

STANBRIDGE UNIVERSITY STUDENT CATALOG



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Please visit <https://catalog.stanbridge.edu> for the most current version of the enclosed information.

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STANBRIDGE UNIVERSITY

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

A handwritten signature in black ink, appearing to read 'Yasith Weerasuriya'. The signature is written in a cursive style with a vertical line extending downwards from the start.

Yasith Weerasuriya | President and CEO

ABOUT STANBRIDGE

HISTORY

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

MISSION STATEMENT

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

INSTITUTIONAL LEARNING OUTCOMES

- ILO1. Apply critical thinking skills to investigate issues or problems and use relevant and adequate support to reach conclusions.
- ILO2. Demonstrate mastery in written communication skills by producing fluent, clear, and accurate writing assignments.
- ILO3. Construct presentations that orally communicate a variety of messages using compelling language and support.
- ILO4. Demonstrate information literacy and be able to apply information accurately and ethically to accomplish a specific purpose.
- ILO5. Apply appropriate conclusions based on the quantitative analysis of data.
- ILO6. Recognize, respect, and articulate the complexities of human diversity through professional, safe, and ethical professional practice.
- ILO7. Value education, advocacy, and collaboration through leadership and a commitment to the public good.

DIVERSITY STATEMENT

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

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

DIVERSITY OF STUDENTS, ADMINISTRATION, FACULTY AND STAFF

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

DIVERSITY IN TEACHING, PROMOTION OF STUDENT CULTURAL AWARENESS, AND SCHOLARLY EFFORTS

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

DIVERSITY IN STYLES OF LEADERSHIP, MENTORING, AND STRATEGIC DEVELOPMENT

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

LEGAL DISCLOSURES

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

Stanbridge University's Main Campus located in Irvine, California is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). Located at 2101 Wilson Boulevard / Suite 302, Arlington, VA 22201, ACCSC can be reached at (703) 247-4212. Their website is www.accsc.org. ACCSC is recognized by the U.S. Department of Education as an institutionally recognized accrediting agency.

Stanbridge University Los Angeles is a branch campus of Stanbridge University Irvine main campus. Stanbridge University Los Angeles is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), a recognized institutional accrediting agency by the U.S. Department of Education.

Stanbridge University Riverside is a branch campus of Stanbridge University Irvine main campus. Stanbridge University Riverside is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), a recognized institutional accrediting agency by the U.S. Department of Education.

Stanbridge University San Diego is a branch campus of the Stanbridge University Irvine main campus. Stanbridge University San Diego has received Branch-Part I approval and is pending Branch-Part II approval by the Accrediting Commission of Career Schools and Colleges (ACCSC).

The Stanbridge University Irvine Main Campus, Los Angeles Branch Campus, Riverside Branch Campus, and San Diego Branch Campus are private institutions that are approved to operate by the California Bureau for Private Postsecondary Education (BPPE). The approval to operate demonstrates compliance with the California Private Postsecondary Education Act of 2009 and Division 7.5 of Title 5 of the California Code of Regulations. For more information, contact the Bureau for Private Postsecondary Education at 1747 North Market Blvd., Suite 225 Sacramento, CA 95834, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) is located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its web address is www.acoteonline.org. Program graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The baccalaureate degree program in nursing (RN to BSN Degree Completion) at Stanbridge University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

The Stanbridge University Bachelor of Science in Nursing degree is approved by the California Board of Registered Nurses at the Orange County, Los Angeles and Riverside campuses. Their website is <http://www.rn.ca.gov/education/rnprograms.shtml>.

The Bachelor of Science in Nursing degree is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

The Physical Therapist Assistant Program (Orange County and Los Angeles campuses) at Stanbridge University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 949-794-9090 or email pta.admin@stanbridge.edu.

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) through 2028/2029 in Orange County and Los Angeles. AOTA is located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number, c/o AOTA is (301) 652-6611 and its web address is www.acoteonline.org. Program graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The Associate of Occupational Science in Vocational Nursing program is approved by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) at the Orange County, Los Angeles, and Riverside campuses. The program at the San Marcos, San Diego County campus is pending BVNPT approval. The BVNPT is located at 2535 Capitol Oaks Drive Suite 205, Sacramento, CA 95833 and can be reached at (916) 263-7800. Their website is www.bvnpt.ca.gov.

Stanbridge University is approved for veterans education benefits under Title 38 of the GI Bill® in addition to WIOA training benefits from various Workforce Investment Boards including those in Irvine, Westminster, Santa Ana, Anaheim, South Bay and Riverside. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

INSTRUCTIONAL FACILITIES

Orange County, Irvine Campus Address:

2041 Business Center Drive, Suite 107, Irvine, CA 92612

Tel: 888-789-6208

Fax: 949-794-9094

<http://www.stanbridge.edu>

Los Angeles, Alhambra Branch Campus Address:

2215 W. Mission Road, Alhambra, CA 91803

Tel: 888-742-1130

Fax: 626-283-5787

<http://www.stanbridge.edu>

Riverside, Branch Campus Address:

1325 Spruce Street, Ste 500, Riverside, CA 92507

Tel: 866-931-1078

<http://www.stanbridge.edu>

ADDRESSES WHERE INSTRUCTION IS OFFERED AND DESCRIPTION OF FACILITIES

Stanbridge University's Orange County, Irvine Campus provides instruction in three distinct 2-story buildings located at 2021, 2041, and 2061 Business Center Drive, Irvine, California, 92612. The campus consists of 16 classrooms, 4 Nursing Skills Labs, 1 Simulation Lab, 8 Therapy Labs, Synthetic and Human Cadaver Lab, Virtual Reality Lab, Science Center, Robotics and Intelligent Sciences Lab, Driving Simulator Lab, two student lounges, testing center, Learning Resource Center with private study rooms, Library, and Writing Center. Classrooms are equipped with laptops at each students' workspace and interactive whiteboards.

Stanbridge University's Los Angeles, Alhambra Branch Campus provides instruction in a 2-story building located at 2215 W. Mission Road, Alhambra, 91803. The campus consists of classrooms, nursing skills labs, simulation lab, therapy labs, synthetic cadaver lab, virtual reality lab, science center, student lounge, testing center, and learning resource center. Classrooms are equipped with laptops at each students' workspace and interactive whiteboards. This branch campus, as per ACCSC standards, is a distinct, geographically separate facility from the main campus, managed by the same organization, offering permanent degrees, with its own faculty, administrative structure, and comprehensive educational resources and student services.

Stanbridge University's Riverside, Branch Campus provides instruction at two locations in Riverside, CA: 1325 Spruce Street and 1450 Iowa Avenue. Both locations, collectively, have classrooms, nursing skills labs, therapy lab, virtual reality lab, science center, cadaver lab, simulation lab, learning resource center, student lounge, and testing center. Each classroom is equipped with laptops at each students' workspace and interactive whiteboards. This branch campus, as per ACCSC standards, is a distinct, geographically separate facility from the main campus, managed by the same organization, offering permanent degrees, with its own faculty, administrative structure, and comprehensive educational resources and student services.

The university provides instruction for clinical and fieldwork courses in off-campus facilities that are contracted by the university for this purpose.

Stanbridge University offers online education not offered in real time. Coursework is completed at a location determined by the student.

Stanbridge University delivers some courses in an online format with the first class session only held on campus and/or a clinical component.

PROGRAMS OFFERED

IRVINE MAIN CAMPUS	
Program	Credit-Hour
Associate of Occupational Science in Vocational Nursing	110
Associate of Occupational Science in Occupational Therapy Assistant	112.5
Associate of Science in Physical Therapist Assistant	122
Bachelor of Science in Nursing	180
Bachelor of Science in Nursing (Degree Completion)	180
Master of Science in Nursing	46
Master of Science in Occupational Therapy	117
LOS ANGELES, ALHAMBRA BRANCH CAMPUS	
Program	Credit-Hour
Associate of Occupational Science in Vocational Nurse	110
Associate of Occupational Science in Occupational Therapy Assistant	112.5
Associate of Science in Physical Therapy Assistant	122
Bachelor of Science in Nursing	180
Master of Science in Occupational Therapy*	117
RIVERSIDE BRANCH CAMPUS	
Program	Credit-Hour
Associate of Occupational Science in Vocational Nursing	110
Bachelor of Science in Nursing	180
Master of Science in Occupational Therapy	117
*Candidacy status has been granted	

MAXIMUM NUMBER OF STUDENTS IN A TYPICAL CLASSROOM OR LABORATORY

- The maximum number of students and instructors assigned to any given lecture classroom or laboratory may be determined by the applicable programmatic accrediting or approval body requirements; and
- typical classroom lecture settings range from approximately 25 to 64 students. Typical laboratory settings range from approximately 8 to 16 students

ADMISSIONS POLICIES

HIGH SCHOOL DIPLOMA REQUIREMENT†

All applicants must hold a diploma from an accredited high school or the recognized equivalent, e.g., General Education Development (GED) certificate.

Provision of any one of the following documents will satisfy the high school diploma requirement. A copy may be submitted to start the enrollment process; the official document or transcript must be received by the university within twenty-one (21) days from the program start date:

- A high school diploma
- A GED certificate
- An associate's degree or higher
- A credential of completion from a homeschool secondary school program equivalent to a high school diploma per state law

High school diplomas must be granted by (1) an institution (or program in the case of a homeschooled applicant) recognized by the Department of Education in the state in which the applicant acquired the diploma, or (2) an institution accredited by an accrediting agency that is recognized by the U.S. Department of Education.

Transcripts for degrees and diplomas awarded by foreign schools must be translated and evaluated for U.S. high school education equivalency (at applicant expense) before being accepted.

If you are interested in attending the university but need reasonable accommodations, please visit ada.stanbridge.edu for further assistance. Stanbridge University complies with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. ADA policies are addressed in this catalog under the institutional policies section.

ENGLISH LANGUAGE REQUIREMENT

All classes at Stanbridge University are taught in English. Stanbridge University does not provide courses in ESL (English as a Second Language). To be admitted to a program offered by the university, all students must provide proof of graduation from a secondary school or higher in which English is the language of instruction or give proof of obtaining the required minimum score on the Reading Comprehension part of the Accuplacer, as stated for each program, or on the Test of English as a Foreign Language (TOEFL): 470 paper-based format, 150 computer-based format, 52 internet-based format.

ADMISSIONS PROCEDURES

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

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

- Applicants are given an overview of the programs and courses of interest to them, including the length, cost, policies, student and career services and fields of employment relevant to the program.
- Applicants must submit an online application. The application fee for the Bachelor of Science in Nursing is \$50, for the

Master of Science in Occupational Therapy is \$150.

- Applicants are asked to schedule a time to take the assessment exam in the Test Center for those programs requiring an assessment exam and if the exam is applicable to the student. **N.B.:** Please see program-specific requirements for admission under each program.
- Applicants are required to submit a copy of a high school diploma or the equivalent or an official transcript of record from an accredited postsecondary institution showing completion of the required postsecondary degree or credits and coursework, according to the requirements of the program. Applicants seeking admission to the Bachelor of Science in Nursing (Degree Completion) and Master of Science in Nursing programs will also have to show proof of unencumbered RN licensure.
- Students are required to provide an email address upon registration. This address will be used to send information to students, including schedule confirmations, changes and reminders, notices of deficiency, reports of progress, administrative action, probation, and other official communications. Students must review daily the messages to the email address provided to the university and update the email address on file when it changes. If a student does not have an email address at enrollment, assistance will be provided for the student to establish a no-charge email account and access the new account from the Learning Resource Center.
- Applicants to an online program or program with online courses must complete an online readiness assessment prior to enrollment in the program. Applicants to an online program must also complete the Orientation to Online Learning course prior to participation in the program in order to address the skills, competencies, and access to technology necessary to succeed in a distance education environment.

Independent Study

Independent study for academic credit may be approved for specific courses to students who meet certain eligibility criteria. Students approved to take an independent study course are expected to meet all course learning outcomes as defined in the course's evaluation and grading policies.

Student Identity Verification

Stanbridge University abides by the United States Federal Higher Education Opportunity Act (HEOA) of 2008, that requires the verification of student identity in credit-bearing distance education courses. The policy requires the verification of the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. This policy applies to all credit-bearing distance education courses and programs offered by the university.

To authenticate identity, the university will use one or more of the following methods for verification:

- A secure login with username and password,
- Proctored examinations, and
- New or emerging technologies and practices that are effective in verifying student identification.

Students seeking registration in a distance education course will be required to provide appropriate identification to establish their identity. Upon admission, a student will receive a unique user ID and user-determined password to access the university's learning management system, Edverum. Students are not allowed to change their user ID for any reason. A student's failure to comply with this policy may result in dismissal and may also be in violation of civil/criminal law and be subject to applicable penalties.

Minimum Computer Technical Requirements for Distance Education Courses

Applicants to an online program or program with online course(s) must have access to the following computer hardware and software.

BROWSER

Google Chrome (version 97+)

Microsoft Edge (version 97+)

FireFox (version 102.7+)

Safari (version 15+)

INTERNET

High-speed Internet connection

At least 30mbps is recommended

OPERATING SYSTEM

MAC

MacOS 11+

WINDOWS

Windows 10 (version 21H2+)

Windows 11 (version 21H2+)

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

Articulation Agreements

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

Arbitration and Class Action Waiver Disclosure

Arbitration and Class Action Waiver Disclosure: Stanbridge University requires each student to agree to a predispute arbitration agreement and a class action waiver as a condition of enrollment ("Arbitration Agreement").

The Arbitration Agreement does not, in any way, limit, relinquish, or waive a student's ability to pursue filing a borrower defense claim, pursuant to 34 C.F.R. § 685.206(e) at any time. The Arbitration Agreement does not require that the student participate in arbitration or any internal dispute resolution process offered by the College prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 C.F.R. § 685.206(e). Any arbitration, required by the Arbitration Agreement, tolls (pauses) the limitations period for filing a borrower defense to repayment application pursuant to 34 C.F.R. § 685.206(e)(6)(ii) for the length of time that the arbitration proceeding is under way. Any questions about the Arbitration Agreement or a dispute relating to a student's Title IV Federal student loans or to the provision of educational services for which the loans were provided should be directed to the Financial Aid Department, 2041 Business Center Drive, Irvine, CA 92612, or by email at fa@stanbridge.edu.

†All ADMISSION POLICIES and PROCEDURES, TUITION AND FINANCIAL AID, STUDENT SERVICES, CAREER SERVICES, and other policies, procedures, and services in this catalog that are offered to academic programs at the Irvine Campus are offered to

academic programs at the Los Angeles, Alhambra Branch Campus and Riverside Branch Campus, unless otherwise noted.

TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit.

Transfer credit may be awarded credit if the course:

- includes the same or similar content;
- requires the same or similar prerequisite course work;
- is equivalent in learning and hour components;
- is offered at the same level of instruction;
- has been completed with a grade of C (or better);
- has a P/Pass grade and the minimum required grade to earn a pass is equivalent to a C (or better);
- has been completed within fifteen (15) years of the start date of program; and
- meets any program-specific transfer credit requirements.

To receive an evaluation for transfer credit, students must:

- Provide the university's registrar with all official transcripts, course descriptions, and/or course syllabi (if requested) prior to enrollment. Failure to do so results in a forfeiting of any and all future transfer credit requests.
- Official transcripts can be mailed directly from a school or delivered in person by the student. Seals must be unbroken, and the transcript must bear the official seal and/or signature of the registrar of the school sending the transcript.
- For military veterans, the DD214 and accompanying documentation will serve as a transcript for the evaluation of a course of study or training in the Armed Forces.
- Students seeking re-enrollment may request an evaluation of transfer credit for courses taken preceding dismissal or withdrawal and prior to re-enrollment.
- Under no circumstances will an unofficial transcript be accepted for evaluation of possible transfer credit.

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

U.S. Military Service Courses

Students may be awarded transfer credit for DANTES education courses that have been completed if the courses are consistent with the university's policy on awarding credit.

Advanced Placement Credit

Advanced Placement (AP) credit may be awarded for select General Education (GE) courses with an examination grade of 3 or better. Official test results are required to award transfer credit.

The following AP exams may be used for credit transfer for specific courses as indicated in the table below:

AP Exam	Course Satisfied
AP English Language and Composition or AP English Literature and Composition	ENG 1005, ENG 1015 or ENG 1060
AP Psychology	PSY 1010
AP Calculus AB or AP Calculus BC	MATH 1010 or MATH 1014
AP Statistics	MATH 1040 or MATH 2020

AP Exam	Course Satisfied
AP Biology	BIO 1010
AP Chemistry	CHEM 1010

Competency-Based Testing

Stanbridge University will award credit based on competency-based testing in the AVN and BSN programs.

Stanbridge Courses

Courses from a previous Stanbridge enrollment, or enrollment at one of its campuses, are transferrable if the courses are consistent with the university's policy on awarding credit.

Limitations on Transfer Credits

- Students will be awarded up to 25% of credit for lower-division coursework completed at any institution or any combination of institutions.
- Credit for previous life experience is not awarded in any program.
- Stanbridge credit calculation is based on quarter hours. Transfer credits based on other credit systems will have credits converted to quarter values upon transfer.
 - Convert semester credits to quarter credits: multiple semester credits by 1.5. For example, 2 semester credits x 1.5 = 3 quarter credits.

Transfer Credit Appeal Process

All students have the right to appeal a transfer credit decision. An appeal must be filed within ten (10) calendar days after receiving a transcript evaluation and should be sent in writing, with any supporting documentation, to: appeal.instruction@stanbridge.edu.

All appeal deadlines and decisions are final and no exceptions can be made.

FINANCIAL AID OVERVIEW

General Information

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

Title IV Federal Funds

The university complies with Title IV of the federal Higher Education Act of 1965.

Student Loan Information

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

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

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

Financial Aid Procedures

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

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

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

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

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

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

Tuition Guidelines

- Applicants in the MSOT programs are charged an application fee.
- Tuition changes do not affect currently enrolled students.
- Replacement books, eBooks, and supplies for lost or stolen ones, or for retaken courses, will not be provided without cost to students. Students will be charged for all replacement items.
- Make-up and review sessions, Student Central access, Learning Resource Center usage, and Career Placement Services are provided to all students.

Tuition

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

FEDERAL FINANCIAL AID PROGRAMS

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

FEDERAL PELL GRANT

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

FEDERAL DIRECT LOAN PROGRAM

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

FEDERAL DIRECT SUBSIDIZED STAFFORD LOAN

Federal Direct Subsidized Stafford Loans are available to students with financial need. Students may borrow up to \$3,500 for their first academic year at a fixed interest rate of 6.53 percent, which is established annually by the Department of Education. The interest is paid by the federal government while students are in school and for six months after students cease their enrollment. Regular payments begin six months after students cease enrollment or fail to carry at least half the normal, full-time school workload.

FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN

Unsubsidized Stafford Loan programs are available for students to borrow for additional education costs. Students can borrow up to \$6,000 for their first academic year as a combined total with the Federal Direct Subsidized Stafford Loan, at a fixed interest rate of 6.53 percent for undergraduate students and 8.08 percent for graduate students. With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the regular Direct Federal Stafford Loan program. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six months after students cease enrollment or fail to carry at least half the normal, full-time school workload.

Time Limitation on Direct Subsidized Loan Eligibility for First-Time Borrowers On or After July 1, 2013

There is a limit on the maximum period of time (measured in academic years) that a student can receive Direct Subsidized Loans. In general, a student may not receive Direct Subsidized Loans for more than 150% of the published length of the program. This is called the "maximum eligibility period." The published length of any program of study is found in the Stanbridge University student catalog.

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

FEDERAL DIRECT PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)

Federal Direct Parent Loans for Undergraduate Students (PLUS) provide additional funds for creditworthy parents to help pay for

students' educational expenses. The interest rate for these loans is 9.08 percent and the repayment schedule differs.

Federal Direct Student Loans 2024-2025 Interest Rates Effective for Loans First Disbursed on or after July 1, 2024 and prior to July 1, 2025				
Loan Type	Borrower Type	Index 10-Year Treasury Note	Add-On	Fixed Interest Rate
Direct Subsidized Loans	Undergraduate Students	4.483%	2.05%	6.53%
Direct Unsubsidized Loans	Undergraduate Students	4.483%	2.05%	6.53%
Direct Unsubsidized Loans	Graduate/Professional Students	4.483%	3.60%	6.53%
Direct PLUS Loans	Parents of Dependent Undergraduate Students and Graduate/Professional Students	4.483%	4.60%	6.53%

Data as of 5/14/24, subject to change according to Federal Student Aid an Office of the U.S. Department of Education [Interest Rates for Direct Loans First Disbursed Between July 1, 2024 and June 30, 2025](#) | Knowledge Center

CALCULATING PELL GRANT LIFETIME ELIGIBILITY USED

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

How is my Pell Grant Lifetime Eligibility Used calculated?

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

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

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

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

Supplemental Educational Opportunity Grant

The Supplemental Educational Opportunity Grant is one of the Campus Based Programs. Stanbridge University determines which

students receive this grant based on students with the lowest Expected Family Contribution (EFC), starting with students with a "\$0" EFC.

The maximum award for a full academic year in the SEOG program is \$4000. The minimum amount is \$200. The amount of awards that Stanbridge may give depends in large part on the amount of money we receive from the Federal Government for this program. For the 2024-2025 Award Year, Stanbridge University has determined that it will award each student in the amount of \$200 per Academic Year. The SEOG award is given in two disbursements per Academic Year, and Stanbridge University is required to provide a 25% non-federal share as a method to match each SEOG award.

Loss of Eligibility for Federal Financial Aid if Convicted of a Controlled Substance Offense

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

FEDERAL WORK STUDY

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

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

EFC: The Expected Family Contribution is the eligibility value delivered on the ISIR. Financial Need equals the cost of attendance minus the federal Expected Family Contribution.

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

Eligibility

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

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

Awarding

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

Job Placement

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

Employment Guidelines

The wages for the student will meet the minimum wage guidelines for the state of California, i.e. \$16.00/hr. Eligible Federal Work Study (FWS) students earn money by working a limited number of hours per week. During non-enrollment periods, such as semester breaks, FWS students may work up to a maximum of 40 hours per week. There are no exceptions to allow a student to work during the time they should be in class. Under no circumstance can a student be authorized to earn over-time pay. Wages earned during a period of non-enrollment (excluding winter and spring breaks) must be used to cover costs associated with educational expenses for the next period of enrollment (34 CFR 375.25b).

No campus department shall charge a student's employment to the FWS program without the approval of the Financial Aid Office.

The FWS program will be administered in accordance with all Stanbridge University Human Resources (HR) policies and procedures. All standards of employment will be met including, but not limited to, job descriptions, pay rates, hours of employment, payroll certification, and other HR requirements.

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

CAL GRANTS

Cal Grants are awarded by the California Student Aid Commission (CSAC). There are three different Cal Grants. Each category of Cal Grants may be renewed, but each has a different renewable policy. Cal Grants are no longer automatically renewed. Students must be eligible based on the established income and asset eligibility requirement and information based on the results of a current Free Application for Federal Student Aid.

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

- Stanbridge University will submit GPAs for current students to CSAC who completed at least 36 quarter credits or 900 clock hours at Stanbridge University by March. The Financial Aid Office will electronically submit GPA by March 2nd.
- Students who have not yet completed 36 quarter credits or 900 clock hours of college coursework, at Stanbridge University must have the GPA Verification form completed accordingly.
 - If the student never attended college prior to enrolling at Stanbridge University, the form must be completed by their high school.
 - If the student attended and earned at least 36 quarter credits, 900 clock hours, or equivalent of college coursework at other colleges prior to enrolling at Stanbridge University, the form must be completed by college where credits/clock hours were earned.
 - If the student attended other colleges prior to enrolling at Stanbridge University but did not earn the equivalent of 36 quarter credits or 900 clock hours, the form must be completed by their high school.

Both the FAFSA and GPA Verification form must be mailed by March 2nd, to meet the Cal Grant deadline.

CAL GRANT A

Cal Grant A is awarded to students based on financial need and GPA.

Cal Grant A is for students enrolled in a program of instruction of not less than two academic years that leads to an associate or baccalaureate degree requiring 48 semester units or that results in eligibility for transfer from a community college to a baccalaureate degree program.

There are three Cal Grant A awards: Entitlement, Transfer Entitlement, and Competitive

- Cal Grant A Entitlement Award
 - Graduating high school senior who has at least a 3.0 high school GPA
 - California resident at the time of graduation
 - Meets the March 2 deadline
- Cal Grant A Transfer Entitlement Award
 - High school seniors who graduate after June 30, 2000
 - Attend a California Community College, and then transfer to a qualifying baccalaureate degree-granting institution may be eligible for a California Community College Transfer Entitlement Cal Grant A
 - Must have at least a 2.4 community college GPA (of at least 24 semester units, or the equivalent, of degree credit)
 - Meet the financial and eligibility requirements
 - Are no more than 27 years of age during the time of transfer
 - Meets the March 2 deadline
- Cal Grant A Competitive Award
 - Other students who meet all the Cal Grant eligibility requirements and who have at least a 3.0 GPA may compete for a Cal Grant A Competitive award. Selection is based on a composite score that takes into consideration of family

income, parents' educational level, GPA, time out of high school, high school performance standards and other factors, such as whether the student comes from a single-parent household or is a former foster youth

CAL GRANT B

Cal Grant B is for students from disadvantaged or low-income families. The award for most first-year students covers living expenses, books, supplies and transportation, but not tuition and fees. When renewed or awarded beyond the freshman year, the grant covers tuition and fees. The tuition and fee award amounts are the same as those for Cal Grant A. Award amounts are determined through the state budget process and may change annually. Coursework must be for at least one academic year, and students must be enrolled at least half time.

There are three Cal Grant B awards: Entitlement, Transfer Entitlement, and Competitive

- Cal Grant B Entitlement Award
 - Every graduating high school senior who has at least a 2.0 high school GPA
 - California resident at the time of graduation
 - Meets the March 2 deadline
- Cal Grant B California Community College Transfer Entitlement Award
 - High school seniors who graduate after June 30, 2000
 - Attend a California Community College and then transfer to a qualifying baccalaureate-degree granting institution may be eligible for a California Community College Transfer Entitlement Cal Grant B
 - Must have at least a 2.4 community college GPA (of at least 24 semester units, or the equivalent, of degree credit), meet the financial and eligibility requirements
 - Are no more than 27 years of age during the time of transfer
 - Meets the March 2 deadline
- Cal Grant B Competitive Award
 - Other students who meet all the Cal Grant eligibility requirements and who have at least a 2.0 GPA may compete for a Cal Grant B Competitive award. Selection is based on a composite score that takes into consideration family income, parents' educational level, GPA, time out of high school, high school performance standards and other factors, such as whether the student comes from a single-parent household or is a former foster youth

CAL GRANT C

Cal Grant C helps vocationally oriented students acquire marketable job skills within a short time. Training must lead to a recognized occupational goal—diploma, associate degree, license qualification or certificate, which indicates at least an entry-level job skill. Students must be enrolled at least half-time in a course of study at least four months in length. Funding is available for up to two years, depending on the length of the program, as long as academic progress is satisfactory. Cal Grant C recipients may attend occupational, career, or technical training courses at any California Community College. In addition, the awards may be used for nursing and allied health programs at a hospital school, selected courses at several independent colleges and specialized courses at eligible proprietary colleges. Cal Grant C is not for students seeking a broad general education background and may not be used for a four-year degree program, graduate study, course prerequisites, or general education. All applicants who did not receive a Cal Grant A or B award and who are eligible at the first Cal Grant C-eligible school listed in their FAFSA will be sent a Cal Grant C Supplement form as part of the competition. The Supplement must be completed by the student, endorsed by the appropriate school representative or the student's employer, and returned to the Commission by the May 15 deadline if the student wishes to remain in the competition. Supplements are scored with an emphasis on educational background, vocational or occupational experience and aptitude. Additional points come from vocational or educational endorsements and grades. A counselor's review of the completed Supplement is recommended.

CERTIFYING CAL GRANT

Cal Grant Term	Stanbridge Terms	FT Enrollment	1/2 terms Date
Fall	September 1st - November 30th	1/2 terms completed	10/16
Winter	December 1st - February 28th or 29th	1/2 terms completed	1/14
Spring	March 1st - May 31st	1/2 terms completed	4/15
Summer	June 1st - August 31st	1/2 terms completed	7/16

Cal Grant awards will be certified only if the student has reached full-time enrollment, which is the midpoint of Stanbridge terms and meet the following criteria:

- State resident - California Resident only
- Award Year FAFSA
 - All verifications and C-codes have been completed/cleared
 - Income Ceiling
 - Asset Ceiling
- Transcripts
 - Verify GPA
 - Minimum 2.0 GPA
 - 4 Community College GPA for Transfer Entitlement (E2)
 - Education Level Verification (if required): EL verification only required if students are selected for verification by Cal Grants Commission and only for students that are getting Cal Grant B.

EDUCATIONAL LEVEL	
Freshman	≥36
Sophomore	37 to 72
Junior	73 to 108
Senior	≥108

CAL GRANTS AND ELIGIBILITY

*For WebGrants System EL verification purposes, if a student has completed the required number of credits they will be certified for the next grade level (36 credits completed will be certified as Level 2 Sophomore)

- Cal Grant Award
 - Correct Award Type
 - Cal Grant A- AA, BA
 - Cal Grant B- Certificate (at least 1 year in length), AA, BA
 - Cal Grant C- Certificate (at least 4 months length), AA
 - Minimum Need
 - Cal Grant A: Maximum program award amount plus \$1,500
 - Cal Grant B: \$700
 - Cal Grant C: Maximum program award amount plus \$1,500

CAL GRANT REFUND POLICY

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

PRIVATE EDUCATION LOANS

VETERANS ADMINISTRATION POLICY

Stanbridge University permits any covered individual to attend or participate in the course of education (after meeting admission requirements) during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website - eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Stanbridge University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

PRIVATE EDUCATION LOANS

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

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

TUITION SUMMARY CHARTS

PROGRAM (Irvine Campus)	BOOKS, EBOOKS AND SUPPLIES	TUITION	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUNDABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUN-DABLE STRF *	THE TOTAL CHARGES FOR A PERIOD OF ATTENDANCE **
Associate of Occupational Science in Vocational Nursing (Full Time)	\$3,385.00	\$36,610.00	\$39,995.00	\$0.00	\$39,995.00	\$9,042.91
Associate of Occupational Science in Vocational Nursing (Part Time)	\$3,385.00	\$36,610.00	\$39,995.00	\$0.00	\$39,995.00	\$9,042.91
Associate of Occupational Science in Occupational Therapy Assistant	\$1,175.00	\$58,820.00	\$59,995.00	\$0.00	\$59,995.00	\$12,566.16
Associate of Science in Physical Therapist Assistant	\$1,990.00	\$58,005.00	\$59,995.00	\$0.00	\$59,995.00	\$9,545.27
Bachelor of Science in Nursing Degree	\$5,715.00	\$142,280.00	\$147,995.00	\$0.00	\$147,995.00	\$15,595.00
Bachelor of Science in Nursing (Degree Completion) - Online	\$2,320.00	\$19,995.00	\$22,315.00	\$0.00	\$22,315.00	\$3,673.39
Master of Science in Occupational Therapy	\$2,195.00	\$107,860.00	\$109,995.00	\$0.00	\$109,995.00	\$18,728.00
Master of Science in Nursing - Online	\$500.00	\$19,495.00	\$19,995.00	\$0.00	\$19,995.00	\$8,731.22

PROGRAM (Los Angeles, Alhambra Branch Campus)	BOOKS, EBOOKS AND SUPPLIES	TUITION	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUNDABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUN-DABLE STRF *	THE TOTAL CHARGES FOR A PERIOD OF ATTENDANCE **
Associate of Occupational Science in Vocational Nursing (Full Time)	\$3,385.00	\$36,610.00	\$39,995.00	\$0.00	\$39,995.00	\$9,042.91
Associate of Occupational Science in Vocational Nursing (Part Time)	\$3,385.00	\$36,610.00	\$39,995.00	\$0.00	\$39,995.00	\$9,042.91
Associate of Occupational Science in Occupational Therapy Assistant (Full Time)	\$1,175.00	\$58,820.00	\$59,995.00	\$0.00	\$59,995.00	\$12,566.16
Associate of Science in Physical Therapist Assistant	\$1,990.00	\$58,005.00	\$59,995.00	\$0.00	\$59,995.00	\$9,545.27
Bachelor of Science in Nursing Degree	\$5,715.00	\$142,280.00	\$147,995.00	\$0.00	\$147,995.00	\$15,595.00
Master of Science in Occupational Therapy	\$2,135.00	\$107,860.00	\$109,995.00	\$0.00	\$109,995.00	\$18,728.00

PROGRAM (Riverside Satellite Campus)	BOOKS, EBOOKS AND SUPPLIES	TUITION	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUN- DABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUN-DABLE STRF *	THE TOTAL CHARGES FOR A PERIOD OF ATTENDANCE **
Associate of Occupational Science in Vocational Nursing (Full Time)	\$3,385.00	\$36,610.00	\$39,995.00	\$0.00	\$39,995.00	\$9,042.91

PROGRAM (Riverside Satellite Campus)	BOOKS, EBOOKS AND SUPPLIES	TUITION	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUN- DABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUN-DABLE STRF *	THE TOTAL CHARGES FOR A PERIOD OF ATTENDANCE **
Bachelor of Science in Nursing Degree	\$5,715.00	\$142,280.00	\$147,995.00	\$0.00	\$147,995.00	\$15,995.00
Master of Science in Occupational Therapy	\$2,135.00	\$107,860.00	\$109,995.00	\$0.00	\$109,995.00	\$18,728.00

* The data in this column may differ for those who are not required to pay the California Student Tuition Recovery Fund (STRF) fee

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

Cost of Attendance Policy

The cost of attendance (COA) is an estimate of a student's educational expenses for a period of enrollment at Stanbridge University and includes various factors such as tuition, fees, books, supplies, transportation, living expenses, etc. Direct costs are paid directly to Stanbridge University and are listed in the table above. Indirect costs are not paid to Stanbridge University and are estimates provided in the COA. The COA is the basis for establishing a student's financial need, as it sets a limit on the total aid a student may receive for purposes of the Campus-Based and Direct Loan programs and is one of the basic components of the Pell Grant calculation. A student enrolled in any of our offered programs on at least a half time basis, would anticipate the following COA estimated components detailed below.

2024-2025 COST OF ATTENDANCE	WITH PARENT	OFF CAMPUS
Associate of Occupational Science in Vocational Nursing (Full Time)		
Personal/Misc.	\$5,726.00	\$8,953.00
Transportation	\$7,665.00	\$11,172.00
Living Expense - Food Allowance	\$2,604.00	\$7,511.00
Living Expense - Housing	\$13,573.00	\$17,773.00
Total	\$29,568.00	\$45,409.00
Associate of Occupational Science in Vocational Nursing (Part Time)		
Personal/Misc.	\$8,998.00	\$14,069.00
Transportation	\$12,045.00	\$17,556.00
Living Expense - Food Allowance	\$4,092.00	\$11,803.00
Living Expense - Housing	\$21,329.00	\$27,929.00
Total	\$46,464.00	\$71,357.00

Associate of Occupational Science in Occupational Therapy Assistant			
Personal/Misc.	\$5,726.00	\$8,953.00	
Transportation	\$7,665.00	\$11,172.00	
Living Expense - Food Allowance	\$2,604.00	\$7,511.00	
Living Expense - Housing	\$13,573.00	\$17,773.00	
Total	\$29,568.00	\$45,409.00	
Associate of Science in Physical Therapist Assistant			
Personal/Misc.	\$5,726.00	\$8,953.00	
Transportation	\$7,665.00	\$11,172.00	
Living Expense - Food Allowance	\$2,604.00	\$7,511.00	
Living Expense - Housing	\$13,573.00	\$17,773.00	
Total	\$29,568.00	\$45,409.00	
Bachelor of Science in Nursing Degree			
Personal/Misc.	\$5,726.00	\$8,953.00	
Transportation	\$7,665.00	\$11,172.00	
Living Expense - Food Allowance	\$2,604.00	\$7,511.00	
Living Expense - Housing	\$13,573.00	\$17,773.00	
Total	\$29,568.00	\$45,409.00	
Bachelor of Science in Nursing (Degree Completion) - Online			
Personal/Misc.	\$7,362.00	\$11,511.00	
Transportation	\$9,855.00	\$14,364.00	
Living Expense - Food Allowance	\$3,348.00	\$9,657.00	
Living Expense - Housing	\$17,451.00	\$22,851.00	
Total	\$38,016.00	\$58,383.00	
Master of Science in Occupational Therapy			
Personal/Misc.	\$6,544.00	\$10,232.00	
Transportation	\$8,760.00	\$12,768.00	
Living Expense - Food Allowance	\$2,976.00	\$8,584.00	
Living Expense - Housing	\$15,512.00	\$20,312.00	
Total	\$33,792.00	\$51,896.00	

A student's COA is the sum of the following components:

- **Tuition and fees** - An amount normally assessed for a student carrying the same academic workload, as determined by the institution.
- **Books, course materials, supplies, and equipment** - An allowance for books, course materials, and equipment, which must include all such costs required of all students in the same course of study, including a reasonable allowance for the

rental or upfront purchase of a personal computer, as determined by the institution.

- **Living expenses** - An allowance for food and housing costs, as determined by the institution, to be incurred by the student attending the institution on at least a half-time basis and regardless of whether they are living off campus or with parents. A standard food allowance will be equivalent to three meals each day.
- **Transportation** - An allowance, as determined by the institution, which may include transportation between campus, residences, and place of work.
- **Miscellaneous personal expenses** - An allowance, as determined by the institution, for a student attending the institution on at least a half-time basis.
- **Federal student loan fees** - An allowance for the average cost of any Federal student loan fee or origination fee charged to the student or the parent of the student.

The following COA components can be included upon request:

- **Dependent Care** - An allowance for dependents receiving care, as determined by the institution, to represent an average based on the number and age of dependents.

Stanbridge University will only include dependent care cost as a COA element upon request and when the student provides information regarding the number and age of dependents receiving care, and the timeframe for which care is provided. The inclusion of this COA component will not require a professional judgment.

- **Disability-related expenses** - An allowance, as determined by the institution, for expenses associated with a student's disability, including special services, personal assistance, transportation, equipment, and supplies that are reasonably incurred and not provided for by other agencies.

Stanbridge University will only include disability-related expenses as a COA element upon request. The inclusion of this COA component will not require a professional judgment.

Housing Status

Knowing a student's housing status is important for assigning the correct cost of attendance (COA) and establishing a student's financial aid package. Stanbridge University has developed a Housing Status Form, with the intent of collecting a student's housing status at the point of packaging.

The housing categories consist of the following:

- **Living With Parents** - A dependent or independent student living with their parents.
- **Living Off Campus** - A dependent or independent student living off campus on their own and not in institutionally owned or operated housing.

Special Circumstance

A student has the option to request a special circumstance professional judgement of their account if they believe data elements in the COA need to be adjusted to reflect their unique situation more accurately. A COA adjustment may include a documented interview between the student and Financial Aid Officer and/or supplementary information about the personal circumstance of the applicant as it pertains to their situation.

PROGRAM SPECIFIC FINANCIAL AID INFORMATION

VN PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Background Check Fee of \$56.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee \$25; Additional Immunizations and Titters, Retake Tuition (as described in the catalog), Non-Attendance at Clinical Remediation Sessions (as described in the catalog), and Additional Fees (if applicable).

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

OTA PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Background Check Fee of \$56.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee \$25; Live Scan Background Investigation Fee, Drug Test, Additional Immunizations and Titters, and Chest X-Ray per site; Special Uniforms at specific Clinical Facilities that may be required, Retake Tuition (as described in the catalog), and Additional Fees (if applicable).

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

PTA PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Background Check Fee of \$56.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee \$25; additional pre-clinical education background check; Drug Test, Additional Immunizations and Titters, and Chest X-Ray per site; Special Uniforms at specific Clinical Facilities that may be required; and Additional Fees (if applicable).

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

RN-BSN AND MSN - ONLINE PROGRAMS

PLEASE NOTE

THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee \$25, Retake Tuition (as described in the catalog), and Additional Fees (if applicable).

MSOT PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Application Fee of \$150 and Background Check Fee of \$56.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee \$25; Live Scan Background Investigation Fee, Drug Test, Additional Immunizations and Titters, and Chest X-Ray per site; Special Uniforms at specific Clinical Facilities that may be required, Retake Tuition (as described in the catalog), and Additional Fees (if applicable). The application fee remains the same for students applying directly with Stanbridge University or through the Centralized Application Service (CAS).

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

CANCELLATION

CANCELLATION AND REFUND: ON-CAMPUS PROGRAMS

Student's Right to Cancel

- You have the right to cancel your enrollment agreement for a program of instruction, without any penalty or obligations, and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop your enrollment at any time; and you have the right to receive a pro rata refund (if due) if you have completed 60 percent or less of the scheduled days in the current payment period of the program through the last day of attendance.
- Cancellation may occur by mail or hand delivery when the student provides a written notice of cancellation at the following addresses:

Irvine Campus - Office of the Registrar, 2041 Business Center Drive, Suite 107, Irvine, CA 92612

Los Angeles Campus - Student Services, 2215 W Mission Rd, Alhambra, CA 91803

Riverside Campus - Student Services, 1325 Spruce Street, Riverside, CA 92507

- Cancellation may occur by email when the student provides a written notice of cancellation at the following address: Office of the Registrar at registrar@stanbridge.edu.
- The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
- The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
- If the Enrollment Agreement is cancelled by the student before midnight of the date of cancellation, the university will refund the student any money he/she paid, less an application fee (if paid) for a total amount not to exceed \$150, within 45 days after the notice of cancellation.
- If the program is cancelled before instruction begins, the university will refund the student any money he/she paid, less any deduction for an application fee (if paid) for a total amount not to exceed \$150, within 45 days after the notice of cancellation.

CANCELLATION AND REFUND: ONLINE (DISTANCE EDUCATION) PROGRAMS

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

Student's Right to Cancel

The student has the right to cancel the agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date the written notice of cancellation is sent by mail or hand delivered to: Office of the Registrar, Stanbridge University, 2041 Business Center Drive, Suite 107, Irvine, CA 92612, or by email to the Office of the Registrar at registrar@stanbridge.edu. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

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

This institution shall transmit all of the lessons and other materials to the student if the student (a) has fully paid for the educational program; and (b) after having received the first lesson and initial materials, requests in writing that all of the material be sent. If the institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

RETURNS

Books, supplies, uniforms, supply kits, gait belts, laptops, software, and medical supplies can be returned for a refund prior to midnight of the date of cancellation, less the value of any such items in a NON-RETURNABLE condition and an application fee, for a total amount not to exceed \$150.

Should a student decide to withdraw after the date of cancellation, items which a student seeks to return will be thoroughly inspected by the university and considered for refund. If an item is deemed to be in a condition that is NON-RETURNABLE, the student is personally responsible for paying for the items if the tuition has still not been paid or if the loan tendered does not cover the cost of the items. No return of books, supplies, and uniforms will be accepted after three (3) business days from the date the items were received by the student.

If any portion of the tuition was paid from the proceeds of a loan, the refund shall be sent to the lender or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid program from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

Of special note:

- The Shadow Health Digital Clinical Experience charge is for Bachelor of Science in Nursing students only. For the BSN and MSN programs, the cost of the books and supplies is to be borne by the student and is nonrefundable.

RETURN TO TITLE IV AND REFUND POLICY

RETURN TO TITLE IV FUNDS AND REFUND POLICY

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

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

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

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

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

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

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

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

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

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

Order of Return

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

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

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

Earned AID

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

Post-Withdraw

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

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

Institution Responsibilities

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

- providing students information with information in this policy;
- identifying students who are affected by this policy and completing the return of Title IV funds calculation for those students;
- and

- returning any Title IV, HEA funds due to the correct Title IV programs.

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

Overpayment of Title IV, HEA Funds

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

Student Responsibilities in regard to return of Title IV, HEA funds

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

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

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

Refund vs. Return to Title IV

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

Refund

A full refund of funds paid (if any) minus an application fee not to exceed \$150 (if paid) will be issued if cancelled based on the "Student's Right to Cancel" guidelines. No refund will be issued if withdrawn or dismissed when more than 60% of the scheduled days in the current payment period of the program through the last day of attendance has been completed. A pro rata refund (if due) will be issued for the unfinished portion of the program and for the refundable books and ATI Kits if withdrawn or dismissed when 60% percent or less of the scheduled days in the current payment period of the program through the last day of attendance has been completed.

The Date of Determination is the date that the institution determines the student has withdrawn from the program and is no longer than 14 days after the Last Date of Attendance. The Last Date of Attendance will be the basis for calculating the amount of the refund. The Date of Determination starts the clock for timely refunds of funds, within 45 days after the Date of Determination. Federal financial aid funds will be returned according to the Department of Education Guidelines. Private lending companies will be refunded before funds (if any) are returned to student. Please see the catalog for the full withdrawal and refund policies.

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

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

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

Refer to the respective sections in this catalog on the policies for Withdrawal, Leave of Absence and Dismissal.

STRF

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 Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of 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.

CLASS STARTS

ORIENTATION AND CLASS START DATES

Program - Irvine Campus	Cohort	Orientation Start Dates	Course Start Dates
Associate of Occupational Science in Vocational Nursing - Full-time	AVNOCFT009	02/12/2004	02/19/2024
	AVNOCFT010	04/29/2024	05/06/2024
	AVNOCFT011	07/15/2024	07/22/2024
	AVNOCFT012	09/30/2024	10/07/2024
Associate of Occupational Science in Vocational Nursing - Part-time	AVNOCPT007	02/19/2024	02/26/2024
	AVNOCPT008	06/10/2024	06/17/2024
	AVNOCPT009	09/30/2024	10/07/2024
Associate of Occupational Science in Occupational Therapy Assistant	OTAFT036	05/28/2024	06/03/2024
	OTAFT037	09/16/2024	09/23/2024
Associate of Science in Physical Therapist Assistant	PTAFT017	04/22/2024	04/29/2024
	PTAFT018	09/23/2024	09/30/2024
Bachelor of Science in Nursing	BSNOC013	03/18/2024	03/25/2024
	BSNOC014	06/03/2024	06/10/2024
	BSNOC015	08/19/2024	08/26/2024
	BSNOC016	11/04/2024	11/24/2024
Master of Science in Occupational Therapy	MSOT014	07/16/2024	07/22/2024
Master of Science in Nursing	MSNED004	05/20/2024	05/27/2024
	MSNED005	08/05/2024	08/12/2024
	MSNED006	10/21/2024	10/28/2024

Program - Los Angeles, Alhambra Branch Campus	Cohort	Orientation Start Dates	Course Start Dates
Associate of Occupational Science in Vocational Nursing - Full-time	AVNLAFT009	02/12/2004	02/19/2024
	AVNLAFT010	04/29/2024	05/06/2024
	AVNLAFT011	07/15/2024	07/22/2024
	AVNLAFT012	09/30/2024	10/07/2024
Associate of Occupational Science in Vocational Nursing - Part-time	AVNLAPT007	02/19/2024	02/26/2024
	AVNLAPT008	06/10/2024	06/17/2024

Program - Los Angeles, Alhambra Branch Campus	Cohort	Orientation Start Dates	Course Start Dates
	AVNLAPT009	09/30/2024	10/07/2024
Associate of Occupational Science in Occupational Therapy Assistant	OTALAFT009	05/28/2024	06/03/2024
	OTALAFT010	09/16/2024	09/23/2024
Associate of Science in Physical Therapist Assistant	PTALAFT005	07/08/2024	07/15/2024
Bachelor of Science in Nursing	BSNLA013	03/18/2024	03/25/2024
	BSNLA014	06/03/2024	06/10/2024
	BSNLA015	08/19/2024	08/26/2024
	BSNLA016	11/04/2024	11/24/2024
Master of Science in Occupational Therapy	MSOTLA003	11/05/2024	11/11/2024

Program - Riverside Branch Campus	Cohort	Orientation Start Dates	Course Start Dates
Bachelor of Science in Nursing	BSNRS013	03/18/2024	03/25/2024
	BSNRS014	06/03/2024	06/10/2024
	BSNRS015	08/19/2024	08/26/2024
	BSNRS016	11/04/2024	11/24/2024
Master of Science in Occupational Therapy	MSOTRS003	03/25/2024	04/01/2024

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

HOLIDAYS

2024 Holidays Observed

President's Day	February 19, 2024
Memorial Day	May 27, 2024
Independence Day	July 4, 2024
Labor Day	September 2, 2024
Thanksgiving	November 28 - 29, 2024
Winter Break	December 23, 2024 - January 5, 2025

Note: The Learning Resource Center and Testing Center hours may change during holiday periods.

STUDENT RECORDS

STUDENT RECORDS RETENTION

This institution permanently retains the transcripts of students as required by the Standards of Accreditation of ACCSC and section 94900(b) of the California Education Code. The school maintains a permanent educational record for all currently enrolled students that consists of all admissions, academic, and financial records and information upon which a student's enrollment is based. At a minimum, the institution maintains current records on campus for five years after a student's date of completion or withdrawal. The school also maintains student financial records related to financial aid, tuition and fee payments, and tuition refunds for a minimum of five years. In addition, the institution maintains records relating to federal financial aid programs as provided by federal law. All of these records (physical or electronic) are securely maintained and protected against damage or loss (e.g., fire, water, theft, tampering, etc.).

Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Stanbridge University, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your education records. The university, however, may disclose appropriately designated "directory information" without written consent, unless you have advised to the contrary in accordance with the university's procedures.

The Notification of Student Rights Under FERPA is available on the Stanbridge University Website ([FERPA Link](#)).

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

In instances where an individual or organization outside Stanbridge University (other than those with specified legal permission) request access to student academic records or personal information, the campus Registrar must obtain a written authorization from the student for the release of the information.

Please note: in the case of a student who is not above the age of eighteen, "individual" does include the student's parents, regardless of their financial relationship with the institution or student.

CLOCK AND CREDIT HOURS

CLASS HOURS

Students must refer to their schedule for their actual class dates and times. For a general overview of dates and times students can be expected to be in class please refer to your program's attendance policy.

DEFINITION OF CLOCK AND CREDIT HOURS

- A clock hour is defined as 50 minutes of instruction in a 60-minute period of time
- A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement for academic activities as established by the institution comprised of the following units: didactic learning environment; supervised laboratory setting of instruction; externship; and out-of-class work/preparation
- One quarter credit hour equals 30 units comprised of the following academic activities:
- One clock hour in a didactic learning environment = 2 units
- One clock hour in a supervised laboratory setting of instruction = 1.5 units
- One hour of externship = 1 unit
- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student's achieved competency relative to the required subject matter objectives = 0.5 unit

ATTENDANCE

Stanbridge University's attendance policy is as follows:

- Consistent attendance is a requirement for graduation. A student failing to abide by university and program attendance policies will be dismissed.
- Absences are recorded and become part of the student's permanent record regardless of the reason for the absences.
- To graduate, students must complete all units and all courses of a program.
- Students dismissed from the university due to attendance violations will receive a refund as described in the Financial Aid policy section of this catalog.
- Students not returning after 14 consecutive days of absence (starting from the last date of attendance) will be dismissed.

Attendance Requirement for all Online Courses

Students participating in the university's blended and online courses are expected to be in attendance in accordance with the syllabus as participation is essential to student learning and the assessment of the achievement of required outcomes. All blended and online courses require a set number of online academically related activities (ARAs) for each instructional week. ARAs designated as attendance ARAs are declared in the course outline.

A student's failure to participate in the designated attendance ARA, such as contributing substantively to a discussion forum post, will result in an absence. Students not participating for 14 consecutive days of absence (starting from the last date of attendance) will be dismissed.

Extenuating Circumstances

Extenuating circumstances are unforeseen events or situations that are beyond a student's control and may prevent the student from attending one, or more, scheduled class meetings.

If a student has missed a didactic, lab, or clinical course due to extenuating circumstances, they may elect to submit an extenuating circumstances petition and request for a make-up exemption. Petitions should be emailed, with any supportive documentation, within three (3) business days after the absence(s) to exempt@stanbridge.edu. Petitions submitted after the third business day will not be accepted.

An Extenuating Circumstances Committee will evaluate the petition and provide a decision to the student, within ten (10) business days of receipt of the petition. Decisions may take the following actions:

- Deny the petition and continue with attendance dismissal
- Grant the petition and schedule make-up hours
- Grant the petition, schedule make-up hours, and include new sanctions

Any Stanbridge University student who believes that they have been subjected to an improper decision by the Extenuating Circumstances Committee is entitled to file an appeal and obtain an independent review of the decision.

To submit an appeal, students are required to email the Office of Instruction at appeal.instruction@stanbridge.edu. Any official documentation that supports the appeal should be included.

Appeal requests must be received by the end of the fifth (5) business day following the rendering of the decision and/or charges against the student. Appeals submitted after the fifth business day will not be accepted.

An Appeal Committee will evaluate the appeal petition and provide an appeal decision to the student, in accordance with the university's appeals process, within fifteen (15) business days of receipt of the petition. Appeal decisions may take the following actions:

- Deny the appeal
- Grant the appeal
- Grant with appeal with new and/or modification to any sanctions

If a student is dissatisfied with the appeal decision, they may request the Office of the President review the full record and appeal documents by emailing appeal.president@stanbridge.edu within five (5) business days following the rendering of the decision by the Appeal Committee.

Only one (1) Extenuating Circumstances petition may be filed within a term. Students are not guaranteed make-up opportunities as availability may not exist or specific limitations pertaining to progression may exist that prevent completion.

GRADING

Stanbridge University's grading policy is as follows:

- Students must pass all the courses within a program in order to graduate (or complete their studies).
- Students who withdraw will receive a grade of "Incomplete" for courses in progress. Enrolled students who do not complete a course on time will receive a grade of "F" twenty-one (21) days after the conclusion of the course, if not remediated/completed by then.
- Transfer students will receive a notation of "XFR" for courses granted transfer credit.
- Diploma, associate, and bachelor's degree students must have a cumulative grade point average of C (2.0) or above in order to graduate. Master's degree students must have a GPA of 3.0 in order to graduate.
- Late submission of assignments, projects and papers will result in grade reductions as outlined in course syllabi.
- Students may review grades for courses by logging in to the Learning Management System and viewing gradebook or transcript.

Distance Education

The university provides distance education via its Learning Management System, Edverum, in synchronous and asynchronous formats. All distance education course assignments are to be submitted via the online classroom. Grades for assignments are posted in the course gradebook within 3 working days after the assignment due date. Large written assignments, such as essays, research papers, and thesis works, may be graded within the instructional week following the assignment due date, or as otherwise specified.

Qualitative Measure of Satisfactory Academic Progress (SAP)

Grade	Meaning	Grade-Point Value
A+	97% - 100%	4.0
A	93% - 96%	4.0
A-	90% - 92%	3.7
B+	87% - 89%	3.3
B	83% - 86%	3.0
B-	80% - 82%	2.7
C+	77% - 79%	2.3
C	75% - 76%	2.0
C-	70% - 74%	1.7
D+	67% - 69%	1.3
D	65% - 66%	1.0
D-	60% - 64%	0.7
F	59% and below	0
PASS	Satisfactory Performance	4.0
FAIL	Unsatisfactory Performance	0.0
In Progress	Course not completed	0

XFR	Transfer of Credit	Not Computed in GPA
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SATISFACTORY ACADEMIC PROGRESS (SAP)

The following describes Stanbridge University's Satisfactory Academic Progress (SAP) policy. The university's SAP policy for Title IV, HEA students is the same as the university's standards for students enrolled in the same educational programs who are not receiving Title IV aid.

Quantitative Requirement: Program Completion Time Limit and GPA

Students have a maximum of 1.5 times beyond the normal length of the program to complete their chosen course of study (or program). Students not completing by the extended timeframe will be dismissed. Students must meet the attendance requirements established for their program.

Attainment of satisfactory progress (attendance, credit earned and GPA) is monitored at the completion of each term for MSOT, MSN, BSN (Degree Completion), OTA, and PTA students. At 50% of program completion, a minimum GPA and a minimum of 34% of total program credits must be earned. Students failing to meet these benchmarks will be placed on probation. At the 100% mark of the original program the student must have accumulated 67% of the required program quarter hours of credit, the student's GPA must meet the required minimum, and the student must be able to attain the required graduation GPA by 150% of original program length. Any student not able to meet the 150% benchmark will be dismissed.

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

PROGRAMS GREATER THAN TWO YEARS IN LENGTH (EXCEPT MSN and MSOT*)			
Percent of Original Program Length	Minimum GPA	Credits Attained	Outcome if either benchmark not met
100%	1.5	67% of Program	Probation
150%	2.0	100% of Program	Dismissal

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

Appeal of Determination of Unsatisfactory Progress (All Students)

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

- incorrect recording of attendance or examination grades;
- incorrect assignment of grades for projects, assignments, or remediation work;
- failure to meet satisfactory progress requirements based upon
 - the death of a relative of the student;
 - an injury or illness of the student; or
 - other special circumstances.

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

The appeal must be filed in writing by the student through the appeal process documented below.

Additional Satisfactory Academic Progress Requirements: Veterans Administration

Veterans or eligible persons will be evaluated each term to determine satisfactory progress. Students not meeting the 2.0 GPA passing requirement will be placed on probation. Those not meeting the 2.0 GPA passing requirement in the next term will have their benefits terminated.

Financial Aid Warning

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

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

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

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

Appeal Process

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

To submit an appeal, students are required to email the Office of Instruction at appeal.instruction@stanbridge.edu. Any official documentation that supports the appeal should be included.

Appeal requests must be received by the end of the fifth (5) business day following the rendering of the decision and/or charges against the student. Appeals submitted after the fifth business day will not be accepted.

An Appeal Committee will evaluate the appeal petition and provide an appeal decision to the student, in accordance with the university's appeals process, within fifteen (15) business days of receipt of the petition. Appeal decisions may take the following actions:

- Deny the appeal
- Grant the appeal
- Grant with appeal with new and/or modification to any sanctions

If a student is dissatisfied with the appeal decision, they may request the Office of the President review the full record and appeal documents by emailing appeal.president@stanbridge.edu within five (5) business days following the rendering of the decision by the Appeal Committee.

Financial Aid Probation

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

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

Reinstatement of TITLE IV and HEA Aid

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

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

LEAVE OF ABSENCE (LOA)

A leave of absence (LOA) is intended to cover the temporary interruption of a student's academic progression. An LOA will be approved when the absence is emergent or unforeseen and there is a reasonable expectation that the student will return to the university. The reasons for approving an LOA may include, but are not limited to, the student having serious medical problems, military duty, pregnancy, or jury duty. For an approved LOA, the student must provide a written request that is signed, dated, and includes documentation that supports the reason for the request.

A student may request an LOA for a period of up to 90 days. Extensions may be requested if the student's circumstances warrant; the student, however, may be on approved LOA for a maximum of 180 days in any twelve month period (Note: Extensions must be requested; they are not automatically granted if the student remains absent).

The student will be dismissed from the university if they do not return at the conclusion of the approved LOA unless an extension has been granted. If a student does not return from an approved LOA on the expected return date, the student will be dismissed from the university and a Return of Title IV Funds calculation will be processed.

RETURN TO TITLE IV FUNDS

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

CHANGES TO PRIVATE LOANS

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

RESUMPTION OF CLASSES

At the time of the approved LOA, the student will be provided with an LOA plan that will outline program completion requirements, addressing academic progress delays, and revising the expected graduation date. Students will join their original cohort or a different cohort depending on the duration of the LOA. The university will not count missed class sessions during an LOA when a student is not in attendance as absences.

Upon returning from the LOA, the student will resume training at the same point in the academic program (term) that they began the LOA and must complete the term they started prior to the LOA. The student must have a meeting with a financial aid officer for repackaging of loans but will not be imposed with additional charges for remediating and retaking courses or restarting the term during which the leave began as required for program completion per the LOA plan.

WITHDRAWAL

You may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period of your program through the last day of attendance. The amount of that refund is “pro-rated” according to the not completed portion of the program less the cost of any supplies not returned in good condition (good condition does not include supplies that have a broken seal, for which a log-on occurred, or that are marked or damaged in any way) and an application fee, for a total amount not to exceed \$150.

If you have completed more than 60% of the period of attendance for which you were charged, the tuition is considered earned and you will not receive a refund.

The Date of Determination is the date that the institution determines the student has withdrawn from the program and is no longer than 14 days after the Last Date of Attendance. The Last Date of Attendance will be the basis for calculating the amount of the refund. The Date of Determination starts the clock for timely refunds of funds, within 45 days after the Date of Determination.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. All federal financial aid refunds shall be calculated according to the Department of Education Guidelines.

Withdrawal Policy

“Official” Voluntary Withdrawal

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

- Date student provided official notification of intent to withdraw, in writing.

or

- The date the student began the withdrawal from the School’s records.

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

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

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

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

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

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

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

- The amount of Title IV, HEA assistance the student has earned. This amount is based upon the length of time the student was enrolled in the program based on scheduled attendance and the amount of funds the student received.
- Any returns that will be made to the Federal program on the student's behalf as a result of exiting the program. If a student's scheduled attendance is more than 60% of the payment period, he/she is considered to have earned 100% of the Federal funds received for the payment period. In this case, no funds need to be returned to the Federal funds.
- Advise the student of the amount of unearned Federal funds and tuition and fees that the student must return, if applicable.
- Supply the student with ledger card record noting outstanding balance due to the school and the available methods of payment. A copy of the completed worksheet, check, letter and final ledger card will be kept in the student's file.

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

Unofficial Withdrawal

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

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

- The Student Services office will make three attempts to notify the student regarding his/her enrollment status.
- Determine and record the student's last date of attendance as the last recorded date of academic attendance on the attendance record.
- The student's withdrawal date is determined as the date the day after 14 consecutive calendar days of absence.
- Notify the student in writing of their failure to contact the school and attendance status resulting in the current termination of enrollment.
- Stanbridge University calculates the amount of Federal funds the student has earned, and, if any, the amount of Federal funds for which the school is responsible.
- Calculate the school's refund requirement (see school refund calculation).
- Stanbridge University's Controller will return to the Federal fund programs any unearned portion of Title IV funds for which the school is responsible within 45 days of the date the withdrawal determination was made, and record on student's ledger card.
- If applicable, the School will provide the student with a refund letter explaining Title IV requirements:
 - The amount of Title IV aid the student has earned based upon the length of time the student was enrolled and scheduled to attend in the program and the amount of aid the student received.
 - Advise the student in writing of the amount of unearned Title IV, HEA aid and tuition and fees that he/she must return, if applicable.
 - Supply the student with final student ledger card showing outstanding balance due the school and available methods of repayment.
 - A copy of the completed worksheet, check, letter, and final ledger card will be kept in the student's file.

Withdraw Before 60%

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

earned at the time of withdrawal.

Withdraw After 60%

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

WITHDRAWAL FROM ONLINE (DISTANCE EDUCATION) PROGRAMS

You may withdraw from the university at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. The amount of that refund is "pro-rated" according to the not completed portion of the program less the cost of an application fee not to exceed \$150.00.

If you have completed more than 60% of the period of attendance for which you were charged, the tuition is considered earned and you will not receive a refund.

The Date of Determination is the date that the institution determines the student has withdrawn from the program and is no longer than 14 days after the Last Date of Attendance. The Last Date of Attendance will be the basis for calculating the amount of the refund. The Date of Determination starts the clock for timely refunds of funds, within 45 days after the Date of Determination. For distance education students, scheduled days is based on a five-day week, which does not include Saturday or Sunday, or any defined holiday as enumerated in Section 6700 of the California Government Code (specific holidays published in the catalog).

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. All federal financial aid refunds shall be calculated according to the Department of Education Guidelines.

For additional information, refer to the Return of Title IV Funds and Refund Policy section in this catalog.

PROBATION

Students will be notified in writing once they are placed on probation. Students on probation will have a Notice of Probation placed in their permanent academic file. Students on probation will not be able to print unofficial transcripts or use the services of Career Services. Students placed on academic or conduct probation will not be eligible for the Dean's List for the term during which the probation was enforced. A Notice of Probation will be issued if the student fails to meet the stipulation(s) or requirements on a Notice of Deficiency. For any persistent violation of their respective programs policies and/or procedures and for any ongoing pattern of unsatisfactory behavior which is identified by program administration to be unrepresentative of a Stanbridge University student.

FINANCIAL AID PROBATION

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

SUSPENSION

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

DISMISSAL

Dismissal from school may occur if:

- The student does not finish a program within the maximum number of credit hours allowed, i.e. the credit hours attempted exceed 1.5 times the credit hours required to complete the program.
- The student does not return from an approved Leave of Absence.
- The student grossly violates the university's Code of Conduct.
- The student fails to meet the terms stipulated in a Notice of Probation.
- The student is absent for more than 14 days without notifying the university.

Dismissal Appeal Process

Any Stanbridge University student who believes that they have been subjected to an improper decision by an academic program, or the Office of Student Services, is entitled to file an appeal and obtain an independent review of the decision.

To submit an appeal, students are required to email the Office of Instruction at appeal.instruction@stanbridge.edu. Any official documentation that supports the appeal should be included.

Appeal requests must be received by the end of the fifth (5) business day following the rendering of the decision and/or charges against the student. Appeals submitted after the fifth business day will not be accepted.

An Appeal Committee will evaluate the appeal petition and provide an appeal decision to the student, in accordance with the university's appeals process, within fifteen (15) business days of receipt of the petition. Appeal decisions may take the following actions:

- Deny the appeal
- Grant the appeal
- Grant with appeal with new and/or modification to any sanctions

If a student is dissatisfied with the appeal decision, they may request the Office of the President review the full record and appeal documents by emailing appeal.president@stanbridge.edu within five (5) business days following the rendering of the decision by the Appeal Committee for readmission using the guidelines below.

Satisfactory Academic Progress (SAP)

For additional information, refer to the Return of Title IV Funds and Refund Policy section in this catalog.

READMISSION

READMISSION AFTER DISMISSAL

Students who have been dismissed from Stanbridge University may apply for readmission. All readmission requests must be made in writing to the Director of Student Services, with a copy to the Program Director. A student who is requesting readmission may be required to attend a readmission meeting with various members of the administration and instruction teams. The Office of the President, Office of Instruction, Office of Student Services, and Program Director will evaluate each student's case to make a decision regarding readmission, and they will set forth guidelines for said student's readmission. The decision and subsequent guidelines, if any, will be communicated in specific detail by the Student Services Officer to the student via email within three (3) weeks of the conclusion of readmission meeting.

The assessment to be collected from a re-enrolling student shall be limited to any amount that is due after crediting any prior assessment amount paid by the student. The enrollment agreement shall clearly identify any prior STRF assessment paid by the student. If a tuition change occurred after the original enrollment and before the readmission enrollment, the new tuition amount will be used to calculate the amount due for readmission enrollment. Readmission is dependent on sufficient space in the cohort the student desires.

READMISSION AFTER DISMISSAL FOR ATTENDANCE REASONS

Students dismissed for clinical or theory course attendance deficiencies may apply for readmission at the university in a new track of their program of study. If readmitted, students dismissed for attendance deficiencies will resume their studies at the beginning of the course from which they were dismissed. Students will be financially responsible for retake tuition for hours of theory and clinical education associated with courses not previously satisfactorily completed and being retaken.

READMISSION AFTER DISMISSAL FOR ACADEMIC REASONS

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

Students dismissed for failing four (4) courses may apply for readmission in a new track at the point of the term from which they were dismissed. Students repeating coursework in a required repeat of a term are financially responsible only for prorated tuition for repeated hours of theory and the hours of clinical education associated with courses not satisfactorily completed.

Failure to pass a course after multiple attempts is an indication that a student is unable to comprehend or learn the knowledge required to perform the occupational tasks afforded by the education, making it necessary for Stanbridge University to dismiss the student without the opportunity for readmission.

READMISSION AFTER DISMISSAL FOR UNSAFE NURSING/FIELDWORK/CLINICAL EDUCATION OR CLINICAL PRACTICE REASONS

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

READMISSION AFTER DISMISSAL FOR CONDUCT REASONS

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

READMISSION AFTER WITHDRAWAL

Students who have withdrawn from Stanbridge University may apply for readmission. The Director of Student Services, Dean of Students, and Program Administration will evaluate each student's case to make a decision regarding readmission, and they will set forth guidelines (if necessary) for said student's readmission. The assessment to be collected from a re-enrolling student shall be limited to any amount that is due after crediting any prior assessment amount paid by the student. The enrollment agreement shall clearly identify any prior STRF assessment paid by the student. If a tuition change occurred after the original enrollment and before the readmission enrollment, the new tuition amount will be used to calculate the amount due for readmission enrollment. Readmission is dependent on sufficient space in the cohort the student desires to join.

DENIAL OF READMISSION APPEAL PROCESS

Stanbridge University students have the right to appeal a denial of readmission. There are two levels of appeal for a denial of readmission. Students who have been denied readmission may submit a letter of appeal to the Office of Instruction at appeal.instruction@stanbridge.edu. The letter of appeal will specify the reason for dismissal, the reason(s) for denial of readmission cited by the readmission committee, and the rationale for the appeal. An unfavorable decision at the Office of Instruction level may be appealed to the Office of the President at appeal.president@stanbridge.edu. Decisions by the Office of the President are final and not subject to further university appeal. Students whose denial of readmission is upheld by the president may not apply for readmission.

GRADUATION

GRADUATION REQUIREMENTS FOR DIPLOMA STUDENTS

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

GRADUATION REQUIREMENTS FOR MASTER'S, BACHELOR'S, AND ASSOCIATE DEGREE STUDENTS

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

N.B.: Please refer to specific graduation requirements under each program.

TRANSCRIPTS

An official transcript is a certified copy of a student's permanent academic record created by the university. It is printed on unique, security-marked paper and sealed in the university's envelope. In electronic form, the transcript is protected by data encryption. An unofficial transcript does not grant the same assurance, since it does not come directly from the Office of the Registrar. Before requesting a transcript, it is important that students check with the intended recipient to see what type of transcript is accepted and/or required.

Ordering Official Transcripts

At any time, a student may order an official transcript online in electronic or paper form. The university has partnered with Parchment, Inc. to deliver secure and certified electronic and paper transcripts.

Students and former students may request official transcripts utilizing the Parchment, Inc. link found in their Student Central account.

Official Transcript Fees

Individuals ordering an official transcript are responsible for all fees associated with each request, including shipping and handling charges. The cost per transcript is dependent upon how quickly you need your transcript to be sent.

The university will honor the previous policy of providing three (3) no-cost official transcripts through December 31st, 2020 for all students who start class prior to December 31, 2019. Students will still be required to request their official transcript utilizing the Parchment link and pay any associated fees. Stanbridge University will reimburse up to \$3 (USD) of the completed transcript request. All reimbursement requests should be submitted to the Office of the Registrar at registrar@stanbridge.edu.

Accessing Unofficial Transcripts

Students and former students may view and print their unofficial transcript through their Student Central account.

Transcript Policies

The Office of the Registrar maintains the official transcript of academic record. A student may not be eligible to receive an official transcript if they have a transcript hold placed on their student record. A hold is placed on a student record when a student has not met a particular enrollment or academic requirement.

It is the sole responsibility of the student to clear any holds prior to requesting an official transcript. The Office of the Registrar will remove a hold within forty-eight (48) working hours after verification of the hold removal from the issuing department.

CODE OF CONDUCT

Students at Stanbridge University are responsible for regulating their own conduct and for respecting the rights and privileges of others. Students are expected to conduct themselves in a manner compatible with the function of the university as an educational institution. Students are expected to respect and obey all civil and criminal laws. Failure to show respect for the standards of behavior is cause for disciplinary action.

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

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

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

SUBSTANCE ABUSE

To assist in achieving a campus free of the problems of substance abuse, the university has adopted policies prohibiting the unlawful manufacture, sale, distribution, possession or use of controlled substances and alcohol, including medical marijuana, on Stanbridge property or at official functions on/off-campus. Any member or group of the Stanbridge community violating these policies and regulations will be subject to disciplinary action. In order to enforce this policy Stanbridge University reserves the right to request persons subject to the policy to take fitness for duty tests. Positive results from a fitness for duty test shall be grounds for disciplinary action. Also, the university may perform inspections of persons, personal property, or vehicles located on university property or off-site at official university functions (such as clinical education or externships) in order to assure a drug-free, alcohol-free environment. Failure to agree to a fitness for duty test or inspection will be considered a violation of this policy, and appropriate disciplinary measures will be taken as described above.

Reasonable Suspicion Testing: A student will be asked to take a Fitness for Duty Test after an instance of Reasonable Suspicion has

been documented. Such a test is voluntary, but failure to take the test will result in disciplinary action, up to and including dismissal.

ACADEMIC INTEGRITY

Stanbridge University upholds a strong commitment to academic excellence, which is grounded in honesty, trust, and respect. The foundation of our academic community relies on the integrity of the work submitted for educational credit. Should a student deviate from the principles of academic integrity, which include various forms of misconduct, appropriate measures will be taken. It is imperative that all members of the academic community maintain the integrity of their work submitted for academic evaluation.

Acts of academic dishonesty include, but are not limited to:

Cheating

- Copying from another student's exam
- Sharing exam questions with other students during or after an exam
- Taking an exam for another student, or allowing another student to take the exam for oneself
- Using unauthorized materials during an assessment
- Using unauthorized personal electronics during an exam

Dishonest Conduct

- Falsifying documents or records
- Knowingly furnishing false or misleading documents or statements to the university.
- Aiding one or more other students in committing the same or similar acts of academic dishonesty.

Plagiarism

- Misrepresenting someone else's work as one's own

Any student found to have committed an act of academic dishonesty may be subject to academic sanctions including, but not limited to:

- Receive zero credit for the assignment, quiz, or exam;
- Repeat an assignment, quiz, or exam;
- Complete an integrity and ethics course; and/or
- Be placed on conduct probation or suspension.

In the event of repeat academic integrity violations, dismissal from the university may occur. All incidents of academic dishonesty will be documented on a Notice of Deficiency and placed in the student's permanent academic record.

Any Stanbridge University student who believes that they have been subjected to an improper decision by an academic program, or the Office of Student Services, is entitled to file an appeal and obtain an independent review of the decision.

To submit an appeal, students are required to email the Office of Instruction at appeal.instruction@stanbridge.edu. Any official documentation that supports the appeal should be included.

Appeal requests must be received by the end of the fifth (5) business day following the rendering of the decision and/or charges against the student. Appeals submitted after the fifth business day will not be accepted.

An Appeal Committee will evaluate the appeal petition and provide an appeal decision to the student, in accordance with the university's appeals process, within fifteen (15) business days of receipt of the petition. Appeal decisions may take the following actions:

- Deny the appeal

- Grant the appeal
- Grant with appeal with new and/or modification to any sanctions

If a student is dissatisfied with the appeal decision, they may request the Office of the President review the full record and appeal documents by emailing appeal.president@stanbridge.edu within five (5) business days following the rendering of the decision by the Appeal Committee.

BULLYING

Definition

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

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

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

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

NON-DISCRIMINATION AND HARASSMENT

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

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

FRATERNIZATION POLICY

Consensual Relationships

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

Professional Risks

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

Individuals entering such relationships must recognize that:

1. **CONFLICTS OF INTEREST** may arise when such relationships occur between and among faculty or staff and students. University policies and ethical principles preclude individuals from evaluating the academic performance of others with whom they have consensual/romantic or consensual/sexual relationships.
2. **POWER DIFFERENTIALS** between the parties in consensual/romantic or consensual/sexual relationships may cause serious consequences even when conflicts of interest are resolved. Individuals entering into such relationships must recognize that: s for entering, maintaining, or terminating such a relationship may be a function of the power differential;

where power differentials exist, even in a seemingly consensual relationship, there are limited after-the-fact defenses against charges of sexual harassment. Furthermore, under certain situations, consensual relationships may be outside the scope of employment for university employees and, if so, an individual would not be covered by the university's liability protection in subsequent litigation.

Consensual/Romantic or Consensual/Sexual Relationships

A consensual/romantic or consensual/sexual relationship between individuals who occupy different levels of authority in the university automatically and inevitably carries the potential for evolving into a sexual harassment case of very serious implications,

either from a subsequent change of attitude by the subordinate partner or from a contemporary complaint from a disadvantaged third party. Relationships of this sort are against university policy and forbidden in those instances in which the partner with higher status and/or power has explicit or implicit authority over, or the power to reward or punish, the partner with lower status and/or power. It follows that consensual/romantic or consensual/sexual relationships between staff or faculty members and students are also forbidden and against university policy.

Reporting Policy

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

GRIEVANCE PROCESS

Complaints may be made in person or via telephone, e-mail, fax, postal mail, or any other type of correspondence. Please see the telephone and fax numbers of the university [here](#).

Students who have a complaint are encouraged to resolve the issue in good faith without escalation. If the issue remains unresolved, a student may report the complaint to the program director. If dissatisfied with the proposed resolution by the program director, the student may file a complaint with the Office of Student Services.

Any Stanbridge University student who believes that they have been subjected to an improper decision by an academic program, or the Office of Student Services, is entitled to file an appeal and obtain an independent review of the decision.

To submit an appeal, students are required to email the Office of Instruction at appeal.instruction@stanbridge.edu. Any official documentation that supports the appeal should be included.

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- Deny the appeal
- Grant the appeal
- Grant with appeal with new and/or modification to any sanctions

If a student is dissatisfied with the appeal decision, they may request the Office of the President review the full record and appeal documents by emailing appeal.president@stanbridge.edu within five (5) business days following the rendering of the decision by the Appeal Committee.

OTHER GRIEVANCE RESOLUTION AUTHORITIES

Accrediting Commission of Career Schools and Colleges (ACCSC)

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

Accrediting Commission of Career Schools and Colleges:

2101 Wilson Blvd., Suite 302

Arlington, VA 22201

(703) 247-4212

www.accsc.org | complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting complaints@accsc.org or at <https://www.accsc.org/Student-Corner/Complaints.aspx>.

Bureau for Private Post-secondary Education (BPPE)

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

1747 North Market, Suite 225
Sacramento, California, 95834,
www.bppe.ca.gov
toll-free phone number (888) 370-7589 or by fax (916) 263-1897.

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

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

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

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

Board of Registered Nursing: Associate Degree in Nursing Students

PO Box 944210,
Sacramento, CA 94244- 2100
Phone (916) 322-3350 Fax (916) 574-8637
<http://www.rn.ca.gov>

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

The American Occupational Therapy Association, Inc.
6116 Executive Boulevard
Suite 200
North Bethesda, MD 20852-4929
Phone: (301) 652-6611

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

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

3030 Potomac Avenue, Suite 100
Alexandria, Virginia 22305-3085
Telephone: 703-706-3245
Email: accreditation@apta.org
website: <http://www.capteonline.org>.

Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree program in nursing is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>). A complaint regarding an accredited program may be submitted by anyone, including students, faculty, staff, administrators, nurses, patients, employees, or the public. Guidelines for the complaint include: a) an illustration of the full nature of the complaint in writing, describing how CCNE standards or procedures have been violated, and b) an indication of the willingness of the complainant to allow CCNE to notify the program and the parent institution of the exact nature of the complaint, including the identity of the originator of the complaint. The Board may take whatever action it deems appropriate regarding verbal complaints, complaints that are submitted anonymously, or complaints in which the complainant has not given consent to being identified. Complaints may be directed to:

CCNE Complaints Administrator
655 K Street, Suite 750
Washington, DC 20001

Veterans Administration: Reimbursement to Veterans and Eligible Persons

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

TITLE IX

Stanbridge University is committed to providing and maintaining a learning environment that is free of discrimination, harassment, and retaliation on the basis of sex. The university is dedicated to ensuring that all people get equal access to the university's programs, activities, and services, in compliance with Title IX. The university will respond promptly and effectively to reports of discrimination, harassment, and retaliation in an expeditious manner. This includes the provision of further information regarding Title IX policies, the provision of support services, and the initiating and processing of complaints and/or reports.

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex in any education program or activity operated by a recipient that receives federal financial assistance. As an educational institution subject to Title IX, Stanbridge University has adopted a [Title IX Non-Discrimination & Grievance Process Policy](#).

Stanbridge University:

- Does not discriminate on the basis of sex, including in admissions and employment, and is committed to providing an educational and workplace environment that is free from sex-based discrimination, harassment, and retaliation;
- Prohibits discrimination on the basis of sex in its educational programs and activities, as required by law;
- Is committed to promoting fairness and equity in all aspects of its operations; and
- Values and promotes the equal dignity of all community members and is committed to the pursuit of just resolutions with respect to the rights of all parties involved.

The university's Title IX Coordinators are identified below and may be contacted with questions or to file a report or formal complaint. Full Title IX policy and procedures, including appeal, can be found [here](#).

Stanbridge University - Orange County and Riverside

Title IX Coordinator: Cynthia Barahona

Director of Student Services

Address: 2041 Business Center Drive, Suite 107

Irvine, CA 92612

Tel.: (949) 794-9090 Ext. 5158

Email: cbarahona@stanbridge.edu

Title IX Coordinator: Geanine Jubran

Associate Director of Student Services

Address: 2041 Business Center Drive, Suite 107

Irvine, CA 92612

Tel.: (949) 794-9090 Ext. 5008

Email: gjubran@stanbridge.edu

Stanbridge University - Los Angeles

Title IX Coordinator: Gary Lopez

Campus Director

Address: 2215 W. Mission Road

Alhambra, CA 91803

Tel.: (949) 794-9090 Ext. 5525

Email: glopez@stanbridge.edu

Title IX Coordinator: Alyona Carrico

Associate Director of Student Services

Address: 2215 W. Mission Road

Alhambra, CA 91803

Tel.: (949) 794-9090 Ext. 5225

Email: ozolke@stanbridge.edu

ADA

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

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

1. Go to the online ADA Portal at ada.stanbridge.edu, and
2. Submit a Request for Accommodation.

The request should be made at least four weeks in advance of the date needed. You may contact the university's ADA Compliance Office via email at ada@stanbridge.edu.

- 1) The university's ADA Compliance Office will respond within three business days of receiving the Request for Accommodation.
- 2) If you would like to request reconsideration of the decision regarding your request, please contact the university's ADA Compliance Office within one week of the date of the Letter of Accommodation. Please provide a statement of why and how you think the response should be modified.

Pregnancy ADA

Students who are or who become pregnant during their program must inform their Program Director and submit to the Americans with Disabilities Act (ADA) Office at ada@stanbridge.edu the following items:

1. A signed Pregnancy Disclaimer form
2. The Essentials Skills List for your respective program signed by a licensed healthcare provider of your choice prior to attending theory classes or performing the essential functions and abilities of the job in laboratory classes or clinical/fieldwork rotations

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

SAFETY AND SECURITY

CAMPUS SAFETY AND SECURITY

Stanbridge University is committed to campus safety and security. The university conducts routine maintenance checks of its facilities to ensure conditions are safe, which includes the inspection of structures, fire safety, alarm systems, lighting, handrails, equipment, and the surrounding property.

The university's campuses are located in professional buildings, which may provide public access to other tenant businesses and their visitors. The normal exercise of personal awareness of surroundings in any public area is recommended while on campus during daylight and evening hours. Faculty, staff, students, and visitors are encouraged to report any instances of inadequate conditions to facilities management.

OFF-SITE SECURITY DURING CLINICAL EDUCATION EXPERIENCES

When participating in a clinical education experience, faculty and students are instructed to follow the facility-specific emergency action plan. This includes the safety measures that are in place, whether in the form of reporting to a security guard or calling 911. Faculty and student are oriented by a facility designee on the policies and procedures related to safety and security at that facility.

REPORTING OF POLICE, FIRE, AND MEDICAL EMERGENCIES

The health and safety of faculty, staff, and students is the university's primary concern. The university recognizes the critical importance of being prepared in the event of a significant emergency requiring a police, fire, or medical response. If such an emergency is experienced, individuals should immediately call 911. University offices and classrooms are equipped with phones and emergency procedures are posted throughout the campuses.

Reporting of Criminal Activity

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

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

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

Confidential Reporting Procedures

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

Stanbridge University's Emergency Preparedness Plan is available upon request.

STUDENT SERVICES RESOURCES

NEW STUDENT ORIENTATION

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

ACADEMIC ADVISING

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

TUTORING SERVICES

Our programs are rigorous and designed to challenge. Occasionally students may need additional help outside of the classroom. Students may request individual tutoring by their instructors during office hours or other scheduled times. Additionally, students may use the Peer Tutoring App to schedule peer and virtual tutoring as needed through the LRC.

STUDENT LIFE

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

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

STANBRIDGE STUDENT ASSISTANCE PROGRAM

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

Stress and Anxiety	Depression and Suicide	Family Conflict
Feeling Like an Outsider	Alcohol and Drug Abuse	Performance Related Fears
Identity Theft Recovery	Financial and Legal Services	Prescription Drug Costs

Students may contact the Stanbridge Student Assistance Program (SSAP) by dialing **800.977.7728** or by visiting <http://stanbridgesoar.acisoar.com/>. The SSAP, available 24 hours a day, 365 days a year, is designed to help students overcome personal challenges and succeed to graduation. The program provides access to professional clinicians, school-life specialists, and legal and financial

experts to help students reduce stress, build resilience, and better manage responsibilities at school, at home and in life.

LEARNING RESOURCE SYSTEM (LRC) *

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

***All of the Learning Resource System's online services are available to students at the Los Angeles, Alhambra Branch Campus. The Librarian and writing specialists provide virtual support to students via phone and email. Students can access the electronic library resources on classroom computers.**

Learning Resource Center

The Stanbridge Learning Resource Center is open:

Monday-Thursday: 6:30am-12:00pm;

Friday: 6:30am-10:00pm; and

Saturday and Sunday: 9:00am-8:00pm.

Holiday hours are disclosed by email. In the Learning Resource Center students can access computer-based training modules, lab simulations and practice examinations; there are printers and copiers for student use, private collaboration rooms, library books to borrow, and internet access for research for all students.

The Center is staffed by the Librarian on Monday-Friday from 9:00 a.m. to 5:30 p.m. to assist students. The Librarian is also available via phone and email to assist students in online courses and programs with reference materials and research projects. Specializing in study skills, time management, and test-taking strategies, the Academic Success Coordinator is also available to assist students in the Learning Resource Center.

Stanbridge University Electronic Library Resource

Stanbridge University offers access to electronic resources through its Learning Resource System website. Students can log in to their Student Central account and access the resources anywhere, at any time. Students in the medical or allied health fields have access to the Cumulative Index of Nursing and Allied Health Literature (CINAHL) with full-text database, the MEDLINE Complete database, and the ProQuest Nursing and Allied Health Source database, which combined offer access to over 5,000 full-text journals and related resources. In addition, the Academic Search Complete database offers students over 10,700 full-text journals in a variety of subjects, including science and technology, psychology, education, and many others. Other resources include the Cochrane Library of Systematic Review, and the PsychINFO and ERIC databases. If students are not able to find the full-text of the resource that they want through Stanbridge University's resources, the LRS offers Interlibrary Loan, which allows students to send their request to the librarian. The latter will then request the article from another educational institution.

Students also have access to Grammarly, an automated grammar and plagiarism checker that can proofread assignments and give advice on revisions, and Turnitin, a service that checks for plagiarism.

STUDENT HOUSING

Stanbridge University does not offer student housing services and assumes no responsibility to find or assist a student in finding

housing for any of its main or branch campuses. The University does not have dormitory facilities under its control. Local accommodation information can be found at www.rentals.com. Approximate cost for a one-bedroom apartment in the vicinity of our facilities is: Orange County, \$1,718 to \$3,800 with an average cost of \$1,995; Los Angeles, \$2,212 to \$4,772 with an average cost of \$2,747; and Riverside, \$1,565 to \$2,913 with an average cost of \$1,873.

CAREER SERVICES

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

Career Placement Orientation

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

Resume Preparation

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

Mock Interview Sessions

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

Exclusive Access to Placement Online for Job Leads

Stanbridge University maintains an exclusive job placement web site for our graduates. By using an assigned user ID and password, our graduates can access targeted job openings in Southern California that are updated daily. Additionally, graduates and alumni can access a database of Southern California recruiting organizations, companies, and upcoming job fairs.

PARKING SERVICES*

Vehicles on Campus

Student parking permits are provided to every student during Student Orientation. A student has full responsibility for the security of his/her vehicle and its contents. As outlined in the student code of conduct, a student will be held responsible for any prohibited items that are kept in his/her car and will be subject to disciplinary action as well as criminal prosecution.

Rules

- The first parking permit is issued at no cost to the student. If lost or destroyed, the student can request a replacement permit from the receptionist in the front lobby for \$5.00. If additional permits are needed, the third and subsequent permits will cost \$25 each.
- The parking permit must be displayed by affixing it in the lower left or right hand corner of the back window when parked at Stanbridge. The permit numbers must be clearly visible. If windows have a heavy tint, then parking permits may be affixed in the lower left or right-hand corner of the windshield. The permit numbers must be clearly visible.
- If your program has alternate parking assignments, then the appropriate additional parking permit must be displayed as directed.

- Street parking is available along Business Center Drive. Be aware of red curbs and any “no parking” signs.
- Please refer to the map of Stanbridge parking lots with student-designated spaces on Student Central. Students may only park in these designated areas.
- Do not park in the spaces reserved for guests (3-hour parking). These spaces require a special permit obtained from the receptionist at the front lobby.
- If there is no available campus student parking, there is additional parking at Stanbridge’s shuttle lot located at 18842 Teller Ave. in the Saddleback Church parking lot. A map to the shuttle lot along with the shuttle lot schedule is available through Student Central or you may ask the receptionist at the front lobby for the next available pickup.
- Parking permits may not be shared or exchanged for another student to use.
- Vehicles parked in undesignated areas or in surrounding lots are subject to be towed from the premises at students’ expense.
- Do not take up more than one parking space or straddle over the painted lines.
- After 5pm on weekdays and any time on weekends, students may park in any designated Stanbridge parking space that may be available.
- Any vehicle damage should be reported to the local police department by calling the non-emergency line (949-724-7000) or 911 if it is an emergency. Stanbridge will not investigate these claims nor release any video footage of the parking lots.

Parking Enforcement

- The parking lots are patrolled daily and if a student is found to be parking in an undesignated space, the student may be pulled out of class to move their vehicle. This may result in missed instructional time that may have to be remediated and the student will receive a Notice of Deficiency (NoD) as outlined in the student Code of Conduct.

Towing of Vehicles

- Parking in spaces for people with disabilities, in fire lanes, and in “no parking” areas may result in immediate towing.
- Building management reserves the right to tow any vehicle in violation of the parking rules.
- Vehicles are towed by private tow services, and all associated towing and storage fees are the responsibility of the owner/operator of the vehicle.
- In the event your car is in violation of the parking rules and is towed, you can locate and retrieve your car by calling the following;

Company	Phone Number	Website
DTS	(714) 530 - 8697	http://www.dedicatedtransportationservices.com/
MetroPro Road Services	(714) 556-7600	www.metro-pro.com
Irvine Police	(949) 724-7000	

*Parking for students in the OTA and VN programs is available at the Los Angeles, Alhambra Branch campus.

UNIVERSITY ADMINISTRATION

Chief Executive Officer	Yasith Weerasuriya*^
Chief Financial Officer	Nazi Masoum*^
Executive Vice President	Monir Boktor
Vice President of Instruction	Dr. Kelly Hamilton
Vice President of Information and Web Technology	Jesse Davis
Director of Accreditation and Compliance	Gary Lopez
Program Director - GE	Dr. Jason Goff
Program Director - AVN	Kandace Husted
Program Director - OTA	Satch Purcell
Assistant Program Director - OTA	Karen Donnelly
Program Director - PTA	Dr. Lauren Eberhad
Assistant Program Director - PTA	Rebecca de Ruyter
Program Director - BSN	Lubelle O'Grady
Assistant Program Director - BSN	Criscelle Costea
Program Director - MSOT	Dr. Myka Persson
Assistant Program Director - MSOT	Cristina Scionti
Director of Student Services	Cynthia Barahona
Assistant Director of Student Services	Geanine Jubran
Director of Career Services	Dr. Yara William
Assistant Director of Career Services	Kenneth Hernandez
Director of Admissions Operations	Greg Low
Director of Admissions & Financial Aid Analytics	Heather Fallon
Director of Financial Services	Brian Silvano*
Librarian	Fred Poling
Director of Media & Communications	Sarah Hamilton
Director of Marketing	Victoria Sauer

Los Angeles, Alhambra Branch Campus

Assistant Campus Director	Gary Nay
Program Director - AVN	Camille Goldsmith
Assistant Program Director - AVN	Jackie Hauffen
Assistant Program Director - AVN	Lisa Cherqaoui

Senior Assistant Program Director - BSN	Sabir Uddin
Assistant Program Director - BSN	Dr. Jeny Joy
Site Coordinator - OTA	Dr. Irene Hsu
Site Coordinator - PTA	Dr. Sheila Espina
Site Coordinator - MSOT	Dr. Eddie Chu
Associate Director of Student Services	Alyona Carrico
Assistant Director of Admissions	Dina Hsu
Director of Financial Aid	Robelyn Oropesa

Riverside Branch Campus

Assistant Campus Director	LauTai Lopez
Program Director - AVN	Alicia Marquess
Senior Assistant Program Director - BSN	Alicia Marquess
Assistant Program Director - BSN	Dr. Susan Drummond
Site Coordinator - MSOT	Cristina Scionti
Assistant Director of Financial Aid	Molly Alvarez
Assistant Director of Financial Aid & Compliance	Katrina Rankins

* VA CERTIFYING OFFICIALS

^ WIA CERTIFYING OFFICIALS

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

AOSVN GENERAL INFORMATION

ASSOCIATE OF OCCUPATIONAL SCIENCE IN VOCATIONAL NURSING

The Associate of Occupational Science in Vocational Nursing (AOSVN) program prepares students for entry-level vocational nursing licensure. Upon satisfactory completion of all required general education and vocational nursing courses, the graduate will be awarded an Associate of Occupational Science in Vocational Nursing degree and the university will notify the Board of Vocational Nursing and Psychiatric Technicians the graduate is eligible to take the National Council Licensure Examination for licensure as a Vocational Nurse in the state of California.

AOSVN MISSION STATEMENT

The Associate of Occupational Science in Vocational Nursing program provides theoretical and clinical experiences in nursing and incorporates knowledge from the related disciplines. These experiences will be facilitated by the acquisition of knowledge, skills, and attitudes in every nursing course. The goal of the program is to prepare entry level graduates for positions where they will provide patient-centered, safe, quality health care services in diverse settings.

PROGRAM PHILOSOPHY

The Associate of Occupational Science in Vocational Nursing program believes that nursing is both an art and a science. The program faculty recognize that both nursing education and practice are based on caring for oneself, as well as for others. During their education, nurses are taught to value diversity in the population, meet the needs of all persons with sensitivity as well as to identify the need for ethics in all areas of practice, and to function with overall excellence and integrity. Nursing education at Stanbridge strives to present a practice model for students that has holism and patient-centeredness at its core.

The faculty believe:

- the person is a holistic being worthy of respect, protection, and preservation throughout the span of their life.
- health is a dynamic state on the health-wellness continuum and individuals achieve wellness by functioning to the best of their ability within their own limitations.
- nursing is a science and an art, focusing on the application of clinical judgement for patient-centered, safe quality care. The science of caring provides the framework for collaborative evidence-based practice.
- professional nursing provides leadership within diverse healthcare contexts and environments, utilizing informatics and innovative technology with a focus on patient-centered care.
- Nursing education is supportive of academic excellence with a focus on patient-centered care. Nursing education promotes professionalism, teamwork, and adaptability in providing holistic care to patients across the lifespan in diverse settings. Teaching/learning is an active process with faculty as a facilitator. Students are accountable for their own learning, building upon previously learned concepts.

PROGRAM ORGANIZING FRAMEWORK

The conceptual framework for the Vocational Nursing Program is based upon Quality and Safety Education for Nurses (QSEN, 2007), Massachusetts Nurse of the Future (MNF, 2016), and the National League for Nursing (NLN) Education Competencies Model (2010). QSEN and MNF competencies provide the foundational concepts of the curriculum and are aligned with the end of program student learning outcomes and associated competencies. The NLN education competencies model is linked to curricular course objectives and aligned throughout the curriculum.

The curriculum emphasizes:

- safe, quality, patient-centered nursing care provided in diverse environments and accomplished through teamwork, collaboration, and effective communication.
- excellence in holistic care for a diverse patient population achieved through caring relationships based on an atmosphere of mutual respect and trust.
- ethical nursing care delivered with the highest degree of integrity utilizing best current evidence for positive patient outcomes.

A professional nursing role requires a commitment to lifelong learning and professional development, as well as personal self-care. Graduates from the Associate of Occupational Science in Vocational Nursing program at Stanbridge University embody the QSEN, MNF, and NLN Education competencies through:

- competent patient care
- health and wellness
- caring and ethical approach
- professionalism
- motivation to advance the nursing profession
- commitment to continuous quality improvement
- clinical judgement
- cultural sensitivity
- dedication to lifelong learning

AOSVN Program Learning Outcomes

PLO1. Practice nursing that is patient-centered, caring, culturally sensitive, and based on the physiological, psychosocial, and spiritual needs of patients.

PLO2. Serve as a member of the interprofessional healthcare team to promote continuity of patient care.

PLO3. Use leadership skills, information technology, best practice resources, and current evidence, as a basis for safe nursing practice.

PLO4. Promote quality improvement by contributing to the implementation of care-related plans to improve health care services.

PLO5. Practice nursing in a professional, ethical, and legal manner.

PLO6. Use effective communication skills that promote an effective exchange of information, the development of therapeutic relationships, and patient satisfaction.

PLO7. Display the principles of self-reflection required to evaluate effectiveness and experiences for ongoing lifelong learning and growth.

AOSVN PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Associate of Occupational Science in Vocational Nursing degree.

1721 Program Hours/106.5 Quarter Credit Hours/\$332.82 tuition rate per credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 17-19 months for full-time, and 26-28 months for part-time, including holidays and university breaks.

