements	Programmatic Requirements
VN	HSD/GED	CCAT 16	Yes, some campuses only	Yes*	<ul style="list-style-type: none">• Be at least 18 years of age.**• Meet with the Admissions Advisor and Financial Aid Advisor (if applicable).	Info Session, Interview (if applicable)
MA		CCAT 14	No	No		Info Session, Essay, Interview (if applicable).
DA		CCAT 25	Yes			
A.O.S. in RT		CCAT				
A.S. in NM		CCAT				

					<ul style="list-style-type: none"> • 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). 	(if applicable)
A.O.S. in UT A.O.S. in CUT A.O.S. in VUT		UCAT				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 PTA	HSD/GED (min. 2.5 GPA)	CCAT 15		No		Info Session, Observation Hours, Essay, A&P Test, Interview.
ADN & LVN to RN	HSD/GED	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	TEAS > 64%	No	No		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		N/A

				16 Semester Credits of General Education courses).		
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		
XTMAS	HSD/GED	CCAT 18	Yes	No		

* 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, a maximum of one (1) nominated applicant per program start who meets all admissions requirements may be accepted without a point ranking system, if applicable to the program of interest, by the Executive Corporate Management Team.

General Admission Requirements for all Programs

Page 27

Universal Cognitive Aptitude Test (UCAT)

The Universal Cognitive Aptitude Test (UCAT) 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 40 items with a 20-minute time limit. Applicants are allowed two (2) attempts within a calendar year to take the exam. There must be at least seven (7) days between attempts.

Additional Admission Requirements per Program

Page 29

Associate of Occupational Science in Respiratory Care 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, 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 Test of Essentials Academic Skills (TEAS) testing math, reading, English 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 VII Test Passing score = 64% or higher.
5. Pass 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.”

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

Criteria	Possible Points
I. Admissions Exam	40
<ul style="list-style-type: none"> • TEAS (90.00 – 100.00) • TEAS (80.0 – 89.99) • TEAS (70.0 – 79.99) • TEAS (64.0 – 69.99) <p>Gurnick Academy of Medical Arts uses the Test of Essential Academic Skills. The minimum composite score is 64% for admission to the Associate of Occupational Science in Respiratory Care Program. 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.</p>	<p>40</p> <p>30</p> <p>20</p> <p>10</p>
II. Post-Secondary Education	20
<ul style="list-style-type: none"> • Associate Degree 	5
<ul style="list-style-type: none"> • Baccalaureate Degree 	10
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • GPA 2.50-2.59 	2
<ul style="list-style-type: none"> • GPA 2.60-3.00 	5
<ul style="list-style-type: none"> • 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. 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
VI. 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 VI: 120 Points

Page 29

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. For applicants requesting credit granting for some/all General Education courses – original transcripts from the Registrar at an educational institution. Copies of transcripts are not accepted. All coursework must be completed with a grade of at least a “C.” All credit granting is subject to the Program Director or designee’s approval. Please allow seven (7) days for review.
3. Pass an ESL test if the applicant is a non-native English speaker.
4. Submit two (2) letters of reference. The letters must be typed, dated, and signed within the past two (2) years. The references can be from a current supervisor, employer, and science or math teacher of a post-secondary institution.
5. 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. Sources used to prepare for the essay.
6. Pass an admission interview with the Program Director and designees.
7. 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 program.

8. Gurnick Academy of Medical Arts XTMAS program graduates who have taken the state exam and are pending the results can enroll as provisional students into the A.O.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.O.S. in RT program for failing to meet all the admission requirements.

Page 29

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 — 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 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.

Table 4. A.O.S. in UT Admission Point System

I. Admissions Exam	Possible Points
<ul style="list-style-type: none"> Anatomy & Physiology Assessment Test (100-85) 	25
<ul style="list-style-type: none"> Anatomy & Physiology Assessment Test (84-80) 	20
<ul style="list-style-type: none"> Anatomy & Physiology Assessment Test (79-69) 	15
<ul style="list-style-type: none"> Anatomy & Physiology Assessment Test (68-50) 	10
<ul style="list-style-type: none"> Anatomy & Physiology Assessment Test (49 and lower) 	5
UCAT	
<ul style="list-style-type: none"> 35 or greater 	35
<ul style="list-style-type: none"> 30-34 	25
<ul style="list-style-type: none"> 25-29 	15
<ul style="list-style-type: none"> 24 or less 	0
II. Post-Secondary Education	
<ul style="list-style-type: none"> Associate Degree 	10
<ul style="list-style-type: none"> Baccalaureate Degree 	20
<ul style="list-style-type: none"> Graduate/Master's Degree 	30
<ul style="list-style-type: none"> Post-Graduate/Doctoral Degree 	45
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
<ul style="list-style-type: none"> GPA 3.0 	5
<ul style="list-style-type: none"> GPA 3.5 	10
<ul style="list-style-type: none"> GPA 3.9 	15
B. Math and Science GPA	

• GPA 3.0	20
• GPA 3.5	30
• GPA 3.9	40
IV. One-Page Resume (required)	30
V. Health Care Background	
• One to three (1 – 3) years	10
• More than three (3) years	25
VI. Reapplication (having completed reapplication requirements)	15
VII. Personal Interview	150
• Interview Questions	
• Maturity	
• Communication Skills	
• Appearance and Demeanor	
VIII. Evaluation from the Office of Admissions	50
Possible Total Points:	430

Page 29

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 — 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 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.
4. 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 is used to evaluate each applicant, showing the maximum score achievable.

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

I. Admissions Exam	Possible Points
• Anatomy & Physiology Assessment Test (100-85)	25
• Anatomy & Physiology Assessment Test (84-80)	20
• Anatomy & Physiology Assessment Test (79-69)	15
• Anatomy & Physiology Assessment Test (68-50)	10
• Anatomy & Physiology Assessment Test (49 and lower)	5
UCAT	
• 35 or greater	35
• 30-34	25
• 25-29	15
• 24 or less	0
II. Post-Secondary Education	

• Associate Degree	10
• Baccalaureate Degree	20
• Graduate/Master's Degree	30
• Post-Graduate/Doctoral Degree	45
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
• GPA 3.0	5
• GPA 3.5	10
• GPA 3.9	15
B. Math and Science GPA	
• GPA 3.0	20
• GPA 3.5	30
• GPA 3.9	40
IV. One-Page Resume (required)	30
V. Health Care Background	
• One to three (1 – 3) years	10
• More than three (3) years	25
VI. Reapplication (having completed reapplication requirements)	15
VII. Personal Interview	150
• Interview Questions	
• Maturity	
• Communication Skills	
• Appearance and Demeanor	
VIII. Evaluation from the Office of Admissions	50
Possible Total Points:	430

Page 31

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 — 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 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.

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

I. Admissions Exam	Possible Points
• Anatomy & Physiology Assessment Test (100-85)	25

<ul style="list-style-type: none"> Anatomy & Physiology Assessment Test (84-80) Anatomy & Physiology Assessment Test (79-69) Anatomy & Physiology Assessment Test (68-50) Anatomy & Physiology Assessment Test (49 and lower) 	20 15 10 5
UCAT <ul style="list-style-type: none"> 35 or greater 30-34 25-29 24 or less 	35 25 15 0
II. Post-Secondary Education	
<ul style="list-style-type: none"> Associate Degree 	10
<ul style="list-style-type: none"> Baccalaureate Degree 	20
<ul style="list-style-type: none"> Graduate/Master's Degree 	30
<ul style="list-style-type: none"> Post-Graduate/Doctoral Degree 	45
III. Academic Achievement: College level Courses & High school AP courses	
A. Overall GPA	
<ul style="list-style-type: none"> GPA 3.0 	5
<ul style="list-style-type: none"> GPA 3.5 	10
<ul style="list-style-type: none"> GPA 3.9 	15
B. Math and Science GPA	
<ul style="list-style-type: none"> GPA 3.0 	20
<ul style="list-style-type: none"> GPA 3.5 	30
<ul style="list-style-type: none"> GPA 3.9 	40
IV. One-Page Resume (required)	30
V. Health Care Background	
<ul style="list-style-type: none"> One to three (1 – 3) years 	10
<ul style="list-style-type: none"> More than three (3) years 	25
VI. Reapplication (having completed reapplication requirements)	15
VII. Personal Interview	150
<ul style="list-style-type: none"> Interview Questions Maturity Communication Skills Appearance and Demeanor 	
VIII. Evaluation from the Office of Admissions	50
Possible Total Points:	430

2. 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 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.
3. Pass an admission interview with the Program Director and designees.

Associate of Science in MRI Admission Point System

Applicants are deemed qualified on a point system. The highest-ranked applicants (above a minimum) may be offered seats in the program. The following point system evaluates each applicant, showing the maximum achievable score.

Table 6. A.S. in MRI Admission Point System

I. Admissions Exam	Possible Points
<ul style="list-style-type: none"> CCAT 	50
II. Basic Anatomy Assessment Test	30
<ul style="list-style-type: none"> 90-100 	30
<ul style="list-style-type: none"> 80-89 	20
<ul style="list-style-type: none"> 70-79 	10
<ul style="list-style-type: none"> 60-69 	5
<ul style="list-style-type: none"> 0-59 	0
III. Post-Secondary Education	40
<ul style="list-style-type: none"> Associate Degree 	10
<ul style="list-style-type: none"> Baccalaureate Degree 	20
<ul style="list-style-type: none"> Graduate/Master’s Degree 	30
<ul style="list-style-type: none"> Post-Graduate/Doctoral Degree 	40
IV. Academic Achievement: College level Courses	35
<ul style="list-style-type: none"> Anatomy 	A = 9 pts B = 5 pts C = 2 pts
<ul style="list-style-type: none"> Physiology 	
<ul style="list-style-type: none"> College Algebra 	
<ul style="list-style-type: none"> Medical Terminology 	A = 2 pts B = 1.5 pts C = 1 pts
<ul style="list-style-type: none"> Critical Thinking 	
<ul style="list-style-type: none"> Biology 	
<ul style="list-style-type: none"> Sociology 	
V. Academic Achievement: College level GPA	20
Overall GPA	

● GPA 3.0	5
● GPA 3.5	10
● GPA 3.9	20
VI. One-Page Resume (required)	20
VII. Health Care Background	20
● One to three (1 – 3) years	10
● More than three (3) years	20
VIII. Clinical Affiliate Employee	15
IX. Evaluation from the Office of Admissions	50
<i>Top applicants will be invited to a personal interview. Top interviewed applicants will be selected for program admission.</i>	
X. Personal Interview	120
<ul style="list-style-type: none"> - Five (5) Interview Questions - Appearance and Demeanor - Communication Skills - Maturity Overall Impression	
Possible Total Points:	400

Page 33

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 — 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 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.

