

WE SERVE THE WORLD WITH SUCCESS



COLLEGE CATALOG



GLENDALE
CAREER
COLLEGE

glendalecareer.com



Welcome to Glendale Career College!

It is a pleasure to introduce you to Glendale Career College. The decision to continue your education here will be a rewarding experience. We offer curricula that address the occupational needs of the industry, utilize modern equipment, and employ a caring staff of professionals.

At Glendale Career College you will study only those career-related subjects necessary to complete your training in the shortest possible time. Our commitment to you continues throughout your training and beyond graduation with career placement assistance.

We at Glendale Career College wish you success as you pursue your career goals.

Connie Bell, Campus Director

GENERAL INFORMATION

HISTORY OF GLENDALE CAREER COLLEGE

In 1946, Dr. Byron Prout established Glendale College of Business. In 1974, Mrs. Gloria Green and Mr. Joseph Blum acquired the College. Later, the College broadened its offerings to include programs for the medical and legal professions. The name of the institution was changed to Glendale College of Business and Paramedical, and later, in 1988, to Glendale Career College. The College established a branch campus, Nevada Career Institute in Las Vegas, Nevada in 1993. In 1996, the College opened another branch campus in Oceanside, California and later established Nevada Career Institute's West branch campus in 2004. Glendale Career College offers diploma programs mainly in the allied health fields. Glendale Career College reflects the dramatic growth and diversity of the community it serves. On October 1, 1999, Glendale Career College was acquired by Glendale Career Schools, Inc. a division of Landmark Education Services, Inc.

On April 15, 2008 Glendale Career Schools, Inc was acquired by North-West College. North-West College was founded in 1966 by a family who has been in the medical field since the early 50's and has dedicated its energies to training men and women of all ages for professional vocational careers. North-West College in West Covina opened its doors on October 10, 1966 to 43 students in two classes, and then added the Pomona campus in 1971. In 1980, the Pasadena Campus began serving the West San Gabriel Valley and in 1982 the Glendale Campus was added. In 2004 North-West College launched the Riverside Campus offering new programs not previously available. The wide range of locations provides access to many students wishing to attend this well-established educational institution. To date, the College is approaching 50,000 graduates, many of whom have used this career training to support themselves and their families for many years. Many have gone onto other careers using their program at North-West College as the first rung on the career ladder upward. The College is now training second and third generations of North-West College graduates.

STATEMENT OF OWNERSHIP

North-West College owns and operates career schools with a focus on allied health. The company currently has locations in California and Nevada. The schools are nationally accredited.

Corporate Officers

Marsha Fuerst	Founder
Mitchell Fuerst	President

CAMPUS LOCATIONS

GLENDALE CAREER COLLEGE
(Main Campus)
240 North Brand Blvd. Lower Level
Glendale, CA 91203
(818) 243-1131
Connie Bell, Campus Director
www.glendalecareer.com
ADDITIONAL CLASSROOM SPACE
221 North Brand Blvd., Lower Level
Glendale, CA 91203
Connie Bell, Campus Director
www.success.edu
NEVADA CAREER INSTITUTE
(Branch Campus)
3231 North Decatur Blvd., Suite 119
Las Vegas, NV 89130
(702) 893-3300
Mary Ann Jefferson, Campus Director
www.nevadacareerinstitute.com

MISSION STATEMENT

Our Everyday Mission is to Train Students in Short Term programs for Gainful Employment.

Our commitment to this mission is reflected in our focus on providing career training opportunities through concentrated programs of study that prepare graduates for entry-level positions in high-growth fields.

Glendale Career College's objective is to empower students to improve their lives by enhancing their professional skills in order to obtain better jobs.

Our career schools offer specialized programs designed to train adults to work as medical professionals upon graduation. The school's focus on specialized education allows students to develop the skills needed to succeed in today's demanding marketplace.

Developing these skills has enabled our graduates to pursue careers in vocational nursing, surgical technology, medical assistant, central service technician, and medical office specialist.

Accreditation and Approvals

Glendale Career College is a private institution and was granted approval to operate from the Bureau for Private Postsecondary and Education. Documents describing accreditations and approvals may be viewed by contacting the Campus Director.

Institutional Accredited by:

Accrediting Bureau of Health Education Schools (ABHES)
7777 Leesburg Pike, Suite 314 N
Falls Church, VA 22043
(703) 917-9503

Programmatically Accredited by:

Commission on Accreditation for Allied Health Educational Programs
(CAAHEP) (Surgical Technology)
1361 Park St. Clearwater, FL 33756, (727) 210-2350

Accrediting Bureau of Health Education Schools (ABHES) (Surgical
Technology)
7777 Leesburg Pike, Suite 314 N
Falls Church, VA 22043
(703) 917-9503

Approved by:

Board of Vocational Nursing and Psychiatric Technicians
(BVNPT) (Vocational Nursing)
2535 Capitol Oaks Dr. Suite 205
Sacramento, CA 95833
(916) 263-7800

Bureau for Private Postsecondary Education
2535 Capital Oaks Drive Suite 400
Sacramento, CA 95834
(916) 431-6959

Eligible for:

Federal Title IV Student Financial Aid Programs
U.S. Department of Education (USDOE)

Eligible to:

Train Veterans and Eligible Persons for Educational Benefits

Train Workforce Investment Act (WIA) & Other Eligible Persons Such
as Vocational Rehabilitation

FACILITIES

Our campuses are located in office buildings that are well lighted, ventilated, and free from distracting noise. Entrances and exits are located so that the buildings can be cleared quickly and safely in an emergency. Campuses are conveniently located near restaurants, shopping areas and banks. Our facilities are accessible to those with physical disabilities and parking is available for the convenience of all students.

Classrooms are air conditioned and carpeted where appropriate, and up-to-date, specialized equipment and laboratory supplies are utilized throughout all programs of study. Glendale Career College maintains a non-smoking policy throughout our facilities. The institution does not provide housing or transportation for students.

Each campus maintains a student library consisting of reference materials. The campus is also equipped with computers which the students can use for Internet access to the Learning Resource System and other on-line projects. The on-line Learning Resource System was developed to assist students in their various research projects, as well as providing links to job sites. Students are provided access to the Library Resource System during the enrollment process. Students are encouraged to use the library during class time, as well as other times outside of their class time. Books are used in the facility only, as they are considered stack books and may not be checked out.

EQUIPMENT FOR EACH PROGRAM OF STUDY

Glendale Career College endeavors to keep its equipment as up to date as practical to meet appropriate industry standards. Our classrooms and skill laboratories are equipped to simulate a specific workplace environment as described below:

VOCATIONAL NURSING

The nursing department has assigned lecture classrooms and a skills laboratory. The lecture classrooms contain medical charts and posters as well as skeletal and anatomical models. A variety of resource materials are available to enhance the learning process. Students have access to the internet for research purposes. The skills laboratory is equipped with medical beds, equipment and supplies found in a typical patient room in a hospital.

MEDICAL ASSISTING

The Medical Assisting department consists of lecture classrooms, a skills laboratory and a computer laboratory. A variety of educational resources such as medical charts, posters, skeletons and anatomical models are available in each classroom. Reference materials include texts, articles and journals.

The skills laboratory area contains specialized equipment commonly found in medical facilities. The computer laboratory contains personal computers with limited internet access and software normally found in medical offices.

MEDICAL OFFICE SPECIALIST

The Medical Office Specialist department consists of lecture classrooms and a computer laboratory. The lecture classrooms have a variety of teaching aids, such as medical charts, posters, and coding and billing reference materials. The computer laboratory contains personal computers with limited internet access and software normally found in medical offices.

SURGICAL TECHNOLOGY - CENTRAL SERVICE INSTRUMENT TECHNICIAN

The Surgical Technology and the Central Service Instrument Technician departments consist of lecture and mock operating classrooms. Lecture classrooms contain medical charts and posters as well as skeletal and anatomical models. A variety of resources are available, including but not limited to texts, articles and periodicals, and journals. The mock operating room (i.e. laboratory) is equipped with furniture and equipment similar to that found in a standard hospital operating room. A simulated central supply is also included as part of the mock resource.

ACADEMIC CALENDAR

Programs of study begin and end on varying schedules according to program length. The projected begin and end dates for each program are noted on the enrollment agreement. The Medical Assisting, Medical Office Specialist, and CSIT program varies according to the classes. Vocational Nursing classes generally start every 15 weeks.

Glendale Career College will observe the following holidays during the calendar year:
Christmas Day ~ New Year's Day ~ Martin Luther King's Birthday ~
President's Day ~ Good Friday ~ Memorial Day ~ Independence Day ~
Labor Day ~ Thanksgiving and the Friday following.

Other days may be approved by the administration. The College does not conduct most classes during the two weeks generally considered traditional college "Christmas Vacation."

POLICY AND PROGRAM CHANGES/GENERAL RULES

Each student receives a school catalog accessible via Intranet. A printed copy of the catalog will be provided upon request. Students are responsible for the knowledge of all school regulations concerning student conduct, attendance, academic make-up work, termination, etc. published in this catalog or communicated by the administration via written notices or intranet. Students must be aware that criteria for admission and/or graduation may differ depending upon the individual program. Administration reserves the right to make changes to the rules, policies, procedures, curricular content, instructional staff, etc. when deemed necessary. Such changes will supersede previous policies and will apply to all parties involved.