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
SCI 1070 Anatomy for Healthcare Clinicians with Lab*	40	36		5.5	No
ENG 1210 Fundamentals of Healthcare Communication**	40			4	No
MATH 1030 Math for Nurses	40			4	No
AVN 1001 Medical Terminology**	35			3.5	Yes
AVN 1060 Fundamentals of Nursing with Lab*	50	120		11	Yes
AVN 1160 Mental Health Nursing I with Lab*	20	25		3	No
AVN 1230 Advanced Nursing Fundamentals with Lab*	50	63		8	Yes
AVN 1230C Advanced Nursing Fundamentals Clinical			112	3.5	Yes
AVN 1240 Pharmacology*	55			5.5	Yes
AVN 1320 Medical Surgical I with Lab*	96	40		10	No
AVN 1320C Medical Surgical I Clinical			72	2	No
AVN 2075 Mental Health Nursing II with Lab*	23	26		3.5	No
AVN 2075C Mental Health Nursing II Clinical			32	1	No
AVN 1425 Medical Surgical II with Lab*	96	40		10	No
AVN 1425C Medical Surgical II Clinical			144	4.5	No
AVN 2035 Medical Surgical III with Lab*	62.5	40		7	No
AVN 2035C Medical Surgical III Clinical			96	3	No
AVN 2140 Maternal/Newborn Nursing with Lab*	38	30		5	No
AVN 2140C Maternal/Newborn Clinical			12	0.5	No
AVN 2145 Pediatric Nursing with Lab*	38.5	30		5.5	No
AVN 2145C Pediatric Nursing Clinical			12	0.5	No
AVN 2150 Leadership and Community Nursing*	23			2	No

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
AVN 2150L Leadership Clinical Competency Lab*		36		1.5	No
AVN 2150C Leadership and Community Nursing Clinical		24		0.5	No
AVN 2160 Capstone and Program Exit	24			2	No

Blended course *

Online Course **

Standard Occupational Classification (SOC):	29-2061

Employment/Job Title:

Licensed Vocational Nurse

AOSVN FACULTY

Marian Achenie	MSN, RN
Amelia Adams	MSN, RN
Kimberly Advincula	BSN, RN
Sopida Andronaco	MSN, RN
Sheryl Antido	MSN-FNP, RN
Daisy Banzon	LVN, Instructor Assistant
Jennifer Baron	BSN, RN
Sherry Bearden	MSN, RN
Esther Bedard	BSN, RN
Kimberly Bowen	
Jennifer Browne	
Kimberly Brusseau	
Barbara Buck	MSN, RN
Patricia Canright	MSN, RN
Jessely Carino	MSN, RN
Sandra Castillo	
Laurie Collins	BSN, RN
Princess Dione Cortez	
Conrado Del Castillo	BSN, RN
Adrian Demian	BSN, MGM, RN
Gennalyn Dix	
Maricel Dula	DNP, RN
Dena Ford	MSN, RN
Larry Frazier	BSN, RN
Kandace Husted	
Renee Hypolite	MSN, RN
Kurt James	BSN, RN
Tisaya Karnnet	
Stella Lee	
Kelley Leung	
Ameerah Mahdi	DNP, RN
Kathleen Overton	MSN, RN

Anna Perret	
Jonas Quaynor	BHA, LVN
Dora Ratcliff	MSN, RN
Pamela Robinson	MSN, RN
Tracey Sanzaro	BSN, RN
Lizette Sayo	MSN, RN
Houman Shahraz	BSN, RN
Kevin Simsuangco	BSN, RN
Tambra Sincerbox	AS, LVN
Kathleen Sixsmith	MSN, RN
Michelle Stolar	
Kamilla Tamendarova	
Gale Wasif	BSN, RN
Emilee Young	EdD, RN

GENERAL EDUCATION FACULTY

Dr. Jason Goff	PhD	GE Program Director
Dr. Raafat Baheeg	MD	GE Science Co-Chair; Life and Physical Science
Dr. Peter Poon	PhD	GE Science Co-Chair; Life and Physical Science
Christina Acosta	MA	Social and Behavioral Sciences
Ali Alroalle	MS	Life and Physical Science
Kristen Chrisman	MA	Written and Oral Communication
Natalie CongHuyen	MS	Life and Physical Science, Mathematics
Pablo Gomez	MS	Mathematics
Leili Hatami	MS	Life and Physical Science
Dr. Aida Jaldi-Kazim	PhD	Life and Physical Science
Rhema Johnson	MS	Life and Physical Science
Dr. Sean Kim	DPT	Life and Physical Science
Annabelle Kraut	MS	Life and Physical Science
Allison Lyon	MHA, LVN	Written and Oral Communication; Social and Behavioral Sciences
Alexander Morita	MS	Life and Physical Science
Dr. Phuong Ngo-Hazelett	MD	Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Steve Ryan	MA	Written and Oral Communication, Computer Applications

Linda Silva	MA	Written and Oral Communication; Social and Behavioral Sciences
Dr. Kalebi Shayo	MD, MS	Life and Physical Science
Dr. Abrar Sindi	PhD	Life and Physical Science
Dr. Rozmary Tatevosian	PhD	Written and Oral Communication; Social and Behavioral Sciences
Jesus Valles	MS	Mathematics
Dr. Warren Washington	PhD	Social and Behavioral Sciences
Dr. Fei Ye	MD	Life and Physical Science
Dr. Amina Zebboudj	PhD	Life and Physical Science

AOSVN ADMISSION POLICIES

Please read and complete the following steps:

1. Complete an online application for the Associate of Occupational Science in Vocational Nursing degree program. Click [here](#) to apply now and start your admissions application process for an early decision.

If you are not ready to apply, but would like more information, please attend a virtual information session and campus tour offered on campus. Click [here](#) to view the info session schedule. Please note, all prospective students must apply online before moving on to the entrance exam step.

2. After submitting your online application, take the Next Generation Accuplacer examination. Secure online testing for the Accuplacer is now available. Please contact your Admissions Representative to learn more. The following preferred minimum scores on each test of this examination are required: Reading Comprehension 232 and Arithmetic 212. Scheduling your exam will be coordinated by your dedicated Admissions Representative.

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

3. Submit an official transcript of record showing possession of a high school diploma or its equivalent, such as GED, from an accredited secondary school or an associate degree or higher from an accredited college or university.

4. Complete a background check.

5. Schedule and attend a meeting with a Financial Aid Officer.

6. Submit Official Transcripts of all courses taken at all high schools, colleges, and/or universities.

7. Interview with the Program Director or designee. Interviews are offered virtually through Zoom video conferencing.

The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's essay and responses during the interview according to a departmental rubric. The interviewer will also award points according to the departmental rubric for the applicant's score on the Accuplacer examination; completion of an academic degree; completion of relevant prerequisite courses; grade point average for the completed prerequisite courses; and current certificates and/or work experience or volunteer work. The interviewer will combine these points with the points awarded for the interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.

Students will receive approval for acceptance to the program upon review of the completed interview form, entrance examinations, and admissions requirements by the Program Director or designee.

8. Submit the Transfer of Credit Request form and related documentation for evaluation of possible transfer credit. Transfer credit will only be granted under the following conditions:

- All transfer credit policies of the institution and program have been met.

Applicants will be notified of admission to the program by a letter of invitation. An applicant may only decline the letter of invitation

twice and must repeat steps 2-10 above when reapplying for admission to the program.

Applicants reapplying for admission only have to resubmit official transcripts of record if they have taken additional courses since the previous application for admission.

ADMISSION UNDER ALTERNATIVE STATUS

The AOSVN program students admitted under "Alternate" status are allowed to attend class until the first clinical experience session at a clinical facility. No more than 10% of the authorized number of students for a class will be enrolled under alternate status. If these students cannot be accommodated with clinical facility experience due to lack of space, they will be given preference for regular admission to the next program start.

Students enrolled under alternate status will be charged for (and issued) courseware and supplies necessary for the on-campus portion of the curriculum. If classroom space permits, and the student converts to regular status, tuition will be due immediately. If classroom space precludes enrolling the alternate status student for the remainder of the Term, they will be enrolled in the next cohort to start at the beginning of the program and tuition (less the amount for courseware and supplies) becomes due for the new program.

All alternate students will be monitored by the Admissions and Student Services departments and admittance to the program will be confirmed by the Program Director.

AOSVN TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

In accordance with the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) guidelines and Article 5, Section 2535, transfer credit may be awarded for related previous education completed with the last five (5) years of the start date of program and includes the following:

- Approved vocational or practice nursing courses;
- Approved registered nursing courses;
- Armed services nursing courses;
- Certified nurse assistance courses;
- Other courses identified as equivalent to courses in the program; and
- All transfer credit policies of the institution have been met.

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

AWARDING OF CREDIT FOR PREVIOUS EDUCATION OR COMPETENCY-BASED CREDIT, INCLUDING MILITARY EDUCATION AND EXPERIENCE

Students may apply for competency-based credit, which will be granted on the basis of a written examination for nursing theory courses and a demonstration of the mastery of clinical objectives and a written examination for clinical courses. The Program Director or designee will administer this process.

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

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

AOSVN GRADING POLICIES

GRADING

Grades are based upon the total number of points earned on all examinations and assignments assigned in the course. Theory, lab, and clinical components of a course are taken consecutively and in order to progress to the next term, all components must be passed. If a student does not pass one component dismissal will occur. Upon re-enrollment or track change, the student will be required to retake all components simultaneously.

Students must have a cumulative grade point average of "C" or above to graduate and complete all graduation requirements.

Nursing Theory Courses and Remediation Policy

Students will be given a grade based on points earned on all assignments, quizzes, presentations, and examinations in the theory component of each nursing course. Nursing students must earn a minimum grade of a 75% in the theory component of all nursing theory courses to progress in the program.

Remediation for unsatisfactory course performance is required in the event a nursing theory course is failed. The student will be expected to take an alternate exam on the material covered in the original course exam and will be considered to have successfully remediated the course when they have achieved a passing score on the alternate exam. Prior to administering the remediation exam, the student must successfully complete all outstanding graded assignments for that course.

Remediation of any failed course must be performed within fourteen (14) days of the end of the course or prior to the start of the next term, whichever is shorter. Any examinations not completed prior to the start of the next term will be forfeited. Students may take up to two (2) remediation examinations. The maximum grade that will be entered into the student's grade record for any remediated course will be 75%. If a course is not successfully remediated, the student's failing grade will be recorded as the grade for the un-remediated course and the student will be dismissed.

An exception to this policy is the ATI Comprehensive Predictor Assessment for AOSVN students. This assessment has only one (1) remediation attempt. If a student fails to successfully remediate the ATI Comprehensive Predictor Assessment, they will be dismissed with the opportunity to re-enroll.

Students may not remediate more than two (2) nursing courses in the program. If a student fails a third (3) course the student will be dismissed from the program.

ATI Comprehensive Predictor Assessment and Remediation Policy

Students who fail to achieve a minimum of 94% probability on the Comprehensive Predictor Assessment must print their assessment performance profile and complete an active learning template (ALT) for each topic missed on the assessment. Students must make an appointment with the Program Director or designee to review the completed ALTs. Once the ALTs have been deemed as satisfactory, the student can schedule the assessment retake with the Student Services Officer. Remediation of the Comprehensive Predictor Assessment must be performed within fourteen (14) days following the first attempt.

Nursing Lab and Clinical Courses

Students will be given a PASS or FAIL grade based on the demonstration of clinical objectives in all the lab and clinical courses for each nursing course and completion of all assignments assigned. Students must receive a PASS in all nursing lab and clinical courses to progress in the program. Remediation for a failed lab or clinical course is not available.

Performance and practice of clinical skills constitute a large portion of the student's time in the program. Students unprepared for the clinical experience will be asked to leave the clinical setting and time lost will be considered a clinical absence. The student is

permitted to remediate a maximum of one (1) day of clinical absences during each term.

Pre-Core General Education Courses

Remediation for unsatisfactory course performance is required in the event a general education course is failed. The student will be expected to take an alternate summative exam or assignment and will be considered to have successfully remediated the course when they have achieved a passing score on the alternate exam or assignment. Prior to administering the remediation exam or assignment, the student must successfully complete all outstanding graded assignments and/or examinations for that course. Remediation of any failed general education course must be performed prior to the start of the next term or the remediation is forfeited and the student will be dismissed. Regardless of the score achieved on the remediation, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Students may take up to two (2) remediation examinations.

Blended and Online Courses

Blended and online distance education courses are delivered through the university's learning management system, Edverum. Students participating in these courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus. Blended learning courses may require a set number of academically related activities (ARAs) for each online instructional week. Please note, all exams are taken on campus for all courses.

Satisfactory Academic Progress Requirements

Student progress will be measured at the end of each term. To maintain satisfactory academic progress, students must meet the university's Satisfactory Academic Progress (SAP) policy.

AOSVN ATTENDANCE POLICIES

CLASS HOURS

Students should refer to their schedule for the actual class dates. Pre-core general education, nursing theory, and clinical coursework may occur any day of the week (Monday through Sunday) during mornings, afternoons, or evenings. Students should be prepared for alternative days or diversified shifts for certain clinical education courses. Clinical hours are commonly offered in 8- or 12-hour shifts any day of the week, 7 days a week and include clinical facility rotations, skills lab, or any required community shifts.

NURSING THEORY CLASS ATTENDANCE

Regular and timely attendance in the classroom is necessary for students to meet the stated objectives of each course. Regular attendance demonstrates professional and responsible behavior. Patterns of tardiness, early outs, and absences are not consistent with the professional standards expected of AOSVN students and will result in disciplinary action.

Students may be absent one (1) day from each theory course within a term. Documentation for an absence will not be collected, as there are no "excused" absences. An absence will simply count towards the maximum allowable absences.

Students who accumulate greater than one (1) day of absence from a theory course within a term will be placed on Attendance Probation by the Office of Student Services. Students who violate the stipulations of their Attendance Probation will be dismissed from the program.

Students must makeup any theory hours missed due to an absence before progressing to the next term. The course instructor will determine the makeup assignment appropriate for the hours missed. The student will have seven (7) days to complete the makeup assignment and submit to the instructor for grading. Failure to complete the assignment by the deadline will result in a Notice of Deficiency and/or placement on Attendance Probation. Failure to follow the stipulations of Probation may result in dismissal from the program. No makeup assignments will be accepted after the final due date.

Nursing Theory Early Leave and Tardiness

It is required that students attend all classroom hours. Early leave is when a student leaves class prior to the instructor dismissing the class. Tardiness is when a student arrives more than five (5) minutes late to the start of a class or are more than five (5) minutes late returning from any break. Students must notify the instructor in advance when leaving early. Failure to provide advanced notification can result in a written warning.

Tardy students may remain in class for the lecture but will receive a makeup assignment to ensure any missed material is presented to the student. *See Nursing Theory Class Attendance policy for details.*

Makeup of Course Examinations Due to Absence

If the absence occurs on an exam day, the student will need to schedule an alternate makeup exam through the office of Student Services and complete the makeup exam within seven (7) days after the student returns to school or a grade of zero will be assigned to the examination. Regardless of the score achieved on the makeup exam, the maximum grade that will be entered into the student's grade record for any makeup examination in a theory class will be 75%.

CLINICAL ATTENDANCE

Non-Speciality Courses

Students may be absent one (1) day from each clinical course. Students who accumulate a second (2) absence from a clinical course

within a term will be placed on Attendance Probation by the Office of Student Services. Students who violate the terms of attendance probation may be dismissed from the program.

Students must make-up any clinical absence before progressing to the next term or they will be dismissed from the program. Failure to attend a clinical makeup day will count as a second clinical absence and will result in disciplinary action, up to and including dismissal from the program.

Speciality Courses

Specialty rotations include Mental Health Nursing, Maternal/Newborn Nursing, Pediatric Nursing, and Leadership.

Students may not miss any lab or clinical hours in the clinical component of the specialty rotations. Students who are absent may be dismissed from the program.

Some clinical facilities have limited capacity to orient the student to the facility (which occurs only once per facility rotation). Students absent from such orientation may not attend clinical education at that facility. If an alternate facility or orientation opportunity cannot be obtained, the student may not attend clinical education, all attendance policies apply.

Clinical Early Leave and Tardiness

It is required that students attend all clinical hours. Early leave is when a student leaves class prior to the instructor dismissing the lab class or clinical rotation. Tardiness is when a student arrives more than five (5) minutes late to the start of a lab class or clinical rotation or are more than five (5) minutes late returning from any break.

Students who are tardy for a lab class may remain in class for the lab experience but will be given an absence for the day. All attendance policies apply.

Students who are tardy for a clinical rotation will be sent home and given an absence for the day. All attendance policies apply.

Make-Up and Limit of Clinical Absences

Students must make-up any clinical absence before progressing to the next term or they will be dismissed from the program. A missed clinical make-up will count as a second clinical absence and will result in disciplinary action, up to and including dismissal from the program.

Blended Courses and Online Theory and Lab Hours

Students participating in all blended or online courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

All blended or online courses require a set number of online academically related activities (ARAs) for each instructional week. ARAs designated as attendance ARAs are declared in the course syllabus.

A student's failure to participate in the designated attendance ARA, such as contributing substantively to a discussion forum post and/or completing a virtual assignment, will be required to make-up the post or assignment within seven (7) days after the post or assignment due date. All late work policies apply.

Pre-Core General Education Online Courses

Students are expected to be in attendance in accordance with the online course syllabus. All online courses require a set number of online academically related activities (ARAs) for each instructional week. ARAs designated as attendance ARAs are declared in the course outline.

A student's failure to participate in the designated attendance ARA, such as contributing substantively to a discussion forum post

and/or completing a virtual assignment, will be required to make-up the post or assignment within seven (7) days after the post or assignment due date. All late work policies apply.

Non-Attendance at Clinical Make-Up Sessions

There is no charge to make-up a clinical rotation absence. Students who do not attend a scheduled make-up session will be deemed a "No call, no show." "No call, no show" students will be charged a fee of \$50. A second (and subsequent) occurrence(s) of non-attendance at a scheduled make-up session during the remainder of the program will incur a fee of \$100. These fees must be paid prior to the university forwarding the student's Record of Nursing Program form to the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

Clinical Objective Remediation

Students are required to pass all clinical objectives outlined on the clinical and skills lab evaluation log. If the student is unable to pass any of the objectives, as designated in the scoring rubric, the student must remediate the objective and will receive a written warning. Remediation for clinical objectives is to be scheduled by the department of Student Services, which can include a clinical makeup day, demonstration of skills, or simulation evaluation as determined by program administration. All clinical objective remediations must be completed within 14 days or before progressing to the next term, whichever is shorter. Failure to demonstrate proficiency can result in dismissal from the program.

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

AOSVN DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The student does not remediate a failed general education course after two (2) attempts or before the start of the next term.
- The student fails a third (3) general education course in the program.
- The student does not remediate a failed nursing theory course after two (2) attempts or before the start of the next term.
- The student fails a third (3) nursing theory course in the program.
- The student receives a FAIL in any of the nursing lab or clinical courses.
- The student fails to meet the attendance requirements in a didactic, lab, or clinical course.
- The student fails to remediate clinical objectives.
- The student fails to makeup any absences before progressing to the next term.
- The student fails to pass with Comprehensive Predictor Examination with a score of 94% or more.
- The student commits unsafe nursing practice.
- The student does not complete a minimum of ten (10) hours of community service by the end of the program.

Additional reasons for dismissal is defined in the institutional dismissal policy, see catalog for details.

AOSVN ADDITIONAL POLICIES

In addition to meeting the requirements for admission as stated above under Admission Policies, applicants to the AOSVN program must provide the following prior to admission to the program:

AOSVN DRESS CODE

Students are expected to withhold and maintain a professional image. Professional image consists of personal appearance with regard to clothing, grooming, manners and etiquette, personal behavior, and communication effectiveness.

Professional image policies are to be enforced while on campus grounds and/or clinical facilities premises, which include the parking lot, shuttle lot and while riding on the Stanbridge Shuttle Service. The student must adhere to the professional image policy guidelines listed below. If the student is off campus and wearing Stanbridge University attire, they should demonstrate awareness that they are a representative of the University and are expected to have professional behavior and demonstrate good judgement. Failure to do so may result in disciplinary action for a violation of the code of conduct.

Theory

- Student ID badge must be worn above the waist
- Students must wear Stanbridge issued polo shirt
- Black pants (i.e. trousers, jeans) or black scrub bottoms
- Tight-fitting, ripped/distressed material, or joggers are not permitted
- Undershirts must be white if visible; no other undergarments may be visible
- Stanbridge sweaters are the only outer wear allowed
- Natural hair colors only
- Hair accessories must be plain; no caps, hats, beanies or hoods allowed
- Black, grey, or white sneakers
- No facial jewelry is permitted; for nose and tongue piercings a colorless stud may be used as long as it is not visible
- Tattoos must be covered at all times; white, long-sleeved shirts or "sleeves" can be worn to cover any visible tattoo
- Nails must be short, clear nail polish only; artificial nails are not permitted
- Clothing must be clean and unwrinkled
- In the event of inclement weather, only program administration may approve a temporary modification of outerwear standards

Clinical

- Student ID badge must be worn above the waist
- Students must wear Stanbridge issued uniform scrubs
- Scrubs must be kept clean and unwrinkled
- Undershirts must be white if visible; no other undergarments may be visible
- Shoes must white, slip-proof, and non-penetrable; must be clean at all times
- Stanbridge zip-up hoodie is the only outer wear allowed
- One small, single stud earring on each ear and a plain wedding band is the only jewelry permitted
- No facial jewelry is permitted; for nose and tongue piercings a colorless stud may be used as long as it is not visible
- Facial hair must be clean and neatly trimmed (length as recommended by the Centers for Disease Control and Occupational Safety and Health Administration for N-95 fit testing)
- Tattoos must be covered at all times; white, long-sleeved shirts or "sleeves" can be worn to cover any visible tattoo
- A watch that can count seconds is mandatory at all times; smart watches are not permitted
- Natural hair colors only

- Hair must be pulled back, out of the face, and off the neck and shoulders
- Hair accessories must be plain; no caps, hats, beanies or hoods allowed
- Nails must be short, clear nail polish only; artificial nails are not permitted

Consequences for Violation of the Professional Image Policy

If a student is determined to be in violation of any specific item(s) of the dress code, the student will be issued a written warning and sent home for the remainder of the day. Additionally, the student will acquire an absence for that respective class day. The student will not have the option to return to class to avoid acquiring an absence. Please refer to the attendance policy for the remediation of absences.

AOSVN HEALTH RECORD REQUIREMENTS

Physical Health

Proof of Health Exam within the past 6 months signed by a medical provider (MD, NP, or PA) with no restrictions. Must be updated annually.

Health Insurance

Students are required to carry health insurance, throughout the duration of their program, at their own cost, and may be asked to provide a copy to program administration or clinical facility.

Immunizations

MMR: Students must submit a titer or proof of immunization. If previously immunized, the student should get a titer drawn before being immunized again. If the titer is positive, the student is immune to the disease. If the titer is negative, the student needs to be vaccinated. Titers must be renewed every 5 years to show immunity.

Students who have had measles-mumps-rubella do not need to be immunized but will need to submit proof of immunity.

Varicella (Chickenpox): The student must submit a titer or proof of immunization. If previously immunized, the student should get a titer drawn before being immunized again. If the titer is positive, the student is immune to the disease. If the titer is negative, the student needs to be vaccinated. Titers must be renewed every 5 years.

Students who have had chickenpox do not need to be immunized but will need to submit proof of having the disease.

TDaP: Vaccine administered within the past 10 years.

Hepatitis B: Students must submit proof of a 3-shot series of immunization (or proof the series has been started). If the student wishes to decline the Hepatitis B vaccine series, he or she must sign a declination form provided by Stanbridge University.

The student may also present a titer if previously immunized for Hepatitis B. Titers need to be renewed every 5 years to show immunity. If there is no shown immunity vaccine series must be completed.

Tuberculosis: Students must submit proof of a PPD skin test within the past 6 months. If the student has a previous positive PPD or BCG vaccine, the student will have to submit results from a current chest X-ray within the past 2 years. Students must initially provide a two-step TB test unless they can provide proof of previous annual testing. A TB skin test or TB Gold must be updated annually.

Influenza Vaccine or Declination: Students must submit proof of influenza vaccine. If the student wishes to decline the influenza vaccine, he or she must sign a declination form provided by Stanbridge University. Students should be aware that declining the

influenza vaccine may result in inability to attend clinical education at some facilities and may lead to delay of graduation. A new flu vaccine is required each flu season.

COVID-19 Vaccine: All students are required to be COVID-19 vaccinated and boosted prior to beginning any clinical or fieldwork site rotation. Failure to receive the vaccination and current booster will lead to dismissal of the student from the program.

BLS/CPR Card

Students must be certified in Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR) from the American Heart Association. Students are responsible for maintaining proof of certification, and its currency, for the entire duration of the program, at their own cost. Students without current certification will be removed from all fieldwork/clinical rotations until certification is renewed. Any absences accrued will have Attendance Policies applied. American Heart Association authorized certification only. Must be renewed every 2 years.

Maintaining Requirements for Clinical Education

All students are responsible for maintaining the accuracy of the foregoing student health information. This includes, but is not limited to, PPD, chest X-ray (if PPD is positive), Hepatitis B series, COVID-19 vaccine, physical, and the American Heart Association BLS certification. It is mandatory for each student to keep these health records current at all times. No student is allowed to attend clinical with expired health information. Students are responsible to pay for any necessary renewals of health records. Any student with expired health information will not be allowed to attend clinical education without updating the expired information. Any absences accrued due to expired health records may not have remediation limits waived. Also, any student who accrues absences due to expired health records will receive a Notice of Deficiency for each absence.

AOSVN GRADUATION REQUIREMENTS

In addition to passing each course with the minimum passing grade, AOSVN students must achieve a cumulative GPA of 75% or above in the program and pass the program exit examination with a minimum score of 94% predicted probability of passing the NCLEX-PN on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

To graduate, students in the AOSVN program must complete a minimum of ten(10) hours of community service by the end of the program.

Alternate NCLEX Paperwork Process

Once a graduate or non-graduate student has completed the requirements as outlined below the Program Director will process the BVNPT paperwork for NCLEX-PN testing.

Graduates with Delayed Testing

Students who have not completed the BVNPT application process and NCLEX-PN test within six (6) months after completing the program must:

- Meet with Program Director, or designee, to Review Comprehensive Predictor Score and create a Remediation/Study Plan
- Retake the ATI Comprehensive Predictor Course
- Attend ATI LIVE Review
- Complete Virtual ATI and achieve VATI Green Light

Graduates who have Failed the NCLEX-PN

Students who have failed the NCLEX-PN test after completing the program must:

- Meet with Program Director, or designee, to Review Comprehensive Predictor Score and create a Remediation/Study Plan
- Retake the ATI Comprehensive Predictor course
- Attend ATI LIVE Review
- Retake ATI Capstone and Virtual ATI and achieve the ATI "Green Light"

Non-Graduates

Students who have not met graduation requirements and are challenging the licensure exam must:

- Meet with Program Director, or designee, to Review Comprehensive Predictor Score and create a Remediation/Study Plan
- Take/Retake the ATI Comprehensive Predictor course
- Attend ATI LIVE Review
- Retake ATI Capstone and Virtual ATI and achieve the ATI "Green Light"

AOSVN LICENSURE REQUIREMENTS

Vocational Nurses in California are licensed by the Board of Vocational Nursing and Psychiatric Technicians in accordance with the provisions of the Nurse Practice Act, California Code of Regulations, Division 25, Chapter 1, Vocational Nurses.

Completion of the BVNPT-accredited Stanbridge University AOSVN program satisfies the requirement for completion of a course in vocational nursing. Students must apply to the BVNPT for authorization to take the licensing examination after completion of their program. Note: Tuition paid to Stanbridge University does not include fees payable to the State of California or other entities (such as those for Live Scan services or photographs) related to application for state-mandated licensing examinations or the state licensing fees themselves.

LICENSURE FOR STUDENT WITH CONVICTIONS

By law, the Board of Vocational Nursing, and Psychiatric Technicians (BVNPT) must review the criminal record of all applicants for Vocational Nursing licenses. The Board only performs this review upon receipt of an application for licensure and cannot “pre-approve” or “pre-screen” a record to determine eligibility for licensure. Stanbridge University, likewise, cannot determine if a conviction will be a bar to receiving a license. Full disclosure is mandatory, and failure to disclose a conviction may be grounds for denial of your application.

Because determination of eligibility is made on a case-by-case basis, having a conviction on your record will not necessarily prevent the Board from granting a license. Likewise, if you have a conviction, you may not be granted a license even if you have completed all coursework and passed the licensing examination.

The Board’s brochure on “Disciplinary Overview, Convictions, Frequently Asked Questions” is reproduced here for your information. Additional questions may be directed to the BVNPT’s Enforcement Unit at (916) 263-7827.

1. Do you have to report an arrest if you were not convicted?
2. No. You only need to report an arrest if you were convicted.
3. Do you have to report traffic violations and/or automobile accidents?
4. Yes, if a traffic ticket was issued and you were fined over \$500.
5. What happens if you can’t obtain certified court documents and police reports on convictions?
6. You must submit written proof from the court or police department specifying inability to locate the required documents. The Board verifies this and bases its decision on other substantial information (e.g., letters of recommendation, evidence of rehabilitation, etc.).
7. Do you have to report non-payment of child support?
8. No. However, if your case is in the District Attorney’s (DA) Office for non-payment, the DA notifies the Department of Consumer Affairs Family Support Unit. If you are deemed eligible for licensure, your license is issued on a temporary basis for 150 days. If at the end of that time period, you have not established a payment agreement with the DA’s Office, your license is suspended.
9. Do you have to report a conviction that was expunged (i.e., conviction was stricken or deleted from official records)?
10. Yes. Pursuant to Penal Code section 1203.4, you are required to report a conviction that was expunged. The law specifies that it does not relieve you from the obligation to disclose the conviction in response to any direct questions contained in any questionnaire or application for public office or for licensure by any state or local agency.
11. What happens if you fail to disclose all or part of your convictions?
12. Failure to disclose all or part of your convictions may be grounds for denial or disciplinary action as you falsified information required on your application for licensure or renewal of licensure.
13. Do you have to report misdemeanors, felonies and/or convictions which you pled nolo contendere?
14. Yes. Pursuant to Business and Professions Code, section 2878.6 (VN Practice Act) and section 4523 (PT Law), a plea or verdict of guilty or a conviction following a plea of nolo contendere is considered a conviction. Any conviction substantially

related to the qualifications, functions and duties of a licensee can be grounds for denial or discipline of a license.

15. Do you have to report convictions if you were under 18 years old and tried as an adult?
16. Yes. If you were under 18 years of age, but were tried and convicted as an adult, you are required to disclose the conviction.
17. Do you have to report military convictions or dishonorable discharge?
18. Yes. Any offense or violation during your military career must be reported to the Board on the Record of Conviction form.
19. How does the Board determine which violations are substantially related to the applicant's license?
20. Pursuant to Title 16, California Code of Regulations, section 2521 (VN Regulations) and section 2578 (PT Regulations), a crime or act shall be considered to be substantially related to the qualifications, functions, or duties of a LVN or PT if to a substantial degree it evidences present or potential unfitness to perform the functions authorized by the license in a manner consistent with the public health, safety, or welfare. Such crimes or acts shall include but not be limited to those involving the following issues:
 - Procuring a license by fraud, misrepresentation, or mistake.
 - A conviction of practicing medicine without a license.
 - Violating or attempting to violate, directly or indirectly, or assisting in or abetting the violation of, or conspiring to violate any provision or term of the VN Practice Act or PT Law.
 - Aiding or assisting or agreeing to aid or assist any person or persons, whether a licensed physician or not, in the performance of or arranging for a violation of any of the provisions of the Medical Board of California Practice Act.
 - Conviction of a crime involving fiscal dishonesty.
 - Any crime or act involving the sale, gift, administration, or furnishing of "narcotics or dangerous drugs or dangerous devices" as defined in the Pharmacy Practice Act, Section 4022.

How does the Board determine satisfactory rehabilitation of an applicant for licensure or licensee?

Pursuant to Business and Professions Code sections 480 and 490, and Title 16 California Code of Regulations, sections 2522 and 2522.5 (VN Regulations) and sections 2579 and 2579.1 (PT Regulations), the Board utilizes the following general criteria to determine satisfactory rehabilitation:

- The nature and severity of the act(s) or crime(s) under consideration.
 - Evidence of any act(s) committed subsequent to the act(s) or crime(s) under consideration.
 - The time that has elapsed since commission of the act(s) or crime(s) under consideration.
 - The extent to which the applicant has complied with any terms of parole, probation, restitution, or any other sanctions lawfully imposed.
 - Evidence, if any, of rehabilitation.
1. What does the Board look for on the Department of Justice (DOJ) and/or Federal Bureau of Investigation (FBI) reports?
 2. The Board reviews the RAP sheets (i.e., criminal record reports) to ensure that the conviction history matches what you provided on your Record of Conviction form and to determine if the violation is related to the qualifications of a licensee.
 3. How can you get a copy of your RAP sheet (i.e., criminal record report)?
 4. You may request a copy of your RAP sheet from the Department of Justice (DOJ). DOJ requires you to complete a "Record Review Process" form, complete another fingerprint card and pay a fee for processing. To obtain more information on this process, you must contact DOJ directly.
 5. How long does a conviction stay on your RAP sheet?
 6. The information contained on your RAP sheet is retained indefinitely. Therefore, you should always report all convictions. Failure to disclose all past convictions may result in disciplinary action.
 7. Why doesn't the Board delineate the criteria for denial of a license?
 8. The Board looks at each application for licensure on a case-by-case basis. There are many factors which must be evaluated to determine a person's qualifications to practice.
 9. Why do you have to take and pass the examination before a decision is made on your conviction history?
 10. The Board does not have any authority to deny your application for examination, only your application for licensure. Therefore, the Board can only make its official determination when you have successfully met all the requirements for initial

licensure.

OTA GENERAL INFORMATION

ASSOCIATE OF OCCUPATIONAL SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT

Certified/Licensed occupational therapy assistants may seek employment as members of the rehabilitation team under the supervision of a registered occupational therapist in hospitals, skilled nursing facilities, out-patient facilities, schools, mental health facilities, and community-based programs and as an Activity Director (independent of supervision by a registered occupational therapist) in adult day care programs, assisted living facilities, and skilled nursing facilities.

Mission Statement

Stanbridge University's occupational therapy assistant program aims to provide high quality, accessible, and relevant education in the art and science of enhancing people's ability to function in meaningful ways. Our goal is to prepare students to meet the demands of a changing and dynamic occupational therapy field and serve a diverse, changing population while meeting the learning needs of our student population. The end-goal of the program is to graduate successful, responsible, service-oriented learners who contribute to their society and profession.

Program Learning Outcomes

PLO1. Produce graduates who are competent critical thinkers with effective clinical, quantitative reasoning, oral and written communication, and information literacy skills.

PLO2. Produce graduates who demonstrate awareness of the diverse and changing nature of the patient populations served by occupational therapy personnel.

PLO3. Graduate students with demonstrated academic and entry level clinical proficiency in occupational therapy knowledge, intervention techniques, and skills applications.

PLO4. Provide an effective educational program leading to passage of the National Certification Examination administered by the NBCOT.

PLO5. Provide an effective educational program leading to entry-level employment opportunities within the occupational therapy profession.

PLO6. Graduate service-oriented professionals with the desire to seek out opportunities to serve society and the profession.

OTA PROGRAM OVERVIEW

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

112.5 Quarter Credit Hours/\$522.84 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 22 - 23 months for full time and 29 - 30 months for part-time, including holidays and breaks.

Scholarship requirements: a final GPA of 2.0 for all units attempted at Stanbridge University is required to graduate.

All academic policies and procedures in this catalog for the Associate of Occupational Science in Occupational Therapy Assistant program are in effect for the Irvine Campus and the Los Angeles, Alhambra Branch Campus.

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
OTA 1000 OTA Foundations	45	0	0	4.5	Yes
OTA 1001 Terminology^	45	0	0	4.5	Yes
OTA 1002 Occupational Life-Span Development^	45	0	0	4.5	Yes
OTA 1003 Disease Conditions^	42	0	0	4	Yes
OTA 1004 Mental Health Basics^	45	0	0	4.5	Yes
OTA 1005 Movement Anatomy	45	0	0	4.5	Yes
OTA 1005L Movement Anatomy Lab	0	30	0	1.5	Yes
OTA 1006 Fundamentals of OTA Practice	42	0	0	4	No
OTA 1007 Physical Dysfunction I	42	0	0	4	Yes
OTA 1008 Physical Dysfunction II	42	0	0	4	Yes
OTA 1009 Pediatric OT	42	0	0	4	Yes
OTA 1010 Psychosocial Dysfunction	42	0	0	4	Yes
OTA 2001 OTA Lab I	0	56	0	3.5	No
OTA 2002 OTA Lab II	0	56	0	3.5	No
OTA 2003 OTA Lab III	0	56	0	3.5	No
OTA 2010 First Level I Fieldwork	0	0	40	1	No
OTA 2020 Second Level I Fieldwork	0	0	40	1	No
OTA 2030 First Level II Fieldwork	0	0	320	10.5	No
OTA 2040 Second Level II Fieldwork	0	0	320	10.5	No
OTA 2050 Competencies	14	14	0	2	No
OTA 2060 End of Program Review	56	0	0	4.5	No
OTA 1011 Documentation^	48	0	0	4.5	Yes

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
ENG 1030 Effective Professional English**	35	0	0	3.5	Yes
HUM 1030 The Socio-Cultural Experience**	40	0	0	4	Yes
CIS 1006 Computer Applications**	40	0	0	4	No
SCI 1021 Anatomy and Physiology	60	0	0	6	Yes
SCI 1021L Anatomy and Physiology Lab	0	60	0	3	Yes

* Blended course

** Online course

^ May be online or on ground

Standard Occupational Classification (SOC):	31-2011
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Employment/Job Title:

Occupational Therapy Assistants

OTA FACULTY

Samantha Bajema	MS, OTR/L
Karen Donnelly	BS, COTA/L
Karina Fakheri	MOT, OTR/L
Cheryl Freels	BS, OT/L
Frances Gee	MS, OTR/L
Jenna Hiebert	BS, COTA/L
Dr. Candice Huang	OTD
Tina Huang	MS, OTR/L
Dana Lane	BA, COTA/L
Jane Liu	MA, OTR/L
Myrha Mariano	BS, OTR/L
Nancy Olsen	MA, OTR/L
Michelle Pak	MS, OTR/L
Satch Purcell	MOT, OTR/L
Adam Sanchez	MS, OTR/L
Yorda Vasquez	MS, OTR/L
Dr. Bill Wong	OTD, OTR/L
Lacy Wright	MS, OTR/L

GENERAL EDUCATION FACULTY

Dr. Jason Goff	PhD	GE Program Director
Dr. Raafat Baheeg	MD	GE Science Co-Chair; Life and Physical Science
Dr. Peter Poon	PhD	GE Science Co-Chair; Life and Physical Science
Christina Acosta	MA	Social and Behavioral Sciences
Ali Alroalle	MS	Life and Physical Science
Kristen Chrisman	MA	Written and Oral Communication
Natalie CongHuyen	MS	Life and Physical Science, Mathematics
Pablo Gomez	MS	Mathematics
Leili Hatami	MS	Life and Physical Science
Dr. Aida Jaldi-Kazim	PhD	Life and Physical Science
Rhema Johnson	MS	Life and Physical Science
Dr. Sean Kim	DPT	Life and Physical Science

Annabelle Kraut	MS	Life and Physical Science
Allison Lyon	MHA, LVN	Written and Oral Communication; Social and Behavioral Sciences
Alexander Morita	MS	Life and Physical Science
Dr. Phuong Ngo-Hazelett	MD	Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Steve Ryan	MA	Written and Oral Communication, Computer Applications
Linda Silva	MA	Written and Oral Communication; Social and Behavioral Sciences
Dr. Kalebi Shayo	MD, MS	Life and Physical Science
Dr. Abrar Sindi	PhD	Life and Physical Science
Dr. Rozmary Tatevosian	PhD	Written and Oral Communication; Social and Behavioral Sciences
Jesus Valles	MS	Mathematics
Dr. Warren Washington	PhD	Social and Behavioral Sciences
Dr. Fei Ye	MD	Life and Physical Science
Dr. Amina Zebboudj	PhD	Life and Physical Science

OTA ADMISSION POLICIES

Occupational Therapy Assistant program applicants will be considered for admission into the program if they achieve the minimum scores on the required sections of the *ACCUPLACER* test of the College Board administered at the university, as defined in the following chart.

Reading	232
Writing	234
Arithmetic	212
Statistics Algebra	206

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

In addition to meeting the minimum admission policies for an associate degree program, each applicant must complete a questionnaire and have an interview with a designated member of the OTA faculty. The interviewer will use a candidate interview form for the interview and will award points for the applicant's responses on the questionnaire and in the interview according to a departmental rubric.

The interviewer will also award points according to the departmental rubric for the applicant's scores on the *Accuplacer* examination, other examinations, or a grade point average earned for a degree or diploma. The interviewer will combine these points with the points awarded for the questionnaire and interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.

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

APPLICANTS WITH CRIMINAL CONVICTIONS

Applicants to the OTA program are required to complete a background check form and pay the background check fee seven days prior to the start of classes.

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

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant, administered by the National Board For The Certification Of Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a certified occupational therapy assistant (COTA). In addition, all States require licensure to practice; however, State licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain State licensure. The NBCOT describes the nature of the character questions asked on the exam candidate applications in the Exam Handbook under the section titled, *Character Review*. Please see the following link:

https://www.nbcot.org/-/media/NBCOT/PDFs/Cert_Exam_Handbook.ashx?la=en

For more information regarding this and other certification questions, or to obtain a Character Review prior to starting your program, please contact the NBCOT:

NBCOT

One Bank Street, Suite 300, Gaithersburg, MD 20878

Phone: (301) 990-7979. Email: professional.conduct@nbcot.org

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

OTA TRANSFER CREDIT POLICIES

For information regarding OTA transfer credit refer to the institutional [Transfer Credit Policy](#).

OTA GRADING POLICIES

REMEDIATION POLICIES

Theory Course Remediation

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

Students may not remediate more than 3 courses in a program. If a student fails a fourth (4) course, the student will be dismissed. Students that are dismissed due to four (4) course failures who re-enroll to the program will be dismissed upon failing a second (2) course after their return (which is a 6th course failure). Students that are dismissed, re-enroll, and fail a second course will be dismissed. The OTA 2060 End of Program Review course is the only theory course that is an exception to this policy of repeating the OTA program upon a 6th course failure.

Laboratory Course Remediation

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

Satisfactory Academic Progress Requirements: Occupational Therapy Assistant

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

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

OTA ATTENDANCE POLICIES

CLASS HOURS

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

Theory classes may be scheduled any time between 8:00 A.M. to 4:30 P.M. PST Monday through Friday. OTA laboratory classes may be scheduled any time between 8:00 A.M. to 4:30 P.M. PST. Students must complete fieldwork days and hours based on the practices at each individual location, which is typically Monday through Friday from 8:00 A.M. to 4:30 P.M. PST. Students must be prepared to follow earlier or later starts as required by the particular practices of the location. Typically, fieldwork days are Monday through Friday from 8:00 A.M. to 4:30 P.M. PST (Terms 3, 4, 5, and 6). Part-Time OTA evening classes are Monday through Thursday evenings from 6:00 P.M. to 10:00 P.M. PST and Saturdays between 8:00 A.M. to 4:00 P.M. PST. Part-time OTA Laboratory (Saturdays) days are 8:00 A.M. to 4:30 P.M. PST. All full-time class hours for the OTA program are in effect for the Irvine Campus and the Los Angeles, Alhambra Branch Campus.

Part-Time OTA students must complete fieldwork days and hours based on the practices at each individual location, which is typically Monday through Friday from 8:00 A.M. to 4:30 P.M. PST. Students must be prepared to follow earlier or later starts as required by the particular practices of the location. Typically, fieldwork days are Monday through Friday from 8:00 A.M. to 4:30 P.M. PST. Part-time program hours are in effect for the Irvine Campus and Los Angeles, Alhambra Branch Campus.

Note: Alternate days or different shifts may be required for certain OTA fieldwork experiences, due to clinical facility student census restrictions or facility availability. Some fieldwork may be offered on a 10- or 12-hour shift to match clinical facilities' schedules.

In support of the requirements for OTA programs, OTA students may not graduate without completing the objectives for theory classes, performing fieldwork objectives and completing a minimum of two weeks of Level I fieldwork and 16 full-time weeks of Level II fieldwork. No part of Level I fieldwork can be substituted for any part of Level II fieldwork.

THEORY CLASSES

Remediation and Limit of Theory Absences

All absences from theory classes must be remediated by completion of an assignment associated with the theory objectives for the day of absence. Theory absences follow these policies:

- 3rd absence in any one course = attendance probation
- 4th absence in any one course = violation of attendance probation
- 5th absence in any one course = course failure

Students are responsible for notifying instructors to obtain remediation assignments for absences. Remediations for absences are due within 7 days from the student's return.

Makeup of Course Examinations Due to Absence

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

LAB CLASSES

Remediation and Limit of Lab Absences

OTA Lab absences will be remediated by demonstrating proficiency in the lab objectives for the day of absence. Lab absences follow these policies:

- 2nd lab absence = attendance probation
- 3rd lab absence = violation of attendance probation
- 4th lab absence = lab failure

Students are responsible for obtaining their remediation assignments from their lab instructor per the directions written on the Skills Checklist. Remediations for absences are due within 21 days from the student's return.

CLINICAL FIELDWORK

Fieldwork Absences

Absences from Level I and Level II fieldwork will be remediated by performing additional fieldwork hours on a day-for-day basis for each absence.

Level I Fieldwork:

Students are limited to remediating 2 days of Level I fieldwork per placement. Level I fieldwork absences follow these policies:

- 1st absence = fieldwork probation
- 2nd absence = violation of fieldwork probation
- 3rd absence = failure and dismissal

Level II Fieldwork:

Students are limited to remediating 3 days of Level II fieldwork in each Level II placement. Remediation of all absences incurred in the first Level II fieldwork must be remediated prior to commencing the second Level II fieldwork. Remediation of all second Level II fieldwork absences must be completed prior to graduation and recommendation to NBCOT for the student to be allowed to take the certification examination. Multiple tardies or early outs from fieldwork are possible grounds for dismissal and are evaluated on an individual basis in collaboration with site personnel. A no-show, no-call at a fieldwork site is also grounds for dismissal and is evaluated on an individual basis in collaboration with site personnel. Failure to submit fieldwork time sheets per the time sheet instructions is possible grounds for failure and dismissal. Failure to submit fieldwork-related assignments per the assignment instructions, including additional projects requested by fieldwork site personnel, is possible grounds for failure and dismissal. Level II fieldwork absences follow these policies:

- 2nd absence = fieldwork probation
- 3rd absence = violation of fieldwork probation
- 4th absence = failure and dismissal

OTA DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The student in an Occupational Therapy Assistant program exceeds greater than 4 theory absences, exceeds 3 Lab absences, exceeds 2 days of Level I fieldwork absence in a term, exceeds 3 days of absence in a Level II fieldwork and fails to provide sufficient or acceptable documentation for the absences.
- The student fails to remediate all absences within the allowed time.
- The student has a pattern of multiple tardies or early outs (as determined by the university or fieldwork site, and communicated to the student) in either theory courses, lab course, or fieldwork.
- The student is a no-show, no-call at a clinical site. Emergencies and unforeseen circumstances will be considered for review on an individual basis and only with acceptable documentation provided.
- The student commits an ethical violation in, or related to, the fieldwork facility.
- The student who does not complete all fieldwork requirements within a maximum of 1 ½ times beyond the normal length of the program will be dismissed and required to reapply for admission and repeat the Occupational Therapy Assistant program as a new student.
- The student commits an unsafe practice in the fieldwork facility.
- The student fails a fourth (4th) course.
- The student that is previously dismissed due to four (4) course failures, and re-enrolls into the Occupational Therapy Assistant program and fails a 2nd course. A re-enrollment committee will be required to determine if student will be re-admitted.
- The student does not remediate a failed course in 3 attempts within 21 days or before the start of the next term, whichever is shorter.
- The student does not pass the Program Exit Exam with a minimum required score of 80%, and is unable to obtain 80% through remediation via the remediation policy. Only one (1) remediation attempt is permitted for the program exit exam. Should a student fail the remediation attempt for the program exit exam they must repeat the *OTA 2060 End of Program Review* course.
- The student does not complete a minimum of ten (10) hours of community service by the end of the program.

OTA FIELDWORK POLICIES

MAINTAINING REQUIREMENTS FOR CLINICAL EDUCATION

All OTA students are responsible for maintaining the accuracy of the foregoing student health information. Students are required to complete and provide proof of all required health information to Stanbridge University for review no later than Week 10 of Term 2. This includes, but is not limited to, a negative PPD (purified protein derivative test for tuberculosis) or chest X-ray (if PPD is positive), Hepatitis B series or a signed waiver, physical examination, BLS (Basic Life Support) from the American Heart Association, as well as commonly required vaccinations (may vary by clinical facility). (See section below titled Additional Requirements Requested by Sites.)

It is mandatory for each student to keep these health records current at all times and throughout the duration of their program. It is the responsibility of the student to keep documentation of new health records prior to their expiration; this includes, but is not limited to, vaccinations, physical examinations, PPD tests and the American Heart Association BLS. Students are responsible to pay for any necessary renewals of health records. Any student with expired or missing health information will not be allowed to attend Fieldwork without updating the expired or missing information. Any absences accrued due to expired or missing health records may not be excused or have remediation limits waived. Any student who fails to submit the required health records by the due date may receive a Notice of Deficiency from the administration. Failure to provide any of these health records in a timely manner may result in the student missing a fieldwork course and may result in dismissal from the program.