Table 7. A.S. in NM Admission Point System

Points Category:	Possible Points
I. CCAT	50
II. Post-Secondary Education	50
● Associate Degree	25
● Baccalaureate Degree or higher	50
III. Academic Achievement: College level GPA	160
● Anatomy with laboratory	30

● Physiology with laboratory	30
● College Algebra	30
● Physics	30
● English	10
● Chemistry with Laboratory	30
<i>If the course was taken more than twice (to include drop/withdrawal), it would not be counted in points. The Anatomy and Physiology courses must be (2) two separate courses, each with a laboratory.</i>	
IV. One-Page Resume (required)	10
V. Health Care Background	80
● One to three (1 – 3) years	20
● More than three (3) years	30
● Background as a registered RT, Sonographer, MRI technologist, or Radiation Therapy Technologist.	50
VI. Personal Interview	50
<ul style="list-style-type: none"> ● Interview Questions ● Appearance and Demeanor ● Communication Skills ● Maturity ● Overall Impression ● Holistic Evaluation 	
VII. Evaluation from the Office of Admissions	25
Possible Total Points:	425

Page 40

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 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. All applicants **MUST** complete two Admissions Assessment tests. *Details will be provided at the informational sessions or by Admissions.*
2. All applicants must complete the following prerequisites with grades of 'C' or above and a GPA of 2.5 or above. All credit granting is subject to approval by the Program Director. Official transcripts are required.
 - a. Anatomy and Physiology with lab (complete one-year sequence within the last five (5) years)
 - b. College-level Math
 - c. College-level English (reading and writing composition)
 - d. Introduction to Psychology or Lifespan Psychology

- e. One course in the Social or Behavioral Sciences
 - f. Oral Communication, Speech, or Interpersonal Communication
3. All applicants must submit the Verification of Observation Hours form documenting 80 hours (40 inpatient hours and 40 outpatient hours) of observation, work experience, or volunteer experience at a physical therapy facility by the application deadline.
The Verification of Observation Hours form and instructions is in the Application/Registration packet that you can download from the website.
 4. Applicants must submit all required documents by the application deadline. Only complete applications will be considered. Please plan for time to submit official transcripts and the completion of observation hours.
 5. 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.
 6. 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.

Page 42

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—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 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 two (2) letters of reference. The letters must be up-to-date, typed, dated, and signed. If there is an electronic signature, there must be a contact phone or email of the person signing the letter. The references must be from a current supervisor, employer, and/or science or math teacher of a post-secondary institution. The letters need to be tailored to the RT program.
4. 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).
5. 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.
6. Gurnick Academy of Medical Arts graduates of the XTMAS program who have taken the state exam and are pending 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.

Table 11. A.S. in RT Admission Point System

Points Category:	Possible Points
I. CCAT	25
● 32 or Greater	25
● 27-31	20
● 24-26	15
● 18-23	10
● 12-17	5
● 0-11	0
II. Basic Anatomy Assessment Test	25
● 90-100	25
● 80-89	20
● 70-79	10
● 60-69	5
● 0-59	0
III. Post-Secondary Education	45
● Associate Degree	15
● Baccalaureate Degree or higher	20
● State License as an XT through the State of California in Chest, Extremities, and Torso Skeletal.	25
IV. Academic Achievement: College level GPA	35
● Anatomy	A = 9 pts B = 5 pts C = 2 pts
● Physiology	
● College Algebra	
● Medical Terminology	A = 2 pts B = 1.5 pts C = 1 pts
● Critical Thinking	
● English	
● Sociology	
If the course was taken more than twice (to include drop/withdrawal), the points would not be counted.	

V. One-Page Resume (required)	15
VI. Essay — One-page, APA Format	20
The essay will include:	
<ul style="list-style-type: none"> • 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) 	
VII. Letters of Recommendation	15
<i>The two (2) letters must be up-to-date, typed, dated, and signed. If there is an electronic signature, there must be a contact phone or email of the person signing the letter. The references must be from a current supervisor, employer, and/or science or math teacher of a post-secondary institution. The letters need to be tailored to the RT program.</i>	
VIII. Health Care Background	60
<ul style="list-style-type: none"> • One to three (1 – 3) years 	20
<ul style="list-style-type: none"> • More than three (3) years 	30
<ul style="list-style-type: none"> • Radiology Community Involvement 	30
<i>Radiology Community Involvement consists of volunteering in an imaging department, attending a conference in Radiology, or a Career Discussion Panel. A certificate of attendance that is signed and dated will be required for points from Human Resources or sanctioned event. Every eight hours documented of volunteer time in an imaging department, or conference, is worth 10 points with a maximum of 30 points.</i>	
IX. Personal Interview	130
<ul style="list-style-type: none"> • Interview Questions • Appearance and Demeanor • Communication Skills • Maturity • Overall Impression • Holistic Evaluation 	
X. Evaluation from the Office of Admissions	30
Possible Total Points:	400

Page 45

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 years of age.
7. Have a reliable computer, Internet access, and a working email address.
8. As 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.

Page 46

Bachelor of Science in Nursing Program (BSN)

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 (2 – 3) pages 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 on 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 make up 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: Submits proof of one-year 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.

RN to BSN Pathway

1. Graduate from an approved Registered Nursing program.
2. Provide official transcripts which 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 (2 – 3) pages 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 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.

Page 51

Dental Assistant Program (DA)

All applicants must:

1. Be at least 17 years of age to be admitted to the program with a parent or guardian consent. Applicants must be at least 18 years of age 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.

Page 51

Medical Assistant Program (MA)

All applicants must:

1. Be at least 17 years of age to be admitted to the program with parent or guardian consent. Applicants must be at least 18 years of age 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 might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the MA Program Supervisor, Program Coordinator, or designee.

Page 53

Vocational Nurse Program (VN)

All applicants must:

1. Be at least 17 years of age to be admitted to the Essential Medical Bioscience prerequisites course with a parent or guardian consent. Applicants must be at least 18 years of age 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.
3. Some Campuses (such as if the applicant pool might be larger than the number of available seats at the desired campus location) may require an additional step: an interview with the applicable VN Program Coordinator or designee.

Page 54

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

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 an X-ray Technician.
 - b. The applicant's attributes that will support the profession and their ability to complete the XTMAS 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, an interview with the Program Director, Assistant Program Director, or designees.
3. 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.
4. 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.

Table 16. XTMAS 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
● 12-17	5
● 0-11	0

II. Post-Secondary Education	30
● Gurnick Academy of Medical Arts Graduate or Currently Enrolled	20
● Associate Degree/Military Service	25
● Baccalaureate Degree	30
III. Academic Achievement: College level Courses & High school courses	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:	
<ul style="list-style-type: none"> - 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	30
● One to three (1 – 3) years	20
● More than three (3) years	30
VII. Evaluation from the Office of Admissions	40
Possible Total Points:	225

PERFORMANCE REQUIREMENTS

Page 58

Program-Specific Requirements

Associate of Occupational Science in Respiratory Care 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 exceed 500lbs easily, 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 at or above shoulder level intermittently 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, move, lift, and transfer patients from a wheelchair or cart to a patient bed or Gurney.
- Move, adjust, and manipulate a variety of respiratory related equipment, including the physical transportation of Ventilators, BiPap's, Chest Oscillators, High Flow's and many 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.
- Providing physical and emotional support to the patient during procedures, responding to situations requiring first aid, and providing 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 sonographic 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 make appropriate suggestions to the medical staff to improve the overall impression of the patient.

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 at or above shoulder level intermittently for 90% of 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 a variety of sonographic equipment, including the physical transportation of mobile sonographic machines, to complete examinations on the patient according to established procedure 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.
- Providing physical and emotional support to the patient during the sonographic procedures, responding 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 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.

ADVANCED PLACEMENT & CREDIT GRANTING

Programs Specific Placement & Credit Granting

Page 71

Associate of Occupational Science in Respiratory Care 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 that 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 following required documents must be submitted by the student:

- 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.

Page 73

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.

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 Health Care 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 Associate of Science in Nursing program upon review and approval from the Program Director. Submission of documentation of education and experience to qualify 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, completion of 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, and experience eligibility, a minimum passing score of 75% on the Challenge Exam and 100% on a dosage calculation exam.

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.

Page 74

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.

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 Health Care 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. Submission of documentation of education and experience qualifies 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 Bachelor Degree Nursing Program 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 Associate Degree Nursing Program is based upon space availability, military education, and experience eligibility, a minimum passing score of 75% on the Challenge Exam and 100% on a dosage calculation exam.

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.

LICENSURE, CERTIFICATION & REGISTRY DISCLAIMER

Page 74

Graduates from this institution's programs may wish to obtain 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 license are available and voluntary for all programs offered **except** for:

- 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 Care 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 Radiologic Therapeutic Technology program
- Vocational Nurse program
- X-ray Technician with Medical Assistant Skills program

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

Licensing examinations and their content are controlled by outside agencies. 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 made any determination if any of the programs fulfill the educational requirements for a specific professional licensure or certification required for employment in the field outside of the State of California unless identified by program below. It is recommended that students who are located in or plan to relocate to a state other than 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 no 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

Page 75

Associate of Occupational Science in Respiratory Care (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. If you achieve the lower cut score, you will earn your CRT credential. However, if you achieve the higher cut score, you 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 will satisfy the examination requirement for licensure. The RCB will obtain your examination results directly from the NBRC as long as you have a California address.”

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

Having 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 on the basis of a conviction if:

- The conviction has been dismissed pursuant to 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 years from the time the applicant was released from incarceration.

The National Board for Respiratory Care provides the testing needed to become registered, greatly 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 to fill the shortage of qualified respiratory therapists in the field. 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 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, you can visit www.nbrc.org/ or contact them at the The National Board for Respiratory Care 10801 Mastin St #300, Overland Park, KS 66210 +19138954900

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, 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 (S) examination.