STATEMENT OF NONDISCRIMINATION

Glendale Career College is firmly committed to providing educational programs to otherwise eligible students regardless of race, creed, ethnicity, religion, national origin, sex, age, disability, or medical condition, except under special circumstances that would constitute either an occupational limitation or a limitation in participation in the program offered. The College may review mental or physical disability issues on a case-by-case basis. Depending on the case, such students may be referred to professional organizations for further assistance.

The Campus Director is the coordinator of Title IX Education Amendments Act of 1972, which prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance. All inquiries or complaints should be directed to the Campus Director.

The Campus Director will act equitably and promptly to resolve complaints within ten (10) business days in accordance with the Glendale Career College's appeals procedure.

Inquiries concerning the application and implementation of Title IX regulations also may be directed to:

**Office of Civil Rights
U.S. Department of Education
P.O. Box 14620
Washington, D.C. 20044-4620**Admissions

ADMISSIONS REQUIREMENTS

Glendale Career College admits students without distinction or discrimination for race, age, sex, disability, color, creed, religion, sexual orientation, or national and ethnic origin. Each student is entitled to all rights, privileges, programs, and activities generally accorded or made available to students at the school. However, Glendale Career College reserves the right to refuse admission to any applicant who does not meet the school's established criteria for admission as outlined below.

Prospective students must meet the following requirements for admission to Glendale Career College:

- Complete an interview and tour of the school;
- Complete an application for admission;
- Pay the \$100 application fee;
- Have earned a high school diploma or have earned the recognized equivalent of a high school diploma and provide documentation of same.
- Pass a standardized basic skills assessment designed to measure aptitude for successful completion of program of study.

The Surgical Technology, Central Service/Instrument Technician, and the Vocational Nursing programs have additional program requirements, including but not limited to criminal background checks and/or drug screening. Such requirements will be discussed by an admissions representative and/or other appropriate staff.

The College does not provide English language instruction, and neither does it provide services for obtaining a visa. Students from foreign countries who apply to any of the vocational programs must be English proficient. A minimum TOEFL score of 450 is required. All instruction is provided in the English language.

ADMISSIONS PROCEDURES

Glendale Career College seeks students who are interested in practical career training and who are motivated to succeed in their chosen career fields. Admissions representatives are available at each campus location to discuss programs of study and career opportunities. To be considered for admission to Glendale Career College, all applicants must:

- Complete an interview with a representative of the Admissions Department;
- Pass the school's entrance evaluation(s) for the program of interest;
- Tour the campus;
- Receive a financial planning briefing;
- Submit an application for admission;
- Pay the \$75 application fee;
- Interview with a Financial Planning Department Representative prior to completing the enrollment process;

- Complete all necessary paperwork for admission including completion of the enrollment agreement.

During the admissions process, certain disclosures such as completion and placement rates of graduates will be provided. In addition, the applicant's professional and educational goals will be discussed, as well as tuition and payment plans. Once the student has access to the school catalog, it is the responsibility of the student to familiarize himself/herself with all the school's policies and comply with the contents of the catalog. Glendale Career College, through appropriate action, reserves the right to change any provision or requirement at any time within the student's term of training. The provisions of this publication do, however, supersede any previously stated provisions either written or oral.

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. The school's website also has additional disclosures and consumer's information for your review.

The Institution does not accept advanced placement and credit for experiential learning.

The college does not have dormitories under its control. All of the Glendale Career College programs are "non-residential" and the College has no responsibility to find or assist a student in finding housing. Student advisors and other staff members can provide students with information on community resources as necessary. The price of housing varies widely by geographical location, on average the cost of housing is between \$800.00 and \$1,250.00 per month.

Re-entry

To be considered for re-entry, former students must complete a re-entry request form through the registrar's office and write an essay describing how the conditions which caused the original withdrawal or termination have been resolved. Re-entry considerations are as follows:

- Students may only re-enter into their original program of study;
- Eligibility for re-entry status is open for 24 months after the original last day of attendance;
- Only one re-entry request consideration is allowed;
- If re-entry request exceeds 12 months from the last date of attendance, the applicant must pass the basic skills assessment (SLE) test; and
- Pay a non-refundable fee of \$100.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT GLENDALE CAREER COLLEGE

The transferability of credits you earn at Glendale Career College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma or certificate you earn in your program of study is also at the complete discretion of the institution to which you may seek to transfer. If the credits, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Glendale Career College to determine if your credits, diploma or certificate will transfer. Glendale Career College has not entered into any articulation or transfer agreement with any other college or university. The college does not accept transfer credits for advanced placement coursework or examinations.

EVALUATION OF TRANSFER CREDIT

Students previously enrolled in an accredited college recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) may submit their academic records to Glendale Career College for review and possible transfer of credit upon deciding to enroll and prior to the actual start date in the program of their choice.

The process for acceptance of transfer credit is as follows:

1. Upon review, Glendale Career College may accept the transfer credit provided those courses are part of the College's approved curriculum for that program of study. The College will review transcripts and only accept a "B" grade or better. Students who wish to transfer credits must also submit a catalog or the respective course syllabi from the transferring institution to Glendale Career College for verification purposes; and/or
2. Glendale Career College will administer a comprehensive exam for each course that measures and affirms the student's previous education and training experience.

A score of 80% or better is required for each such exam in order to receive credit for that particular course. It may be necessary to administer a series of examinations both in theory and hands-on in order to validate the granting of credit for experiential learning, previous education, and work experience. If a satisfactory result is achieved, the

student's training period may be reduced proportionately not to exceed 30% of the length of the program for which the student has applied. Students who are granted such credit may have their tuition reduced on a pro rata basis. *

Students must also understand that the financial aid award will be based upon the number of credits necessary to complete the program. Satisfactory academic progress will be evaluated based upon those courses only.

The student may appeal transfer of credit decisions by a written request within 10 days of the receipt of the decision made by Glendale Career College. The written request must contain compelling evidence to reverse the decision of Glendale Career College. Glendale Career College has the final decision in all appeals.

*The reduction will only apply towards credit/tuition of programs that are one academic year in length. For programs that are longer than one academic year, credit will only apply to the length/tuition of the first academic year.

POLICY FOR VETERAN'S ADMINISTRATION (VA) STUDENTS

Glendale Career College maintains a written record of all previous education and training of the veteran or eligible individual, which clearly indicates that appropriate credit has been given for previous education, and training. The training period will be shortened proportionately, and the individual and the Department of Veteran's Affairs will be so notified. The record will be cumulative for all enrollment periods.

Eligibility for benefits is determined by the Veterans Administration. Detailed information concerning eligibility requirements and education benefits for veterans, eligible spouses or dependents, how to apply is available on the Department of Veterans Affairs website www.GIBILL.va.gov, by calling 888-GIBILL-1 (888-442-4551).

FINANCIAL AID

FINANCIAL AID PROGRAMS

Glendale Career College participates in federal and state financial aid programs. The following financial aid programs are available to students at Glendale Career College, subject to individual qualifications and eligibility.

PELL	Federal Pell Grant
FSEOG	Federal Supplemental Educational Opportunity Grant
FWS	Federal Work Study
DIRECT LOANS	Federal Subsidized Direct Loan
	Federal Unsubsidized Direct Loan
	Federal Direct Plus Loan – Parent’s Loan

The following programs are also available to eligible participants:

VA	Veterans Administration
IN	Installment Note
WIA	Workforce Investment Act
REHAB	Department of Rehabilitation

The College also participates in the CAL Grant Program.

TUITION POLICY

Tuition is disclosed and agreed upon at the time of enrollment. All terms and obligations are reflected in the enrollment agreement. Tuition is due and payable on the first day of class unless other arrangements have been made with the Financial Planning Department. Students are liable for all unpaid program costs and fees related to their enrollment whether or not they are eligible for student financial aid. Payments must be made consistently and on time, otherwise, late payment penalties may be assessed. If the student obtains a loan to pay for an educational program the student will have the responsibility of repaying the full amount of the loan plus interest, less the amount of any refund, and if the student has received federal student financial aid funds the student is entitled to a refund of the money’s not paid from federal student financial aid program funds. Failure to meet the terms of a promissory note will result in default. Defaulting on a student loan will have serious consequences.

PAYMENT PLANS

Students who do not qualify for total financial aid assistance sufficient to cover the amount of tuition and fees may qualify for other personal loans.

Scheduled tuition payments are due the first of every month. Glendale Career College coordinates arrangements for delinquent payments. Failure to meet financial obligations while enrolled may result in interruption of classes.

COLLECTION OF DELINQUENT TUITION AND/OR OTHER FEES OWED

Students "In" School

Payment of tuition, as listed on the Retail Installment Contract (RIC), is due and payable on the first day of every month, whether or not an invoice has been received. Payments not made within five (5) business days of the scheduled due date may be subject to a late charge. If no payment is received ninety (90) days after payment is due, the student may be removed from class and not be allowed to attend school until all payments are current. The student may subsequently be withdrawn.

Students "Out of" School

Payment is due on the first day of every month as listed in the student's Retail Installment Contract (RIC), regardless of whether an invoice has been received. Payments not made within five (5) business days of the scheduled due date may be subject to a late charge. Failure to make payments as stated in the RIC may result in the account being turned over to a collection agency.

The Institution will discontinue services to current, withdrawn, or graduated students who have overdue account balances and will make every effort to collect monies owed.