The Covid-19 vaccination is not required by Stanbridge University, but is highly recommended and is required by nearly all fieldwork sites. Other healthcare requirements/vaccinations may be required by fieldwork sites (see section below, titled Additional Requirements Requested by Sites). Stanbridge University is responsible for finding students viable clinical sites to complete fieldwork requirements but not responsible for adjusting to students who are missing vaccinations, transportation or similar considerations.

ADDITIONAL REQUIREMENTS REQUESTED BY SITES

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

- DMV driving record
- Driver's license and reliable transportation
- Multiple TB tests within a specific timeframe
- MMR vaccination and/or proof of immunity (titer)
- Tdap vaccination
- Varicella (chicken pox) vaccination or proof of immunity
- Drug testing
- Flu shot
- Up to date Covid-19 vaccination according to CDC or fieldwork site guidelines
- Covid-19 testing per fieldwork site requirements
- Health insurance
- Live Scan or other additional background checks
- Updated Physical Examination

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

the additional requirements, the student must immediately inform his or her fieldwork coordinator.

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

Common Guidelines for Health Record Expiration

Health Record	Expiration
Hepatitis B vaccine (2- or 3-shot series) or positive titer	20 years (vaccine), 5 years (titer)
Varicella vaccine or positive titer	20 years (vaccine), 5 years (titer)
Measles, Mumps, Rubella (MMR) vaccine or positive titer	20 years (vaccine), 5 years (titer)
Tetanus, Diphtheria, Pertussis (Tdap) vaccine	10 years
Tuberculosis (TB) screening - PPD skin test or Chest X-ray	1 year (PPD skin test), 4 years (Chest X-ray)
Physical examination	1 year
Flu (Influenza) vaccine	Seasonal, annually
BLS from American Heart Association	2 years

The above table should be used as reference only. Please consult your healthcare provider when seeking specific medical advice.

Social Media and Best Practices

When using social media and networking sites (e.g. Instagram, Facebook, LinkedIn, etc.), even for personal purposes, students should remember to be respectful and professional at all times. Students should not post information about a patient (whether or not the patient is identified by name) in any format, at any time and for any reason. When a student identifies him/herself as a Stanbridge student or when communicating about or to other site employees/students on social media and networking sites, ethnic slurs, personal insults, obscenity, or any communications that would not be acceptable on Stanbridge campus should be avoided. Students who have concerns regarding workplace conduct or inappropriate use of social media are encouraged to contact their site supervisor and Academic Fieldwork Coordinator for clarification regarding the terms of this policy.

CONFLICT OF INTEREST AND FIELDWORK EXPERIENCES

To effectively engage in a supervisory relationship with the purpose to openly assess competencies/skills and provide feedback it is important that your relationship (as a student learner) with your supervisor not be impacted by a conflict of interest. Past and present relationships with the site or the supervisor may influence the supervisory relationship.

The following are examples of situations that may present a conflict of interest:

- A family member, friend, relation (personal or business), associate, or intimate partner is a client, employee, vendor, or independent contractor in a department that has close professional contact with your supervisor and/or a position of authority or influence over your supervisor.
- You are presently an employee, vendor, or independent contractor for the fieldwork site at which you will or are satisfying any requisite program requirements.
- You have been an employee, vendor, or independent contractor for the fieldwork site at which you will or are satisfying any requisite program requirements within the last two (2) years (unless there is a total change of staff or the department you

worked in had no professional contact with the OT Department - e.g., you worked in the cafeteria).

- You have a friendship or romantic relationship with the person who may be your supervisor or another person who is directly or indirectly connected with oversight of any aspect of your tasks and duties while at the fieldwork site.
- You have had a supervisory role (any position of influence or authority) over a person or persons who may supervise you.
- You have been or will be a patient at your assigned fieldwork site, within the past two (2) to three (3) years, in the OT department or another department that you will have close contact with (e.g., the physical therapy department).

When a conflict of interest actually or potentially exists the Academic Fieldwork Coordinator will make the final determination regarding the appropriateness of placing the student at the fieldwork site.

When a conflict of interest potentially exists the Academic Fieldwork Coordinator will make the final determination regarding the appropriateness of placing the student at the fieldwork site.

STUDENT RESPONSIBILITIES AT FIELDWORK FACILITIES

Students are responsible for the following while at clinical facilities:

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

STUDENT ACKNOWLEDGEMENT OF RISK AT FIELDWORK FACILITY ROTATIONS

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

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

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

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

OTA ADDITIONAL POLICIES

OTA DRESS CODE

General

- The Student ID must be worn at chest level and be conspicuous at all times.
- Polos must be program-approved and bear the Stanbridge University logo on the left breast of the shirt.
- Polos must be clean and unwrinkled.
- Undershirts worn underneath the polo uniform top may be short sleeve or long sleeve but must be white, grey, or of light colors that can show staining if tainted with blood or body fluids. No other undergarments may be visible.
- Pants can be beige or black.
- Pants must be clean, non-wrinkled, and with no holes. Pants must be well-fitting but not excessively baggy or with leg bottoms touching the floor. Pants must also be loose enough to allow for occupational therapy practices such as bending, squatting, transferring clients, and getting on the ground with children, etc.

Shoes and Stockings

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

Jewelry, Hair, and Nails

- The only visible, pierced jewelry that is acceptable is a small, single, stud earring. Hoops, rings, or dangling earrings are not allowed. Jewelry on the tongue, eyebrows, nose, lips, etc. is not allowed.
- Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment (as recommended by the Center for Disease Control), and not be of a faddish or unusual appearance.
- Only a plain wedding band is acceptable.
- Hair must be pulled back out of the face and off the shoulders. Hair color must be of a natural color; faddish or unnatural colors or styles are not permitted.
- Hair accessories must be plain.
- Nails must be trimmed and kept clean at all times. Nail length must be kept at a maximum of 2 mm overhang. Artificial nails are not allowed.
- Tattoos cannot be visible. Tattoos and piercing are discouraged while in school due to increased chance of infection and the ability to comply with Stanbridge and hospital policy.
- Clinical facilities may have other requirements or regulations in addition to the requirements listed above. Students must comply with any additional uniform requirements at the fieldwork facility.

HEALTH INSURANCE

Students are required to carry health insurance, throughout the duration of their program, at their own cost, and may be asked to provide a copy to program administration or clinical facility.

OTA GRADUATION REQUIREMENTS

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

In order to graduate, students in the Occupational Therapy Assistant program must complete a minimum of ten (10) hours of community service by the end of the program.

OTA LICENSURE REQUIREMENTS

Following graduation from the program, students must pass the National Board for the Certification of Occupational Therapy (NBCOT) examination and apply to the appropriate State Regulatory Board for the State(s) they plan to work in to receive a license and thus become eligible for employment as a certified occupational therapy assistant, licensed (COTA/L).

PTA GENERAL INFORMATION

ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT (PTA)

Graduates with an Associate of Science in Physical Therapist Assistant degree from a CAPTE-accredited PTA program may apply to the Physical Therapy Board of California (PTBC) for permission to take the two examinations required for licensure, the National Physical Therapy Examination (NPTE) for physical therapist assistants and the California Law Examination (CLE).

After passing these examinations and receiving a license from the PTBC, the student will be eligible to obtain employment as a licensed physical therapist assistant.

MISSION

The mission of the Physical Therapist Assistant Program is to provide high quality education that encompasses the theory, knowledge, and clinical skills needed to produce caring, competent, and qualified entry-level physical therapist assistants.

PROGRAM LEARNING OUTCOMES

- PLO 1. Cultivate knowledge of the comprehensive role of a physical therapy assistant with diagnoses and interventions across a patient's lifespan to promote a patient's highest functional outcome.
- PLO 2. Advance effective written, verbal, and nonverbal communication to improve health care communication and physical therapy interventions across all practice settings.
- PLO 3. Promote interdisciplinary partnerships and community participation through service-learning initiatives, engage in advocacy and professional organizations while demonstrating excellent professional and ethical behavior.
- PLO 4. Take part in the application of relevant technology to provide patients with safe, effective, and efficient care.
- PLO 5. Broaden and integrate approaches to provide cultural sensitivity, inclusion of diversity and ethical healthcare in a variety of care settings and communities.
- PLO 6. Score 650 or more on the National Physical Therapy Exam to pass the licensure exam on the first attempt.
- PLO 7. Apply clinical reasoning based on evidence-based interventions and realistic clinical scenarios for the development of a patient centered treatment plan.

PROGRAM GOALS

1. The program will prepare graduates to serve as entry-level generalist physical therapist assistants who function effectively under the direction and supervision of a licensed physical therapist.
2. The program will offer a current, evidence-based, comprehensive curriculum that will prepare students to practice as licensed physical therapist assistants in a variety of care settings and communities.
3. The program will engage students in clinical education experiences that provide a variety of settings and locations where learners apply didactic knowledge and further develop clinical skills.
4. The program will prepare graduates to meet state licensure requirements and attain gainful employment.

STUDENT GOALS

1. Students will demonstrate proficiency in the standards of practice necessary to provide quality physical therapy services.
2. As advocates for the profession, students will demonstrate social responsibility in the community.
3. Students will provide physical therapy care in an ethical, compassionate, and effective manner.

FACULTY GOALS

1. Faculty will maintain academic and clinical currency in the physical therapy field.
2. Faculty will provide supportive, active and stimulating learning environments.
3. Faculty will foster a learning environment of integrity, equity, and mutual respect.

SCHEDULE

PTA students will be on campus one to five days a week depending on the term. Theory classes meet 8:00 A.M. to 6:00 P.M. PST with a lunch break. Lab courses are held 8:00 A.M. to 3:00 P.M. PST with a 30-minute lunch. The Clinical Practicum and two Clinical Affiliations are forty (40) hours per week each for 4 and 6 weeks each, respectively.

- Practicum: 4 weeks
- Affiliation I: 6 weeks
- Affiliation II: 6 weeks

PTA PROGRAM OVERVIEW

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

119 Quarter Credit Hours/\$488.70 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 20-21 months, including holidays and breaks.

Quarter Hours of Credit: minimum 119 quarter hours of credit.

Scholarship requirements: a final GPA of 2.0 for all units attempted at Stanbridge University is required to graduate. A minimum grade of C or 75% in each theory course, 80% in each lab course, and passing of all clinical education courses are also required to graduate.

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
PTA 1001 Introduction to PTA*	10	10		1.5	No
PTA 1002 Pathology*	36			3.5	No
PTA 1003 Documentation*	20	4		2	No
PTA 1102 Term 2 Review	22			1.5	No
PTA 1004 Kinesiology*	22	12		2.5	No
PTA 1005 Therapeutic Exercise I	31	21		4	No
PTA 1006 Procedures*	20	28		3	No
PTA 1007 PTA Practice I*	12	12		1.5	No
PTA 2001 PTA Lab I		48		3	No
PTA 1103 Term 3 Review	22			1.5	No
PTA 1008 Therapeutic Measurement and Testing*	14	28		2.5	No
PTA 1009 Modalities*	12	18		2	No
PTA 1010 Therapeutic Exercise II	31.5	22.5		4	No
PTA 1011 PT thru the Lifecycle*	27	15		3	No
PTA 2002 PTA Lab II		48		3	No
PTA 1104 Term 4 Review	22			1.5	No
PTA 1012 Neurologic Interventions I	10	10		1.5	No
PTA 1013 Electrotherapy	12	12		1.5	No
PTA 1014 Orthopedic Interventions I	10	10		1.5	No
PTA 2003 PTA Lab III		24		1.5	No
PTA 2010 Practicum			160	6	No

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
PTA 1105 Term 5 Review	12			1	No
PTA 1015 Neurologic Interventions II	31	22		4	No
PTA 1016 Orthopedic Interventions II	23	22		3	No
PTA 1017 PTA Practice II	27	22		3.5	No
PTA 2004 PTA Lab IV		48		3	No
PTA 1106 Term 6 Review	22			1.5	No
PTA 1018 Professional Issues*	18			1.5	No
PTA 2030 Affiliation I			240	9	No
PTA 1107 Program Review I*	24			2	No
PTA 2040 Affiliation II			240	9	No
PTA 1108 Program Review II*	50			4.5	No
SCI 1010 Human Anatomy I	24	27		3.5	No
COM 1050 Fundamentals of Public Speaking**	30			3	Yes
SCI 1020 Physiology**	30			3	Yes
MATH 1040 Elementary Statistics**	30			3	Yes
PSY 1010 Introduction to Psychology**	30			3	Yes
SCI 1015 Human Anatomy II	24	27		3.5	No
ENG 1005 Introduction to Written Communication**	30			3	Yes
SOC 1030 Social Trends and Issues**	30			3	Yes

* Blended course

** Online course

Standard Occupational Classification (SOC):	31-2021
Employment/Job Title:	Physical Therapist Assistants

PTA FACULTY

Joseph Blanscet	PT, BS
Rebecca de Ruyter	PT, MPT
Dr. Daniel Diaz	PT, DPT, OCS
Dr. Lauren Eberhardt	PT, DPT, NCS
Julius Edral	PTA, BS
Dr. Sheila Espina	PT, DPT
Dr. Stacie Groat	PT, DPT, OCS
Dr. Rikesh Hirani	PT, DPT, OCS
Jenny Huang	PT, tDPT
Mark Klem	PT, tDPT
Dr. Kelly Kika	PT, DPT
Dr. Tierney Loveland-Grace	PT, DPT
Dr. Becky Markel	PT, DPT
Dr. Eunice Park	PT, DPT
Denny Patel	PT, tDPT
Roberta Pennington	PT, tDPT
Dr. Oliver Severios	PT, DPT, OCS
Dr. Bhavna Shah	PT DPT, PCS
Dr. Michael Sutcliffe	PT, DPT, OCS

GENERAL EDUCATION FACULTY

Dr. Jason Goff	PhD	GE Program Director
Dr. Raafat Baheeg	MD	GE Science Co-Chair; Life and Physical Science
Dr. Peter Poon	PhD	GE Science Co-Chair; Life and Physical Science
Christina Acosta	MA	Social and Behavioral Sciences
Ali Alroalle	MS	Life and Physical Science
Kristen Chrisman	MA	Written and Oral Communication
Natalie CongHuyen	MS	Life and Physical Science, Mathematics
Pablo Gomez	MS	Mathematics
Leili Hatami	MS	Life and Physical Science
Dr. Aida Jaldi-Kazim	PhD	Life and Physical Science

Rhema Johnson	MS	Life and Physical Science
Dr. Sean Kim	DPT	Life and Physical Science
Annabelle Kraut	MS	Life and Physical Science
Allison Lyon	MHA, LVN	Written and Oral Communication; Social and Behavioral Sciences
Alexander Morita	MS	Life and Physical Science
Dr. Phuong Ngo-Hazelett	MD	Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Steve Ryan	MA	Written and Oral Communication, Computer Applications
Linda Silva	MA	Written and Oral Communication; Social and Behavioral Sciences
Dr. Kalebi Shayo	MD, MS	Life and Physical Science
Dr. Abrar Sindi	PhD	Life and Physical Science
Dr. Rozmary Tatevosian	PhD	Written and Oral Communication; Social and Behavioral Sciences
Jesus Valles	MS	Mathematics
Dr. Warren Washington	PhD	Social and Behavioral Sciences
Dr. Fei Ye	MD	Life and Physical Science
Dr. Amina Zebboudj	PhD	Life and Physical Science

PTA ADMISSION POLICIES

Physical Therapist Assistant program applicants will be considered for admission into the program if they achieve the minimum scores on the required sections of the *ACCUPLACER* test of the College Board administered at the university, as defined in the following chart.

Reading	232
Writing	234
Arithmetic	212
Statistics Algebra	206

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

- In addition to meeting the minimum scores on the *Accuplacer* tests, each applicant must complete a minimum of twenty (20) hours of documented paid or volunteer work experience or observation in a physical therapy facility with a licensed PT or PTA.
 - If the applicant is not able to complete the onsite observation hours, the university will accommodate this by allowing the applicant to complete the required hours by requesting the ICE Supplemental Videos Review assignment form from the Admissions Department.
- Additionally, each applicant must complete a questionnaire immediately prior to an interview with the Program Director or designee. The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's responses in the interview according to a departmental rubric.
- The interviewer will also award points according to the departmental rubric for the applicant's scores on the *Accuplacer* examination, other examinations, or a grade point average earned for a degree or diploma. Points will also be awarded for the level of prior education and experience in the medical or human service field. The interviewer will combine these points with the points awarded for the questionnaire and interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.
- The 45 applicants who have met the minimum admission policies for an associate degree program, and who have the highest number of points awarded for the questionnaire, interview and examination scores or grade point average, will be accepted for admission to the current cohort. Should an opening occur, the applicant who has the next highest number of combined points may be accepted for admission. If there are more than 45 individuals qualified for admission in a given cohort, those who are not admitted to the current cohort will be considered for admission into a subsequent cohort.

Applicants with Criminal Convictions

Criminal background checks are required by most facilities providing clinical experiences. Students are responsible for the fees incurred. Facilities may require criminal background checks of students in addition to the ones already completed during the program. The student has one background check done during the admissions process, and one done later in the program prior to clinical experiences. The student is responsible for notifying the ACCE if there is any newly reported criminal action(s) since the

original admissions check.

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

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

“License applicant status may not be issued or will be terminated for disclosure on the application if the Board is otherwise notified of criminal history or discipline taken by another licensing jurisdiction against a professional license you hold. If criminal history or license discipline is disclosed, PTBC’s Consumer Protection Services program must evaluate the history or discipline to determine whether license applicant status may be granted. The Authorization to Test (ATT) letter from the FSPBT does NOT grant you the ability to work as a license applicant.

DUE DILIGENCE: Pursuant to CCR § 1398.21, an application shall be denied without prejudice when, at the discretion of PTBC, an applicant does not exercise due diligence in the completion of his or her application, in furnishing information or documentation requested, or in the payment of fees.

GROUND FOR DENIAL: Each applicant’s credentials for licensure in California are evaluated on an individual basis. PTBC has the authority to deny licensure based upon an applicant’s act of dishonesty, unprofessional conduct, conviction of a crime, discipline of professional license of a jurisdiction in the United States, or inability to practice safely.

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

Physical Therapy Board of California

2005 Evergreen Street, Suite 1350

Sacramento, CA 95815

Telephone: (916) 561-8200

Fax: (916) 263-2560

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

PTA TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

All other transfer credit policies of the university apply.

PTA GRADING POLICIES

STUDENT PROGRESS

The Stanbridge University PTA Program bases its program goals and student expected competencies on the American Physical Therapy Association's (APTA) document, *Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level* and CAPTE's Standards and Required Elements for Accreditation of Physical Therapist Assistant Education Programs.

Grading

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

Remediation Policy

Theory Course Remediation

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

1. For a student to be eligible to take the Clinical Practicum (PTA 2010), he/she must successfully complete all coursework in Terms 1, 2, 3, 4 and 5. Any course or competency that is not successfully completed must be successfully remediated prior to beginning PTA 2010.
2. For a student to be eligible to take Clinical Affiliation I (PTA 2030), he/she must successfully complete all coursework in Terms 1, 2, 3, 4, 5 and 6 and demonstrate competency in all clinical skills identified on the Clinical Skills Competency Checklist. Any course or competency that is not successfully completed must be successfully remediated prior to beginning PTA 2030.
3. In order for a student to be eligible to take Clinical Affiliation II (PTA 2040), he/she must successfully complete all coursework in Terms 1, 2, 3, 4, 5 and 6 and demonstrate competency in all clinical skills identified on the Clinical Skills Competency Checklist. The student must also successfully complete PTA 2030 prior to beginning the clinical education coursework for PTA 2040.

In regard to theory courses a student will be expected to take an alternate exam on the material covered in the course that was failed. A student will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam. Regardless of the score achieved on the alternate exam, the maximum grade that will be entered into a student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the posting of the failing course grade or prior to the start of the next term, whichever is shorter. Students may not sit for the Term or Program Exit Examination until all courses in the respective Term are successfully remediated. Students may utilize up to three course remediation exams, if necessary, per failed theory course with a maximum of one every two days during the remediation period. If a course is not successfully remediated, the student's failing grade will be recorded as the grade for the un-

remediated course and the student will be dismissed. Exceptions to this policy include the Term 2 - 6 Exit Examination and the End of Program Examination for PTA Students. Term Exit Exams for terms 2 - 6 allow for two remediation exam attempts and the Program Exit Exam in Term 8 has one remediation attempt. Remediation of the Term Exit Exam must occur prior to the start of the next term. Students who fail to successfully remediate a failed Term Exit Exam or the Program Exit Exam will be dismissed from the Physical Therapist Assistant Program.

Students may not remediate more than four (4) courses in a program. If the student fails a fifth (5) course, the student will be dismissed. End-of-Term cumulative exams are not counted as courses for the purpose of calculating the number of failed courses.

Lab Course Remediation

In order to achieve passing grades for PTA Lab I, II, III and IV, students must complete the following skills checks:

1. **Lab Activity List:** All of the activities listed in each of the respective sections must be signed off by an instructor, signifying that the student has performed each of the activities listed. The lab list must be completed by the end of the same lab day and turned in on the due date listed on the course schedule in order to earn full points, and before the student can qualify to participate in the subsequent lab practical exam.
2. **Clinical Skills Competency Checklist (CSCC):** Students must be signed off by an instructor for all competencies listed in the respective section. The CSCC must be turned in at 8:00 A.M. PST on the specified due date to earn full points and before the student can qualify to take the next lab practical exam. Students are given the CSCC at least two weeks prior to the competency due date which delineates the expectations that must be met in order to successfully be signed off by an instructor as demonstrating competence. The student has 3 opportunities to pass a CSCC. If the student fails to pass the CSCC on the third attempt, the student fails the course. The student must successfully pass all competencies prior to being allowed to remediate the course at the end of the term. They will be allowed 2 additional attempts to pass each failed competency. If the student fails to pass upon the 2nd attempt, they will not be able to remediate the course, and will be dismissed from the program.
3. **Clinical Skills Practical Examinations:** Students are given a set amount of time to participate in a five-section lab practical examination. In section one the student is given the examination scenario to review prior to performing the skills. In sections two, three and four, the students rotate between sections performing the skills outlined in the plan of care. In section five the students document the skills that they perform in a SOAP note format. Following completion of the SOAP note, the students are given immediate, individualized one-on-one feedback as to their performance by an instructor.

Students must achieve a score of 4/5 (80%) or greater on each of the three sections tested on the exam. Students who demonstrate safe and accurate performance, knowledge and communication skills will achieve a 4/5 for the respective sections. Students who do not achieve a score of 4/5 will be required to re-take and pass the section(s) that they failed.

If a student fails to perform a Critical Safety Element in section two, three or four, the student immediately fails the exam. Upon remediation, the student will need to demonstrate that he/she can perform the skills that they failed on the original exam in a safe and effective manner. Then the student will perform the section of the remediation exam correlated with the section they failed. In total, the student will have to pass the skills from the original exam (those in which they received a CSV) and an additional set of skills from the remediation correlating with that same section of the exam.

Students must remediate the failed exam or section(s) within five business days. The student may re-take a Practical Examination twice within this time period, if necessary. The highest grade possible on a remediation Practical is 80%. If a student does not successfully remediate a lab practical, they fail the lab course. Failure of the lab course requires that the student take a comprehensive lab practical examination which is taken at the end of the term. Students must still participate in the remainder of the course. Students will have two opportunities to successfully remediate the failed lab course. Failure to successfully remediate the lab course results in dismissal from the PTA Program.

Any student who fails a practical exam has mandatory tutoring for the PTA Lab course until they successfully remediate the exam. Any student who fails the course is still eligible to continue in the program and has mandatory tutoring for the PTA Lab course

through the remainder of the term.

Critical Safety Elements (CSE) are essential for successful completion of PTA Lab I, PTA Lab II and PTA Lab III. Competency with CSEs indicate that a student carries out the intervention per the plan of care in a manner that minimizes risks to the patient, self, and others. Examples of CSEs include, but are not limited to:

- Ability to follow and appropriately carry out the plan of care (POC) established by the PT.
- Safe implementation of the POC based upon patient diagnosis, status, and response to intervention without placing the patient in jeopardy of harm or injury.
- Demonstration of knowledge regarding contraindications and precautions for specific patient diagnosis relative to the physical therapy interventions within the POC (e.g. following the total hip precautions when transferring a patient after total hip replacement; choosing an appropriate assistive device for the weight bearing status and abilities of the patient for gait).
- Ability to correctly identify physiological measures (HR, BP, RR, blood glucose levels, etc.) outside of parameters that allow for safe therapeutic exercises/intervention and provide proper response and notification of the PT, physician, or nurse.
- Ensures safety of self and others by washing hands correctly, following universal precautions, able to competently set up a sterile field, and don/doff PPE without contaminating materials, patient, or self to prevent the spread of infection.
- Uses acceptable techniques for safe handling of patients with proper body mechanics, guarding, and level of assistance; employs standard safety precautions such as: always locking a wheelchair prior to transferring a patient, appropriate use of a gait belt with transfers and gait training, washing hands prior to and after each patient contact, recognizing environmental hazards to safe ambulation, transfers, or other therapeutic interventions.
- Establishes and maintains safe working environment (e.g. monitoring of lines and tubes and other medical equipment, checks physical therapy equipment and assistive devices for maintenance and/or disrepair, eliminates work place hazards).
- Requests assistance when necessary (e.g. from supervising PT, utilizes and monitors support personnel)
- Ability to recognize patient responses during therapeutic intervention that may indicate a life-threatening condition (shortness of breath, chest pain, sudden dizziness, sudden dysarthria, etc.) and provide proper response and notification to the PT, physician, or nurse.
- Correct interpretation of weight bearing status and ability to choose appropriate assistive device for weight bearing status and individual's abilities.
- Utilizes appropriate gait pattern and assistive device relative to patient's weight bearing status.
- Demonstrate knowledge of facility/institutional safety policies and procedures.

Additional CSEs may be identified as part of each clinical skill taught and tested as part of the Lab Practical Examination.

Clinical Experience Remediation

If successful completion of a clinical education course is not achieved during the normal clinical time frame the student's clinical experience may be extended if time allows, or the student may receive a failing grade. The student will be placed on probationary status, and an individualized plan will be developed to help ensure future clinical success. If the student can extend the clinical experience, and the criteria for passing are met by the extended end date, the student will continue in the program. If the student is not able to extend the course, or if the clinical experience has been extended, yet the student is unable to pass the course by the new end date, a remediation must occur prior to placement in to another facility. The remediation is developed by the ACCE with input from the Program Director and additional faculty as needed. If the student meets the necessary criteria delineated in the individualized remediation plan, the student will be given one opportunity to repeat a single educational experience if the course failure occurs for Affiliation I or II. If the student fails Practicum I, the student cannot progress in the program. The student will have to remediate the clinical experience with the subsequent cohort. Should extenuating circumstances exist, e.g. interpersonal incompatibility between the clinical Instructor and student, etc., further remediation strategies may be pursued, including reassignment to another clinical instructor and/or clinical education facility. This decision is at the discretion of the ACCE, Program Director, and ultimately, the Office of the President.

Satisfactory Academic Progress Requirements

Academic progress is monitored throughout the program. If a student fails a lab course at any point within the course, the student is required to attend mandatory tutoring for the remainder of the course until it has been successfully remediated. If a student is failing a theory course on a day of an exam, the student is required to attend mandatory tutoring that day.

At a minimum, clinical performance during Clinical Practicum, Clinical Affiliation I and Clinical Affiliation II (PTA 2010, 2030 and 2040, respectively) is assessed at the mid-term and final. The CI is required to complete the web-based Physical Therapist Assistant Clinical Performance Instrument (PTA CPI) at or near the completion of the middle week of the clinical education experience and again at the completion of the course. The PTA CPI must be reviewed with the student to provide a progress report on his/her clinical performance. Any red flag issues that are identified before that point in time are to be brought to the attention of the ACCE, who may notify the student of the issue and its potential impact on his/her course grade.

PTA ATTENDANCE POLICIES

CLASS HOURS

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

Theory classes are held one to four days per week, depending on the term. Theory class schedule is typically between 8:00 A.M. and 6:00 P.M. PST. However, there are certain courses that will be held in a different time frame. Tutorial periods for theory classes are scheduled the hour immediately following the end of class. PTA Laboratory classes are one day per week in Terms 3, 4, 5 and 6 with a schedule from 8:00 A.M. to 3:00 P.M. PST (tutorial periods for laboratory classes are scheduled between 3:00 P.M. and 4:00 P.M. PST) Clinical education courses are forty hours per week, typically five days per week (typically Monday through Friday, but may have weekend hours) in Terms 5, 7 and 8 and are held from 8:00 A.M. to 4:30 P.M. PST (days of the week as well as daily schedule will vary depending on the site).

Note: Alternate days or different shifts may be required for certain PTA clinical practicum and affiliation courses due to clinical facility patient census restrictions or facility availability. Some clinical education experiences may be offered on a 10 or 12 hour shift to match clinical facilities' schedules.

ABSENCE AND TARDINESS

The maximum number of allowed absences in a single term is three (3). Three (3) tardies or early departures (or "early out") per term is equivalent to one absence. A tardy is defined as arrival after the scheduled start time of the class session, whether that is at the beginning of class, after lunch or after a designated break. Early departure (or "early out") is defined as leaving before the end of a scheduled course, missing less than 50% of the course time allotted for that course that day. An absence is defined as leaving as course early, missing more than 50% of the allotted time for the course for that day. All remediations must be completed within 7 days of the absence/tardy/early out.

REMEDICATION AND LIMIT OF PHYSICAL THERAPIST ASSISTANT THEORY

ABSENCES

Absences from theory classes will be remediated by completion of an assignment associated with the theory objectives for the day of absence. A maximum of 3 sessions of theory absence may be remediated in a single term. The faculty member teaching the theory course in which an absence occurs determines the type, nature, and extent of such remediation assignments. Tardy arrivals to or early departure from theory classes will be remediated with work assigned by the course instructor. For theory course absences and tardies, the student is required to complete the standard remediation procedures, which are to: (1) complete a PTA Remediation Form; (2) complete the remediation assignment which is based on the material that was missed and the length of time that the student missed class; and (3) turn in to the instructor for grading the assignment stapled to a completed PTA Remediation Form. Tardy arrivals to or early departure from theory classes will be remediated as outlined above. A tardy is defined as arrival after the scheduled start time of the class session, whether that is at the beginning of class, after lunch or after a designated break. Early departure (or "early out") is defined as leaving before the end of a scheduled course, missing less than 50% of the course time allotted for that course for that day. An absence is defined as leaving a course early, missing more than 50% of the allotted time for the course for that day.

REMEDICATION AND LIMIT OF PHYSICAL THERAPIST ASSISTANT LAB AND CLINICAL EDUCATION ABSENCES

Remediation of PTA Lab absences and the associated clinical skills may be completed by performing, at minimum, a demonstration of proficiency for the lab objectives for each day of absence. It is the right and responsibility of the faculty member, however, in accordance with the institutional policy "Assignment and Grading of Remediation Assignments" to determine the type, nature, and extent of any remediation assignment as well as to evaluate and assign a grade for any remediation assignment for the students in the specific course that they are teaching. Tardy arrivals or early departure from lab sessions will be remediated with work assigned by the course instructor. A tardy is defined as arrival after the scheduled start time of the lab session or after the completion of a scheduled break. Early departure (or "early out") is defined as leaving before the end of a scheduled course, missing less than 50% of the course time allotted for that course for that day. An absence is defined as leaving a course early, missing more than 50% of the allotted time for the course for that day.

If a student misses a lab, it is his/her responsibility to contact the instructor to schedule the remediation of the missed coursework, such as the lab activities list and clinical skills competency checklist. If a student misses a Practical Examination ("Practical"), it is his or her responsibility to contact the course coordinator to schedule the remediation of the Practical and achieve a passing score. Students missing a lab practical will forfeit their initial attempt to pass the practical exam. The highest grade they will be allowed to achieve is 80%.

A maximum of two (2) days of PTA Lab absence may be remediated in a single term. This is not in addition to the 3 total allowed absences. It is the student's responsibility to notify the course coordinator prior to leaving class for any reason other than scheduled breaks.

As part of the professional education process for physical therapist assistant students, prompt, regular attendance is expected during clinical experiences. Students must arrive at the assigned clinical education site on time.

Students are strongly discouraged from absences during a clinical education course. The student must adhere to the clinic time schedule at all times. Absences must be arranged in advance with the clinical instructor (CI) of the clinical facility and the Academic Coordinator of Clinical Education (ACCE). For all absences from a clinical education course, including Practicum I, Affiliation I, and Affiliation II, the student and the clinical instructor, in coordination with the ACCE, will make arrangements for remediation on a day-for-day and hour-for-hour basis. Days or hours may be remediated either by the addition of days at the end of the clinical education experience (if available) or via extended day or weekend hours. The program's policy allows for a maximum of two days of absences that can be remediated during the Practicum course and three days of absences that can be remediated during a single Clinical Affiliation course, with a maximum of five days of absences in total in Clinical Affiliation coursework. All hours and/or days that are missed must be remediated. It is at the discretion of the clinical site whether this is acceptable.

Remediation of all absences incurred during Practicum I must be remediated prior to the start of the next course. Remediation of all absences incurred during Clinical Affiliation I must be remediated prior to commencing Clinical Affiliation II. Remediation of all Clinical Affiliation II absences must be completed prior to the start of the Program Review course.

Unexcused absences occur when the student has either failed to notify the ACCE and clinical instructor of illness or failed to obtain permission from the ACCE and clinical instructor prior to the absence. Any unexcused absence must be reported to the ACCE by the Site Coordinator of Clinical Education (SCCE) or CI immediately. More than one unexcused absence during a term will result in a course failure and may result in a hearing before the academic faculty, at which time possible dismissal from the program may be considered.

In the event of an illness or injury, the student must notify the CI and ACCE as soon as possible. If an illness, injury or appointment, etc. necessitates time away from the clinical site, it is the responsibility of the student to notify the ACCE as to the nature of the absence. If a student is absent for more than two consecutive clinical days (Practicum I) or more than three consecutive clinical days (Affiliation I or II) due to illness, the student must provide a physician's written approval for the student to return to his or her assigned duties at the clinical site. A copy must be furnished to the student's clinical instructor and to the ACCE. In concert with the SCCE and/or CI, it is at the discretion of the ACCE and Program Director as to how, or if, the missed time can and will be made up.

In the case of excessive absences (more than 2 days for Practicum and 3 days for Affiliations; see specific policy above), the clinical

education experience may be ended, and the student may receive a course failure. The ACCE may modify the attendance policy at any time throughout the term if the students are notified in writing of the change.

If the student is unavoidably tardy, he/she should notify the clinical instructor and ACCE by telephone of the reason for the lateness. Even a tardy of a few minutes should be reported immediately. The SCCE or CI must report episodes of habitual tardiness to the ACCE for action by the academic faculty. Repeated tardiness (a maximum of two occurrences) will not be tolerated and may result in a hearing before the academic faculty and dismissal from the program.

Students not returning to classes after an absence of 14 days will be dismissed.

Makeup of Course Examinations Due to Absence or Tardiness

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

PTA DISMISSAL POLICIES

A PTA student will be eligible for dismissal if any of the following occur:

- The student in a Physical Therapist Assistant program accumulates greater than three (3) days of theory course absences in a single term, greater than two (2) days of absence in any PTA Lab course, greater than two (2) days of absence in any Clinical Practicum course, greater than three (3) days of absence in a single Clinical Affiliation course or greater than five (5) days of absence total of both Clinical Affiliation coursework in a term.
- The student in a Physical Therapist Assistant program that does not remediate each absence prior to the start of the new term.
- The student does not remediate a failed theory course in 3 attempts within 21 days or before the start of the next term, whichever is shorter.
- The student does not remediate a failed Lab course in 2 attempts before the start of the next term.
- The student in a Physical Therapist Assistant program fails a fifth (5) course in the program. Course is defined as any non-transferable courses and therefore excludes the following GE courses: SCI 1020, PSY 1010, ENG 1005, MATH 1040, and SOC 1030.
- The student in a Physical Therapist Assistant program commits an unsafe practice in the clinical education facility.
- The student in a Physical Therapist Assistant program does not remediate a failed term exit exam after 2 attempts or before the start of the next term.
- The student in a Physical Therapist Assistant program does not successfully remediate a failed program exit exam after one attempt.
- The student in a Physical Therapist Assistant program does not complete a minimum of ten (10) hours of community service by the end of the program.
- The student in a Physical Therapist Assistant program does not pass Clinical Practicum, does not successfully remediate a clinical education experience, or fails more than one clinical experience.

PTA CLINICAL EDUCATION POLICIES

GUIDELINES OF CLINICAL EDUCATION PROCESS

Academic Coordinator of Clinical Education (ACCE): The program faculty responsible for planning, coordination, facilitation, administration, monitoring, and assessment of the clinical education component of the curriculum.

Site Coordinator of Clinical Education (SCCE): The individual employed by the clinical site who assigns, plans and coordinates internship assignments and monitors student on-site progress and who may mediate student and Clinical Instructor communication during the clinical internship. This is the clinical site's primary contact for clinical education.

Clinical Instructor (CI): The physical therapist or physical therapist assistant employed by the clinical internship site that provides the clinical education component of the curriculum. CIs must have a minimum of 1 year of experience in the practice area of the student clinical education course, have active licensure as a physical therapist or physical therapist assistant, and have met clinical competency expectations of the clinical facility. Clinical Instructors with less than 1 year of clinical experience may serve as a CI for Practicums, which are 80 hours, under the close supervision of a CCCE who is an eligible CI.

The ACCE is responsible for scheduling and assigning students to clinical education sites for both the Practicum and the Affiliations. Clinical assignments are based on multiple factors, including the availability of placements, and may involve out of town travel.

Students are given opportunities to share information with the ACCE and Assistant to the ACCE regarding their interests and preferences for locations and types of facilities for each level of clinical education. Beginning with new student orientation, students are encouraged to email the ACCE if they become interested in a particular facility. Students are given a form to fill out approximately six-to-nine months prior to their first clinical experience. Students rate their interests in particular settings for each clinical experience and can list specific clinical sites and cities where they are interested in going. The ACCE and Assistant to the ACCE work together to find sites that coincide with each student's "wish list" for each of the clinical experiences. Any site that is obtained is then entered in to the online EXXAT system. Approximately eight weeks prior to each clinical experience, the students rate their interest in the provided available sites, and the EXXAT system matches the student with the facility based on the ratings and geographical distance to the facility. After this time the ACCE and the Assistant to the ACCE review the matchings to ensure appropriateness of the selection. The ACCE reviews each student's progress within the curriculum and may seek feedback from the Program Director and other faculty members as needed. Students are formally assigned by the ACCE to inpatient and outpatient settings in a manner that allows for the opportunity to complete one Practicum in an inpatient or outpatient setting, one Affiliation in an outpatient setting, and one Affiliation in an inpatient setting.

The program has contractual arrangements with numerous local and regional facilities and practices. Students are sent only to those facilities for which a contract exists. Student-accessible files containing detailed facility information are located in the department and managed by the ACCE. Students are encouraged to utilize this resource in developing their preferences and rationale for requesting placement at a particular facility. Feedback from students who are currently in the program and who have already been assigned to facilities are a great source for informal assessment of the opportunities available. The ACCE can also provide valuable insight into the clinical sites a student may wish to consider.

Additional information regarding clinical education (i.e. syllabi, assignment sheets, problem-solving information, professionalism, etc.) is available in the clinical education materials provided to students before each specific clinical education course.

CLINICAL EDUCATION WITHIN THE CURRICULUM

The clinical education program is an essential part of the physical therapist assistant education program. Clinical education allows the student to practice and apply concepts and skills learned in the classroom and labs to the real-world setting, and it allows the student to expand his or her didactic knowledge, develop necessary communication and interpersonal skills, develop good work

habits, develop clinical competencies and identify role models. Obtaining a variety of experiences fosters the development of a well-rounded, versatile physical therapist assistant and allows the student to assess future goals and needs. The clinical education program is designed to prepare the graduate for entry-level, generalist practice. While some clinical education sites may offer specialized experiences beyond entry-level, general practice that is representative geographically and through the lifespan is the priority in clinical education site assignments.

SCHEDULE AND TIMELINES

Clinical education is an essential part of the preparation of physical therapist assistants. The PTA curriculum includes 16 weeks of clinical education in a variety of practice settings. Clinical education coursework includes one four-week Clinical Practicum and two longer (six week) Clinical Affiliations.

Term 5:

Clinical Practicum I (four weeks): Offered mid-term

Term 7:

Clinical Affiliation I (six weeks): Offered starting week 2 of the term

Term 8:

Clinical Affiliation II (six weeks): Offered at the beginning of the term

Site Requirements

Sites for clinical education experiences are available locally and regionally. There are also out-of-area locations that are currently available; however, students must remain in California for their clinical experiences. Clinical education site assignments are made commensurate to the content taught in the curriculum, on the basis of student's educational needs, and on the availability of appropriate sites.

Development of contractual agreements with a variety of clinical sites is an ongoing process. The Program contracts with skilled nursing facilities; acute, subacute, and rehabilitation hospitals; ambulatory care centers; private practices; inpatient and outpatient pediatric facilities; occupational medicine centers; home health locations; and long-term acute care facilities; for example.

A primary goal of the clinical education curriculum is to build competency in generalist physical therapist assistant practice that is representative of practice geographically, across the lifespan, and across the continuum of care. To meet this goal, students are expected to complete one Practicum in either an outpatient or inpatient setting, one Affiliation in an outpatient setting, and one Affiliation in an inpatient setting. An inpatient setting is one in which the patient requires a stay in a facility to receive care. Examples of an inpatient setting include an acute care hospital or medical center, an inpatient rehabilitation facility, a skilled nursing facility, or a long-term acute care facility. Patients who can travel outside of their home to receive medical care at a clinic, center or office are considered outpatient settings. Examples of outpatient settings include pediatric clinics, orthopedic and/or sports medicine clinics, and occupational medicine clinics.

Formal Written Agreement

Before any students are assigned to a specific clinical education facility, a legal written agreement must be completed between the facility and Stanbridge University. Contracts with the PTA program are located in EXXAT, a clinical education management website that houses information related to active clinical sites. On the first of every month, an email from EXXAT is sent out to ACCE and Assistant to the ACCE, with notification of contracts expiring within the next 60 days. Stanbridge University contracts are effective for three years and have an automatic renewal unless otherwise indicated by one party with a written thirty-day notice of end of term. Contracts can also be generated by the specific legal team at the clinical site and may have varying term lengths.

Site Selection

The program makes every effort to select, develop and maintain quality clinical sites. Many of the clinical education sites are located throughout Southern California, primarily in Orange, Los Angeles, Riverside, and San Bernardino counties. Clinical sites are also available in San Diego county as well as in Central and Northern California.

Sites are selected based on the following criteria:

1. Clinical education experiences are planned to meet objectives of the program, Clinical Instructor, and individual student.
2. The site offers a stimulating environment appropriate to the learning needs of students, including an adequate number of qualified Clinical Instructors needed to meet student needs.
3. A willingness to offer clinical experiences on an ongoing routine basis.
4. Clinical site administrative support of clinical education is demonstrated.

The ACCE will consider developing additional sites at the request of students if the proposed site provides an exceptional learning experience, particularly in specialty practices. It is not the intention of the program to develop new clinical education contracts for the sole purpose of students traveling or staying near friends or family. However, every effort will be made to accommodate students who wish to have their clinical experiences out of the area.

Clinical sites may initiate contact with the ACCE to inquire about becoming a clinical education partner.

Students interested in a new site should notify the ACCE or Assistant to the ACCE. The ACCE or Assistant to the ACCE will initiate contact with the clinical site. If appropriate the ACCE may allow the student to contact the facility to gather information about the willingness to accept students from a new contract and to obtain contact information. Students then forward this information to the ACCE. At this point communication is assumed by the ACCE or Assistant to the ACCE, and the potential of formulating a long-term clinical education relationship is determined. A Clinical Experience Contract (unless use of a facility specific contract is requested) and a Clinical Education Reservation Form are sent electronically. The ACCE or Assistant to the ACCE schedules a site visit prior to a student being placed, where the Clinical Education Handbook and PTA curriculum are reviewed with the SCCE or facility designee. In some instances, the review of the clinical education program and curriculum may be done over the phone instead of in person. Electronic copies (or hard copies if requested) of the student professional liability waiver, the Clinical Education Handbook, and an overview of the PTA curriculum and clinical skills are provided once the contract is signed. Information related to the curriculum and clinical skills of the PTA students may be discussed verbally prior the signing of the contract.

Students assess their clinical site and Clinical Instructor during each clinical experience, which helps the ACCE determine if the site should be used for future students. This feedback is provided to the ACCE on the Student Evaluation of the Clinical Practicum Experience (Practicum I) and the Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction (Affiliation I and II). Students provide assessments related to their CI's demonstration of clinical competence, professional conduct, effectiveness of instructional and supervisory skills, communication, interpersonal and performance evaluation skills. Information on the clinical site relating to client management and practice environment is gathered, including diversity of the patient mix, patient lifespan, continuum of care, and the components of care that the student participates in. Information is also provided to the ACCE during post-clinical meetings that occur following each clinical experience, through which the students share their experiences with the ACCE and fellow classmates.

Site Visits

Every effort is made to visit new clinical sites prior to a student being placed at a facility. Site visits prior to assigning a student help to determine demographics of the facility including patient population, pace of facility, other disciplines present, common interventions and diagnoses treated, and diversity of equipment and resources. Site visits also assist with development of a positive relationship with the clinical staff and are routinely performed in conjunction with student placement at the facility. The ACCE or other faculty visit each student and CI during both Affiliation I and Affiliation II. Phone consultations are scheduled with the student and clinical instructor when sites are outside of a 75-mile radius. Routinely used sites outside of a 75-mile radius may be visited approximately every two-to-three years or via other methods.

DISSEMINATION OF STUDENT INFORMATION TO AFFILIATING CLINICS

All student background information and clinical course-specific information are provided to clinical sites four-to-six weeks prior to the clinical experience via EXXAT, the clinical education management website customized to Stanbridge University. An email is generated by the ACCE and sent to the facility's SCCE that contains a link to EXXAT where the SCCE can access the student's vaccination records, background check, student biography, etc. The email contains attachments where the SCCE can find the specific course syllabus, assignment sheet, list of clinical skills/expectations, etc. The Clinical Education Handbook containing clinical education policies is provided to each clinical site prior to the clinical experience, upon establishment of a contract. The handbook is also available to clinical sites electronically on EXXAT for easy reference. In order to ensure that the clinical information is disseminated to the CI from the SCCE, a separate email to the CIs containing the course specific information is sent two weeks later. CIs are encouraged to reach out to the SCCE to obtain the student-specific information as needed, if they have not already received the information from the SCCE. It is the student's responsibility to review the course-specific information with the clinical instructor prior to the clinical experience or on the first day of the experience. Students are expected to contact the clinical site via telephone no later than two weeks prior to the start of the clinical experience, to ensure proper information transfer has occurred, to confirm their daily schedule, and to confirm the ACCE's (or other faculty's) clinical site visit appointment. The student then turns in a form containing this information to the ACCE.

EQUIPMENT SAFETY AND MAINTENANCE

Stanbridge University expects that all individuals who use the Therapy Labs and/or classrooms have access to safe and appropriately maintained equipment.

It is essential that all individuals who use the Therapy Labs, faculty, and students alike, are to check the equipment for proper function before use, and if a deficiency is found, to notify the appropriate personnel.

1. It is the responsibility of all students and faculty members to check equipment used in the classrooms and laboratory rooms for proper function prior to each use. If equipment needs repair, it:
 1. a) should be clearly marked for repair,
 2. b) reported to the program Director or to the appropriate department (e.g. IT, maintenance, logistics, etc.) for repair and,
 3. c) if possible, removed from service.

No one may use defective equipment or supplies.

1. Faculty should instruct students in the safe use of all equipment in labs. Students may not practice with equipment until they have been instructed on its use in class.
2. Equipment manuals are to be kept on file in the Program Director's office or, if possible, with the unit.
3. At a minimum, an annual inventory of existing equipment is conducted under the direction of a faculty member within the PTA department. The Logistics department schedules an annual safety inspection with a clinical engineering company whose staff inspects and calibrates the equipment. The inspectors provide a final inspection report to the program which is

designed to bring any equipment functional problems or equipment safety issues to the attention of the Program Director. Records of these inspections are kept in the Logistics department.

4. If an external vendor loans equipment to the program for use in class or laboratories, e.g. continuous passive motion machines, the vendor must provide a memorandum with the equipment that ensures the safety of the equipment.

STORAGE AND USE OF HAZARDOUS MATERIALS

Stanbridge University expects that all individuals who utilize the PTA Therapy Lab and/or classrooms will understand the proper storage and use of hazardous materials.

A Safety Data Binder is located in all PTA labs which contains the Material Safety Data Sheets for all the chemicals encountered in the labs. All chemicals are stored safely and properly in the lab cabinets.

It is essential that all individuals who utilize the PTA Therapy Lab, faculty and students alike, are to understand and abide by the cadaver lab and lab safety procedures to ensure safety when dealing with hazardous materials in those labs, and if an issue arises, to notify the appropriate personnel.