Fresno Campus:

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

San Jose and Sacramento Campus:

Graduates who were accepted to the program with Associate Degree in any field or High School Diploma / GED are eligible to sit for the R.T.(S)ARRT® examination immediately after completion of the program. Graduates are eligible to sit for ARDMS examination immediately after completion of the program 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 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 CCI to work, but such credentials may increase hiring chances.

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

Graduates who were accepted to the program with Associate Degree in any field or High School Diploma / GED are eligible to sit for the CCI (RCS) examination immediately after completion of the program. Upon obtaining CCI (RCS) certification, graduates are eligible to sit for 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 www.cci-online.org or contact them at Cardiovascular Credentialing International, 3739 National Drive, Suite 202, Raleigh, NC, 27612, (919)861-4539.

FINANCIAL POLICIES

ALUMNI GRANTS & SCHOLARSHIP

Students who graduate from one Gurnick program and enroll into 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 (\$1,900)
- MSN: BSN Grad (\$1,800)

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.

REFUND

Student's Right to Cancel

Page 88

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-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 cancellation notice at the enrolling campus. This can be done by mail or hand delivery.
4. The written notice of cancellation, if sent by mail, is effective when deposited in the mail and properly addressed with proper postage.
5. The written notice of cancellation need not take any particular form and is effective if it indicates that the student no longer wishes to be bound by the Enrollment Agreement.

STUDENT TUITION RECOVERY FUND

Page 89

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered

an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, 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 teachout plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

AID DISBURSEMENT & SATISFACTORY ACADEMIC PROGRESS (SAP)

Page 98

ALL STUDENTS

Maximum Timeframe

All students who receive financial aid must complete their program within 150 percent of the normal program length, as measured in either credit hours for term programs or calendar time for non-term programs. If they exceed the maximum timeframe, they are subject to the loss of financial aid, which can be appealed following the procedure outlined below.

Students who are academically expelled from one program who 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 him or her.

Appeal and Reinstatement

Students who have lost financial aid eligibility for failure to maintain satisfactory progress will be notified in writing of the cancellation of financial aid. Students with mitigating circumstances wishing to appeal the financial aid cancellation may do so, in writing, to the Financial Aid Office. Mitigating circumstances may include but are not limited to illness or injury of the student or immediate family member; death of a relative; or other special circumstance. The Director of Financial Aid and Campus Program Director will evaluate the appeal and determine whether the student may be allowed to continue to receive 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 he or she will now be able 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 is required to regain SAP standing by the point specified in 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 required elements, such as tutoring. Each month the student's progress will be reviewed based on the Academic Plan. At the end of the payment period, if a student fails to meet the requirements of the Academic Plan, he or she will become ineligible for financial aid.

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

Students are limited to one appeal during the course of their education at Gurnick Academy, regardless of the reason or other circumstance. If a student regains SAP status, he or she regains the ability to appeal one additional time.

TERM-BASED PROGRAMS

All withdrawals, incompletes, and repetitions are taken into consideration when determining Satisfactory Academic Progress. Incompletes and withdrawals are not considered as credits completed. Transfer credits are counted as both credits attempted and credits earned, but do not affect the GPA. Nontraditional awarding of credit, including credit by exam and credit for life experience, is counted as both credits attempted and credits earned, 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 for which 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 successfully completed versus the hours attempted must be at least at 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 that are still below standards for a second term will have their aid cancelled. Students may appeal the loss of financial aid under the appeal policy outlined above.

All withdrawals and incompletes are taken into consideration 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 successfully completed (quantitative measure) is determined as follows: A student must successfully complete a minimum number of scheduled hours of each payment period that varies by program in accordance with the attendance policy. This information can be found in the chart below.

Satisfactory Academic Progress is reviewed at the scheduled end of each payment period in all non-term-based programs, both clock hours and non-term credit hours. If a student is not meeting either or both of 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
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These programs are offered in clock hours, and the payment periods are defined in clock hours.

VN	442	450
AOS/UT	442	450
AS/MRI	442	450
AS/PTA	442	450
AS/RT	442	450
AOS/RT	442	450
PT	442	450
LXT/MA	442	450

These programs are offered in credits hours, and the payment periods are defined in credit hours.

MA	16	18
DA	16	18

For all non-term programs, disbursements are made following both the SAP evaluation and the disbursement review. Students are required to be meeting the SAP requirements and must also successfully complete the clock or credit hours and weeks in the payment period for the scheduled disbursement to be made.

SAFETY & CAMPUS SECURITY

Page 110

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

Access

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 by key if issued or by admittance via authorized personnel during non-business hours.

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. Periodically, as determined to be needed, presentations or materials may be provided on crime prevention awareness, sexual assault prevention, dating violence, domestic violence, and stalking, 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 employees 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 on an ongoing basis every time a crime log is filled out. 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 around the campus distributed
- Website warning posted

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 in cooperation 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 suspects is suffering from wounds inflicted by a firearm or is a result of assaultive or abusive conduct.

Each year, an e-mail notification is made to all at Gurnick Academy 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 not possible, the students should call 911 themselves. Contact the appropriate Campus Director for non-emergencies. This information is posted in several conspicuous places on the Gurnick Academy of Medical Arts premises.

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 reporting of crime statistics. Violations of the law will be referred to law enforcement agencies and, when appropriate, to the Campus Director for review. When a potentially dangerous threat to 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 clothing, jewelry, electronic devices, school material, 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 is 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 premise of any Clinical Facility/Site, the Incident/Accident Report Form should be completed by the student and instructor and should note any concerns where processes are incongruent with this procedure. Similarly, our clinical affiliations can file an Incident Report if students do not adhere to proper procedures.

More details regarding needle sticks, the incident/accident reporting of needle sticks, and exposure to blood/bodily fluids 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, up to and 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 serious, even life-threatening. Gurnick Academy of Medical Arts students, faculty, and staff members should follow this policy if blood or bodily fluids exposure occurs.

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

- 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 needle 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 on an individual basis regarding the future of the student's participation in the program.

A student who may have been exposed to a communicable disease may be asked to leave the clinical area until the incubation period has expired. 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.

PREGNANCY

Page 120

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 Care, and Associate of Science in Magnetic Resonance Imaging Programs, there is an additional option:

1. Students may also continue the training with a modification of 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 clinical and didactic hours missed and complete all the necessary competencies. The student will present a letter from a physician releasing the student to continue training.

PLAGIARISM

Page 131

Plagiarism is defined as “literary theft,” i.e., the presentation and passing off as 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 paraphrase 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.

Content generated by artificial intelligence (AI) may be plagiarized from other sources. Using this content without properly citing the source will also constitute as 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 report called a Similarity report will be generated that includes 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 that has been written by an AI tool. Unless specified otherwise by the student or employee handbook, 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 use for each program.

STUDENT SERVICES

Consumer Protection

Page 136

A student receiving a loan is responsible for repaying the loan amount, including interest, less the amount of any refund. If the student receives federal financial aid funds, the student is entitled to a refund of the 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 are encouraged to review this catalog before signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you 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.

ELECTRONIC BOOKS

Pg. 138

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.

PROGRAM DELIVERY

Page 139

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 PTA, A.S. in Nursing, A.S. in VN, A.S. in RT, A.S. in NM, B.S. in Nursing, Dental Assistant, X-ray Technician with Medical Assistant Skills, Medical Assistant, Vocational Nurse), 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.

Table 22. 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 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			
	VN120	1	2	3
	VN420			
	VN440			
A.S. in VN		Online Course (see below)		
B.S. in DMI		Online Course (see below)		
RN-BSN BSN-MSN		Online Course (see below)		
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

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. It is the student's responsibility to ensure that a make-up plan of action for each absence is completed within the period specified in the table and documented on didactic make-up and/or clinical make-up form. All make-up forms must be filled out completely and accurately with all required signatures for all missed hours prior to credit of make-up hours is granted.

Table 23 *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.O.S. in UT A.O.S. in CUT A.O.S. in VUT 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 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.S. in RT A.O.S. in RT A.O.S. in RC A.S. in NM B.S. in RT XTMAS	Immediately upon Return from Absence.	Within five (5) Days from Return of Absence.	By the end of the current externship course.

**or by the end of the course whichever comes first*

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

To meet the criteria for attendance and the specific course objectives, students must arrange make-up time of missed hours with the instructor for all instructor-approved absences. Make-up theory hours can include case studies, independent study, written examination, attendance at seminars or workshops, auto-tutorial laboratory, and research reports. Make-up clinical hours require scheduling additional time at the assigned facility with the assigned clinical instructor and progression in the program will not be permitted until reconciled.

Table 24. Remediation/Probation Plan Details

Program	Remediation Plan Establishment	Maximum Time Frame of Remediation Plan Completion	Probation Plan Establishment
	# of business days from the course completion date	# of calendar days from the date of issuance	# of business days — academic probation/disciplinary probation
A.S. in PTA A.O.S. in RC	2	3	3
A.O.S. in UT A.O.S. in CUT A.O.S. in VUT	3	14	3/module
A.S. in MRI	5	5	5
A.S. in NM			
A.S. in RT			
A.S. in VN			
B.S. in RT			
MA	5	21	5 Disciplinary only
DA			
VN			
ADN, LVN-RN BSN, LVN-BSN, RN-BSN*, BSN- MSN			
B.S. in DMI			
A.O.S. in RT	Next Business Day	5	3
XTMAS	Next Business Day	5	3

*Applies to General Education courses only.

Additional information for Associate of Science in MRI (A.S. in MRI), Associate of Science in Physical Therapist Assistant (A.S. in PTA), Associate of Science in Radiologic Technology (A.S. in RT), Associate of Occupational Science in Radiologic Technology (A.O.S. in RT), 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 2 courses per module and are not to exceed the total of two (2) times throughout the entire duration of the program.

Students in the Associate of Science in Radiologic Technology Program, Associate of Occupational Science in Radiologic Technology Program, and Associate of Nuclear Medicine Technology Program may be placed on remediation only for a

maximum of 2 courses per module 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 on the Student’s transcript.

Additional information for Associate of Science in Respiratory Care (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 successfully 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 when the course is offered in the subsequent cohort only.*

*If a student fails a course, they may be eligible to join a subsequent cohort if space permits. Students must retake this course within two years. Any time past two 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 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.

GRADUATION REQUIREMENTS

Program-Specific Graduation Requirements

Page 152

Additional Graduation Requirements for the Associate of Science in Respiratory Care 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 logged into the Clinical Trac software.
2. Students must have acquired an Associate Degree by a CoARC Accredited program before being able to sit for the RRT exam.