Glendale Career College will not provide progress reports, attendance reports, or transcripts for the portion of that program for which the student has not made payments. Glendale Career College will not provide job placement assistance, subsequent enrollment, or any other student services until the student's account balance is current. Financial aid transcripts will be provided upon request, regardless of a student's account balance history. Glendale Career College reserves the right to withhold a graduate student's diploma until that student's account balance is current as per the terms of the agreement signed by the student.

FINANCIAL AID STUDENT RIGHTS

Students have the right to know:

- Types of Financial Aid available at Glendale Career College;
- The basis for eligibility and the process of fulfilling these needs;
- What Financial Aid has been awarded and the conditions to which they are agreeing;
- The refund policies of the school, including the Return of Title IV.

This information is available in the Financial Planning Department and contained within this catalog.

REFUND POLICIES

Cancellation

The institution shall also provide a pro rata refund of nonfederal student financial aid program moneys paid for institutional charges to students who have completed 60 percent or less of the period of attendance. Institutions shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars (\$250), if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later. The student has the right to cancel the enrollment agreement for his/her program of instruction until midnight of the seventh (7th) business day after the first day of class. Cancellation will occur when the student gives written notice of cancellation to the school at the address specified in the notice of cancellation. The Institution will refund any monies paid by the student. This refund will include costs of textbooks, supplies or equipment returned in good condition within 30 days after the date the school receives the notice of cancellation. If the student fails to return the supplies, equipment, and/or books, in good condition, within 30 days from the date the notice of cancellation was received, the Institution may keep that portion of the monies paid equal to the cost, and shall only refund the remaining balance. Students may be charged for textbooks that have been used. The institution will make refunds within 30 days from the date of notice of cancellation. Once the student pays for the books, supplies or equipment, those purchases belong to the individual.

Withdrawal

For purposes of processing student withdrawals and calculating refunds or balances owed to the school, Glendale Career College uses the student's last day of attendance in school in the refund calculations described herein.

If a student withdraws from the course of instruction after the period allowed for cancellation of the enrollment agreement, Glendale Career College will remit a refund, less the \$100.00 application fee within 30 days following the student's withdrawal. The student is obligated to pay only for the educational services rendered.

If a student withdraws prior to completing the program he or she is enrolled in, a pro rata refund will be made for the unused portion of the tuition up to the 100 percentile of the program. The calculation is based on the length of the completed portion of the program relative to its total length.

Sample Refund Calculation:

The following sample refund calculation is for a student who withdraws after 500 clock hours have elapsed in a program of study that costs \$10,100

Total Tuition and Fees (-) the Application Fee (=) Charges to Prorate (\div) Program Clock Hours (=) the Hourly Charge

$$\frac{\$10,100 - \$100}{720} = \$13.80$$

Hourly Charge (x) Elapsed Clock Hours (=) Prorated Charges (+) the Application Fee (=) Total Owed to the College

$$\$13.80 \times 500 = \$6944 + \$100 = \$7,044$$

Total payments to the College (-) Actual Amount Owed to the College (=) Amount to be Refunded or Balance Owed to the College.

Withdrawal and Return of Title IV

Effective for all withdrawals or terminations from the institution on or after October 7, 2000, the Institution complies with federal regulations of Return of Title IV in the determination of Title IV that must be returned on behalf of a student. The Institution complies with state or institutional refund policies in determining the amount of unearned tuition. In addition to federal student financial assistance, a student's financial aid package is likely to include other non-federal funding which also may be required to be refunded when a student withdraws or is terminated.

The Institution must return the lesser of:

- The amount of Student Financial Aid Program funds that the student does not earn; or
- The amount of institutional costs that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that was not earned.

The student (or parent, if a Federal PLUS loan) must return or repay, as appropriate:

- Any Student Financial Aid loan funds in accordance with the terms of the loan; and
- The remaining, unearned Student Financial Aid Program grants (not to exceed 50% of the grant) as an overpayment of the grant.

Examples of the Return to Title IV calculation are available upon request from the Financial Planning Department.

If the student withdraws or is terminated from a program of study, the student may personally be responsible for paying the earned institutional charges that are not covered by any Federal Aid.

The student may officially withdraw from the institution by submitting a written request for withdrawal or completing the institutional forms provided by the Registrar's office.

A withdrawal may be effectuated by the student's written notice or by the student's conduct, including but not necessarily limited to, a student's lack of attendance.

RETURN OF TITLE IV FUNDS

All institutions participating in the Student Financial Aid (SFA) Programs are required to use a statutory schedule to determine the amount of funds a student has earned when he or she ceases attendance based on the period the student was in attendance.

The Higher Education Amendments of 1998, in general, require that if a recipient of Student Financial Aid Program assistance withdraws from the Institution during a payment period or a period of enrollment in which the recipient began attendance, the Institution must calculate the amount of SFA Program assistance the student did not earn and those funds must be returned. Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine how much funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned a 100% of the SFA Program funds.

The percentage of the payment period or period of enrollment completed is the total number of calendar days in the payment period or period of enrollment for which the assistance is awarded divided into the number of calendar days completed in that period as of the day the student withdrew. *

$$\frac{\text{Number of Calendar Days Completed}}{\text{Number of Calendar Days in the Payment Period}}$$

*NOTE: Scheduled breaks of at least five (5) consecutive days are excluded from the total number of calendar days in a payment period or period of enrollment (numerator) and the number of calendar days completed in that period (denominator). Days in which a student was on an approved leave of absence are also not included in the calendar days for the payment period or period of enrollment.

If you get a student loan, you are responsible for repaying the loan amount plus any interest less the amount of any refund.

Glendale Career College has never filed a petition or had a petition in bankruptcy filed against it and is not operating as a debtor in possession.

STUDENT INFORMATION AND SERVICES

Glendale Career College offers many fine student services to ensure career success during the student's stay at the school and after graduation.

Orientation

Students are required to attend a scheduled new student orientation session, where they will be introduced to key staff. During the orientation, policies and procedures pertaining to the Institution and specific program areas as well as program content will be reviewed.

Tutoring

Glendale Career College offers a full range of tutoring services. Tutoring may be obtained for study skills, program subject matter and GED assistance. Specialized tutoring appointments may be made prior to students starting their regular program of study at the school.

Student Loan Assistance

Glendale Career College maintains a full-service student loan assistance department to assist students in keeping loans current. The student loan assistance department contacts students and keeps current addresses and telephone numbers. Students not able to make their loan payments, for a short time, may be offered opportunities for deferments or for reduced payments.

Seminars Available Through Outside Groups

Students are offered opportunities to attend seminars, conventions and meetings in connection with various professional associations, such as the American Association of Medical Assistants (AAMA) and the Association of Surgical Technologists California State Assembly. In addition to those mentioned, other organizations offering seminars that may be of value to the student are considered.

TEXTBOOKS AND MATERIALS

Textbooks are issued to students at the beginning of each module, unless otherwise required by the specific program. Allied health students are also issued scrubs at the beginning of the program, which are to be used throughout the duration of the training. In the event of damage, loss, or theft, students are responsible for the cost of replacement. Students are also responsible for providing their own supply of paper, pens, pencils, etc. as needed.

CODE OF CONDUCT

Glendale Career College is a professional environment. It is expected that students will conduct themselves in a professional manner consistent with the standards of the Institution and the general workplace. Glendale Career College does not tolerate unprofessional behavior or the use of profane language towards fellow students or staff. Any student whose actions interfere with the right of others to gain an education or generally cause disruption will be disciplined, up to and including termination from the Institution. Glendale Career College has a zero tolerance policy with regards to any acts of abuse, violence, harassment or retaliatory behavior. Those purposefully and willfully involved in such criminal acts are subject to immediate termination from enrollment. Students who are dismissed for conduct violations may not be eligible for re-admission.

All students are expected to adhere to the general rules pertaining to personal appearance and standards of conduct in addition to compliance with specific dress codes as required by each academic department. In the event there is a question as to what is appropriate regarding dress code, conduct, appearance, and behavior, the program director or other staff will clarify the policy and make the final determination. Should the student find this unsatisfactory, the appeals procedure as stated in the catalog will be followed.

Inappropriate conduct includes, but is not limited to:

- Academic dishonesty including cheating and plagiarism;
- Interfering with the right of others to an education;
- Being disruptive and disrespectful to fellow students, faculty, and staff;
- Malicious and intentional actions deemed unacceptable by the Institution or general workplace standards;
- Theft or intent to defraud;
- Violation of drug and alcohol policies;
- Violation of current Institution rules, policies and procedures;
- Disparagement of fellow students, staff or faculty;
- Violation of safety and security rules on campus or any affiliated or sponsoring entity; and
- Improper use of the internet or use of cell phones during class time.

GROUND FOR DISCIPLINARY ACTION

Grounds for disciplinary action include, but are not limited to:

- Unsatisfactory academic performance;
- Unsatisfactory attendance;
- Violation of Code of Conduct; and
- Non-compliance with policies and regulations.

DISCIPLINARY PROCEDURES AND TERMINATION

All disciplinary matters will be reviewed by the Campus Director/designee. Students will be notified in writing of any actions within ten business (10) days of the initial review. The review may result in one of the following actions:

- The dismissal of the charge;
- Suspension;
- Termination; or
- Other appropriate action.