1. Students will be provided a copy of lab safety procedures during the first session of Anatomy and Physiology lab.
2. Students will be explained the equipment, materials, and hazardous materials they will encounter in these labs and how to maximize safety in these labs.
3. Students will sign policy and procedure forms related to proper laboratory use. These will be kept on file for compliance and understanding of established procedures.

CLINICAL AND LAB SAFETY

Stanbridge University maintains an expectation that a clinical site is considered an extension of the physical campus, and while at a site, students are expected to maintain the highest standards of personal hygiene and safety. Lab sessions on campus should mimic behavior one would expect to see in the clinic. The following standards have been identified:

1. Students will be continually monitored by faculty for practice of safety skills.
2. Students will be reminded by the faculty to incorporate safe practice in all skill labs.
3. Students who do not follow one or more of the safe practices during lab sessions will be advised of the failure and re-instructed by faculty as necessary.
4. If a student fails to follow safe practices on a lab practical, he/she will fail the lab practical and need to retake it per instructions in the syllabus.
5. If a student shows blatant disregard for the safety of a classmate, the patient and/or him/herself at any time, the consequences will be determined on an individual basis. Possibilities include but are not limited to, failure of the lab practical, failure of the class or clinical experience, or removal from the program.

In addition, the following specific guidelines have been established:

Infection Control

1. All students shall practice proper hand washing technique/hand hygiene while utilizing labs.
2. Non-latex gloves are available for those with latex allergy.

LAB SKILLS

1. Students will be instructed to practice only those skills for which they have had prior instruction.
2. Students are expected to come to lab appropriately prepared for each skill/technique to be practiced.
3. Students should practice safe techniques at all times. Standard precautions also should be followed at all times.

4. Students will be instructed in and are expected to use proper/safe body mechanics at all times.
5. Students are responsible for reporting to faculty any equipment problems/maintenance issues, such as frayed electrical cords, cracked plugs, broken parts, missing parts, etc.
6. Students must contact the Logistics department, the Learning Resource Center, or a PTA faculty member to be given access to laboratories outside of scheduled class times. Students are allowed to utilize those labs as long as there is not a class scheduled at the same time. Students will clean and return the lab back to its original condition found prior to using the lab.

PTA ADDITIONAL POLICIES

PROFESSIONAL BEHAVIOR AND CODE OF CONDUCT

Ethical behavior for physical therapist assistants is defined by the APTA. Students are accountable for ethical practice and behavior while on campus as well as at clinical sites. The principles for ethical practice of physical therapy can be accessed online at:

http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforConductofthePTA.pdf

Professional Behavior

Any behavior exhibited by the student deemed inappropriate at a clinical site, by the ACCE (course assignments and/or clinical setting), the CI, or the SCCE may result in failure of the clinical education course. Repeated or multiple issues with professionalism during a clinical experience may also result in failure.

Reporting Incidents

An incident out of the ordinary involving or witnessed by the student at a clinical site should be immediately reported to the CI and the appropriate facility incident report should be filled out. The ACCE should be contacted about the incident within 24 hours.

On-site Health Care or Emergency Services

There are no health care or emergency services located on campus.

Classroom Conduct

Stanbridge University adheres to its commitment of promoting an ongoing "student friendly" environment by eliminating distractions from the classroom.

Stanbridge University promotes instructional assessment and improvement of the quality of instruction by providing the instructor with a specific set of guidelines defining what is considered an appropriate or inappropriate classroom.

Classroom Rules

The instructor is the sole individual responsible for monitoring and regulating the following activities:

1. Cell phone use is prohibited when class is in session.
2. No food or drink is allowed in the classroom, except water bottles with a re-sealable cap.
3. The viewing of inappropriate websites at any time is not allowed.
4. Any violation of the school's regulations concerning academic dishonesty will not be tolerated.
5. Professional dress and behavior is expected of students while they are on campus.

PROFESSIONAL IMAGE POLICY FOR PTA STUDENTS

Student Dress Code

- The student should at all times wear their student ID visibly.
- Navy blue Polo shirts must bear the Stanbridge University logo (provided) on the left breast of the shirt.
- Khaki pants (full-length) must be worn as part of the uniform.
- PTA lecture and lab uniforms and lab coats must be clean and unwrinkled.
- Name tags should be worn at all times. Badges may not be embellished with stickers, jewel-like objects, etc. Lanyards, car

keys, etc., may not be hanging in pockets or visible outside of the uniform.

- Undershirts worn underneath the polo uniform top may be short sleeve or long sleeve, but must be white, solid navy, or solid black if visible. No other undergarments may be visible. Black, grey or navy blue sweaters/jackets are acceptable outerwear. Hoodies (other than Stanbridge-branded outerwear) are not acceptable.
- Bare feet, bare midriffs, low-cut necklines, and skin-tight clothing are not acceptable.
- Hats are not to be worn inside any of the buildings, classrooms, hallways, or labs.

Shoes and socks must be worn at all times

- Shoes must have a rubber/non-conductive sole.
- Shoes must be closed toe and must be clean at all times. Neoprene or mesh-type tennis shoes are not acceptable. Canvas tennis shoes like Converse or Vans, Crocs, and Vibrams or other informal shoes are not acceptable.
- Plain and clean, black, gray or white, non-flashy sneakers are acceptable.

Jewelry, Hair, and Nails

- The only visible, pierced jewelry that are acceptable are small, stud or "huggie hoop" earrings located in the ear or a small stud in the nose. Large hoops, rings, or dangling earrings are not allowed. Jewelry on the tongue, eyebrows, nose (hoops, barbels, etc.), or lips is not allowed.
- Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment (as recommended by the Center for Disease Control) and not be dyed an unnatural color.
- Accessories on the wrist (except for watches), such as metal or silicone bracelets, are not permitted.
- A watch allowing for the ability to track the passing of seconds is mandatory at all times.
- Rings, if worn by the student, should be low profile and limited to one finger per hand.
- Necklaces, if worn, must be inside the shirt and not be obstructive to the student or the student's classmates.
- In lab, hair must be pulled back out of the face and off the shoulders. In lecture, hair must be brushed and neat in appearance. Hair color must be of a natural color; faddish (e.g. mohawk) or unnatural colors or styles are not permitted.
- Nails must be closely trimmed and kept clean at all times. Only (light neutral colors - ex. light pinks, tans) nail polish is acceptable - other colors/designs are not allowed. Artificial nails are not allowed.

Tattoos

- Tattoos and piercing are discouraged while in school due to increased chance of infection and the ability to comply with Stanbridge and clinical education site policy.

(Note: Clinical education facilities may have uniform regulations in addition to the foregoing requirements. Students must comply with any additional uniform requirements at the clinical education facilities in the program.)

Students not in compliance with the uniform standards policy will be issued a Notice of Deficiency and will lose one lab point.

Lab Clothes

- Laboratory uniform t-shirts will be issued. Please note that articles of clothing may be asked to be removed for palpation/observation in lab. Please plan accordingly with sports bras, bathing suit tops, etc.
- Solid light gray or black shorts of modest length (at least a 6-inch inseam).
- Black or grey athletic pants can be worn over shorts but must be able to be removed. No tight/long leggings covering the knees allowed.
- Athletic shoes and socks (same as above).

Student Roles and Expectations

The student's role and level of function is stated in the individual course syllabi. Students are expected to take responsibility for their

own learning and demonstrate professionalism at all times. It is the student's responsibility to inform the ACCE as soon as a problem related to clinical learning is identified. Students are required to abide by the requirements of the contract and follow the guidelines laid out in the Clinical Education Handbook, which include:

1. First and foremost, protecting the health and safety of patients at facilities where they perform their clinical education experiences.
2. Honoring the preservation of patient privacy by scrupulously observing confidentiality of patient information according to **Health Insurance Portability and Accountability Act** (HIPAA) guidelines. Violation of patient confidentiality may lead to dismissal of the student from the program.
3. Seeking the guidance of the program ACCE should the student have problems in the clinical setting which may include, but are not limited to, interpersonal issues with the clinical instructor that impair the ability of the student to gain clinical knowledge or working in a facility where California laws are not being followed or where the student may be in danger.
4. Arranging for transportation to and from school, clinical education facilities and other designated locations for instruction in the PTA program. (Note: The schedule at some clinical education facilities may not match other schedules (for days of the week or hours of clinical education) due to facility-driven scheduling. Students are responsible for arranging their personal schedules to meet prearranged facility schedules).
5. Making the didactic and clinical schedule in the PTA program the top priority in their personal schedule.
6. Abiding by the rules and regulations of the clinical education facilities during clinical rotations.
7. Contacting the site at least two weeks in advance to learn the specific requirements of the assigned site.
8. Reviewing all necessary documents (i.e. course-specific information) with the assigned contact, either prior to arrival or upon arrival on the first day of the clinical education experience.
9. Assuming the cost associated with the clinical education experiences including travel, transportation, and housing.
10. Complying with the policies and procedures of the clinical site and the program.
11. Fulfilling all duties and assignments made by the clinical instructor and ACCE within the time limit specified.
12. Removing all patient identifiers for web-based posting of clinical education assignments on EXXAT and maintaining any discussions with in the educational context.
13. Providing honest and constructive feedback to the clinical site and ACCE.
14. Adhering to the profession's Code of Ethics.
15. Coordinating with the CI, SCCE, and ACCE to reschedule make up time for any absences.
16. Writing a letter of appreciation to the appropriate individuals (e. g. clinical instructor, department supervisor, clinical site administrator) for the educational opportunities provided.

Travel and Expense Expectations

Students must understand that additional responsibilities and obligations are required for clinical education. These responsibilities include provision of reliable transportation and living expenses (housing, meals, etc.). Students are responsible for their own transportation and living arrangements related to clinical education coursework, unless otherwise supported by the clinical facility. At no time, will the student be considered an employee of the clinical facility.

Emergency Services

If a student is injured in off-campus educational experiences, the student—depending on the severity of injury and the clinical education setting—should access the facility's emergency services. If those services are unavailable on-site, the student should request assistance to receive the necessary emergency services. The student will be responsible for the cost.

Objectives

Each clinical education course has course objectives that are part of the course syllabus.

In conjunction with the clinical instructor, students are expected to create individualized learning objectives compatible with their learning needs and the experiences offered at the clinical site. The clinical site may also have specific objectives it has developed. In

In addition to the objectives developed by the University, students are expected to meet with their clinical instructors to develop additional objectives to meet the individual student's learning needs.

Student Liability Insurance

The university provides professional liability insurance (malpractice insurance) for all students during all levels of clinical education.

Health Insurance

Students are required to carry health insurance, throughout the duration of their program, at their own cost, and may be asked to provide a copy to program administration or clinical facility.

Physical Examination and Immunizations

Students are first informed of the requirements for background checks, health screens, drug screens, health insurance, BLS certification, tuberculosis (TB) tests (PPD), and vaccinations during new student orientation. This orientation is followed up by an email that clearly defines the details and due dates for each of the stated requirements. Students are required to have a recent physical examination/health screen, and immunizations including measles, mumps, rubella (MMR); polio series; tetanus; diphtheria and pertussis (Tdap); and Hepatitis B. Students must also have evidence of varicella vaccination or proof of having had chicken pox.

Students are also required to have an annual, updated TB screening. A student who was immunized against TB or received treatment for TB and has a positive TB test needs to have a chest x-ray done at least every year to demonstrate that there is no evidence of active TB.

Proof of the above is required by all clinical facilities and must be completed two months prior to the first clinical education experience (PTA 2010).

Maintaining Requirements For Clinical Education

All PTA students are responsible for maintaining the accuracy of the above student health information. This includes, but is not limited to the PPD, chest X-ray (if PPD is positive), Hepatitis B vaccine series, a physical, health insurance, MMR, varicella vaccination, Tdap, and American Heart Association BLS/CPR certification. It is mandatory for each student to keep these records current at all times. No student is allowed to begin his/her clinical education with expired health information. It is the responsibility of the student to provide documentation of updated health records prior to his/her expiration. Student Services provides optional health center referrals upon request for any student needing to update his/her health records. Students are responsible to pay for any necessary renewals of health records. Any student with expired health information will not be allowed to begin the clinical education portion of the program without updating the expired information. Any absences accrued due to expired health records will be unexcused. Also, any student who accrues absences due to expired health records will receive a Notice of Deficiency for each absence. Individual facilities may require additional tests, titers, immunizations, or other information prior to the start of the clinical education course and the student is responsible for meeting these facility-specific guidelines and/or requirements as well as the costs incurred.

Pregnancy

PTA students who are pregnant or become pregnant during the program must inform the PTA Program Director and ACCE and provide medical clearance from their treating physician prior to attending Skills Lab and clinical experience.

CPR

Students must be certified in Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR) from the American Heart Association. Students are responsible for maintaining proof of certification, and its currency, for the entire duration of the program, at their own cost. Students without current certification will be removed from all fieldwork/clinical rotations until certification is renewed. Any absences accrued will have Attendance Policies applied.

Drug Screening

Prior to Practicum, all students are required to pass a drug screen at a location determined by the university, during a prescheduled week. A facility may require the student to pass an additional drug screening prior to or during the first week of a clinical education experience as a part of the facility's procedures and requirements. Students are encouraged to ask about these tests and to obtain information in order to avoid ingesting anything that could cause a false positive result on a drug test. This screening is scheduled with the facility and will be done at the student's expense.

Potential Health Risks

Clinical practice poses a potential for exposure to hazardous materials, infectious agents, and personal injury. Prior to beginning the clinical experience, the student must be trained in standards for preventing transmission of bloodborne and other infectious agents. The OSHA bloodborne pathogen requirement can be met if the student attended the infection control lectures in PTA 1001 Introduction to PTA and PTA 1007 PTA Practice I. The student must also successfully pass training in injury prevention and safe body mechanics. In addition, a student must complete any additional training required by the clinical site.

It is the student's responsibility to seek all the information needed to comply with the clinical site's policies including infection control, use/storage/labeling of hazardous materials, fire and emergency procedures, security, and incident reporting of personal or patient injury.

Exposure or Workplace Injury Plan

In the event of an exposure to an infectious agent or hazardous material or injury at the worksite, the student should seek treatment through the site's employee health department. The student must follow site protocol for injury or exposure reporting and must promptly notify the SCCE, CI, and ACCE. The student is responsible for the costs incurred during the evaluation and treatment of injuries.

Patient Incident or Injury

Students are to immediately report to their clinical instructors all incidents or accidents involving patients or clients. The clinical instructor should report the occurrence as required by facility policy and procedures. It is the responsibility of the student and the Student Coordinator of Clinical Education to contact the ACCE to notify the latter of such incidents or accidents. Students are advised to speak to no one other than the SCCE or ACCE regarding any incident or accident in which the student was involved or that the student witnessed during the clinical experience. All matters regarding such occurrences are to be processed according to facility policy and procedures.

Statement on Disability

The Stanbridge University PTA Program does not discriminate against any student on the basis of disabling conditions. Any qualified individual with a disability requesting an accommodation or auxiliary aid or service should go to the online ADA Portal on Student Central at <https://ada.stanbridge.edu/> and submit a Request for Accommodation.

Patient Rights

The student is obligated to obtain informed consent. The student must disclose his or her status as a student and provide the patient with the name of the supervising therapist. A patient has the right to refuse treatment by the student without effects on services.

Institutional Property

All institutional/clinical site resources are considered proprietary. The student may not remove or copy resources or materials from the institution/clinical site without consent.

HIPAA Compliance

The student is required to complete training for awareness and compliance with the patient privacy regulations of the Health Insurance and Portability and Accountability Act during Term 1 in the program in PTA 1001, Introduction to PTA. The student is required to strictly adhere to HIPAA standards. The student must protect patient confidentiality and is not to discuss the patient or patient condition outside the clinical setting. Patients may be discussed with classmates and faculty for educational purposes only. All patient identifiers must be removed.

Statement of Student Responsibility

It is the responsibility of each student enrolled in a clinical education course to monitor grades and progress. Clinical education courses are graded with a Pass/Fail grade and will not affect a student's grade point average. Receiving a "Pass" grade in any clinical education course, however, is necessary to continue in the program. What constitutes a "Pass" differs with each clinical experience and is outlined in the respective syllabi related to each clinical course. Students may retake only one clinical education course a single time. If a student feels that he/she is not doing satisfactory work at mid-term, the student is responsible for making an appointment with the ACCE to design a plan for improvement. Unsatisfactory clinical coursework may interrupt the student's ability to proceed within the curriculum or graduate. Depending on the individual circumstance, the student's clinical experience may be extended, or the student may need to repeat the clinical experience.

Clinical Assignments

To assist students in planning, it is requested that each clinical site complete a Clinical Site Information Form (CSIF) (see Appendix D in the Clinical Education Handbook) that provides information pertinent to clinical education. Students may also use feedback from previous graduates to determine if a certain facility is deemed of enough interest to complete a clinical experience. Some facilities also have specific criteria or objectives for clinical education that may be useful in determining facility expectations. The ACCE will inform students where this information may be obtained during the clinical education orientations which are integrated throughout the Program.

The SCCE will be sent Clinical Education Reservation Forms requesting clinical placements 12 months ahead of the planned clinical education coursework start date, or as needed as new clinical education agreements are established. Information received back from clinical sites will be recorded in EXXAT. Students will have an opportunity to research available options and identify their preferences. Please see "Guidelines of Clinical Education Process" for details. The ACCE will be available to discuss the process and answer questions about student's needs or specific facilities of interest. At no time during the selection and assignment process, are students to make contact with clinical sites. Students will rank their preferences on EXXAT on or before the specified deadline.

Clinical education assignments are made approximately six weeks in advance. Based on student input, matching by the EXXAT system (utilizes a complex algorithm which matches as many students as possible to their most desired clinical experience site), as well as feedback from the Program Director and other faculty members, students are assigned by the ACCE to either an outpatient or inpatient setting for Practicum I. Students are assigned in the same manner for the Affiliations such that they complete one Affiliation in an outpatient setting and one Affiliation in an inpatient setting.

The ACCE will review the assignments for alternative placements if it is deemed to be in the best interest of the students and/or

program. Every reasonable effort will be made to share the rationale for reassignments with the students. Students will receive notification of their upcoming assignments via an email through EXXAT and be given an opportunity to discuss any concerns with the ACCE.

SCCEs are provided finalized clinical placement information for the upcoming clinical education experiences, including filled and unmatched time slots, updated clinical education policies and other relevant clinical education program information. Please see "Guidelines of Clinical Education Process" for details.

Once assignments are made, the only changes that will be allowed for students are for unexpected circumstances of hardship. The student may petition the ACCE after the assignment has been made. On an individual basis, the ACCE will consider if the assignment creates a hardship. The ACCE may consult with other faculty members, if needed, to determine the extent of the hardship. If hardship is determined, the student and ACCE will work together to find another assignment that will allow the student to meet clinical education requirements. If the ACCE decides a hardship is not present, the student must attend the assigned site or risk failing the course. If a site becomes unavailable during a planned clinical experience, the student will individually consult with the ACCE, who will make every reasonable effort to secure an equitable learning alternative. Records of site cancellations are kept for review.

Student Confidentiality

Stanbridge University affords all of its students their full rights as required by the Family Educational Rights and Privacy Act. This law was enacted to protect the privacy of students and provide for the right to inspect and review education records which are directly related to a student and which are maintained by the university or by a party acting for the university, including the clinical education site. The university may disclose personally identifiable information from the education records without the consent of the student to an outside contractor such as a clinical education site that is a party acting for the institution and performing a service which the institution would otherwise have to perform for itself. The university is not permitted to disclose that information to others without the written consent of the student, and the information is to be used only for the purpose(s) intended. A student may request amendment of the content of an education record on the grounds that the record is inaccurate, misleading, or otherwise in violation of the privacy of the student.

Termination of Clinical Education Course due to Student Performance

If a student's conduct or performance in any way disrupts services to patients or relationships with the clinical education site, the CI may dismiss the student or the ACCE may immediately terminate the student's placement and assign a failing grade for that clinical experience. Areas of conduct are not limited to technical skills or academic preparation but also include commitment to learning, effective interpersonal skills, effective communication skills, effective use of time and resources, acceptance of feedback, professionalism, problem solving, and stress management.

The following examples may be grounds for immediate termination. The list of examples is provided for clarification but is not a comprehensive nor all-inclusive list of the unprofessional behaviors that may warrant termination:

1. Student does not exercise sound judgment, placing a patient at serious risk for injury.
2. Student behavior undermines the positive relationship between the university and the clinical site.
3. Student performance jeopardizes relationships between employees at the clinical site.
4. Student fails to adhere to department, program, or university policies and procedures.
5. Student uses poor professional judgment, lending to unsafe patient care or has unethical conduct.
6. Student fails to remediate unacceptable behavior that has been addressed.
7. Student misrepresents level of competency or practices beyond abilities.
8. Student has unreasonable absences or tardiness.
9. Student dates a patient currently undergoing any form of treatment at the clinical site.
10. Student dates a staff member employed at the clinical site.
11. Student deceives the CI or clinical staff.

12. Student informs the patient or family of personal disagreement with an aspect of care.

If the student is dismissed from the clinical education site or if the clinical experience is terminated:

1. The student will be given a grade of "Fail" for the clinical education course.
2. The student may not return to the site for future clinical internships.
3. The student or agents of the student may not interact or contact the clinical site, its staff, or patients.
4. The student must formally meet with the ACCE to outline remediation plan.
5. The student may be granted the opportunity to re-enroll in a clinical education course in which he/she received a failing grade. Students who do not successfully complete the course the second time will be dismissed from the program. Students are only allowed to remediate one clinical education course, one time. Students may not remediate if failed Practicum, only a failed Affiliation.

STUDENT ACKNOWLEDGEMENT OF RISK

As a condition of their presence in the program and clinical facilities for clinical education, Physical Therapist Assistant students will be required to sign an acknowledgement form, which includes the following information:

I, _____, understand that while I am enrolled in the Physical Therapist Assistant program at Stanbridge University, I may be involved in activities that may increase my risk of injury or illness to a level above those associated with everyday activities of daily living. These activities may include, but are not limited to, exposure to potentially infectious blood, body fluids, and airborne pathogens and diseases (Examples: HIV, Hepatitis, TB, needle sticks); musculoskeletal injury due to performing/receiving physical therapy treatment activities on/from partners or patients in the laboratory setting or during clinical education experiences; psychological stress associated with the curriculum load which requires a significant level of commitment to successfully complete the program; and exposure to hazardous materials (Examples: bleach, rubbing alcohol, Betadine).

I am aware that certain clinical education facilities may require the successful completion of drug testing and/or additional background investigation before I am allowed to participate in the provision of care at those facilities.

I agree to follow all clinical education facility protocols regarding patient safety, personal safety, and all other protocols I have been instructed at school, during clinical facility orientations, and during my clinical rotations.

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

I hereby indemnify and hold harmless Stanbridge University, its employees, agents, owners and partnering clinical facilities from any liability pertaining to any infectious disease, illness or injury I may acquire or get as a result of my participation in my clinical education rotations, including any infectious disease, illness or injury I may acquire as a result of my participation in a potentially dangerous clinical rotation such as at a facility in which individuals with mental illness are treated.

I also understand that that it is my responsibility during clinical education coursework in the provision of care to patients to identify myself correctly as a Physical Therapist Assistant student. I also understand that it is the risk-free right of patients to refuse to participate in clinical education.

Student Media Acknowledgement and Waiver

Physical Therapist Assistant students will be required to sign an acknowledgement form, as a condition of their presence in the program and clinical facilities for clinical education, which includes the following information:

I, _____, hereby irrevocably consent to and authorize the use and/or reproduction of any testimonial information and all photographs or other media taken of me during any aspect of the program for any company purposes, without compensation to me. This is to include use of the original images and any variations created thereof for sale or

licensing in, but not limited to, company stock photography, video, promotional media, audio, advertising media, in any way whatsoever. All negatives and positives, or digital media, and any copies of same, shall constitute property, solely and completely, of Stanbridge University.

In giving this consent, I release Stanbridge University and its representatives from any violation of any personal or proprietary right I may have in connection with such sales, reproduction, or use.

I enter into this release on behalf of my dependents, heirs, executors, administrators, and assigns.

PTA GRADUATION REQUIREMENTS

In addition to passing each theory course with a 75% or better grade and each lab course with an 80% or better grade, including all clinical education coursework and the clinical competency skills checklists associated with program, PTA students must pass a program exit examination. This examination has only one remediation attempt.

In order to graduate, students in the Physical Therapist Assistant program must complete a minimum of ten (10) hours of community service by the end of the program.

PTA LICENSURE REQUIREMENTS

Graduates with an Associate of Science in Physical Therapist Assistant degree from a CAPTE-accredited PTA program may apply to the Physical Therapy Board of California (PTBC) for permission to take the two examinations required for licensure, the National Physical Therapy Examination (NPTE) for physical therapist assistants and the California Law Examination (CLE).

After passing these examinations and receiving a license from the PTBC, the student will be eligible to obtain employment as a licensed physical therapist assistant.

BSN GENERAL INFORMATION

BACHELOR OF SCIENCE IN NURSING (BSN)

Registered nurses (RN), regardless of specialty or work setting, treat and educate patients and the public about various medical conditions and provide advice and emotional support to patients' family members. RNs record patients' medical histories and symptoms, help perform diagnostic tests and analyze results, operate medical equipment, administer treatment and medications, and help with patient follow-up and rehabilitation.

RNs teach patients and their families how to manage their illnesses or injuries by explaining post-treatment home care needs; diet, nutrition, and exercise programs; and self-administration of medication and physical therapy. Some RNs may work to promote general health by educating the public on warning signs and symptoms of disease. RNs also run general health screening or immunization clinics, blood drives, and public seminars on various conditions.

When caring for patients, RNs establish a care plan or contribute to an existing plan. Plans may include numerous activities, such as administering medication, including careful checking of dosages and avoiding interactions; starting, maintaining, and discontinuing intravenous (IV) lines for fluid, medication, blood, and blood products; administering therapies and treatments; observing the patient and recording those observations; and consulting with physicians and other healthcare clinicians. Some RNs provide direction to licensed vocational nurses and nursing aides regarding patient care.

BSN MISSION STATEMENT

The Bachelor of Science in Nursing degree program provides students with a theoretical and evidence-based education that incorporates knowledge through the development and mastery of clinical reasoning, nursing skills, and professional values. The goal of the program is to prepare graduates for positions where they will provide quality health care services in diverse settings and function as professional providers of care, managers of care, and leaders within nursing practice.

BSN PROGRAM LEARNING OUTCOMES

PLO1. Implement evidenced-based nursing interventions as appropriate for managing care of patients and promoting health across the lifespan

PLO2. Provide a patient-centered, evidenced-based practice using developmentally and culturally appropriate approaches.

PLO3. Demonstrate effective critical thinking and decision-making skills to advance nursing practice and quality outcomes.

PLO4. Apply leadership principles and quality improvement to promote health policy and patient advocacy.

PLO5. Integrate the professional standards of moral, ethical, and legal concepts into nursing practice.

PLO6. Value the inherent worth of individuals and populations through self-evaluation, service, social justice, and lifelong learning.

BSN PROGRAM OVERVIEW

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

180 Quarter Credit Hours/\$760.68 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 36-37 months including holidays and university breaks.

Scholarship requirements: A minimum of a 77% in the theory component and a PASS in the clinical component of each nursing course and a 75% in the general education courses. A cumulative GPA of 77% or above is required. All students must achieve a minimum score of 94% predicted probability in the Comprehensive Predictor Examination on the first attempt at the end of SEM 4700.

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
MATH 1010 College Algebra*	30			3	Y
ENG 1005 Introduction to Written Communication**	30			3	Y
CHEM 1010 Chemistry with Lab*	30	10		3.5	Y
SOC 1010 Introduction to Sociology**	30			3	Y
BIO 1010 Biology with Lab*	45	10		5	Y
ENG 2020 Advanced Written Communication**	40			4	Y
PSY 1010 Introduction to Psychology**	30			3	Y
SCI 1050 General Microbiology with Lab*	45	35		6	Y
SCI 1030 Human Anatomy with Lab*	45	35		6	Y
SCI 1040 Physiology with Lab*	45	35		6	Y
COM 1050 Fundamentals of Public Speaking**	30			3	Y
PSY 2070 Developmental Psychology**	30			3	Y
SCI 3050 Pathophysiology	50			5	N
HLTH 1800 Health and Nutrition**	35			3.5	Y
MATH 2020 Introduction to Statistics**	40			4	Y
PHIL 2010 Critical Reasoning and Ethics**	30			3	Y
PSY 3300 Diversity and Inclusion**	30			3	Y
NUR 1000 The Nature of Nursing Practice**	50			5	N
NUR 1250 Introduction to Pharmacology*	60			6	N
NUR 2100 Fundamentals of Nursing with Lab	45	90		9	N
NUR 2150 Advanced Fundamentals of Nursing	25			2.5	N
NUR 2150C Advanced Fundamentals of Nursing Clinical			93	4.5	N

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
NUR 1060 Gerontology**	25			2.5	N
NUR 2200 Behavioral Health with Lab	45	8		5	N
NUR 2200C Behavioral Health Clinical			36	1.5	N
NUR 2300 Medical Surgical I with Lab	50	32		6.5	N
NUR 2300C Medical Surgical I Clinical			96	4.5	N
NUR 3300 Medical Surgical II with Lab	50	16		4.5	N
NUR 3300C Medical Surgical II Clinical			96	4.5	N
NUR 3033 Advanced Health Assessment with Lab	15	40		4.5	N
NUR 3500 Maternal and Newborn Nursing with Lab	45	16		5	N
NUR 3500C Maternal and Newborn Nursing Clinical			36	1.5	N
NUR 3600 Family and Child Nursing with Lab	45	16		5	N
NUR 3600C Family and Child Nursing Clinical			36	1.5	N
NUR 3043 Evidence-Based Nursing Practice**	40			4	N
NUR 4300 Medical Surgical Nursing III* with Lab	70	16		6.5	N
NUR 4300C Medical Surgical Nursing III Clinical			84	2.5	N
SEM 4500 Keystone I**	20			2	N
NUR 4200 Population Health and Informatics*	45			4.5	N
NUR 4400 Community Based Nursing with Practicum**	30		90	7.5	N
SEM 4700 Keystone II and Greenlight	20			2	N
NUR 4250 Health Systems Leadership**	35			3.5	N
NUR 4600 Transformational Nursing Leadership**	30			3	N
NUR 4600C Transformational Nursing Leadership Clinical			80	4	N

* Blended course

** Online course

Standard Occupational Classification (SOC):	29-1141

Employment/Job Title:

Registered Nurses

BSN FACULTY

Wendy Abadie	MSN, RN
Norma Bedford	MSN-Ed, RN
Caleb Brackin	MSN, APRN, FNP-BC
Dr. Iris Buan	DNP, APRN, NP-C
Christopher Campbell	MSN-Ed, RN, ONC
Sherry Choquette	MSN, RN
Dr. Kailub Ciyel	DNP, RN
Dr. Sharmeline Curameng	DNP, APRN, RNP-C
Tiffany De Vega-Arreola	MSN, RN
Olive Ezeude	MSN-Ed, RN
Aneta Giz	BSN, RN
Katie Johnson	MSN-Ed, AG-CNS, RN
Helena Kim	MSN, RN, CCRN, PHN
Annalinda Kimaara	BSN, RN
Danielle King	MSN, FNP, RN
Dr. Anna Liza Lagahit	DNP, RN
Hiromi Luna	MSN, RN
Alicia Marquess	MSN-Ed, RN
Dr. Zoya Minasyan	PhD, RN, FNP
Brandi Miller	MSN-Ed, BSN
Tiwilla Mills	MSN-PMHNP, RN
Dr. Christina Nelson	DNP, RN, CCRN, AGACNP-BC
Karen Nguyen	MSN, RN
Michelle Nguyen	MSN-Ed, RN
Gerard Murphy	MSN, RN, JD
Patrick Nurphy	MSN-PMHNP, RN, JD
Tabitha Olson	MSN, RN
Kelli Jo Paul	MSN, RN
Amanda Peng	BSN, RN
Dr. Kimberly Puente	DNP, RN
Felma Quiocho	MSN-Ed, RN
Lisa Runels	MSN, RN

Nesreen Sabah	MSN, RN, FNP-C
Dr. Althea Sanders	DNP, RN
Sapna Shah	MSN, RN
Keith Sobrepena	MSN-PMHNP, RN, PHN
Kristen Strok	MSN, RN
Ali Tehrani	MSN, RN, CCRN
Dr. Minerva Valdenor	DNP, RN, CCRN-K
Diedre Yarak	MSN, RN

GENERAL EDUCATION FACULTY

Dr. Jason Goff	PhD	GE Program Director
Dr. Raafat Baheeg	MD	GE Science Co-Chair; Life and Physical Science
Dr. Peter Poon	PhD	GE Science Co-Chair; Life and Physical Science
Christina Acosta	MA	Social and Behavioral Sciences
Ali Alroalle	MS	Life and Physical Science
Kristen Chrisman	MA	Written and Oral Communication
Natalie CongHuyen	MS	Life and Physical Science, Mathematics
Pablo Gomez	MS	Mathematics
Leili Hatami	MS	Life and Physical Science
Dr. Aida Jaldi-Kazim	PhD	Life and Physical Science
Rhema Johnson	MS	Life and Physical Science
Dr. Sean Kim	DPT	Life and Physical Science
Annabelle Kraut	MS	Life and Physical Science
Allison Lyon	MHA, LVN	Written and Oral Communication; Social and Behavioral Sciences
Alexander Morita	MS	Life and Physical Science
Dr. Phuong Ngo-Hazelett	MD	Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Steve Ryan	MA	Written and Oral Communication, Computer Applications
Linda Silva	MA	Written and Oral Communication; Social and Behavioral Sciences
Dr. Kalebi Shayo	MD, MS	Life and Physical Science
Dr. Abrar Sindi	PhD	Life and Physical Science
Dr. Rozmary Tatevosian	PhD	Written and Oral Communication; Social and Behavioral Sciences
Jesus Valles	MS	Mathematics

Dr. Warren Washington	PhD	Social and Behavioral Sciences
Dr. Fei Ye	MD	Life and Physical Science
Dr. Amina Zebboudj	PhD	Life and Physical Science

BSN ADMISSION POLICIES

Please read and complete the following steps:

1. Complete an online application for the Bachelor of Science in Nursing degree program. Click [here](#) to apply now and start your admissions application process for an early decision.

If you are not ready to apply, but would like more information, please attend a virtual information session and campus tour offered on campus. Click [here](#) to view the info session schedule. Please note, all prospective students must apply online before moving on to the entrance exam step.

2. After submitting your online application, take the Next Generation Accuplacer examination. Secure online testing for the Accuplacer is now available. Please contact your Admissions Representative to learn more. The following preferred minimum scores on each test of this examination are required: Reading Comprehension 250; Sentence Skills 237; Arithmetic 237; and Elementary Algebra 237. Scheduling your exam will be coordinated by your dedicated Admissions Representative.

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

The university will also accept the TEAS VI admissions test scores from applicants, taken at outside institutions, for consideration of admission into the Bachelor of Science in Nursing:

- For the TEAS VI to be considered for admission into the program, the applicant must have achieved a TEAS score of 70% or higher composite (proficient level).
 - The TEAS VI must have been taken and passed within three years from the date of acceptance by the university
3. Take the ATI Critical Thinking Assessment Entrance Exam and achieve a minimum score of 68% to be eligible for an interview. Applicants may take the ATI Critical Thinking exam up to two times, with at least 5 days between attempts. If the minimum score is not achieved after two attempts, applicants are required to wait 30 days before retaking the exam up to two more times. After the fourth failed attempt for ATI the applicant must wait six months to test again.

Upon completion of steps 1 through 3, applicants may proceed to the following:

4. Submit an official transcript of record showing possession of a high school diploma or its equivalent, such as GED, from an accredited secondary school or an associate degree or higher from an accredited college or university.
5. Complete a background check.
6. Schedule and attend a meeting with a Financial Aid Officer.
7. Submit Official Transcripts of all courses taken at all high schools, colleges, and/or universities.
8. Interview with the Program Director or designee. Interviews are offered virtually through Zoom video conferencing meeting temporarily.

The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's essay and responses during the interview according to a departmental rubric. The interviewer will also award points according to the departmental rubric for the applicant's score on the Accuplacer examination; completion of an academic degree; completion of relevant prerequisite courses; grade point average for the completed prerequisite courses; and current certificates and/or work experience or volunteer

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

9. Submit the Transfer of Credit Request form and related documentation for evaluation of possible transfer credit. Transfer credit will only be granted under the following conditions:
 - Required prerequisite science courses must have been completed within two (2) years of the start date of program with a grade of B or higher.
 - All transfer credit policies of the institution have been met.

Applicants will be notified of admission to the program by a letter of invitation. An applicant may only decline the letter of invitation twice and must repeat steps 2-10 above when reapplying for admission to the program.

The thirty (30) applicants who have met the minimum requirements for admission to the BSN program, and who have the highest number of combined points awarded according to the departmental rubric, will be accepted for admission to the current cohort. Should an opening occur, the applicant who has the next highest number of combined points may be accepted for admission. If there are more than thirty (30) individuals qualified for admission to a given cohort, those who are not admitted to the current cohort may reapply to be considered for admission to a subsequent cohort.

Applicants reapplying for admission only have to resubmit official transcripts of record if they have taken additional courses since the previous application for admission.

APPLICANTS WITH CRIMINAL CONVICTIONS

Background Check and Licensure

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

Background Check and Clinical Facilities

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

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

BSN TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

Transfer credit may be awarded under the following conditions:

- Required prerequisite science courses must have been completed within five (5) years of the start date of program with a grade of B or higher.
- All transfer credit policies of the institution have been met.

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

Prior to enrollment, students may apply for competency-based credit, which will be granted on the basis of a written examination for nursing theory courses and a demonstration of the mastery of clinical objectives and a written examination for clinical courses. The Program Director, or designee, will administer this process.

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

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

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

Awarding of Credit for Challenge Examination

Prior to enrollment, a student may elect to challenge a nursing theory course, Anatomy and Anatomy Lab, Physiology and Physiology Lab, or Microbiology and Microbiology Lab courses to earn academic credit by examination must successfully complete the culminating examination appropriate to the course. A course may be challenged only one (1) time. Any challenge attempt must be completed prior to enrollment. Nursing theory courses with associated lab and/or clinical course must be challenged simultaneously.

In nursing theory or non-clinical courses, the terminal measures are often a final examination. In the case of the challenge examination, the student must receive a passing grade of 80% or higher to receive credit. In the nursing clinical laboratory classes, students must demonstrate competent clinical practice by way of a return demonstration for all skills listed in the course syllabus being challenged. In the clinical courses where critical or life-threatening maneuvers are required, the student must perform the demonstration with 100% skill and accuracy.

Prior to taking written examinations or demonstrating mastery of clinical objectives to determine whether competency-based credit can be granted, students will be charged a one-time, non-refundable fee of \$150 for each written examination and a one-time, nonrefundable fee of \$500 for each demonstration of skills mastery in lab and/or clinical course objectives. All fees must be paid prior to taking the exam(s) and are not included in the student's financial aid.

BSN GRADING POLICIES

GRADING

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

NURSING THEORY COURSES

Students will be given a grade based on points earned on all assignments, quizzes, presentations, and examinations in the theory component of each nursing course. Nursing students must earn a minimum grade of a 77% in the theory component of all nursing theory courses in order to progress in the program.

NURSING CLINICAL COURSES

Students will be given a PASS or FAIL grade based on the demonstration of clinical objectives in the clinical component of each nursing course. Students must receive a PASS in all nursing clinical courses in order to progress in the program.

Performance and practice of clinical skills constitute a large portion of the student's time in the program. Students unprepared for the clinical experience will be asked to leave the clinical setting and time lost will be considered a clinical absence. Make-up of clinical absences will be determined on an individual basis. Evaluation of clinical performance is obtained through the objectives on the Clinical Performance Evaluation Tool. The evaluation tool is completed at midterm and end of quarter.

CONTENT MASTERY ASSESSMENTS (CMA) EXAMINATIONS

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

GENERAL EDUCATION COURSES

Remediation for unsatisfactory course performance is required in the event a general education course is failed. The student will be expected to take an alternate exam on the material covered in the original course exam or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assessment. Regardless of the score achieved on the alternate exam or assignment, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the end of the course or prior to the start of the next term, whichever is shorter. Students may take up to three (3) remediation examinations.

BLENDED AND ONLINE COURSES

Blended and online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and

assignments for each course. Students participating in the university's blended or online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

Attainment of satisfactory progress (attendance, credit earned, and GPA) will be monitored at the completion of each quarter. Students must achieve a 77% or higher in the theory component and a PASS in the clinical component of each nursing course. In the general education courses, students must achieve a 75% or higher. Tutorial sessions may be mandatory for students at risk of not meeting course requirements. Students may also be referred to the Academic Success Coordinator in the Learning Resource Center for assistance with study skills and time management in order help the student make academic progress.

Student progress will be measured at the end of each term. In order to maintain satisfactory academic progress, students must meet the university's Satisfactory Academic Progress (SAP) policy.

BSN ATTENDANCE POLICIES

CLASS HOURS

Students should refer to their schedule for the actual class dates. BSN theory and clinical coursework may occur any day of the week (Monday through Sunday) during mornings, afternoons, or evenings.

THEORY CLASS ATTENDANCE

Regular and timely attendance in the classroom is necessary for students to meet the stated objectives of each course. Regular attendance demonstrates professional and responsible behavior. Patterns of tardiness, early outs, and absences are not consistent with the professional standards expected of BSN students and will result in disciplinary action.

Students may be absent one (1) day from each theory course in a 10-week term. Students who accumulate greater than one (1) day of absence from each theory course in a 10-week course will be placed on attendance probation by the Office of Student Services. Students who violate the stipulations of their attendance probation will be dismissed from the program. Students may request to re-enroll in the program, repeat the course from which they were dismissed, and continue with the sequence of other courses in the program provided space is available.

LEAVING EARLY AND TARDINESS (THEORY)

It is required that students attend all classroom hours. Early leave is when a student leaves class prior to the instructor dismissing the class. Tardiness is when a student arrives after the start of class or after a scheduled return from a break. Students must notify the instructor in advance when leaving early or arriving late at the start of class. Failure to provide advanced notification will result in a Notice of Deficiency.

Students who miss more than 5% of total class time for the course or have more than two (2) occurrences of leaving early or tardiness will meet with the Program Director, or designee, for disciplinary action, up to and including dismissal.

MAKE-UP OF COURSE EXAMINATIONS DUE TO ABSENCE

If the absence occurs on an exam day, a student must notify the instructor prior to the scheduled exam time that they will not be present for the exam. If the student does not notify the instructor, the exam grade will be a zero. Only one make-up exam per course, per term, will be allowed. The alternate make-up exam will be administered through the Office of Student Services. Regardless of the score achieved on the make-up exam, the maximum grade that will be entered into the student's grade record for any make-up exam in a theory class will be 77%.

CLINICAL ATTENDANCE

Students are required to attend and complete all clinical hours. Clinical hours refer to any skills lab, simulation lab, hospital rotation, or any required community rotations.

Students who are unable to attend clinical must do the following:

1. Call the clinical instructor at least one (1) hour prior to the scheduled clinical time. Failure to provide proper advanced notification may result in disciplinary action, up to and including being dropped from the course.
2. Give the clinical instructor a physician's release prior to returning to the clinical area if the absence was due to a contagious illness or injury. Boots, slings or other support devices are not allowed in the clinical area.

3. Arrange for make-up of missed clinical time/clinical objectives on the scheduled day or by arrangement with instructor.
4. Submit satisfactory make-up assignment in a timely manner to the clinical instructor.

Students may be absent one (1) day from each non-specialty clinical course in a 10-week term. Students who accumulate greater than one (1) day of absence from a non-specialty clinical course in a 10-week term will be placed on attendance probation by the Office of Student Services. Students who violate the stipulations of their attendance probation will be dismissed from the program. Students may request to re-enroll in the program, repeat the course from which they were dismissed, and continue with the sequence of other courses in the program provided space is available.

Students may not miss any hours in specialty clinical courses including Behavioral Health, Maternal Newborn, or Nursing Care of Children. Hospital rotations, skills labs, simulation labs, and any required community shifts are all counted as clinical hours. Students who accrue any absences from a specialty clinical course in a 10-week term will be dismissed from the program. Students may request to re-enroll in the program, repeat the course from which they were dismissed, and continue with the sequence of other courses in the program provided space is available.

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

LEAVING EARLY AND TARDINESS (CLINICAL)

Students are required to attend all clinical hours. Failure to complete a clinical shift or leaving a clinical session prior to being dismissed by the instructor is considered an absence and subject to the same policy as a clinical absence.

Tardiness results in unsafe patient care due to lack of or a curtailed shift report. Students are considered tardy when they arrive later than the designated start time at the designated location as defined by each clinical instructor. Failure to notify the instructor of tardiness will result in disciplinary action and/or the student may be sent home and incur an absence if deemed unsafe by the clinical instructor.

BLENDED AND ONLINE COURSES

Blended and online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's hybrid or online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

BSN DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The student receives below 75% in any of the program's general education courses.
- The student receives below 77% in any of the program's nursing theory courses.
- The student receives a FAIL in any of the program's nursing clinical courses.
- The student violates theory or clinical attendance policies.
- The student fails to attend the first clinical day.
- The student fails to make up any absences before progressing to the next term.
- The student fails to pass the Comprehensive Predictor Examination with a score of 94% or more.
- The student commits unsafe nursing practice.
- The student does not complete a minimum of ten (10) hours of community service by the end of the program.

BSN ADDITIONAL POLICIES

In addition to meeting the requirements for admission as stated above under Admission Policies, students in the Bachelor of Science in Nursing (BSN) program must provide the following:

HEALTH REQUIREMENTS

Please see the list below for mandatory vaccinations and other health requirements. These must be completed, submitted for compliance, and approved by Term 6, Week 3 to ensure processing and placement at a clinical facility. It's important to note that certain items on the list, such as obtaining results and/or necessary boosters, may require additional time. Therefore, students should begin the process well in advance of the Term 6, Week 3 deadline.

Please note, clinical partners may change immunization and health requirements with no advanced notice, for any reason at any time. You will be notified accordingly as soon as the program becomes aware of any changes.

**CLINICAL HEALTH REQUIREMENTS
DUE TERM 6, WEEK 3**

**LENGTH OF
VALIDITY**

Health requirements must **NOT expire during a clinical rotation. All requirements must remain current for the entirety of the program to avoid placement issues. Compliance with health requirements is the responsibility of the student.**

1. Proof of Immunity by Blood Work/Titer Level

<input type="checkbox"/>	<p>Students are required to show proof of positive immunity to the MMR, Varicella, and Hepatitis B Vaccination through blood work/Titers. Positive Titer results are required within 6 months of Clinical Rotation start date</p> <ul style="list-style-type: none"> • MMR (Measles, Mumps & Rubella), Varicella (Chicken Pox), and Hepatitis B: <ul style="list-style-type: none"> o Students must get the Titers/blood work drawn first. If POSITIVE, you are considered immune. o If results are negative, contact your health care provider to determine if you require a vaccine series or booster. <p><u>2-Dose Series MMR Vaccine or Booster Process*</u> Step 1: Obtain 1st MMR vaccination or vaccination/booster Step 2: Obtain the 2nd MMR vaccination/booster 30 days after the 1st vaccination/booster</p> <p><u>2-Dose Series Varicella Vaccine or Booster Process*</u> Step 1: Obtain 1st Varicella vaccination or vaccination/booster Step 2: Obtain the 2nd Varicella vaccination/booster 30 days after the 1st vaccination/booster</p> <p><u>2- Dose Series or 3-Dose Series Hepatitis B Vaccine or Booster Process*</u> Step 1: Obtain 1st Hepatitis B vaccination/booster Step 2: Obtain 2nd Hepatitis B vaccination/booster 30 days after receiving the 1st vaccination/booster Step 3 (<i>If obtaining 3-dose series</i>): Obtain 3rd Hepatitis B vaccination/booster 5 months after the 2nd dose was given</p> <p>* Between 2 - 6 months after completion of either a vaccine series or boosters, a new Titer must be provided showing positive immunity to Hepatitis B, MMR, and Varicella.</p>	<p>Positive Titer(s) for MMR & Varicella, & Hep B Valid for 5 Years</p>
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2. Tdap

	<ul style="list-style-type: none"> • Proof of Tdap vaccine received within the past 10 years. <ul style="list-style-type: none"> o If more than 10 years has passed since the date of last vaccination, contact your healthcare provider for an updated dose. 	<p>Valid for 10 Years</p>
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3. COVID-19 Vaccine(s)

<input type="checkbox"/>	<ul style="list-style-type: none"> • Proof of complete COVID-19 vaccination • Proof of booster for current year <p>Note: Some sites may require COVID-19 testing in addition to vaccination.</p>	<p>Boosters: Valid for 1 Years</p>
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4. TB Test

<input type="checkbox"/>	<p>Submit one of the following test showing negative results:</p> <ol style="list-style-type: none"> 1. Negative Two-Step PPD Test Correct Two-Step PPD Test <ol style="list-style-type: none"> 1. Receive 1st tuberculin injection. 2. Obtain reading 2-3 days later. 3. Obtain 2nd tuberculin injection 7-21 days after the 1st TB injection. 4. Obtain 2nd reading 2-3 days later. 2. Negative QuantiFERON Gold Blood Test or a Gamma Interferon Blood Test <ul style="list-style-type: none"> • If student tests positive, student must obtain negative chest X-ray before clinical rotation begins. • If history of positive PPD Test or positive QuantiFERON Gold result, student must have negative chest X-ray within two years. 	<p>TB PPD Test or Blood Tests: Valid for 1 year</p> <p>Chest X-Ray: Valid for 2 years</p>
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5. Influenza

<input type="checkbox"/>	<ul style="list-style-type: none"> • Proof of Influenza (Flu) vaccine received for the current season. <ul style="list-style-type: none"> o Should be administered between September 1 and April 30. o Proof of the vaccine should include the lot number of the vaccine and the signature of the person administering the dose. 	<p>Flu Shot: Annually with each new flu season</p>
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6. Health Exam/Physical Examination

<input type="checkbox"/>	<ul style="list-style-type: none"> • An annual physical is required. 	<p>Valid for 1 Year</p>
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BSN Dress Code

Students are expected to comply with the dress code as outlined below. Students who do not comply with the dress code will be given a Notice of Deficiency. In clinical and laboratory, students who are noncompliant with the dress code will be requested to leave, incur an absence, and given a Notice of Deficiency.