USE OF AI TOOLS

Page 157

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 the use of AI tools for specific uses. AI tools can be used to 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 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 if 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 need to be aware of the potential risks of submitting prompts that include information deemed confidential either by law or by Gurnick Academy of Medical Arts. The user is responsible for not violating any regulatory or intellectual property laws including submitting personal identifying information (PII). Intellectual Property must not be entered into an AI* unless written permission is given by the creator. Examples include (but are not limited to):

- Student's posts or responses in discussion forum
- Student submissions
- Assignment prompts and instructions
- Curriculum and learning materials
- Multimedia content
- Any content created by anyone other than yourself

** Does not apply to tools used to evaluate AI usage such as TurnItIn.com*

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. If there are any questions or doubts about permitted usage, please ask the instructor or supervisor for clarification.

Acceptable Uses May Include (but 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 handbook or employee handbook for more details regarding the use of AI Tools.

Citation

The use of AI tools must be documented for transparency. Citations should be in either MLA or APA style depending on the assignment. If more than one prompt was used, a citation for each prompt must be included.

APA Style: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

MLA Style: <https://style.mla.org/citing-generative-ai/>

ASSOCIATE OF OCCUPATIONAL SCIENCE IN ULTRASOUND TECHNOLOGY (A.O.S. IN UT)

Page 166

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. Graduates will have the opportunity to work in hospitals, imaging centers, physicians' offices, or clinics.

ASSOCIATE OF OCCUPATIONAL SCIENCE IN RESPIRATORY CARE (A.O.S. IN RC)

Page 161

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 school official for complete list of potential occupations

LOCATIONS:

Modesto

DELIVERY: Blended

A.O.S. in RC Program Mission

The Associate of Occupational Science in Respiratory Care (A.O.S. in RC) at Gurnick Academy of Medical Art aims to motivate and educate undergraduate respiratory care (RC) students to meet the healthcare needs of individuals, families, and communities. Our mission is to educate 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, laboratory, and clinical settings.

A.O.S. in RC Program Description

This program goal 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 Objectives

- Provide a high-quality educational experience to each individual desiring to enter into the respiratory care profession.
- Provide a depth of human understanding and a wide range of respiratory related skills based on scientific principles and established fundamentals in the industry.
- Guide the A.O.S. in RC student in collaborative practice with other healthcare professionals to meet patient needs.
- Help develop and empower the A.O.S. in RC student to become a role model, patient advocate, patient educator, and caregiver who provides an environment conducive to maintaining dignity and maximizing wellness of each individual.
- Guide the student in becoming an active participant in the learning process and assist with their development of self-awareness and self-direction.
- Provide a shared learning environment between faculty and students through the exchange of knowledge and experience to promote change within the participants.
- Provide students with the training and skill sets necessary to treat patients across the age spectrum through didactic, laboratory, and experience via clinical practicum.

A.O.S. in RC Program Outline

Table XX. *A.O.S. in RC Program Course Outline*

Course Number	Title	Clock Hours	Semester Credit Hours
GE 112	<i>Algebra I</i>	45	3.0
GE 201	<i>Introduction to Sociology</i>	45	3.0
GE 230	<i>Written & Oral Communication</i>	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. Make sure to read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details. Gurnick Academy of Medical Arts Respiratory Care Program has lab/classrooms equipped with modern audio-visual teaching aids, textbooks, journals, anatomical charts, and models in addition to e-library resources. The laboratory is equipped with high fidelity mannequin and equipment pertinent to the field of respiratory care such as ventilators, nebulizers, intubation equipment etc.

The Respiratory Care Program is an Associate of Occupational Science Degree program. The student will receive didactic, laboratory, and clinical education focused on respiratory care. Instructor to student ratio is 1:25 in lecture and 1:10 in laboratory and 1:1 during externship.

The program consists of five (5) semesters of fifteen (15) weeks each. During the first Semester (15 weeks) of the program, students will be taking General Education courses and core courses 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 (3) will consist of 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 (4) will consist of online didactic, on campus lab sessions, and the second clinical practice. Clinical Practice during this semester will occur during the last 9 weeks (9) 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 (5) will consist of online didactic, on campus lab sessions, and the second clinical practice. Clinical Practice during this semester will occur during the last 9 weeks (9) 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 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 completion of the program, an Associate of Occupational Science Degree in Respiratory Care is awarded. Normal completion time for this program is seventy-five (75) 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).

Voluntary and Prudent Use Statement for Respiratory Care

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 CARDIAC ULTRASOUND TECHNOLOGY (A.O.S. IN CUT)

Page 168

72 WEEKS

1792 CLOCK HOURS

107 QUARTER CREDIT HOURS

ASSOCIATE OF OCCUPATIONAL SCIENCE DEGREE PROGRAM,

6 MODULES

STANDARD OCCUPATIONAL CLASSIFICATION (SOC Code):

29-2032.00

POTENTIAL OCCUPATIONS:

Please see school official for complete list of potential occupations

LOCATIONS:

San Jose, Sacramento

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 minimum expectations are to prepare competent entry-level Cardiac Sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates have the opportunity to work in hospitals, imaging centers, physicians' offices, or clinics.

A.O.S. in CUT Program Goals and Objectives

- To train students to be professional and competent Cardiac sonographers in the medical imaging community by developing their visual, oral, and written communication skills as well as their critical thinking skills.
- To develop interpersonal skills in communicating and interacting with patients of all generations, cultures, and medical conditions.
- To develop interpersonal skills in communicating and interacting with medical and administrative personnel in the medical imaging setting so they will be effective team players.
- To teach students knowledge and understanding of human physiology, pathology, and pathophysiology.
- To teach students knowledge and understanding of ultrasound physical principles and instrumentation.
- To teach students the knowledge of sonographic biological effects and proper application of sonographic instrumentation relative to imaging and image quality.
- To teach students knowledge and understanding of human gross and sectional anatomy relative to normal and abnormal sonographic imaging.
- To teach students how to produce quality diagnostic images of the heart with the required information contributing to the diagnostic process.
- To teach students the necessary skills needed for proper patient care while utilizing ethical, professionalism and HIPAA guidelines.
- To provide students with knowledge, clinical skills, problem solving abilities, and interpersonal skills to practice in the profession of sonography.
- To emphasize the importance and need of becoming credentialed in the profession of Cardiac Sonographer.
- To prepare students to pass ARDMS certification exam.
- To teach and emphasize the appropriate ergonomic scanning applications for the Cardiac Sonographer's wellbeing.

A.O.S. in CUT Program Outline

Table XX. A.O.S. in CUT Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
GE 002	<i>Principles of Physics</i>	45	4.5
GE 021	<i>Essentials of Anatomy and Physiology</i>	66	6.5
GE 112	<i>Algebra I</i>	45	4.5
GE 110	<i>Critical Thinking</i>	45	4.5
GE 230	<i>Written & Oral Communication</i>	45	4.5
CS 300	Introduction to Cardiology 1	72	7

CS 300L	Laboratory Introduction to Cardiology 1	72	3.5
CS 301	Adult Echocardiography 1	72	7
CS 301L	Laboratory Adult Echocardiography 1	72	3.5
CS 400	Introduction to Cardiology 2	72	7
CS 400L	Laboratory Introduction to Cardiology 2	72	3.5
CS 401	Adult Echocardiography 2	72	7
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
CS X02	Clinical 2	400	13
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. Make sure to read the accompanying Addendum for change and updates as well as check in with the Admission Advisor for details. Gurnick Academy of Medical Arts Cardiac Ultrasound Technology Program has a library and classrooms equipped with modern audio-visual teaching aids, textbooks, journals, anatomical charts, and models in addition to e-library resources. The scan laboratory is equipped with ultrasound machines and 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. Instructor to student ratio is 1:25 in lecture and 1:10 in laboratory and 1:1 during externship.

The program consists of six (6) modules of twelve (12) weeks each. During the first module (12 weeks) of the program, students will be taking General Education courses up to 24 hours per week via online delivery. During the second

module (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) modules (Module 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) modules, students are generally expected to start attending externships four (4) days a week.

Registry Preparation Courses (RPC) are scheduled once a month 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. Upon completion of the program, an Associate of Occupational Science Degree in Cardiac Ultrasound Technology is awarded. Normal completion time for this program is seventy-two (72) 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).

Voluntary and Prudent Use Statement for Ultrasound Technology

Instructions in the ultrasound training laboratory are made possible by the participation of students, both as the person scanning and the person being scanned (subject). 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 VASCULAR ULTRASOUND TECHNOLOGY (A.O.S. IN VUT)

Page 169

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 will have the opportunity to work in hospitals, imaging centers, physicians' offices, or clinics.

ASSOCIATE OF SCIENCE IN NUCLEAR MEDICINE TECHNOLOGY PROGRAM (A.S. IN NM)

Page 176

A.S. in NM Program Outline

Table 31. *ASNMM Program Course Outline*

Course Number	Title	Clock Hours	Quarter Credit Hours
<i>GE 002</i>	<i>Principles of Physics</i>	45.0	4.5
<i>GE 003</i>	<i>Conceptual Chemistry with Laboratory</i>	75.0	6.0
<i>GE 020A</i>	<i>Human Body in Health & Disease I with Laboratory</i>	75.0	6.0
<i>GE 020B</i>	<i>Human Body in Health & Disease II with Laboratory</i>	75.0	6.0

<i>GE 112</i>	<i>Algebra I</i>	45.0	4.5
<i>GE 230</i>	<i>Written & Oral Communication</i>	45.0	4.5
<i>GEH 301</i>	<i>Ethics & Law in Health Sciences</i>	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	360.0	12.0
NM 270C	Clinical Practice III	384.0	12.5
NM 271	Nuclear Procedures III	36.0	3.5
NM 280C	Clinical Practice IV	360.0	12.0
NM 281	Nuclear Medicine Capstone	36.0	3.5
TOTAL		2,646.0	173.0

General Education courses are identified in *Italic*

ASSOCIATE OF SCIENCE IN NURSING PROGRAM (ADN)