STUDENT COMPLAINT PROCEDURE AND APPEALS POLICY

Should a disciplinary action such as suspension or termination be taken, the student will be notified in writing via certified mail. The student may appeal the decision within ten (10) business days of receiving their letter of notification. All appeals must be submitted in writing, and students must be able to provide documentation in support of the appeal. Appeals will be reviewed within ten (10) business days by the Campus Director. The decision of the Campus Director is final.

APPEALS PROCEDURES

Many issues or concerns can be resolved by discussing the situation with an appropriate staff member. Students seeking to resolve problems or complaints should follow the steps below when seeking a resolution:

- Contact the appropriate instructor or staff member;
- If the issue remains unresolved, contact the Program Director or Campus Director; and
- If the concern is still yet unresolved, the appeal must be submitted to the Campus Director in writing. The Director will consider all information presented and attempt to resolve the situation in the best interest of the student and school. The complaint or grievance, along with any necessary supporting documentation, must be presented in writing to the Director at the address listed below. A written response will be provided within ten (10) business days.

**Glendale Career College
240 North Brand Blvd. Lower Level
Glendale, CA 91203**

If the complaint or grievance remains unresolved, students may contact the Corporate Director of Education and Compliance at the address and telephone number listed below. The Corporate Director of Education will endeavor to reach a resolution acceptable to both the student and the school administration.

**Corporate Director of Education
Success Education Colleges
2121 West Garvey Avenue North
West Covina, CA 91790
Telephone Number: 626-960-5046**

A student or any member of the public may file a complaint about this institution with the Bureau For Private Postsecondary Education by calling the toll free number 1-888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

In the event that no satisfactory resolution can be found between the parties, then all materials may be sent to:

Bureau for Private Postsecondary Education
2535 Capital Oaks Drive Suite 400
Sacramento, CA 95834
Toll Free Number: 1-888-370-7589
Phone Number: 916-431-6959
Fax Number: 916-263-1897

or

Accrediting Bureau of Health Education Schools (ABHES)
7777 Leesburg Pike, Suite 314 N.
Falls Church, VA 22043
(703) 917-9503

INTERNET ACCESS POLICY

All internet usage is restricted to school use only. Access to or dissemination of sexually explicit graphics or otherwise offensive or discriminatory material and downloading software from the internet is strictly prohibited. Anyone found in violation of this policy may be subject to termination.

USE OF IMAGES

I acknowledge that during the course of my program, there may be photographic or video images taken of me. I understand that these images might be used in print media publications, advertisements, online and in any other format that Glendale Career College chooses.

I release Glendale Career College, their offices, employees, agents and designees from liability for any violation of any personal or proprietary right I may have in connection with such use of these images.

STUDENT RIGHTS AND RESPONSIBILITIES

The Family Educational Rights and Privacy Act (FERPA) is a federal law governing how student records and information are managed. Generally, FERPA prohibits educational institutions from disclosing private student information (such as grades and social security numbers) without prior consent from the student. It also gives students the right to review many student records and correct errors.

FERPA permits institutions to disclose some student records under specific conditions. For example, certain student information may be disclosed in emergencies involving threats to the health or safety of the student or the College community or when a student is injured or missing for a defined period of time without explanation (all students are required to furnish emergency contact information for this purpose). Institutions also are permitted to designate less private categories of "Directory Information" that may be disclosed without a student's consent, unless the student has specifically instructed the institution not to share such information. At Glendale Career College, "Directory Information" includes a student's name, address, telephone number, date and place of birth, major field of study, and most recent previous school attended.

CAMPUS SECURITY

It is Glendale Career College's intent to provide a safe educational environment for both students and staff. Students should immediately report campus crimes or emergencies to a school employee. The school employee will take appropriate action to promptly and accurately report the crime to the institution's administrative staff. The administrative staff will report such incidents to the proper authorities.

Glendale Career College complies with the Campus Crime Statistics internet-reporting requirements set forth by the U.S. Department of Education. Campus Crime Statistics may be viewed at <http://www.nces.ed.gov/ipeds/cool>.

DRUG AND ALCOHOL ABUSE AWARENESS AND PREVENTION

Pursuant to the Drug-Free Schools and Communities Act (Public Law 101-226) and Glendale Career College policy, the possession, use, distribution, or solicitation for distribution of illegal drugs and alcohol by students and employees is prohibited. Anyone needing help with a drug or alcohol problem is encouraged to call the National Institute on Drug Abuse Hotline at 1-800-662-HELP for information and referral to treatment centers in the local community.

Students who are found in violation of this policy will be subject to disciplinary actions up to and including termination. In addition, if an individual is convicted of certain drug-related federal or state offenses, the court may suspend his/her eligibility for federal benefits, including federal student financial aid. If an individual receiving federal student financial aid is convicted three or more times for drug distribution, he or she may become permanently ineligible to receive Title IV Financial Aid funds.

STUDENT RECORDS AND TRANSCRIPTS

Glendale Career College secures, retains, and disposes student records information in accordance with local, state, and federal regulations.

The Family Educational Rights and Privacy Act (FERPA) protect the privacy of student educational records. Glendale Career College will not permit access to or release of information to any individual or agency without the consent of the student, except to the following parties or under the following conditions as permitted by law:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the Institution;
- Accrediting organizations; and
- To comply with a judicial order or lawfully issued subpoena.

CAREER SERVICES

Career Service assistance is available to all graduates whose accounts are in good standing and who have successfully completed a diploma program at Glendale Career College. Every effort is made to help graduates secure a position suitable to their individual interests and abilities in their chosen field. Career Services provides assistance in resume writing, interviewing techniques, personal appearance, and marketing newly acquired skills.

Glendale Career College makes no guarantees concerning job placement as an inducement to enroll, nor does the Institution promise or guarantee employment to any currently enrolled student or graduate.

Glendale Career College maintains a list of employers who have previously hired our graduates. In addition, the institution will make every effort to provide employment leads to all graduates. It is expected that graduates utilizing this service will fully cooperate with the Career Services Department in their job search, and will demonstrate a good faith effort to secure a position in their field of study. It is also expected that all graduates will provide the Career Services Department with information pertaining to their employment.

STUDENT GUIDANCE SERVICES

Guidance services are available on a continuing basis to all Glendale Career College students. Our goal is to assist all students in attaining their desired educational objectives. The faculty and staff welcome the opportunity to assist students in resolving problems that become obstructions to the educational process. Students requiring further professional assistance will be provided information about agencies that they may contact.

Copyright Infringement Policy

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. Glendale Career College responds promptly to legitimate notices or letters of illegal copyright infringement based on the requirements of the Digital Millennium Copyright Act and directs both our Information Technology and Compliance departments to investigate and respond. Glendale Career College will cooperate fully with any investigation by public authorities related to illegally downloaded copyrighted information. Students found guilty will be subject to the full extent of fines and penalties imposed, as well as facing automatic loss of the College's network access, and possible suspension or termination from their program of study.

For more information, please see the website of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

ACADEMIC ADVISING

Academic advising is available throughout the student's enrollment at the school. Individual advisement sessions are scheduled by appointment and outside of regular class time. In addition, faculty members are available throughout each module to meet with students as needed.

WITHDRAWAL FROM SCHOOL

All withdrawals should be done formally with the campus director/designee and financial planning representative. Any pending academic and financial planning matters should be resolved prior to leaving the school. Students who are contemplating withdrawing from a module should consider the following if re-entry is a future consideration:

- The student may have to wait for the appropriate module to be offered;
- The entire module from which the student withdrew may need to be repeated prior to receiving a final grade; and
- Financial aid and/or tuition costs may be affected.

ACADEMIC INFORMATION

ATTENDANCE

Students must attend classes according to their established schedules. Frequent absences and/or tardiness are cause for disciplinary action such as probation or termination.

THE 14-DAY RULE

Students who are absent for 14 consecutive calendar days will be withdrawn from the program.

85% MINIMUM ATTENDANCE RULE *

Students are expected to attend all scheduled classes. Students whose attendance falls below 85% will be placed on attendance probation and will be notified by letter of the specific terms and conditions for continuation in the program. Students who are placed on attendance probation are given thirty (30) days to raise their attendance to meet the required percentage. If the student's attendance is still below the minimum required at the end of the thirty-day period, the student might be terminated.

The student may appeal to the Campus Director or designee for an extended probationary period if mitigating circumstances are presented in a documented form. The extended probationary period may not exceed 30 days. If a student is terminated due to unsatisfactory attendance, he/she may appeal to the Campus Director for re-entry.

*Please refer to the program handbook for specific information regarding the attendance policy for the Vocational Nursing.

TARDINESS/EARLY DEPARTURE

Tardiness is a disruption of a good learning environment. In order to obtain the maximum benefit of their instructional program, students are expected to be in class on time and to remain the entire instructional period. Frequent tardiness and/or early departure will be cause for disciplinary action up to and including attendance probation. A tardy or early departure will be recorded as time out of class and deducted from the total scheduled instructional time. Deduction of time out of class will be rounded up to the nearest quarter-hour increment. Vocational Nursing students should refer to their handbook for additional information regarding tardiness or early departure.

EXTERNSHIP/CLINICAL EXPERIENCE

Some programs require participation in an externship/clinical setting. The externship/clinical experience provide students an opportunity to apply classroom knowledge and skills to real life on-the-job situations. Students must complete 100% of all scheduled externship/clinical hours.