- A student ID badge must be worn at all times above the waist and visible when wearing a sweater. Students will not be allowed to take an assessment without a student ID badge. An assessment is defined as a quiz, examination, or ATI assessment.
- All students must be neat and well groomed. Students should bathe daily and use deodorant. Students should have no offensive body odor or cigarette smell.
- Clothing must fit properly and not be tight-fitting. Skinny jeans/pants or tights/leggings are not permitted.
- On campus uniform includes blue polo shirt with the Stanbridge logo; plain white or black under shirt or white "sleeves" to cover tattoos; plain black scrub pants without print, colorful embroideries, or borders; white or black socks or neutral nylons; and white or black shoes.
- All pants must cover the entire length of the legs. No ankles or skin should show between the hem of the pants and the socks.
 - Shoes must be closed-toed, closed-heeled, and low-heeled. Crocs are not allowed.
 - Shoes must be without print except for the shoe logo.
 - Shoes must be clean with only white or black shoelaces.
- Clinical and laboratory uniform includes blue scrubs with the Stanbridge logo, plain white or black under shirt or "sleeves" to cover tattoos, white or black socks or neutral nylons, and white or black shoes. The laboratory uniform is worn for skills and simulation lab.
 - Pregnant students must adopt a similar maternity scrub uniform.
 - Uniform must be neat and pressed.
 - Only clean, solid white or black, closed-toed, closed-heeled, and low-heeled shoes with non-skid soles and white or black vinyl or leather top is acceptable. Shoe logo and shoelaces, if present, must be white or black. Crocs are not allowed.
 - Stethoscope, penlight, bandage scissors, watch with second hand, calculator, black or blue pen, and paper are part of the clinical uniform. A "fanny pack" or "apron" may be worn over the uniform to increase the number of pockets.
 - Sweaters must be solid color (only black, grey, blue, or white) without print except for the Stanbridge logo.
 - Sweaters in clinical may not have a hood.
 - A hood on campus may not be worn.
- No hats or scarves are permitted.
- Hair must be pulled back out of the face and off the shoulders.
 - In theory courses, hair in a ponytail is acceptable but must be neatly tied without loose hair.
 - In clinical or laboratory, hair must be pulled back out of the face and in a neat bun (not on top of the head nor the back of the neck) without loose hair.
 - Hair color must be of a natural color. Faddish or unnatural colors or styles are not permitted.
- Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment as recommended by the Centers for Disease Control. Facial hair must not be of a faddish or unusual appearance.
- Gum chewing is not allowed in the classroom, lab, or clinical facility.
- Makeup must be suitable. Exaggerated or extreme false eyelashes or extensions are not permitted in the clinical, laboratory, or simulation area. Eyelashes must look natural.
- Perfume, cologne or after-shave is not permitted.
- New tattoos and piercings are discouraged while in school due to increased risk of infection and the ability to comply with clinical site policy.
 - Tattoos cannot be visible. Plain white or black under shirt or "sleeves" must be worn to cover the tattoos.
 - Except for pierced ears, body piercings with jewelry (brow, nose, tongue, and/or lip) are not allowed.
- Jewelry must be kept to a minimum for safety and to be consistent with professional appearance. Jewelry may include only a watch, wedding ring, engagement ring, and small-post earrings if ears are pierced (only one pair of post earrings).

- Nails must be clean, short, and neatly trimmed. Only clear nail polish is permitted. Artificial nails and nail wraps or extenders are not permitted.

BSN GRADUATION REQUIREMENTS

In addition to passing each course with the minimum passing grade, BSN students must achieve a cumulative GPA of 77% or above in the program and pass the nursing program exit examination with a minimum score of 94% predicted probability of passing the NCLEX-RN on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

To graduate, students in the BSN program must complete a minimum of ten (10) hours of community service by the end of the program.

BSN LICENSURE REQUIREMENTS

Graduates with an pre-licensure Bachelor of Science in Nursing degree from a BRN-accredited nursing program may apply to the Board of Registered Nursing for permission to take the examination required for licensure, the National Council Licensure Examination for Registered Nurses (NCLEX-RN)®

After passing this examination and receiving a license from the BRN, the student will be eligible to obtain employment as a licensed Registered Nurse.

LVN TO RN 45-UNIT OPTION

The 45-quarter unit (equivalent to 30-semester unit) option is required by the Board of Registered Nursing in California as an alternative pathway for applicants who are licensed vocational nurses (LVNs) and desire to become a registered nurse (RN). This option does not earn a Bachelor of Science in Nursing degree. Students considering this option must declare this prior to enrolling. Once enrolled, this option is not available.

LVNs who apply for the 45-Unit Option pathway must consult with the program’s director, or designee, for an individual program consultation to discuss the advantages and disadvantages of this option prior to enrollment. The number of students admitted each term is contingent upon space available; there may be no space available if all enrollment slots are filled with continuing full-cycle BSN students.

Students who satisfactorily complete all required courses and pass the program exit examination, at the required level, will be awarded a diploma, and a notice will be sent to the Board of Registered Nursing indicating satisfactory completion.

Applicants considering this option should be aware of:

- This option must be requested prior to enrollment.
- This option is only available if space is available.
- Financial aid is not available for students choosing this option as the alternative pathway.
- Applicants are required to complete the same application process as for the generic, full-cycle program but are not required to take admissions tests.
- The program may, at its discretion, test knowledge and clinical skills to identify areas wherein remediation is required.
- No degree is granted upon completion of the program.
- Students are not entitled to participate in the nursing pinning ceremony.
- The responsibility to qualify and take the RN “non-graduate” licensure examination resides with the student.
- Students completing this option should be aware of any restrictions such as
 - A lack of RN licensure reciprocity in any other state
 - Employers seeking candidates with degrees
 - Inability to transfer credit units if continuing education

Course Number and Title	Theory	Lab	Clinical	Total Units
	Units	Units	Units	
SCI 1040 Human Physiology	4.5	1.5	0	6
SCI 1050 General Microbiology	4.5	1.5	0	6
NUR1060 Gerontology	2.5			2.5
NUR2200 Behavioral Health Nursing	4	.5	1.5	6
NUR3300 Medical Surgical II Nursing	4	.5	3	7.5
NUR4300 Medical Surgical III Nursing	5.5	.5	2.5	8.5
NUR4250 Health Systems Leadership	3.5			3.5
NUR4500 Keystone I	2.0			2.0
NUR4700 Keystone II and Greenlight	2.5			2.5
Program Total				44.5

Scholarship requirements: A minimum of a 77% in the theory component and a PASS in the lab and clinical components of each nursing course and a 75% in the general education courses. A cumulative GPA of 77% or above is required. All students must achieve a minimum score of 94% predicted probability in the Comprehensive Predictor Examination on the first attempt.

All program grading, attendance, dismissal, graduation, and additional policies apply.

RNBSN GENERAL INFORMATION

BACHELOR OF SCIENCE IN NURSING PROGRAM (RN TO BSN DEGREE COMPLETION)

The online RN to BSN Degree Completion program is designed for RNs to earn a Bachelor of Science Degree in Nursing. The curriculum prepares students for advanced education in nursing designed to meet the needs of the patients and the future healthcare needs of society. It also provides a foundation for management and leadership positions to apply well-developed problem-solving skills in healthcare settings. The RN student will grow from practicing bedside nursing into a professional educated nurse promoting health and wellness, preventing illness, and better assisting and educating patients in culturally diverse communities.

Applicants must have an Associate of Science Nursing degree from an accredited program, current RN license, successful background check, and a cumulative GPA of 2.5 to meet the program requirements.

Course lengths are 5 to 6-weeks and are designed especially for RNs to continue working while taking online classes. This program will prepare RNs for entry into a graduate nursing program.

Program Learning Outcomes

PLO1. Analyze the concepts of risk management and HIPAA in relation to critical thinking, decision-making, and problem solving.

PLO2. Describe the importance of interdisciplinary collaboration and communication in leadership roles.

PLO3. Describe how communication can influence healthcare policy and shape perceptions related to health issues.

PLO4. Analyze the importance of health promotion and its impact on patients, families and the community.

PLO5. Analyze the issues surrounding provision of care, treatment, and services requiring decision-making skills using evidence-based practice.

PLO6. Identify and discuss the application of ethical principles as they relate to the professional practice of nursing.

PLO7. Identify key elements of successful diversity management, and culturally and linguistically appropriate care, based on research and evidence-based practice.

PLO8. Identify and describe the need for health promotion, health informatics, effective communication and cultural awareness in patient care.

The purpose of the Bachelor of Science (Degree Completion) program is to present theoretical and evidence-based education that incorporates knowledge from nursing and related disciplines. These experiences will be facilitated by the acquisition of knowledge and expertise in every nursing course. The goal of the program is to prepare graduates for positions where they will provide quality health care services in diverse settings and function as professional providers of care, managers of care, and members within the discipline. Graduates will earn a Bachelor of Science in Nursing (BSN) degree upon satisfactory completion of the program. Graduates will be prepared for positions where they will care for patients and families in a variety of settings.

The following essentials of Baccalaureate Education for Professional Nursing Practice are fundamental to the practice of nursing and support the mission and goals of the nursing program while assisting in the development of the professional nurse. These elements are singularly important and collectively essential as the fundamental foundation for nursing practice and are adopted from the American Association of Colleges of Nursing.

- Liberal Education for Baccalaureate Generalist Nursing Practice

- Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Scholarship for Evidence-Based Practice
- Information Management and Application of Patient Care Technology Healthcare Policy, Finance, and Regulatory Environments
- Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Clinical Prevention and Population Health
- Professionalism and Professional Values
- Baccalaureate Generalist Nursing Practice

This framework forms the basis for the curricular structure and selection of content. It shapes the way the student will learn, develop, and practice professionally. Included in the philosophy are the following concepts:

The nursing program supports the concept that each person is a unique individual endowed with dignity and self-worth and worthy of reverence, protection, and preservation throughout the span of his or her life. The person or client possesses physiological, psychological, socio-cultural, developmental, and spiritual needs which are met in varying degrees through interactions with others. Clients are individuals, families, aggregates, or communities. Human relationships and interactions take place in diverse ways depending on the context and environment. During an individual's life span, each person develops a personal system of values, which give meaning and purpose to life.

The environment is composed of all factors that are ever-changing, whether internal or external to the person, and that influence their development and functioning. The environment can be altered to positively or negatively affect the client's health by modifying stressors and enhancing resources. The person is influenced by and responsive to the environment and can choose to alter his or her internal and external environments to impact health and quality of life.

Health is viewed as a dynamic state of being with adaptation to developmental and environmental changes over the life span that allows individuals to maximize potential. Health is evidenced in effective functioning within one's environment influenced by physical, psychological, social, or spiritual variables. Wellness is defined as functioning at one's best, given any limitations of one's abilities. Health care by an interdisciplinary team is based on needs and promotes, maintains, and restores the person to an optimal level of wellness on the health-illness continuum or to a dignified death. Each person has a right to quality health care, delivered with respect for the individual and respect for differences among individuals.

Nursing is a dynamic, evolving discipline and has been shaped by its history. Nursing may be viewed as a personal calling to provide compassionate service to others and as a science that encompasses a specialized body of knowledge built upon science and the liberal arts and with specified outcomes related to health and holism. It is based on understanding human conditions and relationships across the life span. Nursing practice provides an essential service to clients and is directed to the promotion, maintenance, and restoration of health or creation of an environment supportive of a dignified death. Nurses function in a variety of health care settings as professional providers of care, members of the discipline, and managers of care within the scope of nursing practice. Through nurse-client collaboration, the health needs of individuals with diverse cultural backgrounds and lifestyles are addressed in order to promote optimal levels of functioning.

In an ever-changing health care delivery system, nurses must make complex decisions, adapt to new situations, and continually update knowledge and skills by using critical thinking. Critical thinking is a cognitive process that involves unbiased, reflective reasoning in order to arrive at purposeful conclusions based on fact and principles. The nurse uses critical thinking in applying evidence and theory when providing and managing care. The nurse is accountable for abiding by all laws and regulations related to nursing practice.

Teaching-Learning Practices

This program's teaching and learning beliefs assert that an education in the arts and sciences provides a foundation for the development of critical thinking. Learning is a continuous, life-long process and results in the acquisition of new insights and behavioral changes. Students are encouraged to use critical thinking when applying program content to situations they encounter

in their clinical practice.

Learning, teaching, and evaluation are shared processes that support personal development and stimulate inquiry. The amount of learning achieved is influenced by the learner's value system, experiences, knowledge, and active participation. The faculty considers all these factors in the presentation of the curriculum.

Learning is enhanced in a humanistic environment that fosters growth of ideas and appreciates human diversity in an open forum where students freely and critically evaluate information, raise questions, and formulate responses. Ethnic and cultural differences as well as individual learning styles must be considered when developing an active learning environment.

Online Courses

The RN to BSN program is delivered online with an on-ground clinical component.

Lab Requirements

There are no onsite lab requirements.

NUR 4033 includes a virtual clinical component, which is not included in the cost of the program.

Clinical Fieldwork

NUR 4043 includes a clinical component of 75 hours.

RNBSN PROGRAM OVERVIEW

The Bachelor of Science in Nursing (RN to BSN Degree Completion) program is 90 quarter credit hours. The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 23-24 months, including holidays and breaks. The program is designed to be completed primarily online with clinical hours in the Community Health and Advanced Physical Assessment classes. The courses are tailored to the needs of today's competitive healthcare employers and designed to challenge and refine the student as a nurse. There are a comprehensive set of nursing and general education courses, including Advanced Physical Assessment, Pathopharmacology, Evidence-based Practice, and Healthcare Informatics.

Course Number and Title	Classroom/ Lecture Clock Hours	Clinical Education Clock Hours	Lab Clock Hours	Total Credit Hours	Externship Hours	Eligible for Credit Transfer
NUR 3013 Role Transformation in Nursing	50	0		4		Yes
NUR 3023 Health Promotion through the Life Cycle	60	0		6		Yes
NUR 3033 Theoretical Models of Nursing	50	0		5		Yes
NUR 3043 Evidence-Based Practice	50	0		5		Yes
NUR 3053 Healthcare Informatics	50	0		5		Yes
NUR 3063 Principles of Teaching	50	0		4		Yes
NUR 3073A Pathopharmacology I	60	0		6		Yes
NUR 3073B Pathopharmacology II	60	0		6		Yes
NUR 4013 Ethics in the Life Sciences	50	0		5		Yes
NUR 4023 Leadership and Management	60	0		6		Yes
NUR 4033 Advanced Physical Assessment†	50	32		6		No
NUR 4043 Community-Based Nursing††	60	75		8		No
NUR 4053 Nursing Research	50	0		5		No
NUR 4103 Capstone	50	0		5		No
COM 3010 Business Communication in Healthcare	40	0		4		Yes
MATH 3010 Statistics for the Social Sciences	60	0		6		Yes
SOC 3010 Cultural Identity and Diversity	40	0		4		Yes

†NUR 4033 includes a virtual clinical component, which is not included in the cost of the program.

††NUR 4043 includes a clinical component of 75 hours.

Standard Occupational Classification (SOC):	29-1141
Employment/Job Title:	Registered Nurses
Standard Occupational Classification (SOC):	11-9111
Employment/Job Title:	Medical and Health Services Managers

RNBSN FACULTY

Ms. Annabelle Anglo	MSN, RN
Dr. Janet Baghoomian,	EdD, MSN-ED, RN, MBA, MHA
Dr. Jolie Bell	PhD, MS
Ms. Cynthia Douglas-Ybarra	MSN, RN
Ms. Michela Leytham	MHA, MSN, BSN, RN

GENERAL EDUCATION FACULTY

Dr. Jason Goff	PhD	GE Program Director
Dr. Raafat Baheeg	MD	GE Science Co-Chair; Life and Physical Science
Dr. Peter Poon	PhD	GE Science Co-Chair; Life and Physical Science
Christina Acosta	MA	Social and Behavioral Sciences
Ali Alroalle	MS	Life and Physical Science
Kristen Chrisman	MA	Written and Oral Communication
Natalie CongHuyen	MS	Life and Physical Science, Mathematics
Pablo Gomez	MS	Mathematics
Leili Hatami	MS	Life and Physical Science
Dr. Aida Jaldi-Kazim	PhD	Life and Physical Science
Rhema Johnson	MS	Life and Physical Science
Dr. Sean Kim	DPT	Life and Physical Science
Annabelle Kraut	MS	Life and Physical Science
Allison Lyon	MHA, LVN	Written and Oral Communication; Social and Behavioral Sciences
Alexander Morita	MS	Life and Physical Science
Dr. Phuong Ngo-Hazelett	MD	Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Steve Ryan	MA	Written and Oral Communication, Computer Applications
Linda Silva	MA	Written and Oral Communication; Social and Behavioral Sciences
Dr. Kalebi Shayo	MD, MS	Life and Physical Science
Dr. Abrar Sindi	PhD	Life and Physical Science
Dr. Rozmary Tatevosian	PhD	Written and Oral Communication; Social and Behavioral Sciences
Jesus Valles	MS	Mathematics
Dr. Warren Washington	PhD	Social and Behavioral Sciences
Dr. Fei Ye	MD	Life and Physical Science

Dr. Amina Zebboudj	PhD	Life and Physical Science
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RNBSN ADMISSIONS POLICIES

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

RNBSN TRANSFER CREDIT POLICIES

Since the Bachelor of Science in Nursing is an RN to BSN degree completion program based on the successful completion of an associate's degree and successful RN licensure, there is a limited amount of transfer credit that is allowed beyond the associate's degree. The program will allow for a maximum of 25% or 22.5 quarter credits or 15 semester credits to be transferred toward the completion of this degree. All courses are eligible for transfer with the exception of NUR 4033 Advanced Physical Assessment, NUR 4043 Community-Based Nursing, and NUR 4103 Capstone.

RNBSN GRADING POLICIES

GRADING

Graded assignments will include a grading rubric that delineates the points earned for each portion of the graded assignment. Grading rubrics may be found each week with the listed assignments and discussion boards. A grade of C (75%) or better is required to pass each course. To achieve a passing grade, the student must meet attendance requirements and complete all course assignments, including any clinical components. Students must have a cumulative grade point average of 2.5 to graduate from the program.

LATE SUBMISSION OF ASSIGNMENTS

Completing work in a timely manner and learning to meet deadlines is an important part of a collegiate education. Late submissions of assignments will have a grade penalty. Assignments will be considered late if they are not posted by 11:59 P.M. PST on the day that the assignment is due. Late work will be assessed a 10% penalty for the first two days it is late, 20% for the next two days and 30% for the last two days the work is late. If work is more than six days late, the assignment will receive a zero. If special circumstances arise that prevent the student from submitting assignments on time, the student needs to discuss these circumstances with the instructor, who will communicate with the program director regarding the late work.

Technological issues are not considered valid grounds for late assignment submission. If students have difficulty uploading an assignment or think their assignment might not have uploaded, they must email the instructor about the difficulty and send the instructor a copy of the assignment via email before the assignment deadline. The assignment would then not be considered late. The instructor should acknowledge receipt of the paper within 24 hours and whether the assignment is also in Edverum. If the assignment is not in Edverum, the Director of Online Training will assist the student with uploading their paper. If this procedure is not followed, the paper will be considered late and graded accordingly.

No coursework will be accepted after the end of the course unless an incomplete has been granted.

FAILED COURSES

There is no remediation for a failed course in the Bachelor of Science in Nursing program. No coursework will be accepted for a course after the course has been completed, except in cases where an incomplete has been granted. Students who fail a course will need to repeat the course at a later date.

INCOMPLETE POLICY

If a student is passing the course before week four (or week five in a six-week course) and has a compelling reason that he or she cannot complete the course by the end date, the student may apply to the instructor to take an incomplete for the course. The incomplete will need to be approved by the instructor and program director. The instructor and student will complete an Incomplete Agreement that will state what work will need to be completed and set a date for work submission in the agreement. The incomplete work will need to be submitted by that date. One letter grade decrease will be assessed for the course when a student elects to take an incomplete. The student must be passing the course at the time the incomplete is granted. Discussion Forum posts will not be included in the work to be completed for the course.

RNBSN ATTENDANCE POLICIES

ATTENDANCE POLICIES

Attendance is based on weekly discussion forum postings. In order to be counted as "present" for each week, each student is required to post two initial discussion board posts which are due on Thursday by 11:59 P.M. PST each week. Each student is required to post four responses to classmates, two in each discussion forum in addition to the initial posts each week (as noted above). Subsequent responses to other students are due no later than Sunday at 11:59 P.M. PST each week. An attendance week is from Monday at 12:00 A.M. to the following Sunday at 11:59 P.M. PST.

RNBSN DISMISSAL POLICIES

DISMISSAL POLICIES

A student in the RNBSN program who fails more than three (3) theory courses or who does not receive a grade of C (75%) or better when repeating a failed course will be dismissed from the program.

A student in the RNBSN program who has a lapsed RN license will be dismissed from the program.

A student in the RNBSN program who does not maintain a 2.5 GPA before the completion of the Capstone course will be dismissed from the program.

RNBSN ADDITIONAL POLICIES

PROFESSIONAL BEHAVIOR AND CODE OF CONDUCT

Plagiarism is defined as a student's submission of word-for-word passages or paraphrases of others' published or unpublished, electronic or paper, words or ideas, without proper acknowledgement of the original source. Taking the words and/or ideas of another person without acknowledgment is considered fraud and is a violation of the student Code of Conduct with regard to academic dishonesty. Students may not submit their own previously written work without modification and instructor permission. Doing so is also considered academic dishonesty.

See the university's Academic Integrity policy in this catalog for the consequences of academic dishonesty.

RNBSN GRADUATION REQUIREMENTS

Program Requirements

Completion of the 90 total quarter hours of credit, when added to the 90 quarter hours of transferred credit from the required associate degree, will total the 180 quarters hours of credit required for a bachelor's degree in nursing.

Upon completion of the following requirements, Stanbridge University will confer the Bachelor of Science in Nursing degree.

Scholarship requirements: A final GPA of 2.5 for all units attempted at Stanbridge University is required to graduate.

RNBSN LICENSURE REQUIREMENTS

The Bachelor of Science in Nursing (Degree Completion) program does not lead to any specific licensing.

MSN GENERAL INFORMATION

MASTER OF SCIENCE IN NURSING PROGRAM (MSN)

The Master of Science in Nursing program offers an advanced practice specialty in nursing education to prepare nurses for the nurse educator role in academics or staff development settings. The program offers core master's-level concepts, advanced clinical foundations, and education-focused courses. The program is offered in an online format with individualized on-ground practicums to allow the student to apply learning in a real-world practice setting.

Mission Statement

The Master of Science in Nursing program advances the skills and expertise of the baccalaureate prepared nurse to lead and create change within the nursing profession through evidence-based practice, innovation, and person-centered care, with diverse populations, across a wide range of settings. Graduates of program influence policy development and advocacy through effective communication and collaborations that improve healthcare quality, value, access, and outcomes.

Nursing Education Specialty

The Nursing Education specialty prepares nurses to work as nurse educators in diverse settings such as colleges and universities, hospitals, long-term care, or home health and public health. The program emphasizes holistic teaching methods, instructional design, and teaching/learning principles. The MSN-Ed graduate will be an innovative change agent while teaching within academic or health care settings with experience in using best practices in teaching. A practicum experience is required for a total of 140 hours.

Program Learning Outcomes

1. Demonstrate competence with current trends, including health policy and advocacy to influence practice improvements that will transform knowledge gained into ethical and evidence-based clinical practice to optimize health promotion, disease management, and health outcomes for diverse patient populations.
2. Utilize statistical analysis, research methodologies, and information technology to identify and address process and practice disparities by recommending and implementing evidence-based changes to meet the diverse needs of clients in a variety of healthcare settings.
3. Employ educational theory and evidence-based research to the design and development of nursing and healthcare curriculum that facilitates learning, understanding and improved outcomes.
4. Synthesize instructional, evaluation, and educational interventions to meet the individual needs of learners in diverse environments to improve educational outcomes
5. Demonstrate a commitment to lifelong learning through personal and professional growth.

MSN PROGRAM OVERVIEW

Upon completion of the below requirements, Stanbridge University will confer the Master of Science in Nursing, Nursing Education degree.

Total Credit Hours: 45 Quarter Credit Hours/\$433.22 tuition rate per credit hour

Program Duration: The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 13-14 months, including holidays and breaks.

Program Modality: This program is delivered online with the exception to the practicum hours.

Course Number and Title	Clock Hours	Total Credit Hours	Eligible for credit transfer (Yes/No)
NUR 5000 Theoretical Foundations of Advanced Nursing	40	4	Yes
NUR 5005 Trends in Contemporary Nursing	30	3	Yes
NUR 5015 Health Care Policy, Ethics, and Finance	40	4	Yes
NUR 5020 Nursing Research and Scholarship	40	4	No
NUR 5140 Advanced Physiology and Health Assessment	40	4	No
NUR 5145 Advanced Pathopharmacology	40	4	No
NUR 5150 Nurse Educator - Roles, Responsibilities, and Relationships*	60	4	No
NUR 5160 Curriculum Design and Teaching Strategies*	70	5	No
NUR 5165 Nursing Education Innovations and Technology	60	4	No
NUR 5200 Education Teaching Practicum*	95	4	No
NUR 5210 Capstone	50	5	No

*This course contains practicum hours.

Standard Occupational Classification (SOC):	29-1141
Employment/Job Title:	Registered Nurses
Standard Occupational Classification (SOC):	11-9111

Employment/Job Title: Medical and Health Services Managers

MSN FACULTY

Dr. Janet Baghoomian	RN, Ed.D., MSN/ED, MBA, MHA
Dr. Phoebe (Yeon) Kim	DNP, RN, CCRN

MSN ADMISSION POLICIES

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

MSN TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

Transfer credit may be awarded for eligible coursework, if the course:

- was completed with a B (or better);
- is equivalent in didactic/lab learning and hour components; and
- meets the university's transfer credit requirements.

MSN GRADING POLICIES

STUDENT ACADEMIC PROGRESS

In order to graduate, students must have a cumulative grade point average of 3.0 at the time of graduation.

Online Courses

Online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

Course Remediation

Remediation for unsatisfactory course performance is required in the event a course is failed. The student will be expected to take an alternate exam on the material covered in the original course exam or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assessment. Regardless of the score achieved on the alternate exam or assignment, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within fourteen (14) days of the end of the course. Students may have one (1) remediation attempt for a failed course. Throughout the program duration, up to two (2) courses may be remediated. A student will be dismissed upon a third course failure.

MSN ATTENDANCE POLICIES

Class Hours

The MSN program is a fully online program with exception to the practicum hours, which can be online or on-ground. The online instructional weeks begins on Monday and ends on Sunday, 11:59 PM PT. Students should refer to their class schedule for course start and end dates.

Online Course Attendance

Online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's hybrid or online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

Students participating in the university's online distance education courses are expected to be in attendance in accordance with the syllabus since participation is essential to student learning and the assessment of the achievement of required outcomes. All online distance education courses require a set number of academically related activities (ARAs) for each instructional week. ARAs designated as attendance ARAs are clarified in the course outline.

A student's failure to participate in the designated attendance ARA, such as contributing substantively to a discussion forum post, will result in an absence. Any course absence must be made-up through a make-up assignment appropriate to the hours missed. A student is considered to be in continuous attendance as long as there are no more than fourteen (14) calendar days between attendance ARAs.

Make-up of Course Examinations Due to Absence

If a student's absence occurs on an exam day, a student must notify the instructor prior to the scheduled exam time that they will not be present for the exam. If the student does not notify the instructor, the exam grade will be a zero. Only one make-up exam per course, per term, will be allowed. The alternate make-up exam will be administered through the Office of Student Services. Regardless of the score achieved on the make-up exam, the maximum grade that will be entered into the student's grade record for any make-up exam in a theory class will be 75%.

MSN DISMISSAL POLICES

Dismissal may occur for the following reasons:

- The student does not maintain a 2.5 grade point average.
- The student fails to remediate a course failure within fourteen (14) days of the course end date.
- The student fails a third course in the program.
- The student fails to make-up a course absence.
- The student fails to maintain satisfactory academic progress.
- The student violates the Code of Conduct policy.
- The student has a lapsed RN license, CPR certification, or professional liability insurance policy.

MSN GRADUATION REQUIREMENTS

To graduate, students in the MSN program must complete all 45 quarter credit hours required to confer a Master of Science in Nursing degree and have a cumulative grade point average of 3.0 or higher.

MSN ADDITIONAL POLICIES

PROFESSIONAL BEHAVIOR/CODE OF CONDUCT

Nursing Code of Ethics

Students in the program are expected to follow the university's Code of Conduct and Nursing Code of Ethics at all times.

Provision 1

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2

The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4

The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.

Provision 5

The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6

The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Netiquette

Online course etiquette, known as “netiquette,” is extremely important to maintain a positive online learning environment. Netiquette refers to the practice of respecting the views of others, even if they differ from our own, and demonstrating common courtesy when interacting with others in an online exchange.

Please keep in mind the following netiquette guidelines when posting in online discussion forums and interacting with peers:

- Never write your discussion posts or other assignment in all CAPS. On the Internet, writing in caps may be considered equivalent to yelling at someone.
- Use of profanity or verbal abuse is never acceptable in an academic environment.
- The online course environment is not a place to send junk mail or spam to your classmates or instructors. Please only send e-mail regarding course-related questions or issues.
- Remember that a “tone” can be misinterpreted in e-mail or online forums because the recipient does not get the benefit of your body language. Avoid sarcasm.
- Always keep in mind that once you send an e-mail, what you have said is in writing forever. Additionally, anything posted in a public discussion forum will be visible to all class participants and others with access to the online course.
- Remember that class discussion forums, chat areas, and e-mail messages are not social media; keep content focused, professional, on relevant topics, and use language and writing style appropriate for an academic environment.
- Be respectful; if you wouldn't say something to someone's face, don't write it in the online environment.
- Always proofread your posts and e-mails and make an effort to use proper spelling and grammar. This includes complete sentences and appropriate punctuation. It's good practice for all kinds of written communication in college and in the workplace!
- Re-read what you have written and take a moment to pause before you click post or send, especially in a moment of frustration or anger.
- Make a point to be kind and professional in your comments in discussion forums, e-mails, and so on, even if you disagree with the person you're responding to.

MSN LICENSURE REQUIREMENTS

The Master of Science in Nursing program does not lead to any specific licensing.

MSOT GENERAL INFORMATION

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

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

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

FACULTY TO STUDENT RATIOS

For the Master of Science in Occupational Therapy program, the faculty-student ratio for laboratory courses is 1 to 20 and the faculty-student ratio in lecture courses is 1 to 64 maximum.

MISSION STATEMENT OF MASTER OF SCIENCE IN OCCUPATIONAL THERAPY PROGRAM

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

THE PHILOSOPHICAL BASE OF OCCUPATIONAL THERAPY

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

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

PROGRAM CURRICULAR FRAMEWORK

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

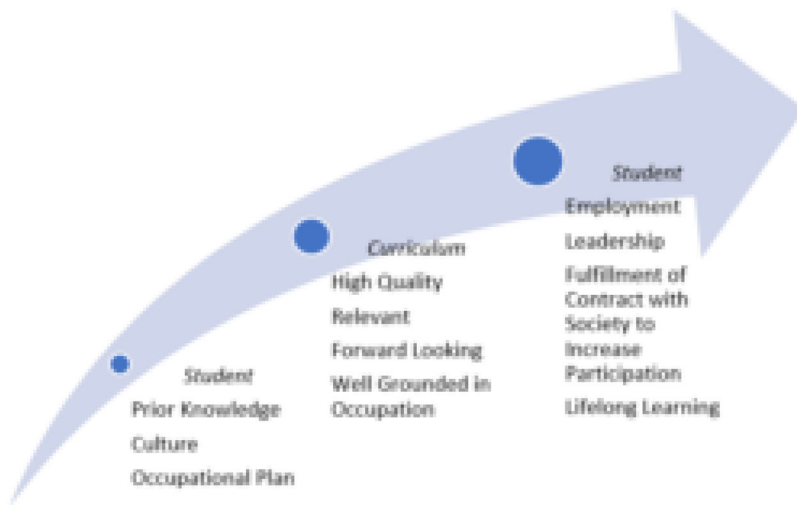


Figure 1. Student Experience, Stanbridge MSOT

PROGRAM LEARNING OUTCOMES

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

PLO1. Demonstrate excellent clinical reasoning based on their commitment to transformative and lifelong learning and through applying therapeutic use of self, psychosocial aspects of care, theoretical approaches, occupational therapy frames of reference, assessment, intervention, and health care ethics.

PLO2. Apply knowledge of the history and philosophy of occupational therapy and occupational science that addresses the impact of occupational injustice and diversity on engagement in meaningful occupations and demonstrate the role of occupation across the lifespan in supporting health and participation in life.

PLO3. Analyze and implement current evidence-based assessments grounded in occupational therapy theory and research, and design and deliver best practice interventions after gathering information regarding factors that influence occupational performance.

PLO4. Model exemplary professional and ethical behavior with effective oral and written communication through engagement in interdisciplinary and community relationships, fieldwork, advocacy, and professional organizations.

PLO5. Pass the National Board for Certification in Occupational Therapy (NBCOT) examination and become an employable generalist who can practice in all areas of occupational therapy safely, effectively, and efficiently applying current technology.

PROGRAM THREADS

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

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

MSOT PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Master of Science in Occupational Therapy degree:

117 Quarter Credit Hours/\$921.88 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 26 - 27 months, including holidays and breaks.

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

Course Number and Title	Didactic Hours	Lab Clock Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
OT 5008 Human Anatomy	15			1.5	No
OT 5008 Human Anatomy Lab		14		0.5	No
OT 5010 Foundations of Occupational Therapy*	36	28		5	No
OT 5012 Clinical Conditions in Occupational Therapy**	43			4	No
OT 5003 Applied Neuroscience and Occupations	43			4	No
OT 5004 Psychosocial Foundations of Practice*	50	35		6.5	No
OT 5011 Analysis and Assessment of Functional Human Movement	43	35		6	No
OT 5013 Occupations of Adults	57			5.5	No
OT 5013L Occupations of Adults Lab		42		2	No
OT 5014 Research Methods in Occupational Therapy*	46.5			4.5	No
OT 5016 Master Thesis I*	32.5			3	No
OT 5000 Level IA Fieldwork			40	1	No
OT 5100 Cultural Humility in Occupational Therapy*	33.5			3	No
OT 5101 Community Program Development**	33.5			3	No
OT 5017 Master Thesis II*	32.5			3	No
OT 5001 Level IB Fieldwork			40	1	No
OT 5007 Gerontology*	40			4	No

Course Number and Title	Didactic Hours	Lab Clock Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
OT 5103 Leadership, Health Policy, and Management**	40			4	No
OT 5104 Ethics of Health Care**	33.5			3	No
OT 5105 Occupations of Children and Adolescents	57			5.5	No
OT 5105 Occupations of Children and Adolescents Lab		35		1.5	No
OT 5050 Clinical Reasoning & Documentation in OT*	33.5			3	No
OT 5200 Professional Development & Education in OT**	39			3.5	No
OT 5002 Level IC Fieldwork			40	1	No
OT 5020 Advanced Occupational Therapy Skills	14	28		2	No
OT 5030 Fieldwork Skills Review*	36			2	No
OT 5040 Level IIA Fieldwork			480	16	No
OT 5041 Level IIB Fieldwork			480	16	No
OT 5500 Review and Exit Exam	34			2	No

* Blended course

** Online course

Standard Occupational Classification (SOC):	29-1122
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Employment/Job Title: Occupational Therapists

GROUP A		GROUP B	
Term 1			
OT 5008	Human Anatomy	OT 5008	Human Anatomy
OT 5008L	Human Anatomy Lab	OT 5008L	Human Anatomy Lab
OT 5010	Foundations of Occupational Therapy	OT 5010	Foundations of Occupational Therapy
OT 5010L	Foundations of Occupational Therapy Lab	OT 5010L	Foundations of Occupational Therapy Lab
OT 5003	Applied Neuroscience and Occupations	OT 5003	Applied Neuroscience and Occupations

GROUP A		GROUP B	
OT 5012	Clinical Conditions in Occupational Therapy	OT 5012	Clinical Conditions in Occupational Therapy
OT 5104	Ethics of Health Care	OT 5104	Ethics of Health Care
Term 2			
OT 5011	Analysis and Assessment of Functional Human Movement	OT 5011	Analysis and Assessment of Functional Human Movement
OT 5011L	Analysis and Assessment of Functional Human Movement Lab	OT 5011L	Analysis and Assessment of Functional Human Movement Lab
OT 5004	Psychosocial Foundations of Practice	OT 5004	Psychosocial Foundations of Practice
OT 5004L	Psychosocial Foundations of Practice Lab	OT 5004L	Psychosocial Foundations of Practice Lab
OT 5014	Research Methods in Occupational Therapy	OT 5014	Research Methods in Occupational Therapy
OT 5000	Level IA Fieldwork	OT 5000	Level IA Fieldwork
Term 3			
OT 5013	Occupations of Adults	OT 5105	Occupations of Children and Adolescents
OT 5013L	Occupations of Adults Lab	OT 5105L	Occupations of Children and Adolescents Lab
OT 5103	Leadership, Health Policy, and Management	OT 5103	Leadership, Health Policy, and Management
OT 5016	Master Thesis I	OT 5016	Master Thesis I
OT 5001	Level IB Fieldwork	OT 5002	Level IC Fieldwork
Term 4			
OT 5105	Occupations of Children and Adolescents	OT 5013	Occupations of Adults
OT 5105L	Occupations of Children and Adolescents Lab	OT 5013L	Occupations of Adults Lab
OT 5007	Gerontology	OT 5007	Gerontology
OT 5017	Master Thesis II	OT 5017	Master Thesis II
OT 5020	Advanced Occupational Therapy Skills	OT 5020	Advanced Occupational Therapy Skills
OT 5002	Level IC Fieldwork	OT 5001	Level IB Fieldwork
Term 5			
OT 5030	Fieldwork Skills Review	OT 5030	Fieldwork Skills Review
OT 5040	Level IIA Fieldwork	OT 5040	Level IIA Fieldwork
Term 6			
OT 5100	Cultural Humility in Occupational Therapy	OT 5100	Cultural Humility in Occupational Therapy
OT 5101	Community Program Development	OT 5101	Community Program Development
OT 5200	Professional Development & Education in OT	OT 5200	Professional Development & Education in OT
OT 5050	Clinical Reasoning & Documentation	OT 5050	Clinical Reasoning & Documentation

GROUP A		GROUP B	
Term 7			
OT 5041	Level IIB Fieldwork	OT 5041	Level IIB Fieldwork
OT 5500	Review and Exit Exam	OT 5500	Review and Exit Exam

MSOT FACULTY

Dr. Jessica Barron	SLPD, CCC-SLP, CNT, NTMTC
Dr. Eddie Chu	OTD, OTR/L
Dr. Shain Davis	OTD, OTR/L
Dr. Enjoli Filemu	OTD, OTR/L
Dr. Annette Hatala	OTD, OT/L
Dr. Irene Hong	OTD, OTR/L
Dr. Irene Hsu	OTD, OTR/L
Dr. Lena Huang	OTD, OTR/L
Dr. Kelcie Kadowaki	OTD, OTR/L
Dr. Ingrid Leu	OTD, OTR/L
Jennessa Low	MOT, OTR/L, CHT
Denise Miller	MBA, OTR/L, FAOTA
Dr. Kaitlin O'Hara	OTD, OTR/L
Ellenore Palmer	MSc, BSc, PT
Dr. Myka Persson	OTD, OTR/L
Dr. Zack Pinto	OTD, OTR/L
Dr. Sumair Rehman	OTD, OTR/L
Cristina Scionti	MS, OT/L
Dr. Jeremy Seip	OTD, OTR/L, CHT
Dr. Nichole Vasquez	OTD, OTR/L
Dr. Alexis Waltemeyer	OTD, OTR/L
Dr. Bill Wong	OTD, OTR/L

MSOT ADMISSION POLICIES

To be considered for admission into the Master of Science in Occupational Therapy program, applicants are required to:

- Complete an application and speak with an admissions representative
- Submit an official transcript of record demonstrating admissions criteria has been met:
 - Earned a bachelor-level degree at an institution of higher education accredited by an accreditation agency that is recognized by the U.S. Department of Education with a cumulative GPA of 3.0 or higher.
 - Transcripts for degrees awarded by foreign schools must be translated (if the transcript is not in English) and evaluated for equivalency to those awarded by accredited institutions in the United States (at applicant's expense) before the applicant can be admitted.
 - Meet the prerequisite course requirements with a grade of C or higher, equivalent to 3 semester credits or 4.5 quarter credits, and completed within eight years of the date of enrollment:[^]
 - Human Anatomy (with laboratory)^{^^}
 - Physiology
 - Introduction to Statistics
 - One course in Anthropology or Sociology
 - Abnormal Psychology
 - Lifespan or Developmental Psychology
- A minimum of sixteen (16) hours of documented direct observation of a Registered/Licensed occupational therapist (OTR/L) in a practice setting.
 - This criterion is waived for applicants who are certified occupational therapy assistants.
 - If the applicant is not able to complete the onsite observation hours, the university will accommodate this by allowing the applicant to complete the required hours by requesting the ICE Supplemental Videos Review assignment form from the Admissions department.
- An application essay to be submitted as a writing sample. The content of the application essay will be specified during the application process.
- Successful completion of an interview with the Program Director or designee. Applicants will also be required to successfully complete a writing sample following the interview.
- Three letters of recommendation from faculty members, therapists, and employers.

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

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

Applicants with Criminal Convictions

Applicants to the Master of Science in Occupational Therapy program are required to complete a background check form and pay the background check fee seven days prior to the start of classes.

As part of an overall employment policy many clinical facilities will not permit student occupational therapists (or employees/volunteers) in the facility who have or who acquire certain felony or misdemeanor convictions. Stanbridge University cannot admit MSOT applicants who cannot attain the mandated 960 hours that are required for the completion of level II fieldwork. Accordingly, applicants for admission with a felony conviction will not be granted admission to the university. Certain types of

convictions, regardless of whether a felony or misdemeanor, will result in denial of admission. These types of convictions include some drug/substance abuse offenses, violent crimes and offenses requiring mandatory reporting, such as elder abuse or child abuse.

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

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

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

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

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

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

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

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

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

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

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

NBCOT

12 S. Summit Avenue, Suite 100,

Gaithersburg, Maryland 20877.

Phone: (301) 990-7979.

Email: character.review@nbcot.org

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

MSOT TRANSFER CREDIT POLICIES

The Master of Science in Occupational Therapy program does not accept transfer credit for any course in the program.

MSOT GRADING POLICIES

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

Students must achieve a grade of C or better to pass individual courses in the program. In order to achieve a passing grade, the student must complete all required assignments and meet attendance requirements for the course.

Any student who receives less than a 3.0 GPA for a term or a cumulative GPA under 3.0 will be placed on academic probation. If the student receives a term GPA during the term of academic probation that is not a minimum of 3.0, the student may be dismissed from the MSOT program. If the cumulative GPA does not reach 3.0 within two terms after an initial academic probation, the student may be dismissed.

If the student receives a term GPA of less than 3.0 in Term 4, the student will be placed on academic probation and be required to raise their cumulative GPA to a minimum of 3.0 in Term 6 prior to attending Level IIB fieldwork.

COURSE FAILURE OR WITHDRAW

For any failed courses, a student can remediate a maximum of three times. Remediations should be completed before the beginning of the next terms. A student may remediate a maximum of three courses within the entire MSOT program. Prior to completing a remediation, a student may require additional tutoring based on the discretion of the instructor responsible for teaching that given course. If the student does not pass the remediation after three attempts, the student will need to retake the course. A student is prohibited from taking any course where the failed course is the pre-requisite until they have remediated or passed the course successfully.

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

TERM EXIT EXAM OR END OF PROGRAM EXAMINATION

The Term Exit Exam and End of Program Examination exams are graded as PASS or FAIL. A student who fails the exams will have the opportunity to take a remediation exam. If a student fails the remediation exam, they will need to meet with the Program Director for advisement and adhere to a remediation plan. A student who fails to successfully adhere to the remediation plan for the Term Exit Exam or Program Exit Examination will be dismissed from the program.

MSOT ATTENDANCE POLICIES

Students are expected to be on time, and in attendance, in accordance with all course and term schedules. Students will only graduate with the successful completion of all course grading and attendance requirements. This includes all theory, laboratory, and fieldwork courses.

Class Hours

Students generally attend class two to four days per week, depending upon the academic calendar and term. Classes are typically scheduled during the hours of 8:00am and 9:30pm PT, Monday through Friday. However, weekend classes might be necessary due to extraneous circumstances. In a professional graduate program, student engagement and attendance are considered an academic and professional responsibility.

Full-time fieldwork experiences are required for successful program completion, unless it is a part-time fieldwork rotation. Fieldwork, and fieldwork related sessions, may be scheduled any day of the week, including Saturdays and Sundays. Students should be prepared to meet the schedule expectations of the particular location's practice. This includes alternative days or shifts due to clinical facility scheduling practices, student census restrictions or facility availability. Some clinical education or fieldwork may be offered on a 10- or 12-hour shift to match clinical facilities' schedules.

Theory and Laboratory Classes

If a student misses a theory or laboratory class due to illness or extenuating circumstances, the student is responsible for informing the faculty member, Site Coordinator or Program Director, and Student Services Officer. Absences may be excused for instances such as personal illness, the death of a family member, and religious holidays. Documentation may be required to excuse an absence. Students who miss a class are responsible for class content and should make arrangements accordingly. Three (3) or more unexcused absences from a course may result in course failure and dismissal from the program. If a student misses 50% or more of a class session, it will be considered an absence.

Late Examinations

Any examination(s) missed due to absence must be made up within forty-eight (48) hours of returning to campus or a grade of zero will be assigned to the examination. Written make-up exams are scheduled through the Office of Student Services. Practical and laboratory exams are scheduled with the instructor. Make-up exams due to unexcused absences will receive up to 75% as the highest grade.

Fieldwork Courses

Students are required to complete Level I and Level II Fieldwork experiences. Fieldwork I is completed in three (3) courses and Fieldwork II is completed in two (2) twelve-week courses. Each fieldwork rotation requires a full-time commitment unless the student is in a part-time fieldwork rotation. If extenuating circumstances exist and a student is unable to attend a scheduled fieldwork, the student is required to make-up the missed day, as scheduled by the Fieldwork Educator. The program's Academic Fieldwork Coordinator should be notified of any absence prior to occurrence and be informed of the make-up plan. If the Fieldwork Educator is unable to provide a make-up for the missed day, the Academic Fieldwork Coordinator will provide an appropriate fieldwork make-up assignment. It is the student's responsibility to obtain the assignment from the Academic Fieldwork Coordinator.

For Level I Fieldwork, a maximum of two (2) fieldwork day make-up assignments are allowed. For Level II, a maximum of five (5) fieldwork day make-up assignments are allowed. Make-up assignments for all absences incurred in the first Level II Fieldwork course must be completed prior to beginning the second Level II Fieldwork course. Make-up assignments for all second Level II Fieldwork absences must be completed prior to graduation and recommendation to NBCOT® for the student to be allowed to take the certification examination.

MSOT DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The MSOT student accumulates three (3) or more unexcused absences per course.
- The MSOT student fails to complete all required fieldwork weeks.
- The MSOT student fails to successfully remediate a failed course within three attempts. Remediations should occur prior to the beginning of the next term. Course remediations require a passing score on the remediation exam.
- The MSOT student fails to successfully remediate a Level II Fieldwork course or fails more than one (1) Level II Fieldwork course.
- The MSOT student fails the same course twice.
- The MSOT student receives a term grade point average, during the term of academic probation, that is not a minimum of 3.0.
- The MSOT student receives three (3) Unsatisfactory Student Evaluation Process ratings in the program.
- The MSOT student does not complete a minimum of ten (10) hours of community service by the end of the program.
- The MSOT student fails to successfully remediate, or comply with a remediation plan, for a failed Term Exit Exam or Program Exit Examination.