Page 179

ADN Program Outline

Table 32. Generic ADN Program Outline

Course Number	Course Title	ABHES Clock Hours	BRN Clock Hours	Semester Credit Hours
<i>GE 020A</i>	<i>Human Body in Health and Disease I with Lab</i>	<i>75.0</i>	<i>90.0</i>	<i>4.0</i>
<i>GE 041</i>	<i>General Microbiology with Lab</i>	<i>75.0</i>	<i>90.0</i>	<i>4.0</i>
<i>GE 222</i>	<i>English Reading and Composition</i>	<i>45.0</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 112</i>	<i>Algebra I</i>	<i>45.0</i>	<i>45.0</i>	<i>3.0</i>
<i>GE 202</i>	<i>General Psychology</i>	<i>45.0</i>	<i>45.0</i>	<i>3.0</i>

GE 020B	<i>Human Body in Health and Disease II with Lab</i>	75.0	90.0	4.0
GE 031	<i>Nutrition in Health & Disease</i>	45.0	45.0	3.0
GE 110	<i>Critical Thinking</i>	45.0	45.0	3.0
GE 201	<i>Introduction to Sociology</i>	45.0	45.0	3.0
GE 240	<i>Public Speaking, Basics of Effective Communication</i>	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 33. LVN to RN Advanced Placement General Education Outline

Course Number	Course Title	ABHES Clock Hours	BRN Clock Hours	Semester Credit Hours
GE 020A	<i>Human Body in Health and Disease I with Lab</i>	75.0	90.0	4.0
GE 041	<i>General Microbiology with Lab</i>	75.0	90.0	4.0
GE 222	<i>English Reading and Composition</i>	45.0	45.0	3.0
GE 112	<i>Algebra I</i>	45.0	45.0	3.0
GE 202	<i>General Psychology</i>	45.0	45.0	3.0

GE 020B	<i>Human Body in Health and Disease II with Lab</i>	75.0	90.0	4.0
GE 031	<i>Nutrition in Health & Disease</i>	45.0	45.0	3.0
GE 110	<i>Critical Thinking</i>	45.0	45.0	3.0
GE 201	<i>Introduction to Sociology</i>	45.0	45.0	3.0
GE 240	<i>Public Speaking, Basics of Effective Communication</i>	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 are to be credit granted for LVNs, subject to Credit Granting Policy).

ASSOCIATE OF SCIENCE IN RADIOLOGIC TECHNOLOGY PROGRAM (A.S. IN RT)

Page 189

A.S. in RT Program Outline

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 XX. A.S. in RT Program Credit Granting for Applicants with Current License

COURSE NUMBER	COURSE TITLE	CLOCK HOURS	QUARTER CREDIT HOURS
GE 011	<i>Anatomy & Physiology I</i>	56.0	5.5
GEH 020	<i>Medical Terminology</i>	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

BACHELOR OF SCIENCE IN NURSING PROGRAM (BSN)

Page 193

Table 42. Generic BSN Program Outline

Course Number	Course Title	ABHES Clock Hours	BRN Clock Hours	Semester Credit Hours
GE 020A	<i>Human Body in Health & Disease I w/ Lab</i>	75.0	90.0	4.0
GE 041	<i>General Microbiology with Lab</i>	75.0	90.0	4.0
GE 222	<i>English Reading and Composition</i>	45.0	45.0	3.0
GE 112	<i>Algebra I</i>	45.0	45.0	3.0
GE 201	<i>Introduction to Sociology</i>	45.0	45.0	3.0
GE 020B	<i>Human Body in Health & Disease II w/ Lab</i>	75.0	90.0	4.0
GE 031	<i>Nutrition in Health & Disease</i>	45.0	45.0	3.0
GE 202	<i>General Psychology</i>	45.0	45.0	3.0
GE 240	<i>Public Speaking, Basics of Effective Communication</i>	45.0	45.0	3.0
GE 110	<i>Critical Thinking</i>	45.0	45.0	3.0
GE 111	<i>Research Statistics</i>	45.0	45.0	3.0
GEH 101	<i>Organization & Function of Health Services</i>	45.0	45.0	3.0
GEH 102	<i>Essentials of Patient Education</i>	45.0	45.0	3.0
GE 103	<i>Growth and Development Through Lifespan</i>	45.0	45.0	3.0
GEH 201	<i>Holistic Health & Complimentary Alternative Medicine</i>	30.0	30.0	2.0
GEH 301	<i>Ethics and Law in Health Science</i>	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	30.0	30.0	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 42. LVN to BSN Advanced Placement General Education Outline

Course Number	Course Title	ABHES Clock Hours	BRN Clock Hours	Semester Credit Hours
GE 020A	<i>Human Body in Health & Disease I w/ Lab</i>	75.0	90.0	4.0
GE 041	<i>General Microbiology with Lab</i>	75.0	90.0	4.0
GE 222	<i>English Reading and Composition</i>	45.0	45.0	3.0
GE 112	<i>Algebra I</i>	45.0	45.0	3.0
GE 201	<i>Introduction to Sociology</i>	45.0	45.0	3.0
GE 020B	<i>Human Body in Health & Disease II w/ Lab</i>	75.0	90.0	4.0
GE 031	<i>Nutrition in Health & Disease</i>	45.0	45.0	3.0
GE 202	<i>General Psychology</i>	45.0	45.0	3.0
GE 240	<i>Public Speaking, Basics of Effective Communication</i>	45.0	45.0	3.0
GE 110	<i>Critical Thinking</i>	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 Credit Granting Policy)

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 47. RN to BSN General Education Outline

Course Number	Course Title	ABHES Clock Hours	BRN Clock Hours	Semester Credit Hours
GE 020A	<i>Human Body in Health & Disease I w/ Lab</i>	75.0	90.0	4.0
GE 041	<i>General Microbiology with Lab</i>	75.0	90.0	4.0
GE 222	<i>English Reading and Composition</i>	45.0	45.0	3.0
GE 112	<i>Algebra I</i>	45.0	45.0	3.0
GE 201	<i>Introduction to Sociology</i>	45.0	45.0	3.0
GE 020B	<i>Human Body in Health & Disease II w/ Lab</i>	75.0	90.0	4.0
GE 031	<i>Nutrition in Health & Disease</i>	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 Credit Granting Policy).

MEDICAL ASSISTANT (MA)

Page 211



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, Fresno, and Modesto.

DELIVERY: Blended (Residential and Distance Education)

Gurnick Academy of Medical Arts students in the Medical Assistant Skills Lab at the Fresno campus.

VOCATIONAL NURSE PROGRAM (VN)

Page 215

VN Program Outline

Table 62. VN Program Course Outline

Course Number	Title	Clock Hours	Quarter Credit Hours
VN 100	Fundamental 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 210	Pharmacology I	40.0	4.0
VN 220	Clinical II*	278.0	9.0
VN 300	Medical/Surgical Nursing II*	96.0	9.5
VN 310	Pharmacology II	48.0	4.5
VN 320	Clinical III*	278.0	9.0
VN 400	Obstetric Nursing	44.0	4.0
VN 410	Pediatric Nursing	44.0	4.0

VN 420	Psychiatric Nursing	32.0	3.0
VN 430	Clinical IV	278.0	9.0
VN 440	Preparation for NCLEX	40.0	4.0
TOTAL		1,570.0	92.5

*Paired course. See the course description for more details.

COURSE DESCRIPTIONS

Page 234

GE Courses — Distance Education (Online)

GE 020A — Human Body in Health and Disease I with Lab — 75 ABHES Clock Hours ABHES)/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 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 ABHES Clock Hours ABHES)/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 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 041 — General Microbiology w/Lab — 75 ABHES Clock Hours ABHES)/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.

Associate of Occupational Science in Respiratory Care (A.O.S. in RC) Courses – Blended Program

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 topics such as history of respiratory care, importance of evidence-based practice, quality, patient safety, communication, record keeping, infection prevention and control, ethical and legal implications of practice, 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 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 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 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 procedure 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 a “C” or better.

In this hybrid course, the online classroom will provide an introduction to the patient record. Students will learn how to modify a care plan based on the evaluation of a patient’s respiratory status through the application of physical assessment, including visual and tactile methods, and measured vital signs. In the lab, students will have the opportunity to 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 progression of care.

RC 300 – Respiratory Care Fundamentals III – 75 Clock Hours / 4 Semester Credits

Prerequisite — Completion of courses in preceding modules a “C” or better.

In this hybrid course, the online classroom will cover a variety of patient diagnostic applications, including electrocardiogram analysis, patient monitoring, and thoracic imaging. This course will explore 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 how 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 a “C” or better.

In this hybrid course students will be introduced to mechanical ventilation theory and application, and airway management. In the classroom, students will explore respiratory failure and how it leads to the need for BIPAP 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 BIPAP and ventilator practice and will be able to 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 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 a variety of 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 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 a “C” or better.

This course will explore cardiopulmonary disease, 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 a “C” or better.

This hybrid course takes an in-depth approach to the management of the critically ill patient. In the classroom, students will delve deeper into the theory of mechanical ventilation and employ critical thinking skills into real life case studies. In the lab setting, student 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 a “C” or better.

This clinical practicum will consist of 216 hours of supervised patient care in the hospital setting. Students will be able to perform patient assessment, and a variety of 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 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 requirement of the course.

RC 520 — Neonatal and Pediatric Respiratory Care — 90 Semester Hours / 5 Semester Credits

Prerequisite: Completion of courses in preceding modules a “C” or better.

Students will address the needs of caring for the neonatal and pediatric population. 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 a variety of respiratory modalities unique to the neonatal/pediatric population, as well as 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 a “C” or better.

This clinical practicum will consist of 216 hours of supervised patient care in the hospital setting. Students will be able to perform patient assessment, and a variety of 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.

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 modules a “C” or better.

Introduction to Cardiology 1 is an introduction to the 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 successfully perform adult echocardiograms.

CS 300L — Laboratory Introduction to Cardiology 1 — 72 Clock Hours/3.5 Quarter Credit Hours

Prerequisite: Completion of courses in preceding modules 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, so students can build on them with advanced techniques and measurements taught in other courses.

CS 301 — Introduction to Adult Echocardiography 1 — 72 Clock Hours/7 Quarter Credit Hours

Prerequisite: Completion of courses in preceding modules 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 is for “normal”.

CS 301L — Laboratory Introduction to Adult Echocardiography 1 — 72 Clock Hours/3.5 Quarter Credit Hours

Prerequisite: Completion of courses in preceding modules 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 modules 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 the instruction of 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 modules 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, ECG practice and introduce vascular protocols.