It is extremely important that students take their clinical/externship experience seriously. Students who are terminated from their clinical/externship site will be evaluated by Glendale Career College and a determination will be made regarding the possibility of setting up a second clinical/externship with an alternative site. If Glendale Career College believes that a second clinical/externship opportunity is not warranted given the seriousness of circumstances surrounding the termination from the student's initial site, then the student will be terminated from the institution. Students who are terminated from a second clinical/externship site opportunity will be subject to termination from the institution. In cases where the Campus Director determines the student was wrongfully terminated by a clinical/externship site or there were unique circumstances surrounding his/her dismissal, additional clinical/externship opportunities may be provided.

ACADEMIC MAKE-UP POLICY

There is no make-up given for missed quizzes. Those participation points are forfeited by the absent student. Students are allowed one make-up exam per course or module. This exam may be used as the unscheduled make-up exam or to improve a failing grade. *

Scheduled make-up exams are given before the absence or immediately upon return to class. Scheduled make-ups must be approved by the instructor before the absence. No point deductions are taken from a scheduled make-up exam.

Unscheduled make-up exams are given immediately upon return to class. The maximum grade that a student can earn is a 70 (i.e., 85 = 70, 72 = 70, 65 = 65). If additional absences occur on exam day, a "0" grade will be recorded for that student.

* Surgical Technology and Vocational Nursing students should refer to their program handbook regarding make-up exams.

LEAVE OF ABSENCE

Students must submit in writing a request for a leave of absence. The request must be signed, dated and include the reason for which the student is requesting the leave. Leaves of absence must be pre-approved unless unforeseen circumstance prevents the student from obtaining pre-approval. A leave of absence will be approved only if:

- The reason for the request is justified.
- There is reasonable expectation that the student will return to school.
- The initial leave of absence does not exceed 60 days.
- The cumulative number of days may not exceed more than 180 days per 12 month period.
- Prior arrangements have been made for the student to be able to continue the academic coursework upon return from the leave of absence.

Under extenuating circumstances, a student may be granted more than one leave of absence as required by law (e.g. FMLA, military deployment orders, etc.). Additional request(s) must have the appropriate documentation.

The number of days in a leave of absence is counted beginning with the first day of the student's initial leave of absence. Failure to return to school on the scheduled return date will result in immediate withdrawal from the Institution per the withdrawal policy. Withdrawal affects government loan repayment terms, including the grace period, and any other education loans that may be held by the borrower.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

SAP applies to all students, not just those receiving financial aid. SAP requires that students be evaluated at regular intervals of time during their enrollment using qualitative and quantitative standards. SAP is calculated using the cumulative grade point average (qualitative assessment) and timely completion of required credits for completion of each student's program of study (quantitative assessment). Transfer credit does not have any effect on this calculation. Students who graduate and return to enroll in a new program area will be treated as a new student for the purpose of calculating SAP.

Satisfactory Academic Progress (SAP)

The student must be progressing toward completion of the program within a specified time frame. Students are required to complete the program within one and a half times the length of time normally scheduled for a program. Students' grades are measured at the end of each course.

At the end of the first 25% of the normal program length, students must maintain a grade point average of 1.0 and complete a minimum of 15% of the total program credits.

At the end of the midpoint (50%) of the normal program length, students must maintain a grade point average of 1.5 and complete a minimum of 25% of the total program credits.

At the end of 75% of the normal program length, students must maintain a grade point average of 1.75 and complete a minimum of 50% of the total program credits.

At the end of 100% of the normal program length, students must maintain a grade point average of 2.0 and complete a minimum of 75% of the total program credits.

At the end of 150% of the normal program length, students must maintain a grade point average of 2.0 and complete 100% of the total program credits.

Students not meeting SAP standards are placed on academic warning status. Students will receive a written letter indicating their academic warning status. Once students are placed on academic warning status, they have until the next SAP evaluation point to raise their cumulative GPA and credits earned to the minimum standards. At the next SAP evaluation point, if students successfully raise their cumulative GPA and credits earned to the minimum standards, they will be removed from academic warning status and considered to be making satisfactory academic progress. Students who do not meet the minimum academic progress standards will be notified of appeal procedures necessary to be considered for academic probation status.

Effect of Satisfactory Academic Progress on Federal and State Financial Aid Eligibility

Students are considered to be making satisfactory academic progress when they begin their program. Students on academic warning status are also considered to be making satisfactory academic progress and, therefore, will continue to receive financial aid disbursements. Students will only be eligible for an additional disbursement of Federal financial aid for a term subsequent to warning if they are placed on academic probation after submitting a successful appeal. If a student's financial aid eligibility is not reinstated after the probation term, the student will lose Federal and State financial aid eligibility and will be subject to withdrawal. If a student reestablishes satisfactory academic progress, financial aid eligibility will be reinstated.

If at any time it is determined that a student cannot complete the academic program within the maximum timeframe or is incapable of reestablishing satisfactory academic progress, financial aid eligibility will be terminated.

Appeal Process

The student may appeal the decision within ten (10) business days of notification. All appeals must be submitted in writing, and students must be able to provide documentation in support of the appeal. In the written appeal letter, the student must explain the unusual circumstances that the student believes would have a bearing on reinstatement for financial aid, such as an emergency, illness, or an accident. The student should also describe what changed in the student's situation that will allow him to make SAP at the next evaluation. Supporting documentation must also be submitted.

The appeal procedure and a sample appeal letter may be obtained at the financial aid office.

Appeals will be reviewed within ten (10) business days by the Campus Director. The decision of the Campus Director is final.

Students granted an appeal will be notified in writing and placed on academic probation status for one term, and will regain eligibility for financial aid disbursements for

that term. If the appeal is denied, the student will not be eligible for Federal financial aid disbursements and may be subject to withdrawal.

Satisfactory Progress (Vocational Nursing Program and Surgical Technology Program)

In addition to meeting the college's required progress towards completion, students enrolled in these two programs must satisfy all of the academic requirements as described in their corresponding student hand book.

INDIVIDUALIZED EDUCATION PLAN

An Individualized Education Plan (IEP) is developed for students to assist them with achieving and maintaining Satisfactory Academic Progress. An IEP may be developed for a student who has an approved mitigating circumstance which has negatively impacted his/her academic performance. No more than one IEP may be developed throughout a student's program of study.

GRADING CRITERIA

COURSE AUDIT

A student who is attending a module or course for no credit must receive prior approval from the Campus Director or Program Director before being scheduled for audit. The student is expected to participate in course discussions, projects, but will not be required to take examinations. Audited courses do not apply toward credit and do not count as part of a student's full or part-time schedule for purposes of financial aid. Students may be charged tuition at the prevailing tuition rate. An audit (AU) will not be recorded on the student's transcript and will not be considered as an attempted credit, and will not be included in the calculation of GPA.

INCOMPLETE

Incomplete (I) is an interim grade given to a student who is not able to complete a module or course for reasons that are beyond his or her control. In most cases, students who receive an Incomplete (I) are also on a leave of absence from the school. An Incomplete (I) will be recorded on the student's transcript, but will not be included in the calculation of GPA.

COURSE WITHDRAWAL

A student who is either terminated by the Institution or voluntarily withdraws will receive a WD. The status of Withdrawal (WD) will be recorded on the student's transcript as an attempted credit, but will not be included in the calculation of GPA.

COURSE REPEAT

Students who fail a course must repeat that course. The failing grade and the course repeat grade will be recorded on the student's transcript and only the repeated grade will be included in calculation of GPA. All credit hours attempted will be counted toward maximum program length.

COURSE RETAKE

At the recommendation of an instructor and with permission from the Campus Director, a student may be scheduled to retake a module or course for review purposes. Students will be expected to complete all assignments, tests, and examinations but will not receive credit or a grade for their work. Course Retake does not count toward satisfactory progress, nor will it be included in the calculation of GPA. Tuition may be waived at the discretion of the Campus Director.

CURRICULUM CHANGE

Students who desire to change their curriculum must meet with the Campus Director or designee for approval and complete a new enrollment agreement. When a student changes his/her program of study, the school cannot guarantee the date of graduation due to scheduling. The school will calculate any relevant transfer courses from the previous curriculum, count them toward completion, and calculate the revised MPL.

UNITS OF CREDIT

A credit hour is defined by the number of hours per week in class, the number of hours per week in a laboratory, or the number of hours per week devoted to externship.

CREDIT/CLOCK HOUR CONVERSIONS

For all programs of study, the following conversion formula for lecture, lab, and externship/clinical hours is applied for accreditation and state oversight agencies (rounded down where appropriate):

15 Lecture Clock Hours = 1 Semester Credit Hour
30 Lab Clock Hours = 1 Semester Credit Hour
45 Externship/Clinical Hours = 1 Semester Credit Hour

A Clock Hour (60 minutes) is defined as a 50-minute class period with a 10-minute break.

GRADING SCALE

Unless otherwise noted, the general grading scale used to determine satisfactory progress is as follows:

Numeric Grade	Letter Grade	GPA Quality Points
90+	A	4.0
80-89	B	3.0
70-79	C	2.0
69 and below	F	0.0
	I	Incomplete
	WD	Withdrawal/Drop

Successful completion of each module requires a minimum cumulative passing grade of 70%. Also, a student must achieve a minimum cumulative score on unit exams/tests of 70% or better in order to earn a passing grade in a module.