MSOT ADDITIONAL POLICIES

GRADUATE WRITING STANDARDS

Graduate level writing is expected of all students in the MSOT program. This includes correct grammar, spelling, punctuation, sentence structure, and use of American Psychological Association (APA) Publication Manual, 7th edition. The Learning Resource Center and the Student Services department offer a variety of resources and assistance to students for improving their writing skills.

COMMUNITY SERVICE REQUIREMENT

MSOT students are required to participate in ten hours of community service activity.

PROGRAM TUTORING

The MSOT program offers tutoring available for every student who may sign-up through their Student Central Account to schedule a time to meet with a peer tutor individually or with a small group throughout the program.

PROGRAM STUDENT ORGANIZATION

The Stanbridge Student Occupational Therapy Association (SSOTA)

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

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

Pi Theta Epsilon (PTE) - Delta Psi Chapter

Pi Theta Epsilon is a national occupational therapy honor society. Using eligibility standards set by the national PTE organization, students are invited to join the chapter if their grade point average falls within the top 35 percent of their class after one term.

The mission of Pi Theta Epsilon is to support the practice of occupational sciences and the practice of authentic occupational therapy by promoting research, leadership, and scholarly activities by its members. PTE sponsors scholarly activities throughout the year.

Professional Memberships

All Stanbridge occupational therapy students are required to join the American Occupational Therapy Association (AOTA), and the Occupational Therapy Association of California (OTAC). Membership in national and state professional associations will be an important part of the two leadership courses in the curriculum. Membership in these organizations has many benefits for the student. Both AOTA and OTAC have a wealth of professional information on their websites that can be used to deepen knowledge in specific areas of occupational therapy. Other benefits include student scholarships, conferences, and access to peer-reviewed

publications. Proof of membership in AOTA and OTAC is required by the third week of OT 5010 Foundations of Occupational Therapy course and must be maintained annually. The program will facilitate membership applications of students.

Most importantly, AOTA and OTAC advocate for the profession at the national and state level.

American Occupational Therapy Association

6116 Executive Boulevard, Suite 200

North Bethesda, MD 20852-4929

(301) 652-2682

<http://www.aota.org>

Occupational Therapy Association of California

950 Glenn Drive, Suite 150

Folsom, CA 95630

(916) 567-7000

www.otaconline.org

National Board for Certification in Occupational Therapy

Each student who graduates from the Stanbridge University MSOT program is required to take the national certification examination given by the National Board for Certification in Occupational Therapy (NBCOT). Students will find information about this examination at <http://www.nbcot.org>. Students must pass the NBCOT exam before they are eligible to be licensed in the state in which they wish to practice. The MSOT program is committed to a 100% pass rate on the examination by our students. Students will be provided with several study resources and take quizzes and exams to prepare them for the NBCOT exam.

It is each student's responsibility to contact NBCOT upon completion of their Level IIB fieldwork, and establish eligibility for and apply to take the NBCOT examination. Students who do not pass the examination on the first attempt should consult with program leadership to set up a remediation plan.

Students can learn more about the NBCOT exam at nbcot.org.

PROFESSIONAL LIABILITY INSURANCE

Students are covered by Stanbridge University for Professional Liability Insurance. The university will provide proof of this insurance to your fieldwork site before you begin your first fieldwork placements. Some fieldwork sites may require a student to acquire personal liability in addition to the university's coverage plan.

HEALTH INSURANCE

Students are required to carry health insurance, throughout the duration of their program, at their own cost, and may be asked to provide a copy to program administration or clinical facility.

HUMAN SUBJECT RESEARCH PROTOCOL

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

STUDENT EVALUATION OF PROGRAM, COURSES, AND FACULTY

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

INFECTION CONTROL AND UNIVERSAL PRECAUTIONS

Purpose of the Policy:

Universal Precautions will be used to avoid contact with bodily fluids and is a form of infection control. Universal precautions must be followed by all students, faculty, and staff at all times and also when working with members of the community.

Policy Statement and Procedure

1. Hand Hygiene: Before all laboratory activities, students are to use plain or anti-bacterial soap and water before and after touching a peer, faculty, or staff and/or immediately after touching blood, body fluids, non-intact skin, mucous membranes or contaminated objects. An alcohol gel may also be used to maintain hand hygiene throughout the day. Always use hand hygiene before eating, after using the restroom, and after coughing or sneezing or use of a tissue.
2. Use of Gloves: wear gloves at all times when 1) contact with blood or body fluids is anticipated; 2) contact with utensils or kitchenware used by a contaminated individual; and 3) never reuse gloves.
3. Any specimens must be contained in a leak-proof plastic bag labeled "bio-hazard."
4. Disposable mouth pieces, resuscitation bags, or other ventilation devices should be used, when available for mouth-to-mouth resuscitation.
5. Any persons with respiratory symptoms must cover their nose and mouth when coughing or sneezing with a tissue or mask (if these are not available, the elbow may be used), must dispose of any used tissues or masks properly and use proper hand hygiene after contact with any respiratory secretion.
6. Students with any exudative lesions or weeping dermatitis MUST refrain from coming into contact with peers, faculty, staff, or community members until the condition is resolved
7. Use of gowns, goggles, masks, aprons: wear these items during any procedure -where you anticipate coming into contact with blood or body fluids, including mucous membranes of the nose, mouth, and eyes.
8. Dispose all blood or body fluid contaminated items in a red container labeled "Infectious Waste." All non-disposable objects used in lecture or lab should be cleaned after each use with an approved disinfectant.
9. The MSOT program does not anticipate using needles; however, students, faculty, and staff should be cautious with all sharp objects and clean the area of injury immediately with soap and water.
10. Any blood spill must be cleaned promptly with a solution of 5.25% sodium hypochlorite diluted with water. A 1:10 ration of household bleach can also be applied.

APPROPRIATE USE OF EQUIPMENT, SUPPLIES, AND ALL EDUCATIONAL ACTIVITIES

Purpose of the Policy:

Lab space, equipment, supplies, and materials are the property of the Stanbridge University and the MSOT Program and are not to

be removed from designated areas. All educational activities are to be conducted in the presence of a trained and qualified instructor following strict safety guidelines for each laboratory activity. The purpose of this policy is to maintain maximum use of lab space, equipment, supplies, and materials; secure that lab space, equipment, and materials are utilized in safe and appropriate educational activities; and monitor location of lab equipment and materials. This policy and procedure is located in the syllabus for each course with a laboratory component.

POLICY STATEMENT AND PROCEDURE

1. All lab spaces and materials are to be used for instructional purposes only and should not leave Stanbridge University unless approval is gained from the instructor.
2. All lab space, materials, and equipment (including splinting, orthotics, modalities, transfers, adaptive equipment, etc.) will be utilized in a safe and appropriate manner in the presence of a qualified and trained lab instructor following the lesson plan for each lab activity.
3. All lab materials and equipment must be returned to their designed storage areas upon completion of the lab.

MSOT PROFESSIONAL BEHAVIOR AND CODE OF CONDUCT

OCCUPATIONAL THERAPY CODE OF ETHICS

In addition to the Student Code of Conduct Policy, students are to abide by the Occupational Therapy Code of Ethics (American Occupational Therapy Association [AOTA], 2020), which can be obtained on www.AOTA.org under "Practice / Ethics."

As described by AOTA (2020), The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It sets forth Core Values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel¹ in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct (p. 1).

The American Journal of Occupational Therapy, 2020, Vol. 74(Supplement_3), 7413410005p1-7413410005p13.
<https://doi.org/10.5014/ajot.2020.74S3006>

The Occupational Therapy Code of Ethics and Ethics Standards is driven by 6 principles and Stanbridge University has adopted these principles for all instructors of the Occupational Therapy program. Quoting from the Occupational Therapy Code of Ethics and Ethics, these principles are the following:

Beneficence

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

Non-maleficence

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

Autonomy

Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

Justice

Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

Veracity

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

Fidelity

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

Email

MSOT students are requested to use their Stanbridge email accounts for communication. Please follow professional etiquette when communicating with faculty, staff, peers, and fieldwork educators.

Use of Social Media

Potential employers might examine an individual's social media sites to assess their behavior related to ethical decision-making and/or respectful and courteous communication.

When posting on any social media site students must adhere to the Health Insurance Portability & Accountability Act (HIPAA) and copyright restrictions. Do not post material about patients or clients.

Students should have no expectation of privacy on social networking sites. People using social networking sites have no legal obligation to maintain confidentiality. In addition, information you have deleted can be stored and viewed by others.

For more guidance on social media, see Dr. Bill Wong's AOTA publication regarding social media use:

<https://www.aota.org/publications/student-articles/career-advice/social-media>

MSOT Notice of Deficiency Policy

A Notice of Deficiency may be issued to an MSOT student who exhibits poor academic performance, academic dishonesty, a failure to meet clinical or skills lab objectives or negative behaviors on campus, off campus, in a classroom, or in a clinical setting. An accumulation of Notices of Deficiency may result in a negative professional behavior evaluation or dismissal from the University. All Notices of Deficiency forms will be part of the student's permanent academic file.

MSOT Student Evaluation Process (SEP) Policy

The MSOT program faculty are responsible for training students to become professionals in the health care field who are entrusted with the care of people whose mental or physical health may be compromised. As such, it is incumbent upon the faculty to assess students' fitness for the profession through an evaluation of the degree to which students meet professional behavior standards. Professional behavior includes demonstrating a commitment to learning, appropriate interpersonal verbal and non-verbal skills, graduate level written communication, problem solving skills, critical thinking skills, and acceptance of responsibility. In addition, academic honesty, emotional maturity, reliability, consistency, and motivation are aspects of professional behavior. A certain level of professional behavior is expected as a part of the admission requirements to the MSOT program and is continually refined during the didactic phase of the program. This ensures that a Stanbridge University student enters Fieldwork Level I and II with excellent professional behavior commensurate with the expectations of professional clinicians in the field of Occupational Therapy.

Each student in the MSOT program will participate in the following SEP Process:

- Term 1: Group meetings (weeks 3-4) and 1:1 meeting (week 12-15) with faculty advisor (FA); in person, preferably
- Term 2, 3, 4 & 6: Optional, 1:1 meeting either in-person or virtual meeting
- Term 5 & 7: As needed; students are in Level II FW rotations

Note: Students are required to fill out the SEP form prior to any SEP 1:1 meetings

The purpose of the SEP is to provide the student with feedback on his or her professional development to enhance positive scores during fieldwork and ultimately to improve employability. To obtain a satisfactory student evaluation, students must receive a rating of "in progress," "satisfactory," or "exceeds standards" on all items in the SEP, as well as a passing grade on the Term Exit Exam for that term. Items rated as "unsatisfactory" are expected to improve to "in progress" by the following term's SEP. Items rated as "in progress" are expected to improve to "satisfactory" within 2 terms; except in Term 4 where all items in the SEP should be rated as "satisfactory". Instructors have the right to issue a Notice of Deficiency (NOD) to any student who is not demonstrating professional behaviors at any point in the program. NODs will be factored into SEPs. Three unsatisfactory SEPs will result in dismissal from the MSOT program. Unsatisfactory SEPs will not be expunged from a student's record should that student be dismissed or withdraw from the program for other reasons, and later request reenrollment. Please note that other university policies may supersede this policy.

DRESS CODE

Student Professional Image Policy

The MSOT program is a professional program and wishes to maintain an atmosphere where learning, scholarship, and community service can occur. Students in the program are expected to be appropriately attired during lectures, labs, and all other school-related activities. This includes closed-toe shoes during labs. Business casual dress is recommended for classroom presentations.

When students have classes or experiences away from university premises, they are expected to conform to the standards of the setting. Students should follow site policies for appropriate dress and grooming standards during Level I and Level II fieldwork rotations.

Students may be advised to alter their dress for reasons of safety, health, or professionalism.

MSOT GRADUATION REQUIREMENTS

- The MSOT student must pass all courses within the program in order to graduate.
- The MSOT student must achieve a grade of C or better to pass individual courses in the MSOT program. In order to achieve a passing grade, the student must complete all required assignments and meet attendance requirements for the course.
- The MSOT student must achieve a cumulative GPA of 3.0 in order to graduate. Only those graduate level courses in which a student earns the equivalent of a 2.0 or better may be applied toward the total number of credits required for graduation.
- The MSOT student must achieve a passing grade in all fieldwork experiences.
- The MSOT student must complete the Level IIB fieldwork courses within twelve (12) months following completion of the theory and fieldwork components of Terms 1 through Term 6.
- The MSOT student must complete a minimum of ten (10) hours of community service by the end of the program.

MSOT LICENSURE REQUIREMENTS

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

ALL COURSE DESCRIPTIONS

Course ID and Title	Description	Type
AVN 1001 Medical Terminology	This course is designed to provide the student with a basic understanding of the language needed to communicate effectively as a health care professional. Students develop a foundation of root-word meanings and how they are combined for understanding and communicating in a general healthcare environment.	GenEd
AVN 1060 Fundamentals of Nursing with Lab	This course introduces basic skills for safe, quality patient care. Students will be introduced to the nursing profession, health care delivery system, safety and infection control, mobility, nutrition, and elimination. Students will also explore the common psychosocial issues in older adults. Students will have the opportunity to practice and perform select basic skills and simulations labs.	AOSVN
AVN 1160 Mental Health Nursing I with Lab	This course focuses on the care of patients across the lifespan facing psychological and emotional stressors. Emphasis is placed on common mental health disorders as well as promoting and maintaining the mental health of individuals and families. Alternative clinical and simulation experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients with mental health disorders. Emphasis is on the psychosocial health of the older adult.	AOSVN
AVN 1230 Advanced Nursing Fundamentals with Lab	This course continues the introduction to nursing and roles of the vocational nurse, as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the lab, and with use of simulation.	AOSVN
AVN 1230C Advanced Nursing Fundamentals Clinical	This course continues the introduction to nursing and roles of the vocational nurse, as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the lab, and with use of simulation.	AOSVN
AVN1240 Pharmacology	This course introduces the principles of pharmacology including pharmacokinetics, pharmacodynamics, common adverse/side effects, and contraindications. Emphasis is placed on drug classifications and nursing care related to the safe administration of medications.	AOSVN
AVN 1320 Medical Surgical I with Lab	This course introduces nursing and the roles of the vocational nurse, as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the lab, and with the use of simulation.	AOSVN
AVN 1320C Medical Surgical I Clinical	This course provides an introduction to nursing and the roles of the vocational nurse, as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the lab, and with the use of simulation.	AOSVN
AVN 2075 Mental Health Nursing II with Lab	This course focuses on the principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of patients and their families. It also addresses the continued development of the professional nurse as a provider of care, patient safety advocate, member of the health care team, and member of the profession in caring for individuals with mental health needs. Emphasis is placed on patients with common complex psychiatric conditions	AOSVN
AVN 2075C Mental Health Nursing II Clinical	This course integrates the principles and concepts of mental health, psychopathology, and treatment modalities as they relate to providing nursing care to patients and their families suffering from mental illnesses. The course is designed to provide the learner with the basic knowledge and skills necessary to apply the nursing process with emphasis on critical thinking, therapeutic nursing interventions, and effective communication and interpersonal skills as they relate to persons with psychiatric mental health conditions.	AOSVN

Course ID and Title	Description	Type
AVN 1425 Medical Surgical II with Lab	This course introduces nursing and the roles of the vocational nurse, as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the lab, and with the use of simulation.	AOSVN
AVN 1425C Medical Surgical II Clinical	This course continues with medical-surgical concepts and roles of the vocational nurse, as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the lab, with the use of simulation and with direct patient care.	AOSVN
AVN 2035 Medical Surgical III with Lab	This course focuses on the care of adult and older adult patients with complex medical/surgical health alterations. Emphasis is placed on complex physiological disorders that require nursing care. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care in a variety of clinical settings.	AOSVN
AVN 2035C Medical Surgical III Clinical	This course focuses on the care of adult and older adult patients with complex medical/surgical health alterations. Emphasis is placed on complex physiological disorders that require nursing care. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care in a variety of clinical settings.	AOSVN
AVN 2140 Maternal/Newborn Nursing with Lab	This course provides an integrative, family-centered approach to the care of mothers and newborns. Emphasis is placed on normal pregnancies, normal growth and development, family dynamics, and the promotion of healthy behaviors in patients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care for mothers and newborns.	AOSVN
AVN 2140C Maternal/Newborn Clinical	This course provides an integrative, family-centered approach to the care of mothers and newborns. Emphasis is placed on normal pregnancies, normal growth and development, family dynamics, and the promotion of healthy behaviors in patients. Clinical experiences provide the student with an opportunity to apply theoretical concepts and implement safe patient care for mothers and newborns in selected settings.	AOSVN
AVN 2145 Pediatric Nursing with Lab	Applying a family-centered approach, this course focuses on health promotion, acute and chronic health conditions, and the rehabilitative needs of children. Emphasis is placed on the developmental, physiological, psychosocial, cultural, and spiritual care of the child within the family unit. Using the nursing process, strategies are formulated for promoting and maintaining optimal functioning of the child-family unit and for enhancing the strengths of the family unit. Clinical activities emphasize the application of theory to practice in select care settings.	AOSVN
AVN 2145C Pediatric Nursing Clinical	This course applies the vocational nursing concepts from VNP2145 to the care of women and children in the clinical setting. The concepts of critical thinking, communication, and promotion of safety and self-care will be applied in practice.	AOSVN
AVN 2150 Leadership and Community Nursing	This course facilitates the transition of the student to the LVN role as a leader and explores ways the LVN can serve the community. Emphasis is placed on issues related to nursing and health care as well as skills necessary to provide care to multiple patients and assign tasks to other LVNs and unlicensed personnel. Concepts related to leadership, management, and the community are presented as well as career development options that enhance career mobility. Standards of practice and the importance of practicing according to state regulations and statutes are examined. A culminating clinical competency lab, as well as community projects, provide the student the opportunity to apply theoretical concepts while functioning in a leadership role.	AOSVN

Course ID and Title	Description	Type
AVN 2150C Leadership and Community Nursing Clinical	This course facilitates the transition of the student to the LVN role as a leader and explores ways the LVN can serve the community. Emphasis is placed on issues related to nursing and health care as well as skills necessary to provide care to multiple patients and assign tasks to other LVNs and unlicensed personnel. Concepts related to leadership, management, and the community are presented as well as career development options that enhance career mobility. Standards of practice and the importance of practicing according to state regulations and statutes are examined. A culminating clinical competency lab, as well as community projects, provide the student the opportunity to apply theoretical concepts while functioning in a leadership role.	AOSVN
AVN 2155 Leadership Clinical Competency Lab	The student is expected to demonstrate the ability to apply the concepts of critical thinking, communication, and promotion of safety with groups of patients in the clinical setting. The practicum provides the opportunity for students to apply concepts of leadership and management while under the supervision of an RN instructor. The concepts of critical thinking, communication, promotion of safety, and self-care are taught and will be applied in the clinical setting. Clinical experiences will be conducted in a variety of geriatric settings.	AOSVN
AVN 2160 Capstone and Program Exit	This course is a comprehensive review of essential concepts and skills related to the care of patients across the lifespan, incorporating online review modules aligned with the NCLEX-PN® detailed test blueprint. Students focus on those concepts necessary to prepare for the successful practice of professional nursing. Standardized testing is incorporated that includes a comprehensive examination and results-based remediation to support successful completion of the NCLEX-PN® exam and effective transition into nursing practice.	AOSVN
BIO 1010 Biology w ith Lab	This course is an introduction to biology. Topics covered include basic biochemistry, cell structure and function, cell physiology, cell reproduction and development, Mendelian genetics, natural selection, evolution, and characteristics of vertebrates.	GenEd
CHEM 1010 Chemistry with Lab	This course is an introduction to basic chemistry. Topics are both descriptive and mathematical and include acids and basis, atomic structure, chemical equations, chemical language, gases, molecular structure, solution chemistry, and chemical mathematics.	GenEd
CIS 1006 Computer Applications	This course provides students not enrolled in IT courses instruction and hands-on practice with word processing software, spreadsheets, presentation software and email clients. Microsoft Office applications are used in the labs, while course topics are applicable to the most common packages Office suite applications. Common professional communication formatting and email etiquette are included in the instruction. Use of accessibility software and assistive devices are explored.	GenEd
CITI 1000 Information and Technology Literacy	The focus of this course is on the application and use of information technology and literacy to understand how to evaluate the vast amount of information available to support clinical and managerial decision making in healthcare. Focus is on the methods and processes used to find, evaluate, and use scholarly information and ethical and legal issues including managing and safeguard data integrity and privacy.	GenEd
COM 1050 Fundamentals of Public Speaking	This course introduces students to the research, preparation, and presentation skills used in a variety of public speaking opportunities. Topics include researching information, assessment of audience and environments, use of visual aids, organizing for public speaking, outline, and developing speeches for a variety of purposes.	GenEd
COM 3010 Business Communication in Healthcare	This course is designed to develop the application of written, oral, and interpersonal communication theory in the healthcare business environment. Based on an overview of relevant theory, students will refine their skills as business communicators through various techniques used widely in healthcare organizations today.	GenEd
ENG 1005 Introduction to Written Communication	This course provides students with an introduction to the demands of college-level academic writing including the foundations necessary for effective research writing. The course introduces and practices the strategies and processes that successful writers employ as they work to accomplish specific purposes. Students will learn to respond constructively to their peers and how to use peer responses to improve the quality of their own work.	GenEd

Course ID and Title	Description	Type
ENG 1030 Effective Professional English	This course provides students the tools and strategies they need to be clear, effective, and professional communicators. Students will learn to format and write numerous business documents, effectively research any given topic, and develop their public speaking skills.	GenEd
ENG 1050 Fundamentals of Speech Communication	This course introduces students to the research, preparation, and presentation skills used in a variety of public speaking opportunities. Topics include researching information, assessment of audience and environments, use of visual aids, organizing for public speaking, outline, and developing speeches for a variety of purposes.	GenEd
ENG 1060 English Composition	This course provides students with an introduction to the demands of college-level academic writing. The course introduces and practices the strategies and processes that successful writers employ as they work to accomplish specific purposes. Students will learn to respond constructively to their peers and how to use peer responses to improve the quality of their own work.	GenEd
ENG 1210 Fundamentals of Healthcare Communication	This course focuses on respectful written and oral communication across a diversity of healthcare situations placing an importance on the role and responsibility of self in providing care that is reflective of a patient's life factors and needs. Students will learn about how communication is inextricably intertwined with issues of health and medicine and the way that healthcare is provided impacts the way people feel about seeking and obtaining care as well as their satisfaction with providers.	GenEd
ENG 2020 Advanced Written Communication	This course exposes students to a number of different types of writing that they may encounter across academics with a focus on research writing. The course addresses advanced strategies and processes that successful writers employ as they work to accomplish specific purposes. Students will be asked to respond constructively to their peers and use peer review to improve the quality of their own work.	GenEd
HLTH 1800 Health and Nutrition	This course provides an integrated overview of the physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations. Content includes the physiological and psychological factors of food intake and utilization with emphasis on nutrition education for dietary improvements of groups and individuals.	GenEd
HUM 1030 The Socio-Cultural Experience	This course is an introduction to major cultures and societies of the world. The course will explore the principles and social institutions of Southern California's varied social, ethnic, cultural, religious populations. Practices and traditions in conflict with today's modern world and methods to deconflict will be explored.	GenEd
MATH 1010 College Algebra	This course is designed to provide you with fundamental algebraic concepts and with the necessary skills needed to solve and formulate algebraic problems. This course will also help you to develop your logical thinking and problem-solving skills. You will have the opportunity to apply your prior knowledge and to make connections of algebraic concepts to real life applications. Furthermore, you will be required to communicate mathematical ideas using symbolic and written forms.	GenEd
MATH 1030 Math for Nurses	This course focuses on mathematical applications related to healthcare using algebraic and arithmetic operations. Topics include basic arithmetic operations on real numbers, conversions, dimensional analysis, algebraic expressions, scientific notation, and graphs. Students will also learn common abbreviations used in the healthcare field and how to interpret basic physician's orders.	GenEd
MATH 1040 Elementary Statistics	This course examines the use of data collection and statistics as tools to reach reasonable conclusions. Students will recognize, examine, and interpret the basic principles of describing and presenting data.	GenEd
MATH 2020 Statistics	This course introduces the student to the basics of statistics - techniques which statisticians use to summarize numeric data obtained from censuses, surveys, and experiments. The topics include scope, nature, tools, language, and interpretation of elementary statistics; graphical and numerical representation of information; measures of location, dispersion, position, and dependence; exploratory data analysis, elementary probability theory, discrete and continuous probability models.	GenEd

Course ID and Title	Description	Type
NUR 1000 The Nature of Nursing Practice	This course facilitates students' ability to conceptualize the experiences of individuals and families coping with illness, and populations living in communities to adopt healthy lifestyle choices. It is the introduction to the science of integrating professional nursing knowledge as a complement to other disciplines as the basis for practice. The course integrates the blended NLN/QSEN element as a core theme to characterize the nature of nursing practice.	BSN
NUR 1060 Gerontology	This course will provide the student with the foundation for nursing practice with the older adult client. The physical and psychosocial changes associated with aging will be examined including adaptive behaviors in the normal aging person. Health and socialization, financial considerations, legal considerations of the aging client, cultural needs and interaction with the healthcare system. The need for multidisciplinary interaction with the aging client will be discussed. Common concerns of an aging population will be covered within the course.	BSN
NUR 1250 Introduction to Pharmacology	This course focuses on the basic drug classification, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process.	BSN
NUR 2100 Fundamentals of Nursing with Lab	This course provides the foundation for nursing practice for the novice student exercising the blended NLN/QSEN Model. Nursing educational, ethical, and legal concepts, as well as, principles of safety and quality, evidence-based practice, physical and psychosocial assessment, pharmacology, informatics, therapeutic communication, nutrition, sleep/rest, bowel & bladder elimination, basic fluid, electrolyte & acid-base concepts, dysfunction in glucose homeostasis, geriatric nursing, and holistic wellness care are examined. Students are introduced to utilization of the nursing process and will begin to use health assessment skills while providing care for adult and geriatric clients with predictable outcomes and their families in the non-acute and/or acute care settings. Multicultural considerations including gender, ethnicity, sexuality, and age are explored in relation to providing effective nursing care. Students will learn to actively work in collaboration with other members of the interdisciplinary health care team to provide medical surgical/geriatric client care. Students will continue to implement critical thinking, therapeutic communication, and basic nursing skills as the foundation of nursing practice.	BSN
NUR 2100C Fundamentals of Nursing Clinical	This course provides the foundation for nursing practice for the novice student exercising the blended NLN/QSEN Model. Nursing educational, ethical, and legal concepts, as well as, principles of safety and quality, evidence-based practice, physical and psychosocial assessment, pharmacology, informatics, therapeutic communication, nutrition, sleep/rest, bowel & bladder elimination, basic fluid, electrolyte & acid-base concepts, dysfunction in glucose homeostasis, geriatric nursing, and holistic wellness care are examined. Students are introduced to utilization of the nursing process and will begin to use health assessment skills while providing care for adult and geriatric clients with predictable outcomes and their families in the non-acute and/or acute care settings. Multicultural considerations including gender, ethnicity, sexuality, and age are explored in relation to providing effective nursing care. Students will learn to actively work in collaboration with other members of the interdisciplinary health care team to provide medical surgical/geriatric client care. Students will continue to implement critical thinking, therapeutic communication, and basic nursing skills as the foundation of nursing practice.	BSN
NUR 2200 Behavioral Health with Lab	In this course, students will apply the theoretical evidence-based nursing skills using the nursing process, therapeutic communication, and critical thinking in the care of mental health clients experiencing mental, psychological, and psychiatric disorders and conditions. Students will develop improved skills in communication, client teaching, psychopharmacology and collaboration between the nurse, the client and their family members. Students will learn to work as a member of an interdisciplinary healthcare team to provide mental health/psychiatric client care. Experience is gained in the acute care and/or community health settings to enhance the development of clinical competency in meeting the health care needs of mental health clients with mental, psychological, and psychiatric disorders and conditions.	BSN

Course ID and Title	Description	Type
NUR 2200C Behavioral Health Clinical	In this course, students will apply the theoretical evidence-based nursing skills using the nursing process, therapeutic communication, and critical thinking in the care of mental health clients experiencing mental, psychological, and psychiatric disorders and conditions. Students will develop improved skills in communication, client teaching, psychopharmacology and collaboration between the nurse, the client and their family members. Students will learn to work as a member of an interdisciplinary healthcare team to provide mental health/psychiatric client care. Experience is gained in the acute care and/or community health settings to enhance the development of clinical competency in meeting the health care needs of mental health clients with mental, psychological, and psychiatric disorders and conditions.	BSN
NUR 2300 Medical Surgical I with Lab	This course has an emphasis on application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in meeting the healthcare needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medical-surgical/geriatric clients and their family. Students will use the nursing process to identify and prioritize the healthcare needs of adult medical-surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about stress & coping, safety, IV therapy, perioperative nursing, metabolic dysfunction, neurological dysfunctions, respiratory dysfunction, gastrointestinal dysfunction, neurological dysfunction, genitourinary dysfunction, cardiovascular dysfunctional, and gerontological considerations. Clinical experience is gained in the acute and/or sub-acute care health setting to enhance the development of clinical competency in meeting the holistic healthcare needs of the adult and geriatric medical-surgical clients and their families.	BSN
NUR 2300C Medical Surgical I Clinical	This course has an emphasis on application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in meeting the healthcare needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medical-surgical/geriatric clients and their family. Students will use the nursing process to identify and prioritize the healthcare needs of adult medical-surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about stress & coping, safety, IV therapy, perioperative nursing, metabolic dysfunction, neurological dysfunctions, respiratory dysfunction, gastrointestinal dysfunction, neurological dysfunction, genitourinary dysfunction, cardiovascular dysfunctional, and gerontological considerations. Clinical experience is gained in the acute and/or sub-acute care health setting to enhance the development of clinical competency in meeting the holistic healthcare needs of the adult and geriatric medical-surgical clients and their families.	BSN
NUR 3013 Role Transformation in Nursing	This course focuses on the professional aspects of nursing. The current practice of nursing is examined and a framework is developed to meet professional and educational goals. Tools utilizing evidence-based practice are integrated throughout the course. The role of professional values, nursing knowledge, and professional practice are explored and compared to the student's current practice.	RNBSN
NUR 3023 Health Promotion through the Life Cycle	This course explores the needs of children and adults requiring healthcare from infancy through the lifespan. Through a family-centered approach, the course addresses health problems in children and adults and the impact of illness on the family. Students correlate normal growth and development with care of individuals and families throughout the lifespan while promoting healthy lifestyle strategies. There will be a focus on current issues in the health care system as they relate to health promotion in the pediatric and adult population and the need for an emphasis on health promotion, maintenance, and restoration. The need for nurses to provide care to individuals in a variety of settings throughout their lifespan is explored.	RNBSN
NUR 3033 Health Assessment with Lab	This course introduces concepts and principles underpinning performing the health assessment as a basis for the nursing process. Emphasis is placed on communication and assessment skills to develop knowledge required for interviewing, identifying major physical and psychosocial elements, including sequence and methodology of nursing diagnosis formulation for health assessments across the life span.	BSN

Course ID and Title	Description	Type
NUR 3033 Theoretical Models of Nursing	This course introduces the nature of nursing theory. Nursing theory is analyzed as a foundation for nursing practice and research. Origins and strategies of theory development in nursing are examined in terms of importance for the development of professional nursing.	RNBSN
NUR 3043 Evidence-Based Nursing Practice	This course will provide a foundational overview of the research-practice gap in the field of healthcare. The seven steps of the Evidence-based practice (EBP) research process in nursing and health sciences will be established as a strategy supported and woven through the programmatic core nursing courses for implementation of EBP in real world settings.	BSN
NUR 3043 Evidence-Based Practice	This course focuses on the definition and use of evidence-based practice in nursing and healthcare as the basis for providing appropriate, efficient, and cost-effective care, treatment and services to clients and families. Application of evidence-based care in practice will be examined during the course.	RNBSN
NUR 3053 Healthcare Informatics	This course provides an introduction to nursing informatics focusing technology applications, computer and health information science as it applies nursing utilization for effective data collection, research and management of health care information, support clinical reasoning with a focus on enhancing safe, patient-centered care. This application will include clinical documentation, e-health (telehealth), interdisciplinary communication systems, and the role of the informatics nurse.	BSN
NUR 3053 Healthcare Informatics	This course introduces students to the concepts and practices of health informatics. Topics include major applications and vendors, decision-making methods and technologies, information systems, and emerging trends in the field.	RNBSN
NUR 3063 Principles of Teaching	This course provides a comprehensive overview of key educational concepts for health professionals in all disciplines. The course covers teaching and learning strategies and techniques, learner characteristics, learning styles, and the evaluation of teaching and learning.	RNBSN
NUR 3073A Pathopharmacology I	This course focuses on principles of normal and abnormal physiology applied to health care and nursing practice. Emphasis is placed on cellular, organ, system, and holistic function of disease processes. Pathopharmacology I focuses on the cellular and immune systems, cardiopulmonary, renal, and gastrointestinal systems, and associated disease processes. The effects of drugs on the various body systems will also be examined as well as the use of medications in practice and the role of the nurse in educating patients regarding use of medications with pathophysiologic conditions. Development of analytical evidence-based skills to assess the effectiveness of medications and prevention of medication errors will also be discussed.	RNBSN
NUR 3073B Pathopharmacology II	This course focuses on principles of normal and abnormal physiology applied to health care and nursing practice. Emphasis is placed on cellular, organ, system, and holistic function of disease processes. Pathopharmacology II focuses on the endocrine, nervous system, GU, musculoskeletal and skin system, and the associated disease processes. The effects of drugs on the various body systems will also be examined as well as the use of medications in practice and the role of the nurse in educating patients regarding use of medications with pathophysiologic conditions. Development of analytical evidence based skills to assess the effectiveness of medications and prevention of medication errors will also be discussed.	RNBSN

Course ID and Title	Description	Type
NUR 3300 Medical Surgical II with Lab	This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities through application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in meeting the healthcare needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medical-surgical/geriatric clients and their family. Students will use the nursing process to identify and prioritize the healthcare needs of adult medical-surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about neurological dysfunction, immunology & connective tissue dysfunction, hematological/oncological/blood dyscrasia & transfusion, respiratory dysfunction, genitourinary dysfunction, cardiological dysfunction, endocrinological dysfunction, and gerontological considerations. Clinical experience is gained in the acute and/or sub-acute care health setting to enhance the development of clinical competency in meeting the holistic healthcare needs of the adult medical-surgical/geriatric clients and their families. Skills lab and simulation scenarios will reinforce concepts learned in theory.	BSN
NUR 3300C Medical Surgical II Clinical	This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities through application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in meeting the healthcare needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medical-surgical/geriatric clients and their family. Students will use the nursing process to identify and prioritize the healthcare needs of adult medical-surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about neurological dysfunction, immunology & connective tissue dysfunction, hematological/oncological/blood dyscrasia & transfusion, respiratory dysfunction, genitourinary dysfunction, cardiological dysfunction, endocrinological dysfunction, and gerontological considerations. Clinical experience is gained in the acute and/or sub-acute care health setting to enhance the development of clinical competency in meeting the holistic healthcare needs of the adult medical-surgical/geriatric clients and their families. Skills lab and simulation scenarios will reinforce concepts learned in theory.	BSN
NUR 3500 C Maternal and Newborn Nursing Clinical	The emphasis in this course is placed on the application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in the care of the childbearing client experiencing pregnancy, delivery, and her family. Client teaching and collaboration will occur between the nurse, the client, and family members. Students are expected to utilize the nursing process to identify and prioritize the health care needs of clients undergoing labor and delivery, the neonate, and patients with reproductive health issues. Students will be working as a member of an interdisciplinary healthcare team and emphasis is placed on the acquisition of knowledge, skills, and attitudes needed to function within the scope of nursing practice with the childbearing client and her family. Clinical experience is gained in the acute care and/or community health setting to enhance the development of clinical competency in meeting holistic health care needs of the childbearing client experiencing pregnancy, delivery, and her family. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN

Course ID and Title	Description	Type
NUR 3500 Maternal and Newborn Nursing with Lab	The emphasis in this course is placed on the application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in the care of the childbearing client experiencing pregnancy, delivery, and her family. Client teaching and collaboration will occur between the nurse, the client, and family members. Students are expected to utilize the nursing process to identify and prioritize the health care needs of clients undergoing labor and delivery, the neonate, and patients with reproductive health issues. Students will be working as a member of an interdisciplinary healthcare team and emphasis is placed on the acquisition of knowledge, skills, and attitudes needed to function within the scope of nursing practice with the childbearing client and her family. Clinical experience is gained in the acute care and/or community health setting to enhance the development of clinical competency in meeting holistic health care needs of the childbearing client experiencing pregnancy, delivery, and her family. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 3600 Family and Child Nursing with Lab	This course has an emphasis on the application of the nursing process, therapeutic communication, advanced nursing skills and critical thinking in the care of infants, children, adolescents and their families while performing client teaching and collaboration between the nurse, the client and their family members. Students will use the nursing process to identify and prioritize the health care needs of pediatric/adolescent clients who have typical growth & development or atypical dysfunctions that may have increasingly less predictable outcomes and who may demonstrate a rapid change in their health status. Students will work as a member of an interdisciplinary health care team caring for children and their families. Experience is gained in the acute and/or sub-acute care and/or community health settings to enhance the development of clinical competency in meeting health care needs of infants, children, adolescents, and their families. Increased emphasis is placed on the acquisition of the knowledge, skills and attitudes needed to function within the role of the nurse within the scope of entry level nursing practice. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 3600C Family and Child Nursing Clinical	This course has an emphasis on the application of the nursing process, therapeutic communication, advanced nursing skills and critical thinking in the care of infants, children, adolescents and their families while performing client teaching and collaboration between the nurse, the client and their family members. Students will use the nursing process to identify and prioritize the health care needs of pediatric/adolescent clients who have typical growth & development or atypical dysfunctions that may have increasingly less predictable outcomes and who may demonstrate a rapid change in their health status. Students will work as a member of an interdisciplinary health care team caring for children and their families. Experience is gained in the acute and/or sub-acute care and/or community health settings to enhance the development of clinical competency in meeting health care needs of infants, children, adolescents, and their families. Increased emphasis is placed on the acquisition of the knowledge, skills and attitudes needed to function within the role of the nurse within the scope of entry level nursing practice. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 4013 Ethics in the Life Sciences	Ethics is studied as a branch of philosophy. The goal of ethics is to rationally determine what is right and wrong. Ethics is distinguished from morals. Complexities in ethical reasoning that arise from the impact of technological advances in the life sciences are discussed. The relationship between local, state and federal laws and the subject of ethics is studied with a view to how this relationship affects the practice of healthcare.	RNBSN
NUR 4023 Leadership and Economics in Management	This course focuses on the exploration of leadership, economic and management principles, and leadership theories with application to nursing practice in the provision of health care among an ever-changing healthcare spectrum. Students will also examine the fundamental economics of the U.S. health care system and how financial issues affect the role of nursing and nursing leaders. Student development in the roles of problem solver, change agent and leader are emphasized.	RNBSN

Course ID and Title	Description	Type
NUR 4033 Advanced Physical Assessment	This course focuses on the application of critical thinking and deductive and inductive reasoning in the assessment of the health status of individuals. The emphasis is on the systematic approach to health history and physical examination for differentiating normal from abnormal states. A holistic approach which includes the assessment of the physical, developmental, psychosocial, cultural, and spiritual dimensions will be used. Information discussed will include information about comprehensive assessments based on a logical sequence of interview and physical examination. It includes the process for performing "regional examinations." There will be review of relevant anatomy and physiology along with examples of examination techniques and corresponding written documentation of the assessment. Health promotion and special populations will be included.	RNBSN
NUR 4043 Community-Based Nursing	This course focuses on the synthesis of population-based health and public health concepts to promote, maintain, and restore health to individuals, families, and communities. Community assessment, risk appraisal, and application of community health nursing strategies are emphasized in a community experience. This course includes a clinical component. The student will visit two community agencies to evaluate their services. In addition, the student will follow the health of a family for six weeks in the community. A plan of intervention will be developed and implemented to meet identified needs of the family members. The student will also complete a neighborhood assessment and complete the General and Healthcare Mandated Child Abuse Reporter Training offered by the Department of Social Services of California.	RNBSN
NUR 4053 Nursing Research	Nursing research and evidence-based practice relies on results from valid studies, which are reviewed for applicable implementation into practice. Research methods needed for systematic investigation and expansion of nursing knowledge are examined. Critical appraisal of research is emphasized with a focus on analyzing the integration of research findings into the practice setting and planning for the final Capstone project.	RNBSN
NUR 4103 Capstone	This is the capstone course in the Bachelor of Science in Nursing program. All students are expected to demonstrate the ability to conduct research on a concept in the nursing field, utilizing the methods of inquiry previously learned in the curriculum and integration of concepts from the program.	RNBSN
NUR 4200 Population Health and Technologies	This course merges concepts of population health management and care delivery technologies to advance understandings of the equitable distribution of public health, disease prevention, risk stratification, enhancing clinical decision-making, and reducing unnecessary hospitalizations and costs in local, regional, national, and global communities.	BSN
NUR 4250 Health Systems Leadership	This course will examine healthcare delivery as a multidisciplinary system of dynamic interactions concerned with healthcare delivery, quality, and costs. The management of health systems addresses structure, process and outcomes of health services including costs, financing, organization, outcomes, and accessibility of care. Emphasis is placed on the importance of measuring outcomes that matter to patients and defining different cost terms and payment models.	BSN

Course ID and Title	Description	Type
NUR 4300 Medical Surgical III with Lab	This course has an expanded emphasizes of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities through application of all acquired concepts, theories, knowledge, and clinical skills when caring for acutely ill medical-surgical/geriatric clients with rapidly changing and complex healthcare needs and their families. Emphasis is placed on the integration and synthesis of the nursing process, therapeutic communication and critical thinking for the acutely ill client. Medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, accountability, organization, and time management skills in meeting the holistic healthcare needs of adult and geriatric clients with rapidly changing and complex healthcare needs are also stressed. Emphasis is on pathophysiology and psychosocial needs for acutely ill adults with acute cardiovascular, respiratory, and neurological dysfunctions, and transplants, shock & trauma/burns/emergency & disaster. Collaboration with members of the multidisciplinary healthcare team to modify the client's plan of care is incorporated. Experience is gained in the acute care setting managing acutely ill clients with rapidly changing and complex healthcare needs and their families. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 4300C Medical Surgical III Clinical	This course has an expanded emphasizes of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities through application of all acquired concepts, theories, knowledge, and clinical skills when caring for acutely ill medical-surgical/geriatric clients with rapidly changing and complex healthcare needs and their families. Emphasis is placed on the integration and synthesis of the nursing process, therapeutic communication and critical thinking for the acutely ill client. Medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, accountability, organization, and time management skills in meeting the holistic healthcare needs of adult and geriatric clients with rapidly changing and complex healthcare needs are also stressed. Emphasis is on pathophysiology and psychosocial needs for acutely ill adults with acute cardiovascular, respiratory, and neurological dysfunctions, and transplants, shock & trauma/burns/emergency & disaster. Collaboration with members of the multidisciplinary healthcare team to modify the client's plan of care is incorporated. Experience is gained in the acute care setting managing acutely ill clients with rapidly changing and complex healthcare needs and their families. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 4400 Community Based Nursing with Practicum	This course examines socioeconomic, environmental, epidemiological, and legislative influences, ethical/legal issues, and the impact of health beliefs and practices on health promotion and protection in communities and society. Students work with community partners and various populations to help develop programs, provide health education, and assist with helping people achieve optimum levels of health. The clinical practicum is community-based and population-focused public health nursing practice that meets the requirements for the California Board of Registered Nursing's PHN certificate.	BSN
NUR 4600 Transformational Nursing Leadership	This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, professional trends and issues, accountability, organization and time management skills, leadership and management skills, collaboration with members of the interdisciplinary healthcare team and theories. Concepts are expanded to include professional issues in nursing, critical thinking, legal-ethical issues, quality improvement, managing a group of clients and role transition. Emphasis is placed on the application of knowledge, skills and attitudes needed for the entry level registered nurse within the scope of nursing practice. Experience is gained in the acute care settings managing multiple clients with rapidly changing and complex health care needs and their families. This course will facilitate the student's transition into an entry-level position as a graduate nurse.	BSN

Course ID and Title	Description	Type
NUR 4600C Transformational Nursing Leadership Clinical	This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, professional trends and issues, accountability, organization and time management skills, leadership and management skills, collaboration with members of the interdisciplinary healthcare team and theories. Concepts are expanded to include professional issues in nursing, critical thinking, legal-ethical issues, quality improvement, managing a group of clients and role transition. Emphasis is placed on the application of knowledge, skills and attitudes needed for the entry level registered nurse within the scope of nursing practice. Experience is gained in the acute care settings managing multiple clients with rapidly changing and complex health care needs and their families. This course will facilitate the student's transition into an entry-level position as a graduate nurse.	BSN
NUR 5000 Theoretical Foundations of Advanced Nursing	This course examines selected theories in nursing and health. Approaches to the analysis, critique and utilization of theories in nursing practice and scholarship are emphasized. Students develop and apply theories and analysis to an area of interest.	MSN
NUR 5005 Trends in Contemporary Nursing	The course explores issues and trends in the nursing profession including such topics as: current nursing shortage, transcultural nursing, workplace issues, policy, healthcare reform, ethical behavior, and practice competencies in professional practice. Students will develop advanced knowledge about the complex issues of nursing within multidisciplinary practice in a variety of environments.	MSN
NUR 5015 Health Care Policy, Ethics, and Finance	This course provides an in-depth exploration of healthcare policy, ethics, and finance in the context of the rapidly evolving healthcare landscape. Students will delve into the complex interplay between these three critical components in shaping the delivery and quality of healthcare leadership.	MSN
NUR 5020 Nursing Research and Scholarship	This course introduces students to qualitative and quantitative research practices in rhetoric, composition, and technical communication in nursing. Students learn to critically analyze and evaluate existing research data, develop workable research questions, and choose the best methods to address the questions they ask. Students start to design their capstone project for their master's degree in this course.	MSN
NUR 5140 Advanced Physiology and Health Assessment	This course focuses on the assessment of the health status of individuals. The emphasis is on the systematic approach to health history and physical examination for differentiating normal from abnormal states. A holistic approach will be used which includes the assessment of the physical, developmental, psychosocial, cultural and spiritual dimensions. There will be a review of relevant anatomy and physiology along with examples of examination techniques and corresponding written documentation of the assessment. Health promotion and special populations will be included.	MSN
NUR 5145 Advanced Pathopharmacology	This course focuses on advanced pathophysiology and how it relates to the application of critical thinking in the administration of medications. The student will focus on a holistic approach to pathophysiology and pharmacology to enhance their understanding of how lifestyle, age and culture affect medication use and the disease process. Integrative therapies and special populations will be included.	MSN
NUR 5150 Nurse Educator - Roles, Responsibilities, and Relationships	This course will introduce the student to the Nurse Educator role in a variety of settings. This will include roles in the academic setting, staff development, and clinical nurse educator. A key focus of this course will be developing an understanding of the role of the nurse educator within the academic community. Certification standards will be an additional topic of the course.	MSN
NUR 5160 Curriculum Design and Teaching Strategies	This course will introduce the student to educational theory and evidence-based research to assist in the design and development of nursing and healthcare curriculum. A key focus of this course will be developing a curriculum that facilitates learning and understanding well meeting the educational needs of a diverse population.	MSN
NUR 5165 Nursing Education Innovations and Technology	This course will introduce students to teaching with technologies. Students will learn about the relationship between theories and best practices and their combined impact on both quality teaching with technologies and quality healthcare.	MSN