CS 401 — Introduction to Adult Echocardiography 2 — 72 Clock Hours/7 Quarter Credit Hours

Prerequisite: Completion of courses in preceding modules 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 the emphasis on their sonographic appearance and evaluation with echocardiography.

CS 401L — Laboratory Introduction to Adult Echocardiography 2 — 72 Clock Hours/3.5 Quarter Credit Hours

Prerequisite: Completion of courses in preceding modules a "C" or better. This course will be 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, ECG practice 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 modules a "C" or better.

Registry Preparation Course (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 modules a "C" or better.

Registry Preparation Course (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 modules a "C" or better.

Registry Preparation Course (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 modules a "C" or better.

Registry Preparation Course (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 modules a "C" or better.

Registry Preparation Course (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 modules a "C" or better.

Registry Preparation Course (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 a Twelve (12) weeks of Level 1 externship which is integrated within AOSCUT module courses. Externship expectations will vary as to the externship site assignment for each student. This provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and acquire effective diagnostic information on patients is evidenced by meeting specific objectives 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 is guidance to the CI and department staff for the expectations of the ultrasound extern. CS X01 also consists of assignments on Moodle for ARDMS preparation. The emphasis will be on the SPI preparation to encourage students in CS X01 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 assignment is not available for reasons determined by the clinical site and the school. Virtual lab assignments may be given by the clinical coordinator 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 XO2 is a Twelve weeks (12) of Level 2 externship which is integrated within AOSCU module courses. Externship expectations will vary as to the externship site assignment for each student. This provides the student with an opportunity to relate theory to practice in a supervised situation. The student's ability to perform correct protocols and acquire effective diagnostic information on patients is evidenced by meeting specific objectives and competencies in each clinical specialty area. Level 2 competency evaluation will be signed off by clinical instructors on Trajecs and reviewed by the clinical coordinator. A Clinical Instructor (CI) Preceptor Handbook is provided for each site supervisor. The handbook is guidance to the CI and department staff for 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 assignment is not available for reasons determined by the clinical site and the school. Virtual lab assignments may be given by the clinical coordinator for extra learning opportunities or make-up assignments.

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

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. Levels of competency and outcomes measurement ensure the patient's well-being preparatory to, during, and following the radiologic procedure.

Associate of Science in Nuclear Medicine Technology (A.S. in NM) Courses — Blended, Full Distance Education Program

NM 271 — Nuclear Procedures III — 36 Clock Hours/3.5 Quarter Credit Hours

Prerequisite: Completion of module VI with a "C" or better.

The course reviews the program's core curriculum to prepare students to study for and pass the national credentialing examination. Content will cover the registry content specifications to include patient care and procedures. Students will take mock registry board exams and learn effective studying strategies.

NM 281 — Nuclear Medicine Capstone — 36 Clock Hours/3.5 Quarter Credit Hours

Prerequisite: Completion of module VII with a "C" or better.

The course reviews the program's core curriculum to prepare students to study for and pass the national credentialing examination. Content will cover the registry content specifications to include safety and image production. Students will take mock registry board exams and learn effective studying strategies.

Vocational Nurse (VN) Courses – Blended Program

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 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 upon completing this course.

VN 200 – Medical/Surgical Nursing I – 88 Clock Hours/8.5 Quarter Credit Hours

Prerequisite: Completion of VN 100, VN 110, VN 120, and VN 130 with 75% or higher. 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 caring 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 VN 100, VN 110, VN 120, and VN 130 with 75% or higher. 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 300 – Medical/Surgical Nursing II – 96 Clock Hours/9.5 Quarter Credit Hours

Prerequisite: Completion of VN 200, VN 210, and VN 220 with 77% or higher. 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 VN 200, VN 210, and VN 220 with a "C" or higher. 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.

ACADEMIC CALENDAR 2024

HOLIDAYS FOR ALL CAMPUSES AND PROGRAMS*

January 1, 2024	New Year's Day	October 14, 2024	Indigenous Peoples' Day
January 15, 2024	Dr. Martin Luther King Jr. Day	November 11, 2024	Veterans Day
February 19, 2024	Presidents' Day	November 28 – November 29, 2024	Thanksgiving Break
May 27, 2024	Memorial Day	December 24, 2024	Christmas Eve
June 19, 2024	Juneteenth Day	December 25, 2024	Christmas Day
July 4, 2024	Independence Day	December 31, 2024	New Year's Eve
September 2, 2024	Labor Day		

*Online courses are not subjected to the above Holiday schedule. Please refer to the course schedule once enrolled.

2024 START DATES PER CAMPUS AND PER PROGRAM

	San Jose	Concord	Modesto	Fresno	Sacramento	Van Nuys
ADN				Jan 8, 2024 May 6, 2024 Sept 3, 2024		
ADN (LVN to RN Pathway)				Jan 22, 2024		
A.O.S in RC			May 6, 2024			
A.O.S in RT						Mar 25, 2024 Sept 23, 2024
A.O.S. in UT	Jan 2, 2024 July 1, 2024			Jan 2, 2024 July 1, 2024	Jan 2, 2024 July 1, 2024	
A.O.S. in CUT	Jan 2, 2024 July 1, 2024				Jan 2, 2024 July 1, 2024	
A.O.S. in VUT	Jan 2, 2024 July 1, 2024					
A.S. in MRI	Jan 2, 2024 July 1, 2024 Online: Mar 25, 2024 Sept 23, 2024		Mar 25, 2024 Sept 23, 2024		Mar 25, 2024 Sept 23, 2024	
A.S. in NM		Apr 1, 2024				
A.S. in PTA	Jan 2, 2024 July 1, 2024					
A.S. in RT		July 1, 2024			July 1, 2024	
A.S. in VN				Jan 8, 2024 May 6, 2024 Sept 3, 2024		
B.S. in DMI		Jan 8, 2024 May 6, 2024				

		Sept 3, 2024				
B.S. in RT						Jan 8, 2024
BSN		Jan 8, 2024 May 6, 2024 Sept 3, 2024				
BSN (LVN to BSN Pathway)		Jan 22, 2024				
BSN (RN to BSN Pathway)		Jan 8, 2024 May 6, 2024 Sept 3, 2024				
DA			Jan 2, 2024 Mar 25, 2024 July 1, 2024 Sept 23, 2024			
MA		Jan 2, 2024 Mar 25, 2024 July 1, 2024 Sept 23, 2024	Jan 2, 2024 Mar 25, 2024 July 1, 2024 Sept 23, 2024			
MSN (BSN to MSN)		Jan 8, 2024 May 6, 2024 Sept 3, 2024				
VN	Jan 2, 2024 July 1, 2024	Jan 2, 2024 Mar 25, 2024 July 1, 2024 Sept 23, 2024	Jan 2, 2024 Mar 25, 2024 July 1, 2024 Sept 23, 2024	Jan 2, 2024 Mar 25, 2024 July 1, 2024 Sept 23, 2024	Jan 2, 2024 July 1, 2024	
XTMAS		Mar 25, 2024 Sept 23, 2024			Mar 25, 2024 Sept 23, 2024	Mar 25, 2024 Sept 23, 2024

The start date is determined as the first day attendance is taken. Programs with General Education courses sequenced at the beginning of the program will open and be available for access one week prior to the start date.

2024 BREAKS PER CAMPUS AND PER PROGRAM

Campus	Programs	Dates
San Jose	A.S. in MRI, A.O.S. in UT, A.O.S. in CUT, A.O.S. in VUT, VN	June 17, 2024 – June 30, 2024 December 16, 2024 – January 5, 2025
	A.S. in PTA	Please reference the Student Handbook
Concord	A.S. in NM	June 24, 2024 – June 30, 2024 September 23, 2024 – September 29, 2024 December 16, 2024 – January 5, 2025

	A.S. in RT	March 25, 2024 – March 31, 2024 June 24, 2024 – June 30, 2024 September 23, 2024 – September 29, 2024 December 16, 2024 – January 5, 2025
	BSDMI	April 22, 2024 – May 5, 2024 August 19, 2024 – September 1, 2024 December 16, 2024 – January 5, 2025
	BSN	April 22, 2024 – May 5, 2024 August 19, 2024 – September 1, 2024 December 16, 2024 – January 5, 2025
	BSN (LVN to BSN Pathway)	August 19, 2024 – September 1, 2024 December 16, 2024 – January 5, 2025
	BSN (RN to BSN Pathway)	April 22, 2024 – May 5, 2024 August 19, 2024 – September 1, 2024 December 16, 2024 – January 5, 2025
	MA	June 17, 2024 – June 30, 2024 December 16, 2024 – January 5, 2025
	XTMAS	March 25, 2024 – March 31, 2024 June 17, 2024 – June 30, 2024 September 23, 2024 – September 29, 2024 December 16, 2024 – January 5, 2025
Modesto	A.O.S. in RC	April 22, 2024 – May 5, 2024 August 19, 2024 – September 1, 2024 December 16, 2024 – January 5, 2025
	A.S. in MRI, DA, MA, VN	June 17, 2024 – June 30, 2024 December 16, 2024 – January 5, 2025
Fresno	ADN (GEN)	April 22, 2024 – May 5, 2024 August 19, 2024 – September 1, 2024 December 16, 2024 – January 5, 2025
	A.O.S. in UT, VN	June 17, 2024 – June 30, 2024 December 16, 2024 – January 5, 2025
	A.S. in VN	April 22, 2024 – May 5, 2024 August 19, 2024 – September 1, 2024 December 16, 2024 – January 5, 2025
Sacramento	A.S. in MRI, A.O.S. in UT, A.O.S. in CUT, VN	June 17, 2024 – June 30, 2024 December 16, 2024 – January 5, 2025
	A.S. in RT	March 25, 2024 – March 31, 2024 June 24, 2024 – June 30, 2024 September 23, 2024 – September 29, 2024 December 16, 2024 – January 5, 2025
	XTMAS	March 25, 2024 – March 31, 2024 June 17, 2024 – June 30, 2024 September 23, 2024 – September 29, 2024 December 16, 2024 – January 5, 2025
Van Nuys	A.O.S. in RT	July 3, 2023 – July 9, 2023 December 18, 2023 – December 31, 2023

	B.S. in RT	April 22, 2024 – May 5, 2024 August 19, 2024 – September 1, 2024 December 16, 2024 – January 5, 2025
	XTMAS	March 25, 2024 – March 31, 2024 June 17, 2024 – June 30, 2024 September 23, 2024 – September 29, 2024 December 16, 2024 – January 5, 2025

CURRENT FEES AND TUITION

The table below reflects upcoming future starts only. There are no additional fees for online courses.