The grading scale used to determine satisfactory progress in the Vocational Nursing program is as follows:

Numeric Grade	Letter Grade	GPA Quality Points
90-100	A	4.0
80-89	B	3.0
79 and below	F	0.0
	I	Incomplete
	WD	Withdrawal/Drop

Successful completion of each module in the Vocational Nursing program requires a minimum cumulative passing grade of 80%.

MAXIMUM STUDENTS IN CLASSROOM AND LAB

Classes do not generally exceed a ratio of one (1) instructor to thirty (30) students for lecture classes and one (1) instructor to twenty (20) students for laboratory classes. Some classroom ratios may vary to meet program requirements.

CLASS CANCELLATIONS

Administration reserves the right to cancel any class if the number of students falls below the minimum accepted. Class cancellations may occur during the first five scheduled class days, in which case Glendale Career College will refund all monies due, if applicable.

GRADUATION REQUIREMENTS

Graduation for all programs of study is accomplished by completing all program requirements, maintaining Satisfactory Academic Progress (SAP) and arranging for payment of all financial obligations. Specific requirements for students include:

- A minimum cumulative Grade Point Average (GPA) of 2.0;
- A cumulative attendance percentage of 85%;
- Completion of all scheduled externship/clinical hours;
- Satisfactory completion of all module requirements within program of study;
- Surgical Technology students are required to sit for the National Certification Examination (CST) administered through The National Board for Surgical Technology and Surgical Assisting (NBSTSA).
- Must have earned a minimum of 67% of total program credits attempted.

Students who meet the requirements stipulated above will receive a diploma or degree in their field of study. Students must verify satisfactory completion of all program criteria for graduation with the Campus Director, Registrar, Financial Planning, and Career Services staff. Vocational Nursing students have more stringent guidelines as part of their graduation requirements. Please see program handbook.

CERTIFICATION EXAMINATIONS

Glendale Career College students may apply and take certification/licensure exams after completion of all required courses. Students are encouraged to consult department staff for additional information.

National Center for Competency Testing (NCCT) Certifications for MA & MOS Students

NCCT Certification	Certification Credential	Academic Program
Nationally Certified Medical Assistant	NCMA	Medical Assisting
Nationally Certified Insurance & Coding Specialist	NCICS	Medical Office Specialist
Web Address for NCCT: www.ncctinc.com		

NCCT certification provides an important compass to guide students and entry level professionals to the career of their choice. It is an important bridge to allow candidates to cross into the professional world with confidence and credibility.

NATIONAL BOARD OF SURGICAL TECHNOLOGY AND SURGICAL ASSISTING (NBSTSA)

Surgical Technology students are required to sit for the Certified Surgical Technologist (CST) certification exam.

Surgical Technology Certification	Certification Credential	Academic Program
Certified Surgical Technologist	CST	Surgical Technology
Web Address: www.nbstsa.org		

The NBSTSA is a professional organization that evaluates applicants for surgical technology certification.

STATE BOARD OF NURSING

Nursing Certification	Certification Credential	Academic Program
NCLEX-PN	LVN	Vocational Nursing
Web Address: www.ncsbn.org		

Nursing graduates are required to sit for the National Council Licensure Examination (NCLEX-PN). Licensure examinations are administered by the State Board of Nursing. Applicants with past criminal history will be evaluated on a case-by-case basis, and licensure rests solely with the Board of Nursing.

**INTERNATIONAL ASSOCIATION OF HEALTHCARE CENTRAL SERVICE MATERIEL
MANAGEMENT (IAHCSMM)**

Central Service Instrument Technician Certification	Certification Credential	Academic Program
International Association of Healthcare Central Service Materiel Management	CRCST	Central Service (Instrument) Technician
Web Address: http://iahcsmm.org		

ADVISORY BOARDS

Glendale Career College utilizes the expertise of advisory boards for each program. Board members are industry representatives who share unique knowledge and skills that complement and enhance Glendale Career College programs of study. Advisory boards meet at minimum annually/ once every twelve months.

All of the Glendale Career College programs are “non-residential” and the College has no responsibility to find or assist a student in finding housing. Student advisors and other staff members can provide students with information on community resources as necessary. All Glendale Career College Programs are delivered in English at the classroom sites listed in this catalog.

All programs of study are delivered “on-ground” at the campus locations indicated.

PROGRAMS OF STUDY

CENTRAL SERVICE INSTRUMENT TECHNICIAN

D.O.T. Code 381.687.010

C.I.P. Code 15.1012

Objective

The Central Service Instrument Technician (CSIT) program will prepare students to acquire the knowledge, skills, abilities and experience needed to function as a central service instrument technician. This program is designed to introduce the varied processes and procedures utilized in the central service department of a hospital. This program will prepare the student to function effectively in providing patient care and safety to the patient. Students will work on developing skills in instrumentation, chemical disinfection, sterilization, decontamination, quality assurance, and inventory control. Job-related skills will be acquired through a balance of program lecture, demonstration, discussion, and laboratory work in clinical site activities. **Instructional Delivery Method: Residential**

Length of program: 34 weeks

Course Number	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Add'l Outside Hours	Total Clock Hours	Semester Credit Hours
SOS	Seminar for Success	32	32	0	15	79	3.0
CSIT101	Medical Terminology	12	0	0	3	15	0.5
CSIT102	Anatomy & Physiology	28	0	0	6.5	34.5	1.5
CSIT103	Microbiology	20	0	0	4.5	24.5	1.0
CSIT104	Aseptic Technique	15	5	0	3	23	1.0
CSIT105	Sterilization & disinfection	70	30	0	17	117	5.5
CSIT106	Instrumentation	10	50	0	2	62	2.0
CSIT107	Distribution	30	10	0	7.5	47.5	2.0
CSIT108	Quality Assurance, Risk Management, CPR	30	10	0	7.5	47.5	2.0
CSIT109	Clinical Experience I	0	0	40	0	40	0.5
CSIT110	Clinical Experience II	0	0	360	0	360	8.0
	TOTAL	247	137	400	66	850	27

Upon successful completion of the program, the graduate will be eligible to take the CRCST certification exam through the IAHCMM organization. Students are encouraged to consult department staff for additional information on the test dates and/or other questions.

Career Opportunities

A graduate of the Central Service Instrument Technician Program may be employed as a Central Sterile Supply Technician, Sterile Processing Technician, Certified Registered Central Service Technician, Sterile Preparation Technician, Sterile Processing and Distribution Technician, Medical Supply Technician, Sterile Technician, Materiel Reprocessing Technician, and Surgical Equipment Technician-upon successfully passing the IAHCMM Certification exam. This person may be employed in the Central Processing department of a hospital or surgical centers.

Course Descriptions

SOS Seminar for Success

Prerequisite: None

Orientation and success building course for Career Students. Review of basic math, language, vocabulary, and writing skills. Introduction to core career classes, availability of community resources, outlining, summarizing, managing credit and other life skills.

CSIT101 - Medical Terminology

Prerequisites: SOS

Medical terminology is the professional language utilized in the field of medicine. It is the introductory course to all the allied health related programs. This course will provide the students with the basic skills to communicate in the medical language.

CSIT102 - Anatomy & Physiology

Prerequisites: SOS

The Anatomy & Physiology course will be an introduction to the complicated world of the human body. Students will receive lectures on organization of the body, cell theory, tissues, glands, membranes and the integumentary, skeletal, and muscular systems. Students will receive lectures on blood, heart, blood vessels, lymphatic, nervous, sensory, endocrine, respiratory, urinary, digestive, and the reproductive systems.

CSIT103 - Microbiology

Prerequisites: SOS

In this course, students will be introduced to the principles of microbiology and the study of microorganisms such as bacteria, viruses, protozoa and fungi, with emphasis on the nature and the characteristics of microbes and their transmission in the environment. In addition, the fundamentals of Standard (Universal) Precautions and OSHA regulations are stressed.

CSIT104 - Aseptic Technique

Prerequisites: SOS

The principles of asepsis and infection control measures are stressed during this course in order to ensure a safe working environment. During this course, the fundamentals of Standard (Universal) Precautions and OSHA regulations continue to be addressed with emphasis on reducing the risk of transmitting infectious agents to patients.

CSIT105 - Sterilization & Disinfection

Prerequisites: SOS

This course will provide the student the opportunity to develop the skills needed to work in the central processing department of a hospital or a medical facility. Students will develop skills in decontamination and disinfection as well as high-and-low-temperature sterilization methods, materiel management, and wrapping and storage of supplies.

CSIT106 - Instrumentation

Prerequisites: SOS

In this course, students will learn and be able to identify and name basic surgical instruments, their application and use as well as caring for and maintaining them.

CSIT107 - Distribution

Prerequisites: SOS

In this course, students will learn and be able to apply basic concepts in inventory control and distribution of surgical and medical supplies throughout a hospital or medical facility. Storage and space utilization skills will be emphasized as well as hospital requisitions and case cart distribution systems.

CSIT108 - Quality Assurance, Risk Management, CPR

Prerequisites: SOS

In this course, students will learn the Fundamentals of Basic Life Support and cardiopulmonary resuscitation (CPR) according to the guidelines of The American Heart Association (AHA). Students will progress in their area of Material Safety Data Sheets (MSDS), work simplification, special handling, record keeping, and the Six Sigma concepts in quality assurance. Students will also learn inventory management, human relations skills and professional development. Prior to clinical experience, students will receive Job Preparation training designed to assist the student in entering the workforce.