Course ID and Title	Description	Type
NUR 5200 Education Teaching Practicum	This practicum allows the learner to apply professional competencies and integrate theoretical concepts into practice settings aligned with nursing and healthcare education.	MSN
NUR 5210 Capstone	This is the second Capstone and the final course in the Master of Science in Nursing Program. The course requires application of and builds on previous learning in nursing theory, psycho- social sciences, basic statistics, nursing research, and experiential learning from students' professional experiences. The student is encouraged to integrate the appropriate concepts of leadership, communication, research, the nursing process, and critical thinking across the health-illness continuum. Students who have completed their capstone project paper need to present an oral presentation or a video presentation of their capstone project in the course.	MSN
OT 5000 Fieldwork Level IA	This course provides students with the opportunity to observe a real or simulated occupational therapist or other professional working with children, adolescents, adults, and older adults in a hospital, community-based setting, or other social support service. The focus of this Level I fieldwork is on psychological support and/or mental illness. Students will observe evaluations, treatment sessions, community-focused activities, and groups, as well as the role of other professionals in these settings.	MSOT
OT 5001 Fieldwork Level IB	This course provides students with the opportunity to observe a real or simulated occupational therapist or other professional working with adolescents or adults in a hospital, rehabilitation, or community-based setting. The focus of this Level I fieldwork is on physical disabilities. Students will observe evaluations, treatment sessions, community focused activities and groups, as well as the role of other professionals in these settings.	MSOT
OT 5002 Fieldwork Level IC	This Level I experience provides students with the opportunity to observe a real or simulated occupational therapist or other professional working with children or adolescents in a hospital, rehabilitation, or community-based setting. Students will observe evaluations, treatment sessions, community-focused activities, and groups, as well as the role of other professionals in these settings.	MSOT
OT 5003 Applied Neuroscience and Occupations	This lecture course focuses on the systems and structures of the brain and central nervous system and clarifies the relationship between nervous system functioning and occupation. Nervous system development will be viewed across the lifespan, and specific topics will include gross anatomy of the brain, brainstem and spinal cord, the autonomic nervous system, ascending sensory pathways, descending motor pathways, cranial nerves, and vasculature of the brain and spinal cord. Students will learn about the visual system, vestibular system, auditory system, limbic system, cerebellum, and basal ganglia. Students will also learn how these brain structures and functions affect occupational performance.	MSOT
OT 5004 & OT 5004L Psychosocial Foundations of Practice (Theory and Lab)	This course is foundational to all practice and inculcates in students the importance of psychological support for all clients. Students will learn about psychological theories and OT frames of reference used in acute and community-based mental health practice. Students will gain an understanding of the origins of the theories and frames of reference used in psychiatry and the evaluation methods, role of the OT, and interventions used to influence occupational performance. A psychotropic lecture will inform students about the types of medications commonly used in practice and their side-effects. Students will also learn about group process and dynamics and how to design and implement group interventions for children, adolescents, adults, and older adults. These concepts will be practiced in the laboratory part of this course. In particular, theory and evidence-based groups in stress and illness management, time management, coping skills, values clarification, leisure, and Ross's Five-Step Group will be performed and evaluated. Students will use standardized and non-standardized screening and assessment tools to determine the need for OT intervention, as well as practice documentation and exhibit professional skills in the laboratory part of the course.	MSOT

Course ID and Title	Description	Type
OT 5005 Grand Rounds	Grand Rounds are a critical component of medical education. This course provides a venue for students to incorporate prior knowledge with content and experiences from co-occurring courses, service learning projects, and interdisciplinary connections. The course fits into the curriculum design by providing opportunities for reflection on and development of clinical reasoning, deep learning, and ethical practice. Discussion of cases, guest lectures on research or diagnoses, and videos will be used to promote a community of practice where collaborative learning and teaming take place.	MSOT
OT 5007 Gerontology	The emphasis in this course is on rehabilitation and aging well with and without disabilities. Students will learn about the aging process as it relates to occupational therapy. Topics include but are not limited to theories of aging, biological aspects of aging, aging in the workplace, aging in place, caregiver training and leisure counseling. The evaluation of occupational performance in ADLs and IADLs, education, leisure, rest, sleep, and social participation will be emphasized and practiced. Students will use both standardized and non-standardized screening, assessment, and evaluation tools, to determine the need for occupational therapy intervention. Students will use state-of-the-art technology to learn evaluation, intervention, and community tools for various diagnosis. Students will also design and evaluate evidence-based and occupation-centered health promotion and wellness interventions for adults and older adults. Course content will be delivered through lecture, hands-on activities, guest speakers, assignments, student presentations and group discussions with an integrated focus on cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance. Assistive technology interventions, arts & crafts, and other emerging interventions will also be explored to address the needs of this population.	MSOT
OT 5008 & OT 5008L Human Anatomy (Theory and Lab)	This course reviews foundational anatomical concepts to allow students to understand the structure and function of body systems that support participation in daily occupations. Students will learn how to classify movements that occur during daily activities and will learn to identify structures related to movement at each joint during those activities. Students will begin to understand how body systems work together to create and support movement. The class will also facilitate critical thinking skills needed to understand how an acute injury affects various body systems and functional movement/participation in functional activities. The laboratory portion of this course gives students the opportunity to synthesize and apply information from lecture through hands on exploration of the body. Use of the cadaver, syn-daver and VR simulation lab reinforce understanding of the body systems and movement through visual and tactile mediums. Students will use the Visible Bodies online platform to reinforce understanding of the body systems and movement through a visual medium.	MSOT
OT 5010 Foundations of Occupational Therapy	This lecture and laboratory course provides an overview of occupational therapy. The course introduces students to the American Occupational Therapy Association (AOTA), the Official Documents of AOTA, OT frames of references and models, and the Occupational Therapy Practice Framework: Domain and Process. Students learn about the safe use of occupations to support client participation in meaningful activities. Students will begin to practice the skills of occupational analysis, grading, adaptation, and documentation. Models of practice will also be introduced in this course. Finally, certain policies, procedures and practices standard in occupational therapy and health care, including HIPAA/client confidentiality and infection control in healthcare settings and the home will be discussed.	MSOT
OT 5011 Analysis and Assessment of Functional Human Movement	This course examines how individuals move their bodies and how movement affects occupational performance. Students learn the scientific principles of movement, including anatomical and biomechanical factors that create external and internal forces affecting movement. Students will learn how to analyze and assess human movement in theoretical lectures and practical laboratory classes. Principles learned in the lecture part of the course will be applied in the laboratory part of the course. The laboratory provides students with an opportunity to use clinical reasoning and physical skills while assessing human movement via various techniques including manual muscle testing, joint range of motion, and palpation of musculoskeletal structures. Stability, posture, and mobility required for work and leisure activities will be addressed.	MSOT

Course ID and Title	Description	Type
OT 5012 Clinical Conditions in Occupational Therapy	This course introduces students to the medical and psychiatric conditions typically seen in occupational therapy. Psychiatric, neurological, general medical, surgical, and orthopedic diagnoses found across the lifespan will be emphasized. Etiology, course of illness, and impact on occupational performance will be discussed.	MSOT
OT 5013 Occupations of Adults	Theories, models, and frames of references used to intervene with physical conditions that affect occupational performance in adulthood will be discussed. This course will use an integrated focus on cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance. Students will learn concepts of treatment planning for adult physical disabilities, including evaluation methods and emerging and commonly used interventions.	MSOT
	The application of clinical reasoning in adult physical disabilities is emphasized in the laboratory. Students will use state of the art technology to learn how to evaluate and treat orthopedic, cardiovascular, pulmonary, and neuromuscular conditions. Students will use standardized and nonstandardized screening and assessment tools to determine the need for OT intervention. Students will practice clinical reasoning while using assistive devices such as wheelchairs, crutches, canes, walkers, transfer benches, reachers, and more to enhance occupational performance. Documentation Practice will include writing evaluation reports, problem statements, long and short term goals, SOAP notes, reports, and discharge planning.	
OT 5014 Research Methods in Occupational Therapy	This course is an introduction to concepts of research, including history, methodology, review of literature, research design, scientific writing, and statistical concepts. Emphasis is placed on evaluating research methodology, interpreting, and utilizing research results, composing a literature review, and understanding the impact of research to theory and clinical practice in occupational therapy. Students will also understand the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities. Students will apply research methods to assigned thesis topics in order to set the foundation for coursework in Master Thesis 1.	MSOT
OT 5015 Educational Principles of Healthcare	Educational principles, learning theory, health care literacy, and the impact of education on occupational performance will be discussed. The importance of cognitive concepts and psychological support will be integrated into discussions and course activities. Educational principles related to specific populations will be used to create and deliver a lesson plan and Prezi/PowerPoint presentation about a health issue.	MSOT
OT 5016 Master Thesis I	This course builds upon Research Foundations and allows students to refine and integrate their professional interests with prior course content. With guidance from their thesis advisors, students will design, write, and present an original thesis proposal for either a community-based program or research project. Students will also submit an IRB application in preparation for implementation of their thesis project during Master Thesis 2.	MSOT
OT 5016 Thesis Proposal	This thesis proposal course is the first in a series of 3 courses allowing students to integrate their professional interests with prior course content. Students will write an original thesis proposal and literature review for either a community-based program or research project under the direction of a thesis advisor. Students will understand the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities.	MSOT
OT 5017 Master Thesis II	This course represents the culmination of the thesis sequence. Upon IRB approval, students will work closely with their thesis advisors to implement their project, collect, and analyze data, and disseminate the results. A final written thesis will also be fully developed and completed in this course. Students will prepare a poster for formal presentation through the Academic Showcase as well as prepare a sample application appropriate for a local, national, or international conference.	MSOT
OT 5017 Thesis Completion	This second in a series of three courses in the thesis sequence will support students in their completion of a research or community-based project based upon their literature review. Students may be collecting and analyzing data or implementing a community-based project by working closely with a faculty advisor.	MSOT

Course ID and Title	Description	Type
OT 5018 Thesis Dissemination	This is the last course in the thesis series. As such, it represents the culmination of the thesis experience. In this course, students will have finished their data collection and analysis or their community-based project and evaluation. Students will write a thesis document to be submitted to the University's repository and develop a poster for presentation. Participation in local, national, and international conference presentations or publications are encouraged and based on the advisor's recommendations as appropriate.	MSOT
OT 5020 Advanced OT Skills Lab	This is a theory and laboratory course where students will learn assessment and interventions for hand therapy and feeding and swallowing disorders in pediatrics and in various diagnoses. Students will also learn safe and effective application of physical agent modalities as it applies to occupational therapy interventions. Experts in these areas will use an experiential format with opportunities for hands-on practice.	MSOT
OT 5030 Fieldwork Skills Review	This culminating fieldwork skills review course will prepare students for their first Level II Fieldwork. Under the instruction of content experts, students will have the opportunity to review basic knowledge and skills needed to transition successfully to the Level II Fieldwork experience. Foundational course content will be reviewed through a combination of interactive learning experiences. Students will focus on the use of practical skills related to OT evaluation, basic assessments, goal setting, interventions, and documentation. Basic skills such as therapeutic listening, transfers, manual muscle testing, sensory testing, group leadership, equipment use and patient management related to safety will be discussed.	MSOT
OT 5040 Fieldwork Level IIA	The Level IIA Fieldwork experience involves a minimum of 12 weeks full-time or 24 weeks part-time clinical experience under the direct supervision of a registered occupational therapist. The Level II Fieldwork experience is intended for students to integrate didactic knowledge with actual clinical practice. Through guided practice students will implement the fundamentals of clinical practice, including screening/evaluation, goal setting, implementation of interventions, re-assessment, management of OT services, clinical reasoning, and development of professional behaviors during the fieldwork rotation. This course will focus on the physical, cognitive, and psychological needs of the clients. The fieldwork rotation may either be in a pediatric, adult, or older adult practice setting. The goal is to develop competent, entry-level, generalist occupational therapists.	MSOT
OT 5041 Fieldwork Level IIB	The Level IIB Fieldwork experience involves a second rotation of a minimum of 12 weeks full-time or 24 weeks part-time clinical experience under the direct supervision of a licensed occupational therapist. The Level II Fieldwork experience is intended for students to integrate didactic knowledge with actual clinical practice. Through guided practice students will implement the fundamentals of clinical practice, including screening/evaluation, goal setting, implementation of interventions, re-assessment, management of OT services, clinical reasoning, and development of professional behaviors during the fieldwork rotation. This course will focus on the physical, cognitive, and psychological needs of the clients. The fieldwork rotation may be in a pediatric, adult, older adult, community, or academic practice setting. The goal is to develop competent, entry-level, generalist occupational therapists.	MSOT
OT 5050 Clinical Reasoning & Documentation in OT	This is a course that reinforces the student's development of the process of clinical reasoning and how it guides the formation and application of occupational therapy services. Course topics will include the occupational therapy frame of references and models, 5 stages of the clinical reasoning process, clinical reasoning development, problem solving strategies, and application to clinical practice across various settings and populations. Documentation practice will include writing evaluation reports, problem statements, long and short-term goals, SOAP notes, reports, and discharge planning. Students will integrate the experiences learned from their Level 2A fieldwork rotation and continue to further develop their clinical reasoning skills as demonstrated through documentation of assessment and appropriate interventions leading to meaningful outcomes measures and discharge planning.	MSOT

Course ID and Title	Description	Type
OT 5100 Cultural Competence in Occupational Therapy	This course emphasizes the role culture plays in perceptions of wellness, health, and disease. It also teaches students about health care disparities that exist in physical and behavioral health and current trends in health status for a variety of demographic groups. Aspects of occupational injustice and deprivation will also be discussed in relation to specific cultural groups in the U.S. Terms and concepts associated with diversity and cultural competence will be discussed and used in case studies. Students will learn how to assess occupational performance and deliver interventions in a culturally sensitive manner.	MSOT
OT 5100 Cultural Humility in Occupational Therapy	This course emphasizes the role culture plays in perceptions of wellness, health, and disease. It also teaches students about health care disparities that exist in physical and behavioral health and current trends in health status for a variety of demographic groups. Aspects of occupational injustice and deprivation will also be discussed in relation to specific cultural groups in the U.S. Terms and concepts associated with diversity and cultural competence will be discussed and used in case studies. Students will learn how to assess occupational performance and deliver interventions in a culturally sensitive manner.	MSOT
OT 5101 Community Program Development	Innovative program development and experiential service learning are the overarching goals of this course. The course will teach students how to locate a community need, perform a needs assessment, and develop a community-based program/become an extension of a community program that is relevant to the knowledge and skills base of occupational therapy through a hands-on, service-oriented learning environment. The course will emphasize occupational justice and engagement guided by clinical reasoning and problem-solving in order to enhance occupational performance, health, and wellness of individuals, groups, or populations in a community setting or in an emerging niche.	MSOT
OT 5102 Occupations of Adults II	The emphasis in this course is to develop skilled practitioners able to apply practical rehabilitation assessments and interventions for effective client-centered return to meaningful occupations. Students will design and evaluate evidence-based and occupation-centered health promotion and wellness interventions for adults and those over the age of 65. This will be accomplished through lecture, discussion, and hands-on learning with an integrated focus of cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance. In the companion laboratory section, students will learn both standardized and non-standardized screening and assessment tools to determine the need for occupational therapy, develop applicable interventions with various diagnosis and various settings. The evaluation of occupational performance for ADLs and IADLs, education, leisure, rest, sleep, and social participation will be emphasized and practiced. Documentation skills for evaluation reports, problem statements, long and short-term goals, SOAP notes, reports, and discharge planning will be refined. State of the art assistive technology, arts & crafts, and emerging interventions will be explored. Students will develop and apply a deeper level of clinical reasoning skills leading to reimbursement for assessments and relevant interventions, meaningful outcomes, and appropriate discharge planning.	MSOT
OT 5103 Leadership, Health Policy, and Management	This course introduces leadership theory and management concepts, health policy and sociopolitical systems that impact health care delivery in the U.S. The course familiarizes the student with a variety of leadership and management theories and the role of occupational therapy practitioners in different practice settings. Collaborative and empowerment models of local and global best-care practices will be explored. Issues of occupational justice, occupational deprivation, and occupational engagement will be discussed, and cases studied. Students will take sociopolitical action by addressing a social/healthcare need and visit or write to leaders, policy makers, or the media. Students develop and explore their own leadership style through facilitated discussions, guest lectures, course readings, peer discussion boards, case scenarios, Ted-Talks and by review of best practices and current trends in the course topics. A service-learning component is included in this course.	MSOT

Course ID and Title	Description	Type
OT 5103A Leadership, Health Policy, and Management I	This first course in the leadership, health policy and management sequence will introduce leadership theories, applicable health policy, and management concepts within sociopolitical systems that impact health care delivery in the U.S. The course will introduce the various leadership and management roles that occupational therapy practitioners take on at different levels and in different practice areas. Students will learn about the U.S. Department of Health and Human Services Healthy People 2020 and analyze social and political trends in health care. Students will be encouraged to begin developing their own leadership style. A service learning component will be included in this course.	MSOT
OT 5103B Leadership, Health Policy, and Management II	This second course in the leadership, health policy and management sequence take these concepts to a deeper level and prepares students to become change agents in the profession of occupational therapy. Personal leadership skills and style will be cultivated and refined through hands-on experiences. Collaborative and empowerment models of local and global best-care practices will be explored. Issues of occupational justice, occupational deprivation, and occupational engagement will be discussed, and cases studied. Students will take sociopolitical action by addressing a social/healthcare need and visit or write to leaders, policy makers, or the media.	MSOT
OT 5104 Ethics in Healthcare	In this course, students will examine the essentials of ethical health care service delivery. Students will become familiar with the AOTA Code of Ethics and the ethical principles guiding practice. Case studies will give students the opportunity to demonstrate strategies for analyzing ethical issues and making decisions to resolve personal and organizational ethical conflicts. Students will also articulate the variety of informal and formal systems for resolving ethics disputes that have jurisdiction over occupational therapy practice.	MSOT
OT 5105 Occupations of Children and Adolescents	This course covers the epidemiology, etiology, and course of conditions seen in childhood and adolescence. Theories and frames of reference used in pediatric OT, principles of learning, and developmental processes will be reviewed. Students will learn how to work with families, schools, and community organizations to meet the needs of this population. Governmental regulations affecting children will be discussed. Cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance will be reviewed. The lab portion of this course will focus on evaluation, treatment planning, and interventions to use with children and adolescents. The evaluation of occupational performance in ADL's, IADL's, education, play, rest, sleep, and social participation will be emphasized and practiced. Use of high and low technology will be introduced. Documentation covering Individual Education Plans, reports, progress notes and discharge planning will be practiced.	MSOT
OT 5200 Professional Development & Education in OT	This course provides an integrative opportunity for students to reflect on their professional development as they transition from student to clinician. Students will examine their own effective and skillful behaviors, habits, and reactions within the clinical setting and how this impacts their effectiveness as professionals. Students will also learn educational principles, learning theory, health literacy and the impact of education on maximizing occupational therapy service delivery. The importance of cognitive concepts and psychological support will be integrated into discussions and course activities. Educational principals related to specific populations will be used to create and deliver a lesson plan and Prezi/PowerPoint presentation about a health issue. In addition, goals for success in Level II Fieldwork, preparing for the NBCOT examination, as well as building a career in occupational therapy, will be explored. Students will review the process for licensure, identify professional strengths and weaknesses, and develop a professional portfolio to prepare for future employment as an occupational therapist.	MSOT
OT 5200 Professional Development Seminar	This course provides a final opportunity for students to reflect on their professional development as an occupational therapist. Students will synthesize their skills and create a professional portfolio. Goals for Level II fieldwork success will also be identified. Key OT competencies and skills will be reviewed in preparation for the NBCOT examination. Students will also review the process for licensure and prepare for employment as an occupational therapist.	MSOT

Course ID and Title	Description	Type
OT 5500 Review and Exit Exam	This curriculum review and exam will prepare students for the national Board for Certification in Occupational Therapy (NBCOT) exam. Students will review each of the domains of the NBCOT exam and take a practice test of questions involving each of the four domains. Students will have an opportunity to work with peers and faculty on analysis of questions. Students will also review test taking strategies.	MSOT Review
OTA 1000 OTA Foundations	This course introduces the student to the field of Occupational Therapy, its history, and theories/models of practice. The contribution of the COTA to client wellness as part of the healthcare team is stressed, as well as the organizations regulating and guiding the practice of Occupational Therapy. AOTA's Code of Ethics and Standards of Practice are presented. The student also will become acquainted with procedures and practices standard in the healthcare field, including HIPAA/client confidentiality and infection control in healthcare settings and the home.	OTA
OTA 1001 Terminology	This course covers healthcare-related terminology and occupational therapy-specific terminology. Student develop a foundation of root-word meanings and how they are combined together for understanding and communicating in occupational therapy environments and general healthcare environments.	OTA
OTA 1002 Occupational Life-Span Development	This course covers human development, and occupational development from infancy through end-of-life. This course builds a foundation of normal developmental sequences for the acquisition of physical, cognitive, and emotional skills that inform the occupational therapy process.	OTA
OTA 1003 Disease Conditions	This course covers the causes, mechanisms, signs & symptoms, and current management of human disease conditions that may be encountered by occupational therapy personnel in various practice settings.	OTA
OTA 1004 Mental Health Basics	This course explores psychopathology throughout the life span. The evolution of the Diagnostic and Statistical Manual of Mental Disorders is examined, and models of practice in mental health and, more specifically occupational therapy, are examined. Psychiatric disorders, their signs and symptoms, impact on function, and current management are reviewed.	OTA
OTA 1005 Human Movement	This kinesiology course covers the anatomy of movement. Each major joint of the body will be analyzed in relation the muscles that produce specific movements will be covered in detail. Student will learn the to analyze human movement in both function and dysfunction.	OTA
OTA 1005 Human Movement Lab	This kinesiology lab accompanies OTA 1005-Kinesiology , and provides practice identifying the structures and movement principles associated with the anatomy of human movement. Structures of each major joint of the body will be analyzed in relation the muscles that produce specific movements. Students will also practice analyzing human movement in both function and dysfunction. Paper models, synthetic models, and cadavers, may all be utilized in this course.	OTA
OTA 1006 Fundamentals of OTA Practice	Building on the concepts introduced in Term 1, this course explores the professional responsibilities, legalities, ethics, and Standards of Practice demanded of a Certified Occupational Therapy Assistant. The use of research of professional literature, continuing education, and the need to mentor OTA students is presented.	OTA
OTA 1007 Physical Dysfunction I	In this course, the normal occupational performance in development of adult roles is developed. Physical, socioeconomic, environmental factors, lifestyle choices, and physical factors that influence adult occupational performance in the roles of adulthood including homemaker and worker roles are examined. Exploration of the recovery process, from acute care to rehabilitation for physical and psychosocial conditions, is reviewed. Involvement in assessment, intervention, and therapeutic activities that facilitate age-appropriate occupational behaviors is practiced. The discharge process and collaboration with other professionals and community agencies is included as part of the treatment continuum.	OTA

Course ID and Title	Description	Type
OTA 1008 Physical Dysfunction II	In this course, the normal occupational performance in development of adult roles is continued, to include knowledge and application of assistive devices that are fundamental in the practice of occupational therapy across diagnostic categories and age groups, an introduction to a broad range of equipment from "low technology" to complex "high-technology" devices involving micro-electronics. Topics include: adapted equipment for activities of daily living, home modifications, personal mobility and adapted driving, computer accessibility, communication aides. The environments in which assistive technologies are used will be explored including home, school, work, play and recreation.	OTA
OTA 1009 Pediatric OT	This course covers the causes, course and prognosis of disorders that occur from birth through adolescence. The principles and theories underlying learning and the developmental process will be reviewed. The OTA's use of play in the development of self-discovery, decision-making, work-role skills will be discussed. The role of the OTA in prevention and rehabilitation programs within different types of service facilities will be explored. The role of families, care givers, teachers and significant others in the treatment process will be discussed. Assessment, program planning and treatment will be defined and performance skills necessary for successful occupational behaviors will be presented.	OTA
OTA 1010 Psychosocial Dysfunction	This course provides students with a comprehensive view of OT practice in psychosocial dysfunction. The course covers intervention techniques, interacting with clients, safety, the OTA's role in assessment, documentation, and theoretical issues that guide mental health practice.	OTA
OTA 1011 Documentation	This course introduces students to the role of documentation in client care, the contents of documentation, including the subjective, objective, and assessment data and plan, and their importance within the health record. Application of these documentation techniques, primarily using the SOAP format, including the use of medical terminology and abbreviations, will be practiced. The relationship of documentation to the client and billing/reimbursement as well as to legal and ethical issues is also discussed.	OTA
OTA 2001 OTA Lab I	This OT Skills Lab course builds a foundation of basic abilities and practical knowledge that are fundamental to the practice of occupational therapy assistants. Students will focus on acquiring usable skills related to client mobility, self-care, standard equipment use, and safety issues. Students will practice a variety of skills and begin learning how to instruct others as well as document interventions. Students will begin to analyze aspects of the whole person and begin to exercise judgment and clinical reasoning skills. Students will also complete CPR/BLS certification. Students also begin to learn how to view themselves as therapeutic instruments.	OTA
OTA 2002 OTA Lab II	This OT Skills Lab course focuses on furthering the acquisition of practical skills and knowledge. Students are exposed to more intervention ideas and perspectives. Working with the biomechanical frame of reference is a major topic. Students are introduced to the proper use of physical agent modalities in occupational therapy, vital signs, safety, managing medically complicated clients, wheelchair management, and therapeutic media. Information gathering, and documentation are further integrated with practical skills.	OTA
OTA 2003 OTA Lab III	This course continues to afford students the ability to learn new practice skills as well as promote higher levels of clinical reasoning. Students practice applying group dynamics, teaching-learning, sensory integration techniques, and troubleshoot selection of interventions for various life stages and mental health symptoms. Community-based interventions and lifestyle redesign are introduced. More assessments are explored and students will continue to practice documentation.	OTA
OTA 2010 First Level I fieldwork	Level 1 fieldwork experiences provide exposure to OT practice environments with the intent of clarifying the link between the needs of real clients, and coursework. Level 1 fieldwork introduces students to the fieldwork experience and sets a foundation for later fieldwork. Level 1 fieldwork consists of directed observation and participation in various aspects of the occupational therapy process.	OTA

Course ID and Title	Description	Type
OTA 2020 Second Level I fieldwork	Level 1 fieldwork experiences provide exposure to OT practice environments with the intent of clarifying the link between the needs of real clients, and coursework. Level 1 fieldwork introduces students to the fieldwork experience and sets a foundation for later fieldwork. Level 1 fieldwork consist of directed observation and participation in various aspects of the occupational therapy process	OTA
OTA 2030 First Level II fieldwork	The First Level II fieldwork experience involves an eight-week assignment of full-time clinical experience under the direct supervision of a registered occupational therapist or a certified occupational therapy assistant. The student will assist in all phases of practice including observation, evaluation, treatment, and documentation. Through guided practice students will develop appropriate clinical reasoning for preparation as entry-level, generalist occupational therapy assistants.	OTA
OTA 2040 Second Level II fieldwork	The Second Level II fieldwork experience involves an eight-week assignment of full time clinical experience under the direct supervision of a registered occupational therapist or a certified occupational therapy assistant. The student will assist in all phases of practice including observation, evaluation, treatment, and documentation. Through guided practice students will develop appropriate clinical reasoning for preparation as entry-level, generalist occupational therapy assistants.	OTA
OTA 2050 Competencies	This course reviews the core competencies related to knowledge, skills, and attitudes, required for effective learning and performance in level 2 fieldwork settings.	OTA
OTA 2060 End of Program Review	The End of Program Review teaches students about the process of preparing for, setting up, and taking the NBCOT certification exam for occupational therapy assistants. Actions to take upon successful completion of the exam are also addressed. The course is designed to assist students to plan and prepare for the NBCOT exam as well as test their knowledge in selected areas. Additionally, the course covers program specific topics in preparation for the Program Exit Exam required for graduation. This course uses a blended on-ground and online format.	OTA
PHIL 2010 Critical Reasoning and Ethics	This course dissects the components and skills involved with critical thinking including the process by which we develop and support our beliefs and evaluate the strength of an argument. Students are introduced to recognizing and avoiding common barriers to critical thinking such as bias, groupthink, and ideology. Real-world applications are emphasized throughout the course.	GenEd
PHIL 2300 Applied Critical Thinking in Simulation	This course applies traditional applications of critical thinking and decision-making in an applied simulation and laboratory environment. Experiences will afford practical experience in essential simulation skills and processes. Students will be expected to demonstrate beginning competency in the simulation laboratory.	GenEd
PSY 1001 Introduction to Interpersonal Relationships	This course is an introduction to the complex interaction of social and psychological forces in human communication. The course critically evaluates interpersonal relationships and the communication issues surrounding human interaction in various contexts. It examines basic concepts, theories, and research findings relevant to initiating, developing, modifying, and maintaining, relationships in communication process.	GenEd
PSY 1010 Introduction to Psychology	This introductory course will provide students with an overview of the current body of knowledge and methods of the science of psychology. Topics will include the historical foundations of psychology, cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, psychotherapy and behavior change, and social behavior. Emphasis also will be placed on the application of psychology to diverse human endeavors.	GenEd
PSY 1020 Developmental Psychology: Life Span Psychology	This course will provide an in-depth review of human development from a biopsychosocial approach with emphasis on the cultural context of development, the roles of age and gender, and applications to daily living.	GenEd
PSY 2070 Developmental Psychology	This course will provide an in-depth review of human development from conception to death as it pertains to the physical, cognitive, emotional, social, and moral aspects of understanding human behavior, transitions, and relationships.	GenEd

Course ID and Title	Description	Type
PSY 3020 Organizational Psychology	In the course, students will be introduced to the science of organizational psychology, a discipline that studies human behavior in the workplace. Strategic goals of reducing turnover, increasing productivity, and improving workplace engagement will be explored.	GenEd
PSY 3300 Diversity and Inclusion	This course will provide students with the opportunity to examine how their own experiences shape their ability to interact across multiple dimensions of human differences. Through the exploration of cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, behavior change, and social behavior, students will become aware of how to be successful in varied environments with a mindset of valuing diversity, differences, and inclusive human endeavors.	GenEd
PTA 1001 Introduction to PTA	This course introduces students to physical therapy practice and the role of the physical therapist assistant in providing patient care. Emphasis is placed on quality assurance and interpersonal skills and the multidisciplinary approach to rehabilitation is introduced. The course also familiarizes the student with health care facilities and government agencies. The role of ethics in healthcare is also introduced as are medical record, billing, reimbursement, and research. Skills related to infection control, patient preparation, vital signs, patient safety, patient positioning, body mechanics, bed mobility, transfers, wheelchairs, assistive devices, and gait in clinical settings are practiced at the introductory level in the lab setting.	PTA
PTA 1002 Pathology	This course examines the mechanism of disease, including immunity, inflammation, inheritance, cancer, and infectious diseases. Selected diseases of the body's systems, such as cardiovascular, respiratory, gastrointestinal, urinary, reproductive, integumentary, endocrine, and special senses are presented as well as information regarding the effects of aging, signs and symptoms, basic medical management, implications for the PTA, and prognosis. Emphasis is placed on medical terminology and abbreviations.	PTA
PTA 1003 Documentation	This course introduces students to the role of documentation in patient care, the contents of documentation, including the subjective, objective, and assessment data and plan, and their importance within the medical record. Application of these documentation techniques, primarily using the SOAP format, including the use of medical terminology and abbreviations, will be practiced. The relationship of documentation to the patient and billing/reimbursement as well as to legal and ethical issues is also discussed.	PTA
PTA 1004 Kinesiology	This course covers functional anatomy of the musculoskeletal system, including muscle origins, insertions, actions, and nerve supply, while applying biomechanics of normal and abnormal movement in the human body. The concepts of goniometry, manual muscle testing, dermatomes, and myotomes are introduced, while identification and palpation of superficial landmarks are practiced. The biomechanics of the gait cycle is also introduced. Students are introduced to using the Levels of Evidence rating scale as it applies to clinical research and the respective course assignment.	PTA
PTA 1005 Therapeutic Exercise I	This course introduces therapeutic exercise theories and practical applications including those for range of motion, aerobic conditioning and reconditioning, posture awareness, stretching, strengthening, and joint mobilization. Tissue response to range of motion, stretch, and resistive exercise is also examined and lab practice of the techniques learned is integrated. The course also presents therapeutic exercise interventions that are appropriate for use during specific phases of recovery from a soft tissue, bone, or peripheral nerve disorder or injury as well as topics on prevention, health, and wellness topics. Characterizing the levels of evidence-based research (as defined by the Journal of Orthopaedic & Sports Physical Therapy Clinical Practice Guidelines) will also be emphasized.	PTA

Course ID and Title	Description	Type
PTA 1006 Procedures	This lecture/laboratory course is designed to develop skills commonly utilized by PTAs including positioning and draping, bed mobility, soft tissue techniques, transfers, wheelchair mobility, and gait training. Use and adjustment of assistive/adaptive devices to improve function will also be incorporated in addition to the application of cervical and lumbar spine mechanical traction and the fundamental concepts of proper body mechanics and ergonomics. This course further provides the student with the background to determine applicability of the stated procedures, including the patient assessment skills needed to determine safety and indications for the procedures as well as the skills to determine the success of the intervention administered. Students develop their skills through supervised practice with each other in the laboratory while having an opportunity to both administer and receive treatment. Proper documentation and communication of the intervention and patient outcome is also presented. Categorization of the levels and grades of evidence as defined by the Journal of Orthopaedic and Sports Physical Therapy Clinical Practice Guidelines is also emphasized	PTA
PTA 1007 PTA Practice I	This course addresses infection control techniques, assessment of vital signs, special equipment and patient care environments, incidents and emergencies in the patient care environment, accessibility assessments and adaptations, and basic wound care. These topics are applied and practiced in the lab setting. Students are provided with and demonstrate teaching techniques for use with patients, caregivers, and other health care providers.	PTA
PTA 1008 Therapeutic Measurement and Testing	In this course students will perform the skills associated with data collection techniques as performed by Physical Therapist Assistants (PTAs). This laboratory/lecture course is designed to develop measurement skills for joint range of motion (ROM) and muscle strength for all the peripheral joints and the spine. This course material will also develop student skills for performing neurological testing such as sensation, proprioception, kinesthesia and reflex assessment. Students will practice with each other in the laboratory providing them with the opportunity to both administer and receive care. Proper documentation and communication of the treatment application and patient outcome is included.	PTA
PTA 1009 Modalities	This course introduces physical agents and therapeutic modalities in physical therapy practice which are commonly utilized by PTAs. Lecture and laboratory activities develop problem solving skills and critical thinking in the use of cryotherapy, therapeutic heat, ultrasound, hydrotherapy/aquatic therapy, electromagnetic therapy (LASER, diathermy, ultraviolet light, pulsed electromagnetic fields), spinal traction and compression therapies. The course provides the student with the background to determine the applicability of the stated procedures, including the patient assessment skills needed to determine safety and indications for the procedures, as well as the skills to determine the success of the technique/treatment administered. Students develop their skills through supervised practice with each other in the laboratory while having the opportunity to both administer and receive treatment. Proper documentation and communication of the technique/ treatment application and patient outcome are included.	PTA
PTA 1011 PT Through the Lifecycle	This course examines normal and abnormal development from conception to adolescence. Emphasis is placed on the developmental sequence, testing, and treatment of neurological and orthopedic disorders in the pediatric population. Age-related changes that affect function in the geriatric population and related physical therapy interventions are presented. The course also introduces various aspects of geriatric care, including, but not limited to, wellness care and adaptation to exercise modalities. Performance in the lab setting of assessments and interventions appropriate to the pediatric and geriatric populations are practiced. In addition, the service-learning project is introduced in this course even though it is embedded in the syllabus of course PTA 1017.	PTA
PTA 1012 Neurologic Interventions I	This course examines the fundamentals of neuroanatomy, motor control, motor development, and motor learning, as well as an introduction to neurologic interventions used in the clinical setting. The course introduces neurodevelopmental treatment for the treatment of clients with cerebrovascular accidents.	PTA

Course ID and Title	Description	Type
PTA 1013 Electrotherapy	This course is designed to introduce the student/learner to electrotherapeutic modalities in physical therapy practice which are commonly utilized by PTA's. Lecture and laboratory activities develop problem solving skills and critical thinking in the use of electrotherapy. Basic concepts in physical properties of electricity (waveforms, types of currents, nature of electricity), electrical safety and instrumentation will be provided. Students will be introduced to the principles of therapeutic application of electrical stimulation including strengthening (NMES and Russian ES), re-education (FES), nerve regeneration with direct current, pain reduction (TENS and IFC), tissue repair (HVPC), trans-dermal application of anti-inflammatory agents (iontophoresis) and biofeedback. It provides the student with the background to determine the applicability of the stated procedures, including the assessment skills needed to determine safety, indications for the procedures, as well as the skills to determine the success of the technique/treatment administered. Students develop their skills through supervised practice with each other in the laboratory providing them with the opportunity to both administer and receive treatment. Proper documentation and communication of the technique/ treatment application and patient outcome is included.	PTA
PTA 1014 Orthopedic Interventions I	This course presents the introduction to orthopedic management by the PTA, orthopedic pharmacology, and imaging studies. The APTA 11 Treatment guidelines are presented, and a review of manual modalities is covered. Manual modality techniques specific to the peripheral joints are also practiced. The course also covers exercise physiology, therapeutic activities, interventions to address decreased ROM, flexibility and joint mobility, and an assessment of posture and gait.	PTA
PTA 1015 Neurologic Interventions II	This course examines neurological conditions, including pathology and management of medical problems of stroke, head injury, Parkinson's disease, spinal cord and nerve injuries, and other conditions. The course also introduces techniques to facilitate neurodevelopmental treatment, proprioceptive neuromuscular facilitation, the Brunnstrom Approach, and other techniques.	PTA
PTA 1016 Orthopedic Interventions II	This course presents common orthopedic conditions, pathologies, and surgical procedures involving the peripheral joints and spine. The provision and progression of treatments, including procedures and modalities for each specific joint and the spine, are presented and practiced as these activities relate to tissue repair and healing response. Manual modality techniques specific to the peripheral joints are also practiced.	PTA
PTA 1017 PTA Practice II	This course provides opportunities to learn and practice theoretical principles and practical applications of cardiopulmonary techniques, exercises, and postural drainage. Lecture and lab also include wound identification, measurement, dressing, treatments, and debridement. This course introduces basic principles and indications/ contraindications in the use of selected prosthetic and orthotic devices with discussion and practice in making adjustments to the various devices. Principles and applications in balance and interventions for the individual with an amputation, the physiology and control of edema, and residual limb wrapping. Seating and positioning are also provided in lecture and lab settings for pediatric through adulthood. The research of evidence-based practice and prioritizing the grades of evidence is included. In addition, the course presents an overview of women's health and alternative therapy interventions. Students are also expected to complete a service learning component by volunteering at a non-profit, community-based program or facility related to their course work and then reflecting on their experience. Service learning is a program that helps the students to connect what they have learned in the classroom and/or lab setting to the community.	PTA
PTA 1018 Professional Issues	This course engages the student in the discussion of professional issues and behaviors related to clinical practice in order to prepare the student for transition into the workforce. The topics help the student prepare for licensure, employment, and professional development; identify behaviors in response to legal, ethical, and professional issues; develop job placement skills; and debate socioeconomic influences related to the field of physical therapy.	PTA
PTA 1102 Term 2 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA

Course ID and Title	Description	Type
PTA 1103 Term 3 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA
PTA 1104 Term 4 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented.	PTA
PTA 1105 Term 5 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA
PTA 1106 Term 6 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA
PTA 1107 Program Review I	This course is the first in a two-part program review, applying theory and critical thinking to licensing exam-style questions. Topics presented throughout the program are reviewed through a series of online exams administered in the National Physical Therapy Examination (NPTE) Review Module. Test-taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength. Students will discuss the student experience, reinforce concepts and techniques introduced in the program and identify deficiencies in knowledge and skills. This course also prepares the student for the certification examination.	PTA
PTA 1108 Program Review II	This course is the second of a two-part program review, applying theory and critical thinking to licensing exam-style questions. Topics presented throughout the program are reviewed through a series of online exams administered in the National Physical Therapy Examination (NPTE) Review Module. Test-taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength. Students will discuss the student experience, reinforce concepts and techniques introduced in the program and identify deficiencies in knowledge and skills. This course also prepares the student for the certification examination.	PTA
PTA 2001 PTA Lab I	This course provides opportunities for application of techniques introduced in Kinesiology, Therapeutic Exercise, Procedures, and PTA Practice I as well as documentation of the treatments and techniques learned. Covers palpation of landmarks, practical applications of various types of exercise techniques and machines used in the clinics, and a systematic approach to therapeutic exercise progression. Also stressed are practical application and demonstration of therapeutic massage, assessment of vital signs, and infection control techniques. This course also includes integration of special equipment and patient care environments, accessibility and adaptations, basic wound care and response to incidents and emergencies in the clinical setting. Interventions skills related to procedures, including gait training, wheelchair management, assistive device selection and adjustment, are also performed in a laboratory setting.	PTA
PTA 2002 PTA Lab II	This course provides opportunities for application of techniques introduced in PT through the Lifecycle, Modalities, Therapeutic Measurement and Testing, Therapeutic Exercise II as well as documentation of the treatments and techniques learned. It covers practical applications of various types of modalities and therapeutic agents used in the clinics. Also stressed are developmental sequence, testing, and treatment of neurological and orthopedic disorders in the pediatric population. Performance in the lab setting of assessments and interventions appropriate to the pediatric and geriatric populations are practiced. The course incorporates practical applications of various types of exercise techniques and machines used in the clinics, and a systematic approach to therapeutic exercise progression. Also stressed are practical application and demonstration of data collections skills including range of motion, manual muscle testing, therapeutic massage and neurological testing.	PTA

Course ID and Title	Description	Type
PTA 2003 PTA Lab III	This practical laboratory course includes integration of orthopedic and neurological treatment plans and progressions as well as documentation of the treatments and techniques learned. Practical application techniques discussed and learned in Electrotherapy will also be included. Interventions skills include the provision and progression of treatments, including procedures and modalities for each specific joint and the spine, manual modality techniques, neurodevelopmental treatment. Other skills include therapeutic application of electrical stimulation including strengthening (NMES and Russian ES), re-education (FES), nerve regeneration with direct current, pain reduction (TENS and IFC), tissue repair (HVPC), trans-dermal application of anti-inflammatory agents (iontophoresis) and biofeedback.	PTA
PTA 2004 PTA Lab IV	This practical laboratory course includes integration of orthopedic and neurological treatment plans and progressions as well as documentation of the treatments and techniques learned. Practical application techniques discussed and learned in PTA Practice II will also be included. Interventions skills include the provision and progression of treatments, including procedures and modalities for each specific joint and the spine, manual modality techniques, neurodevelopmental treatment, proprioceptive neuromuscular facilitation, and the Brunnstrom Approach. Other skills include cardiopulmonary techniques, postural drainage, wound identification, measurement and dressing, debridement, selection and management of orthotic and prosthetic devices, interventions for amputations, edema management, women's health and alternative therapies.	PTA
PTA 2010 Practicum	This first clinical experience presents the students with an opportunity to experience the role of the Physical Therapy Assistant in a practical setting. The course emphasizes patient and staff working relationships, awareness of patient disorders and application of physical therapy techniques.	PTA
PTA 2030 Affiliation I	One of two separate six-week assignments are to be completed with students being exposed to a variety of clinical settings. The student completes forty clock hours per week of supervised clinical experience. The combined total of sixteen weeks of clinical experience, including PTA 2010, 2030 and 2040, prepares the student for entry-level performance.	PTA
PTA 2040 Affiliation II	Second of two separate six-week assignments are to be completed with students being exposed to a variety of clinical settings. The student completes forty clock hours per week of supervised clinical experience. The combined total of sixteen weeks of clinical experience, including PTA 2010, 2030 and 2040, prepares the student for entry-level performance.	PTA
SCI 1010 Human Anatomy I	This course covers the basic concepts of human anatomy including anatomical terminology, skeletal, muscular and nervous systems, focusing on the upper extremities and trunk. This course integrates medical terminology, word roots, combining forms, and abbreviations. Positional and locational terminology is also introduced. Due to the academic rigorous nature of the PTA Program, a heavy emphasis is placed on learning the gross anatomy of the human body. The course is intended to provide the fundamental knowledge needed to be successful in the PTA Program. Specific courses that rely heavily on a sound understanding of gross human anatomy are, but not limited to, Kinesiology, Therapeutic Exercise, Modalities, Electrotherapy, Orthopedic and Neurologic Interventions. Students will experience hands on learning in labs and will be able to identify and examine neuromusculoskeletal and vascular structures using human cadavers, synthetic human cadavers (Syndavers) and medical grade, 1/4-scale anatomical models. PTA students will also have access to various other anatomical models, including virtual reality anatomy programs, for instructional purposes. Clinical palpation skills are heavily incorporated into the curriculum for SCI 1020 and are taught to competency. Upon successful completion of the course, the student will develop vital clinical skills such as understanding the length tension relationships of both contractile and non-contractile soft tissue structures when those structures are placed in specific anatomical positions.	GenEd

Course ID and Title	Description	Type
SCI 1020 Physiology	This course covers the basic concepts of human physiology including basic biochemistry, cellular respiration, homeostasis, organization of the human body, cells, tissues and organs, and the integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic/immune, respiratory, reproductive, endocrine, excretory and digestive systems. This course integrates medical terminology, word roots, combining forms, and abbreviations.	GenEd
SCI 1021 Anatomy and Physiology	This course covers human anatomy and physiology using a body systems approach. The structure and function of the skeletal system, muscular system, nervous system, special senses, cardiovascular system, lymphatic system, immune system, respiratory system, digestive system, urinary system, reproductive systems, and endocrine system are covered.	GenEd
SCI 1021L Anatomy and Physiology Lab	This lab course accompanies SCI 1021- Anatomy and Physiology through the exploration and practical understanding of the structure and function of the skeletal system, muscular system, nervous system, special senses, cardiovascular system, lymphatic system, immune system, respiratory system, digestive system, urinary system, reproductive systems, and endocrine system.	GenEd
SCI 1030 Human Anatomy	This course focuses on acquiring a basic understanding of, and appreciation for, the structures of the human body and their relationships using a systems-based approach. Students will be introduced to anatomic terminology in order to facilitate this understanding. Anatomy Lab is a component of the course.	GenEd
SCI 10 15 Human Anatomy II	This course covers the basic concepts of human anatomy including anatomical terminology, skeletal, muscular and nervous systems, focusing on the lower extremities and spine. This course integrates medical terminology, word roots, combining forms, and abbreviations. Due to the academic rigorous nature of the PTA Program, a heavy emphasis is placed on learning the gross anatomy of the human body. The course is intended to provide the fundamental knowledge needed to be successful in the PTA Program. Specific courses that rely heavily on a sound understanding of gross human anatomy are, but not limited to, Kinesiology, Therapeutic Exercise, Modalities, Electrotherapy, Orthopedic and Neurologic Interventions. Students will experience hands on learning in labs and will be able to identify and examine neuromusculoskeletal and vascular structures using human cadavers, synthetic human cadavers (Syndavers) and medical grade, 1/4-scale anatomical models. PTA students will also have access to various other anatomical models, including virtual reality anatomy programs, for instructional purposes. Clinical palpation skills are heavily incorporated into the curriculum for SCI 1020 and are taught to competency. Upon successful completion of the course, the student will develop vital clinical skills such as understanding the length tension relationships of both contractile and non-contractile soft tissue structures when those structures are placed in specific anatomical positions.	GenEd
SCI 1030 Human Anatomy with Lab	This course focuses on acquiring a basic understanding of, and appreciation for, the structures of the human body and their relationships using a systems-based approach. Students will be introduced to anatomic terminology in order to facilitate this understanding. Anatomy lab is component of the course.	GenEd
SCI 1040 Physiology with Lab	This course is designed to provide students with an understanding of the function and regulation of the human body and physiological integration of the organ systems to maintain homeostasis. Physiology lab is a component of the course.	GenEd
SCI 1050 General Microbiology with Lab	An introduction to the basic concepts and principles of microbiology as it affects human health. Topics include the process of disease transmission, immunology, physical and chemical methods of disease prevention and control as well as major infectious diseases of the body systems. Microbiology lab is a component of the course.	GenEd
SCI1070 Anatomy for Healthcare Clinicians with Lab	This course is designed to prepare students for discipline-specific healthcare-related core instruction. Students will acquire a basic understanding of, and appreciation for, the structures of the human body and their relationships using a systems-based approach. This course integrates medical terminology appropriate for use in the medical profession.	GenEd

Course ID and Title	Description	Type
SCI 3010 Environmental Studies	This course focuses on the complex relationship between technological advancement and finite resources. Topics include the dynamics of human population, impact of industry, role of consumerism in ecosystems, limited resources available for human use, and methods by which individuals and societies can decrease pollution and the depletion of natural resources.	GenEd
SCI 3050 Pathophysiology	This course is an introduction to disease as an exploration of the illness component of pathophysiological and psychosocial health . It is intended to provide an understanding of clinical manifestation presentations to various conditions and syndromes including risk factors.	GenEd
SEM 1200 NursingPrep RN	This course provides a general overview of essential concepts required for success in a core discipline. Course topics include anatomy, psychology, communication, professionalism, and leadership.	BSN
SEM 4500 Keystone I	This course offers a self-paced NCLEX review with guidance from an NCLEX expert within virtual ATI and provides an opportunity for students to develop a proposal for a capstone project. A comprehensive assessment of mastery of nursing concepts in the different content areas and online learning activities aligned with the Next Generation NCLEX test plan will facilitate NCLEX readiness. The capstone project proposal offers an evidence-based solution to real-world nursing practice and health care issues. Students will use critical thinking and clinical judgment to promote client-centered nursing care responsive to an increasingly complex and rapidly changing health care environment.	BSN
SEM 4700 Keystone II	This course is the culmination of program progression and NCLEX readiness through the personalized coaching from an NCLEX expert within Virtual ATI.	BSN
SOC 1010 Introduction to Sociology	This course is an introduction to sociology as a way of understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. It will introduce the learner to the field by focusing on several important sociological topics including socialization, culture, the social construction of knowledge, inequality, race, ethnicity, and poverty.	GenEd
SOC 1030 Social Trends and Issues	This course is an examination of contemporary social problems through sociological perspectives. It is designed to provide an understanding of how major systems of power such as racism, sexism, classism, and heterosexism, among others, are interrelated, and result in numerous social problems.	GenEd
SOC 3010 Cultural Identity and Diversity	This course focuses on how diversity plays a central role in cultural values, public policy, and the shape of our daily lives. It explores cultural diversity based on categories of religion, age, geography, language, class, race and ethnicity, gender, and sexual orientation.	RNBSN