Program	Registration Fee ¹	Student Tuition Recovery Fund ¹	Textbooks	Tuition Fee	Total Program Cost ³
ADN GEN	\$100.00	\$245.00	\$650.00	\$97,060.00	\$98,055.00 ⁵
ADN AP (LVN to ADN)	\$100.00	Transition \$22.50	Transition \$100.00	Transition \$9,000.00	\$62,030.00
		Core \$132.50	Core \$175.00	Core \$52,500.00	
A.O.S. in. RC	\$100.00	\$127.50	\$475.00	\$50,000.00	\$50,702.50
A.O.S. in. RT	\$100.00	\$165.00	\$400.00	\$65,767.50	\$66,432.50
A.O.S. in UT	\$100.00	\$160.00	\$400.00	\$64,472.50	\$64,132.50
A.O.S. in CUT	\$100.00	\$130.00	\$425.00	\$51,360.00	\$52,015.00
A.O.S. in VUT	\$100.00	\$127.50	\$350.00	\$50,925.00	\$51,502.50
A.S. in MRI (San Jose /Sacramento/Modesto)	\$100.00	\$137.50	\$475.00	\$54,050.00	\$54,762.50
A.S. in MRI* (Online Fresno)	\$100.00	\$137.50	\$475.00	\$54,050.00	\$54,762.50
A.S. in MRI* (Online Los Angeles, Palm Springs)	\$100.00	\$100.00	\$475.00	\$39,606.00	\$40,281.00
A.S. in MRI* (Online AZ, FL, NV)	\$100.00	\$0.00	\$475.00	\$39,606.00	\$40,181.00
A.S. in NM	\$100.00	\$152.50	\$475.00	\$60,858.00	\$61,585.50
A.S. in PTA	\$100.00	\$112.50	\$400.00	\$44,649.00	\$45,261.50
A.S. in RT	\$100.00	\$172.50	\$675.00	\$68,402.00	\$69,349.50
A.S. in VN	\$100.00	\$50.00	\$225.00	\$19,800.00	\$20,175.00
BSDMI	\$100.00	\$52.50	\$300.00	\$20,400.00	\$20,852.50

BSN GEN	\$100.00	\$357.50	\$900.00	\$142,200.00	\$143,557.50 ⁵
BSN AP (LVN to BSN)	\$100.00	Transition \$22.50	Transition \$100.00	Transition \$9,000.00	\$106,080.00 ⁵
		Core \$242.50	Core \$375.00	Core \$96,240.00	
BSN (RN to BSN)	\$100.00	\$27.50	\$225.00 ⁴	\$10,368.00	\$10,720.50
B.S. in RT	\$100.00	\$197.50	\$725.00	\$77,738.00	\$78,760.50 ⁶
DA	\$100.00	\$37.50	\$75.00	\$14,680.00	\$14,892.50
MA	\$100.00	\$35.00	\$150.00	\$14,195.00	\$14,480.00
MSN (BSN to MSN)	\$100.00	\$37.50	\$400.00	\$14,400.00	\$14,937.50
VN (Sacramento)	\$100.00	EMB \$5.00	EMB n/a	EMB \$1,500.00	\$38,180.00
		Core \$90.00	Core \$375.00	Core \$36,110.00	
VN (San Jose, Concord, Modesto, Fresno)	\$100.00	EMB \$5.00	EMB n/a	EMB \$1,500.00	\$39,755.00
		Core \$95.00	Core \$375.00	Core \$37,680.00	
XTMAS	\$100.00	\$65.00	\$350.00	\$25,881.30	\$26,396.30

CPR BLS Course	N/A	\$0.00	N/A	\$60.00	\$60.00
IV Blood Withdraw Course (Gurnick Students/ Graduates) ²	\$100.00	\$0.00	N/A	\$333.00	\$433.00
IV Blood Withdrawal Course (Non-Gurnick Students/Graduates) ²	\$100.00	\$0.00	N/A	\$396.00	\$496.00

ING – Medical/Surgical	N/A	\$8.00	\$75.00	\$16,000.00	\$16,083.00
ING – Maternal/Newborn	N/A	\$3.50	\$25.00	\$7,200.00	\$7,228.50

ING – Care of Children	N/A	\$3.50	\$25.00	\$7,200.00	\$7,228.50
ING – Mental Health	N/A	\$3.00	\$25.00	\$6,400.00	\$6,428.00

Essential Medical Bioscience	\$100	\$5.00	N/A	\$1,900.00	\$2,005.00
Nursing Transition (ADN-AP/ING)	\$100	\$4.50	\$233.50	\$9,000.00	\$9338.00
Nursing Transition (BSN-AP)	\$100	\$4.50	\$233.50	\$9,000.00	\$9338.00
Venipuncture	N/A	\$0.00	N/A	\$240.00	\$240.00

¹ Non-Refundable – Effective February 8, 2021, \$0.50 for every \$1,000 rounded to the nearest \$1,000 of institutional charges. Effective April 1, 2023, \$2.50 for every \$1,000 rounded to the nearest \$1,000 of institutional charges. For institutional charges of one thousand dollars (\$1,000) or less, the assessment is zero dollars (\$0).

² Continuing Education Courses and International Courses are not accredited.

³ Please note that Total Program Cost excludes Transportation, Room & Board and Personal Expenses.

⁴ Several books must be obtained by students on their own and the cost of these books is not included in Textbooks. Please refer to the RN to BSN Program Textbook Distribution Disclosure for details.

⁵ Cost Per Credit (CPC):

Program	Gen. Ed.	CORE
A.S. in Nursing – Generic Pathway	\$520.00	\$1,700.00
B.S. in Nursing – Generic Pathway	\$520.00	\$1,660.00
B.S. in Nursing – LVN- BSN	\$520.00	\$1,900.00
Advanced Placement		
B.S. in Radiation Therapy	\$520.00	\$634.50

⁶ Cost Per Credit (CPC):

Program	Gen. Ed. & Intro	CORE
B.S. in Radiation Therapy	\$520.00	\$634.50

*Program is offered through the San Jose Campus and is delivered as online didactic with on ground clinicals.

Total Fees Per Period of Enrollment:

Clock Hour Programs

Program	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
A.O.S. in RT	\$10,790.00	\$10,125.00	\$10,125.00	\$10,125.00	\$11,115.00	\$11,115.00	\$3,037.50	N/A
A.S. in NM	\$10,802.50	\$10,350.00	\$10,525.00	\$10,375.00	\$9,804.00	\$9,729.00	N/A	N/A

A.S. in PTA	\$15,412.50	\$14,900.00	\$7,474.50	\$7,474.50	N/A	N/A	N/A	N/A
A.S. in RT	\$10,922.50	\$10,375.00	\$10,400.00	\$10,450.00	\$10,550.00	\$10,350.00	\$6,302.00	N/A
Dental Assistant	\$7,552.50	\$7,340.00	N/A	N/A	N/A	N/A	N/A	N/A
Medical Assistant	\$7,382.50	\$7,097.50	N/A	N/A	N/A	N/A	N/A	N/A
VN (Sacramento)	\$10,690.00	\$10,350.00	\$7,830.00	\$7,705.00	N/A	N/A	N/A	N/A
VN (Concord, Modesto, Fresno) March 2024	\$11,145.00	\$10,800.00	\$8,165.00	\$8,040.00	N/A	N/A	N/A	N/A
VN (San Jose, Concord, Modesto, Fresno) July 2024	\$11,145.00	\$10,800.00	\$8,165.00	\$8,040.00	N/A	N/A	N/A	N/A
XTMAS	\$9,150.00	\$8,735.00	\$8,511.30	N/A	N/A	N/A	N/A	N/A

Quarter Credit Hour Programs

Program	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
A.O.S. in CUT	\$7,770.00	\$9,485.00	\$10,180.00	\$10,660.00	\$6,960.00	\$6,960.00	N/A	N/A
A.O.S. in UT	\$7,412.50	\$8,997.50	\$7,835.00	\$7,532.50	\$10,237.50	\$11,880.00	\$5,232.50	\$5,005.00
A.O.S. in VUT	\$7,845.00	\$9,582.50	\$10,310.00	\$9,457.50	\$7,032.50	\$7,275.00	N/A	N/A
A.S. in MRI (San Jose /Sacramento/Modesto)	\$7,572.50	\$10,910.00	\$9,760.00	\$8,980.00	\$9,710.00	\$7,830.00	N/A	N/A
A.S. in MRI* (Online Central - Fresno)	\$7,572.50	\$10,910.00	\$9,760.00	\$8,980.00	\$9,710.00	\$7,830.00	N/A	N/A
A.S. in MRI* (Online SoCal - Los Angeles, Palm Springs)	\$5,588.20	\$8,021.20	\$7,185.20	\$6,593.60	\$7,135.20	\$5,757.60	N/A	N/A
A.S. in MRI* (Online AZ, FL, NV)	\$5,488.20	\$8,021.20	\$7,185.20	\$6,593.60	\$7,135.20	\$5,757.60	N/A	N/A

Semester Credit Hour Programs

Program	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
ADN GEN	\$9,285.00	\$8,420.00	\$23,950.00	\$17,075.00	\$23,900.00	\$15,400.00	N/A	N/A	N/A
ADN AP	\$33,957.00	\$18,950.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A.S. in VN	\$10,450.00	\$9,700.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A
BS in DMI	\$6,652.50	\$6,500.00	\$7,700.00	N/A	N/A	N/A	N/A	N/A	N/A

B.S. in RT	\$9,237.50	\$8,420.00	\$7,405.00	\$8,740.75	\$8,565.75	\$8,348.50	\$8,565.75	\$9,642.50	\$9,834.75
BSN GEN	\$9,397.50	\$8,420.00	\$8,965.00	\$23,390.00	\$21,655.00	\$24,170.00	\$24,220.00	\$23,315.00	N/A
BSN AP	\$9,307.50	\$33,375.00	\$27,625.00	\$26,600.00	N/A	N/A	N/A	N/A	N/A
RN-BSN	\$3,946.50	\$3,531.00	\$3,243.00	N/A	N/A	N/A	N/A	N/A	N/A
BSN-MSN	\$2,662.50	\$2,450.00	\$2,475.00	\$2,500.00	\$2,400.00	\$2,425.00	N/A	N/A	N/A

Other fees, as applicable:

Please note that for some programs the following fees may be paid by Gurnick Academy.