CSIT109 - Clinical Experience I

Prerequisites: SOS, 101-108

The first week of Clinical consists of introductory hands-on experience through the central service and sterile processing departments of a hospital or outpatient facility. The student will be expected to observe and perform the basic duties of a central service instrument technician under the supervision of a facility staff member, preceptor or clinical educator.

CSIT110 - Clinical Experience II

Prerequisites: SOS, 101-109

Clinical consists of a 9-week hands-on experience through the central service and sterile processing departments of a hospital or outpatient facility. The student will be expected to perform the duties of a central service instrument technician under the supervision of a facility staff member, preceptor or clinical educator.

VOCATIONAL NURSING PROGRAM CURRICULUM

D.O.T. CODE: 079.374.014

C.I.P. 51.1699

Objectives

The Vocational Nursing program provides students with the opportunity to develop the knowledge and skills necessary to function as a vocational nurse in a variety of settings. The student will receive classroom, laboratory, and clinical instruction in nursing areas of fundamentals, anatomy and physiology, pharmacology, medical surgical, mental health, maternity, pediatric, and leadership nursing.

After successful completion of the program, the student is required to take the NCLEX-VN examination for licensure as a vocational nurse. Graduates of the vocational nursing program may be employed as a licensed vocational nurse upon application to the State Board of Nursing and successfully passing the NCLEX-VN examination.

Instructional Delivery Method: Residential

Length of program: 64 Weeks

Course Number	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Clock Hours	Semester Credit Hours
SOS	Seminar for Success	77	0	0	77	5.00
VNFN	Fundamentals Of Nursing	91	80	0	171	8.50
VNA&P	Anatomy and Physiology	50	16	64	130	4.50
VNPH	Pharmacology	25	0	80	105	3.00
VNMS II	Medical Surgical Nursing II	166	0	240	406	16.00
VNMS III	Medical Surgical Nursing III	166	0	240	406	16.00
VNMS IV	Medical Surgical Nursing IV	70	0	112	182	6.50
VNMH	Maternal Health (Obstetrics)	36	0	48	84	3.00
VNCH	Child Health (Pediatrics)	30	0	48	78	3.00
VNMENTH	Mental Health	30	0	32	62	2.50
	TOTAL	741	96	864	1701	68.00

Career Opportunities

A graduate of the Vocational Nursing Program may be employed as a Licensed Vocational Nurse upon successfully passing the NCLEX-VN exam. This person may serve patients and clients in many settings: hospitals, clinics, doctor's offices, extended-care facilities and other medical facilities.

COURSE DESCRIPTIONS

SOS- Seminar for Success/Introduction to Nursing

Prerequisites: None

Total Clock Hours: 77 Total credit hours: 5.00

Students will gain knowledge and orientation to success building course. Review of math including pharmacological calculations, language, vocabulary, and writing and communication skills. Students will have an introduction to nutrition, growth and development, availability of community resources, outlining, summarizing, critical thinking and other life skills.

(Term 1)

VNFN – Fundamentals Of Nursing

Prerequisites: SOS – Seminar for Success/Introduction to Nursing

Total Clock Hours: 171 Total credit hours: 8.50

Students will gain knowledge of basic nursing skills, their principles, rationale, including communication skills, the nursing process, patient education, gerontological nursing and rehabilitative nursing. Legal and ethical aspects of nursing care are also covered. Basic nutrition using the food pyramid and food groups will be introduced. Students will also learn basic diets for different medical conditions, (cardiac, diabetic, etc.) that will also be covered in more detail as those disease processes are explored in Medical/Surgical nursing. This course looks at the patient as a whole being and emphasizes treating the person with respect to cultural and ethical differences. Maslow's theory is utilized as a basis for understanding human needs. Psychological adaptations to illness and various situations are discussed as well as care of the patient with a psychological diagnosis in the acute care facility. The growth and development of patients as part of the normal aging process is discussed. Starting from birth to death there are certain stages most people pass through and this is relevant to the nursing care plan for each patient.

VNA&P – Anatomy and Physiology

Prerequisites: SOS- Seminar for Success/Introduction to Nursing

Total clock hours: 130 Total credit hours: 4.50

Students will gain knowledge of basic anatomy and physiology of the human body. The structure and normal function of each of the body systems and the related pathology will be studied with correlation to each system as it is covered in the Medical/Surgical nursing courses.

VNPH – Pharmacology

Prerequisites: SOS- Seminar for Success/Introduction to Nursing

Total clock hours: 105 Total credit hours: 3.00

The basic preparation of medications for administration is covered. The classes and groups of medications, their actions and uses are discussed throughout the program. The student is expected to know the indications and contraindications of each medication before it is administered and to prepare and give medications safely and accurately.

(Term 2)

VNMS II – Medical Surgical Nursing II

Prerequisites: SOS- Seminar for Success/Introduction to Nursing, VNFN, VNA&P, VNPH

Total clock hours: 406 Total credit hours: 16.00

This course covers medical and surgical treatment of the adult. It will cover the body systems of muscular-skeletal, integumentary, respiratory, immune, and gastrointestinal. Diseases and disorders, treatment, diets, and medications will be introduced for each system. Students will develop nursing care plans for assigned patients. In the clinical area, the student will provide direct hands-on care to patients, including the administration of medications. Ethical problems and behaviors are also part of the curriculum in this course.

(Term 3)

VNMS III – Medical Surgical Nursing III

Prerequisites: SOS- Seminar for Success/Introduction to Nursing, VNFN, VNA&P, VNPH, VNMS II

Total clock hours: 406 Total credit hours: 16.00

Review of pharmacology, nutrition, and oncology, as well as anatomy and physiology, to include the cardio-vascular, endocrine, reproductive and renal/genitourinary systems. Diseases and disorders, treatment, diets, and medications will be introduced for each system. Comprehensive review of subjects related to pharmacology, nutrition, as well as anatomy and physiology discussed during Terms 1 and 2. Students will continue development of nursing care plans for assigned patients during the clinical portion of their course, and will also continue to provide direct hands-on care to patients, including the administration of medications.

(Term 4)

VNMH – Maternal Health (Obstetrics)

Prerequisites: SOS- Seminar for Success/Introduction to Nursing, VNFN, VNA&P, VNPH, VNMS II, VNMS III, VNMS IV

Total clock hours: 84 Total credit hours: 3.00

Areas covered will include prenatal, perinatal, neonatal and post-partum care. Discussion of providing medically appropriate care during the unique experience of pregnancy, birth and the transition through postpartum recovery.

VNCH – Child Health (Pediatrics)

Prerequisites: SOS- Seminar for Success/Introduction to Nursing, VNFN, VNA&P, VNPH, VNMS II, VNMS III, VNMS IV, VNMH

Total clock hours: 78 Total credit hours: 3.00

Areas covered include a general introduction to the pediatric patient and progresses to specific needs including diseases and disorders related to each body system. The needs of the pediatric patient and how it differs from the adult patient, pediatric medication administration, and psychological needs of the child and the family will also be discussed.

VNMENTH – Mental Health

Prerequisites: SOS- Seminar for Success/Introduction to Nursing, VNFN, VNA&P, VNPH, VNMS II, VNMS III, VNMS IV, VNMH, VNCH

Total clock hours: 62 Total credit hours: 2.50

Overview of psychiatric-mental health nursing and mental health disorders. Dealing with the needs of victims of abuse, loss, grief, and death, substance abuse, personality, mood and anxiety disorders. Also provides a brief look at crisis intervention and suicide.

VNMS IV – Medical Surgical Nursing IV

Prerequisites: SOS- Seminar for Success/Introduction to Nursing, VNFN, VNA&P, VNPH, VNMS II, VNMS III

Total clock hours: 182 Total credit hours: 6.50

Review of anatomy and physiology, pharmacology, nutrition, geriatrics, and the neurosensory system. This course covers professional development and leadership skills which are necessary for becoming a nursing team member, assignment making, reporting at change of shift and other duties expected of a nurse. It encompasses responsibility for a team of care providers and one's own behaviors. As the student prepares to graduate, they will need to develop job-seeking skills. This will include a review of resume writing and interviewing with prospective employers. Preparation for the licensure exam and the necessary paperwork will be completed and the needs for review of materials before the licensure exam are emphasized.

Curriculum also includes: CPR.

MEDICAL ASSISTANT PROGRAM CURRICULUM

D.O.T. Code 079.362-010

C.I.P. Code 51.0801

Objective

The Medical Assistant Program will offer students the opportunity to obtain the knowledge, skills, and techniques needed to function in the medical office or outpatient clinic. The student will receive cognitive laboratory and clinical instruction in administrative and clinical office procedures, medical laboratory tests and procedures, human anatomy, medical terminology, patient psychology, medical ethics, medical law, and pharmacology. **Instructional Delivery Method: Residential**

Length of program: 36 Weeks

Course Number	Course Title	Lecture Hours	Lab Hours	Extern Hours	Add'l Outside Clock Hours	Total Clock Hours	Semester Credit Hours
SOS	Seminar for Success	32	32	0	15.0	79.0	3.0
AHA101	Medical History and Fundamentals	40	40	0	12	92	3.5
AHA102	Medical Office Administration	40	40	0	12	92	3.5
MA103	Anatomy & Physiology – A	40	40	0	12	92	3.5
MA104	Anatomy & Physiology – B	40	40	0	12	92	3.5
MA105	Anatomy & Physiology – C	40	40	0	12	92	3.5
MA106	Medical Assisting Skills	40	40	0	12	92	3.5
MA107	Medical Career Skills and Response Training	40	40	0	12	92	3.5
MA108	Externship	0	0	160	0	160	3.5
	TOTAL	312	312	160	99.0	883.0	31

Medical Assistant students are eligible to sit for the Medical Assistant national certification exam through the American Medical Technologists organization. Graduates are also eligible to register for several additional national certification exams if they so choose. Students are requested to consult department staff for additional information on the examination testing dates and/or alternative certifications.