If an exam fee is paid by Gurnick Academy, only the initial attempt is included, re-tests and consecutive attempts are not included.

Additional Gurnick Scrubs Fee	\$30.00
Additional Gurnick Sweater Fee	\$50.00
ATI Exit Exam II fee (VN, RN)	\$65.00
ATI TEAS – ATI Proctored	\$115.00
Background Check Fee	\$33.00 - \$75.00 depending on the provider and type
BRN Application Processing Fee	\$300.00
BVNPT Application Processing Fee	\$330.00
Campus Parking Permit Fee	\$50.00
CCMA (NHA) Exam Fee	\$160.00
CCMA (NHA) Prep Package	\$83.00
CET (NHA) Exam Fee	\$125.00
CET (NHA) Prep Package	\$75.00
Clinical Site Parking Fee	Varies
CPR	\$55.00-\$80.00 depending on provider
Diploma Replacement Fee	\$15.00
Dosimeter Replacement Fee	\$100.00
Drug Testing Fee	\$74.00-\$148.00
Ethics and Integrity in Academics Fee	\$500.00
Fingerprinting Fee	\$81.00 and up
Graduation Ceremony Fee	\$20.00-\$50.00
Interim Permit Fee (VN)	\$20.00
HESI II or III exam Fee (RN)	\$61.00-\$69.00
HESI II or III exam Fee (VN)	\$64.00
Library Fee for Unreturned Materials	\$1.00/each day that is late
Licensing Boards (ARRT, ARDMS, ARRT, BRN, BVNPT, CAPTE, LXT, PHN, etc.) Fees	\$200.00 - \$500.00 depending on the exam and license
Magnetic Keycard Replacement Fee	\$25.00
Microscope Usage Fee	Up to \$250.00.
Passport Photo Fee	\$10.00
Returned Check Fee	\$15.00
Replacement ID Card Fee	\$5.00
Replacement Parking Pass Fee	\$25.00

TOEFL	\$185.00-\$245.00 varies according to location
Transcript Fee	\$15.00
Health Requirements Fees- For MMR immunizations and titers, Varicella immunizations and titers, Hepatitis B vaccinations and titers, TB tests (multiple throughout the program), Tdap immunization, COVID-19 vaccination, CPR certification (every 2 years during program and as long as they are health care providers): All determined by the provider of their choice	

Please note: All make-up hours are subject to additional tuition fees that are based on the prorated hourly charges of the program.

CHANGELOG

FEBRUARY 6, 2024

- Revised the Registration Fee section to extend the time allotted to 270 days (9 months) before collecting an additional registration fee.

FEBRUARY 5, 2024

- The Additional Admissions Requirements for A.O.S. in UT program have been updated, with changes taking effect for cohorts beginning in July 2024. The essay requirement has been removed.
- The Additional Admissions Requirements for A.S. in MRI program have been updated, with changes taking effect for cohorts beginning in July 2024.

JANUARY 19, 2024

- The San Mateo campus has been updated to the San Jose campus to reflect the change in location.

JANUARY 05, 2024

- The following sections were updated for the A.O.S. in Respiratory Care program:
 - Additional Admissions Requirements
 - Program-Specific Requirements
 - Program Description
 - Academic Probation/Remediation

DECEMBER 15, 2023

- The Electronic Book Policy has been revised to include the method of delivery of books.
- The Security Awareness Programs and Timely Warnings under the Safety & Campus Security section have been updated.
- The following sections were updated to reflect the new program approval for A.O.S. in Respiratory Care:
 - Statement of History and Ownership
 - Program Offerings
 - Admission Requirements
 - Pregnancy
 - Performance Requirements
 - Licensure, Certification & Registry Disclaimer
 - Program Delivery
 - Attendance – Absent – Tardiness – Drop
 - Make-up Guidelines
 - Academic Probation/Remediation
 - Graduation Requirements
 - Advanced Placement & Credit Granting
 - Program Information
 - Course Descriptions
- The Additional Admissions Requirements for A.S. in NM program have been modified, with changes taking effect for cohorts beginning in April 2025.
- The Additional Admissions Requirements for A.S. in MRI program have been modified, with changes taking effect for cohorts beginning in July 2024.

NOVEMBER 27, 2023

- The A.O.S in Ultrasound Program, with concentrations in Abdominal-Extended and Obstetrics and Gynecology concentrations, earns accreditation from the Commission on Accreditation of Allied Health Education Program (CAAHEP) at the Sacramento Campus. The sections on Statement of History & Ownership, and Program Specific Licensure, Certification & Registry, and Accreditation, Approval, Recognition, Membership have been updated to reflect the program's accreditation status.
- The A.O.S in Vascular Ultrasound Program has been added to the Accreditation, Approval, Recognition, Membership section.
- The Use of AI Tools policy has been revised to include verbiage regarding the use of Intellectual Property within prompts.
- The Plagiarism policy has been revised to include improper uses of AI and a maximum similarity score threshold that can be obtained on a Turnitin report before applying consequencing actions.
- Adjustments have been made to the Additional Admissions Requirements for A.S. in MRI program, with changes taking effect for cohorts beginning in January 2024. The minimum CCAT score has been reset to 18.

OCTOBER 27, 2023

- The Additional Admissions Requirements for A.S. in PTA program have been updated to remove the requirement for live or recorded webinars.
- The Use of AI Tools Policy has been added under the Student Technology Acceptable Use Policies.

OCTOBER 13, 2023

- The Medical Assistant program at the Sacramento Campus has been discontinued as of October 13, 2023. The Program Offerings and Medical Assistant Program description has been updated to omit the Sacramento campus.
- The Fresno Satellite Campus located on Palm Bluffs Avenue has been closed as of July 1, 2023.

SEPTEMBER 21, 2023

- The Remediation Policy regarding eligibility requirements for the B.S. in RT program has been updated.
- Additional Admissions Requirements for A.O.S. in UT program have been updated, with changes taking effect for cohorts beginning in January 2024.

SEPTEMBER 8, 2023

- The Additional Admissions Requirements for A.S. in RT program have been updated, with changes taking effect for cohorts beginning in July 2024.
- The Additional Admissions Requirements for XTMAS program have been updated, with changes taking effect for cohorts beginning in March 2024.
- The A.S. in RT Credit Granting table is a new addition to be inserted following Table 40. A.S. in RT Program Outline.

JULY 28, 2023

- The language for BNVPT and BRN approval has been updated for the VN, ADN, and BSN programs.
- The prerequisite for XRT 206 has been updated.

JULY 7, 2023

- The International Student Admissions section has been revised to include the requirements for TOEFL or IELTS.
- The Reapplication Points on the Additional Admissions Requirements for A.S. in MRI program have been revised, with changes taking effect for cohorts beginning in January 2024.

JUNE 23, 2023

- The Remediation Policy regarding eligibility requirements for the imaging programs has been updated.
- The course titles for NM 271 and NM 281 have been updated, with changes taking effect for cohorts beginning in April 2024.
- The Additional Admissions Requirements for A.S. in MRI program have been updated, with changes taking effect for cohorts beginning in January 2024.
- The SAP Policy has been modified to meet the SAP requirements.

JUNE 9, 2023

- The number of attempts allowed for the Universal Cognitive Aptitude Test (UCAT) has been updated.
- The Distance Education Questionnaire was removed from the program-specific Additional Admissions Requirements.
- The CCAT cut-off passing score for the A.S. in MRI program has been updated, with changes taking effect for cohorts beginning in January 2024.
- The Program Specific Placement & Credit Granting has been updated for the ADN and BSN programs to include statements of equivalency.

MAY 26, 2023

- The numbering list for the LVN to BSN Pathway Program Additional Admissions Requirements has been corrected.
- RN to BSN Pathway Program Additional Admissions Requirements – Item #10 has been revised to reference the RN to BSN Pathway table.
- The Alumni Grant & Scholarship section has been added under the Financial Policies.
- The Student's Right to Cancel verbiage has been revised to remove withholding fees related to materials and supplies.
- The Student Tuition Recovery Fund (STRF) verbiage has been revised to match BPPE language.
- The Consumer Protection verbiage has been revised to match BPPE language.
- A table for Total Fees per Period of Enrollment have been added to the Current Fees and Tuition section.

MAY 12, 2023

- Table 1. Program Offerings has been revised to include the A.O.S. in Cardiac Ultrasound Technology Program.
- The program descriptions have been updated for the A.O.S. in Ultrasound Technology Program, A.O.S. in Cardiac Ultrasound Technology Program, and A.O.S. in Vascular Ultrasound Technology Program.
- The list of Executive Officers of Gurnick Academy of Medical Arts has been updated.

APRIL 28, 2023

- A notice regarding the Office of Student Assistance and Relief was added per BPPE guidance, pursuant to CEC section 94909(a)(3)(D).
- Table 2. Admission Requirements Summary has been revised to include the required entrance exams used for all programs.

APRIL 14, 2023

- The Weapons and Firearms Policy has been revised to make it clear of the prohibited activities while on school property.

- Table 62. VN Program Course Outline and Course Descriptions – The table and course descriptions have been revised to include the VN paired courses.

MARCH 23, 2023

- The following sections were updated to reflect the new program approval for A.O.S. in Cardiac Ultrasound Technology.
 - Statement of History and Ownership
 - Admission Requirements
 - Performance Requirements
 - Licensure, Certification & Registry Disclaimer
 - Program Delivery
 - Attendance – Absent – Tardiness – Drop
 - Academic Probation/Remediation
 - Program Information
 - Course Descriptions
- Table 23. Make-Up Assignments Deadlines – The make-up assignment deadlines have been revised for A.O.S. in UT and A.O.S. in VUT programs.
- The PT program has been removed from the VN program-specific admission requirements.

FEBRUARY 10, 2023

- A column for BRN Clock Hours has been added to the following tables:
 - Table 32. Generic ADN Program Outline
 - Table 33. LVN to RN Advanced Placement General Education Outline
 - Table 42. Generic BSN Program Outline
 - Table 42. LVN to BSN Advanced Placement General Education Outline
 - Table 47. RN to BSN General Education Outline
- The BRN Clock Hours have been added to the course descriptions for GE 020A, GE 020B, and GE 041.