Career Opportunities

A graduate of the Medical Assistant Program may be employed by a physician, hospital, medical and diagnostic laboratories, nursing care facilities, or outpatient facility. Employment opportunities can be found in the front office environment such as word processing, medical transcribing, admitting clerk, intake personnel, receptionist, medical records clerk, and other medical administrative procedures. Opportunities in the back office environment may include laboratory procedures such as venipuncture and other laboratory testing, preparing patients for examination, conducting diagnostic tests, and assisting with minor surgeries.

COURSE DESCRIPTIONS

SOS Seminar for Success

Prerequisite: None

Orientation and success building course for Career Students. Review of basic math, language, vocabulary, and writing skills. Introduction to core career classes, availability of community resources, outlining, summarizing, managing credit and other life skills.

AHA101 - Medical History and Fundamentals

Prerequisite: SOS

This module provides an overview of the roles and responsibilities of the medical paraprofessional and an introduction to medical specialties and subspecialties. This module introduces the student to the structures and functions of the human body. Topics include the history of medicine, the health care team and office environment, interpersonal communications, medical law and ethics, basic keyboarding, and medical terminology.

AHA102 - Medical Office Administration

Prerequisite: SOS

This module will introduce students to the basic procedures of the daily management of a medical office. Activities and simulation exercises related to practice management are provided throughout the module. Topics covered include telephone techniques, appointment scheduling, word processing projects to include resumes and cover letters, insurance claims processing, constructing and managing patient records, medical office management software, and basic keyboarding.

MA103 - Anatomy & Physiology – A

Prerequisite: SOS

This module will focus on the respiratory and circulatory systems. Students will learn a variety of patient-care skills such as Venipuncture, ECG testing, and specialty exams. Students will practice skills introduced in this module through laboratory exercises.

MA104 - Anatomy & Physiology – B

Prerequisite: SOS

This module will focus on the lymphatic, immune, digestive, urinary and nervous systems. Students will learn related laboratory skills such as urinalysis and microscope use. Students will practice skills introduced in this module through laboratory exercises.

MA105 - Anatomy & Physiology – C

Prerequisite: SOS

This module introduces the student to the male and female reproductive systems, and the endocrine, integumentary, sensory, and muscular and skeletal systems. Students will practice skills introduced in this module through laboratory exercises.

MA106 - Medical Assisting Skills

Prerequisite: SOS

This module introduces students to basic pharmacology and dosage calculation. Students will assist with medications, injections, and minor surgical procedures. The introduction of related practical skills such as surgical instruments and tray sets, medical asepsis, and sterile gloving are included in the module. This module covers behaviors influencing health, stress reduction, time management skills, and introduces alternative

related therapies. Students will practice skills introduced in this module through laboratory exercises.

MA107 - Medical Career Skills and Response Training

Prerequisite: SOS

This module introduces the students to office emergencies and first aid techniques. Basic Life Support training for the health care provider provides students with the opportunity to become CPR certified. Students will practice skills introduced in this module through laboratory exercises. Students will discuss beginning their job search.

MA108 - Externship

Prerequisite: SOS, AHA101 & 102, MA103 – 107

Upon successful completion of classroom training, medical assisting students will participate in a supervised 160-hour externship experience in medical setting. This module is a requirement for graduation.

MEDICAL INSURANCE BILLER AND CODER PROGRAM CURRICULUM

D.O.T. Code 214.482-010

C.I.P. Code 51.0707

Objective

The Medical Insurance Biller and Coder program prepares graduates for entry-level employment as a medical office billing specialist by providing training in the knowledge, skills, and techniques needed to function in the medical front office, hospital, or medical clinic. Students will learn to set up patient records, computerized practice management, and other functions essential to the medical office environment. Students will also learn the basics of medical coding using CPT and ICD-9-CM codes, and preparation and processing of various insurance claims.

Instructional Delivery Method: Residential

Length of program: 36 Weeks

Course Number	Course Title	Lecture Hours	Lab Hours	Extern Hours	Add'l Outside Clock Hours	Clock Hours	Semester Credit Hours
SOS	Seminar for Success	32	32	0	22.50	86.5	3.0
AHA101	Medical History and Fundamentals	40	40	0	26.25	106.25	3.5
AHA102	Medical Office Administration	40	40	0	26.25	106.25	3.5
MIBC 103	Medical Terminology: Anatomy & Physiology	40	40	0	26.25	106.25	3.5
MIBC 104	Medical Health Insurance	40	40	0	26.25	106.25	3.5
MIBC 105	ICD-9-CM, HCPCS, & Evaluation Management	40	40	0	26.25	106.25	3.5
MIBC 106	CPT Coding	40	40	0	26.25	106.25	3.5
MIBC 107	Medical Career Fundamentals	40	40	0	26.25	106.25	3.5
MIBC 108	Externship	0	0	160	0	160	3.5
	TOTAL	312	312	160	206.25	990.25	31

Career Opportunities

A graduate of the Medical Office Specialist program may be employed as a medical administrative assistant, billing specialist, billing secretary, medical fee clerk, medical record administrator, or a medical record technician. Employment may be found in a variety of places, including corporate offices, medical offices, school administration offices, insurance offices, hospital billing offices, and private employment.

MODULE DESCRIPTIONS

SOS - Seminar for Success

Prerequisite: None

Orientation and success building course for Career Students. Review of basic math, language, vocabulary, and writing skills. Introduction to core career classes, availability of community resources, outlining, summarizing, managing credit and other life skills.

AHA101 - Medical History and Fundamentals

Prerequisite: SOS

This module provides an overview of the roles and responsibilities of the medical paraprofessional and an introduction to medical specialties and subspecialties. This module introduces the student to the structures and functions of the human body. Topics include the history of medicine, the health care team and office environment, interpersonal communications, medical law and ethics, basic keyboarding and computer skills, and medical terminology.

AHA102 - Medical Office Administration

Prerequisite: SOS

This module will introduce students to the basic procedures of the daily management of a medical office. Activities and simulation exercises related to practice management are provided throughout the module. Topics covered include telephone techniques, appointment scheduling, word processing projects to include resumes and cover letters, insurance claims processing, constructing and managing patient records, medical office management software, and basic keyboarding.

MIBC103 - Medical Terminology: Anatomy & Physiology

Prerequisite: SOS

This module provides instruction in medical terminology with emphasis on word structure including word roots, suffixes, and prefixes. The module covers word meaning and pronunciation in addition to common medical abbreviations. Students will be introduced to basic anatomy and physiology, critical to the understanding of medical coding. A study of common disorders and basic diagnostic procedures related to the body systems will be presented.

MIBC104 - Medical Health Insurance

Prerequisite: SOS

This module provides instruction in all aspects of insurance billing, including but not limited to completing, submitting, tracing, and appealing claims. Guidelines for submitting claims to Medicare, Medicaid, TriCare, CHAMPVA, Worker's Compensation, and disability programs are covered. Students are also introduced to HIPAA compliance issues as they relate to patient privacy.

MIBC105 - ICD-9-CM, HCPCS, & Evaluation Management

Prerequisite: SOS

This module provides detailed instruction in the history, characteristics, and purpose of the coding and classification systems used in the medical claims industry. Students receive an in depth review of CPT, ICD-9-CM, and HCPCS medical coding systems, using the industry standard codebooks and source documents.

MIBC106 - CPT Coding

Prerequisite: SOS

This module provides detailed instruction in the characteristics of the procedural coding and classification system used in the medical claims industry. Students will learn the principles of procedural coding using the Current Procedural Terminology (CPT) medical coding system and manual. Students will also be exposed to various source documents ranging from simple to complex.

MIBC107 - Medical Career Fundamentals

Prerequisite: SOS

This module introduces students to the various roles and responsibilities of the insurance billing specialist. Instruction is provided in office and insurance claim processing procedures, including completing, transmitting, tracing, and appealing claims. Medical records documentation practices and computerized practice management software and techniques are taught. This module also introduces students to office emergencies and first aid techniques. Basic Life Support training for the health care provider provides students with the opportunity to become CPR certified.

MIBC108 - Externship

Prerequisite: SOS, AHA101 & 102, MOS103 – 107

Upon successful completion of classroom training, medical office specialist students will participate in a supervised 160-hour externship experience in a medical setting. This module is a requirement for graduation.

SURGICAL TECHNOLOGY PROGRAM CURRICULUM

D.O.T. Code 079.374-022

C.I.P. Code 51.0909

Objective

The Surgical Technology program is designed to instruct in all phases of Surgical Technology, and to prepare competent, entry-level surgical technologists in the **cognitive** (knowledge), **psychomotor** (skills), and **affective** (behavior) learning domains. Upon completion, the graduate can effectively work with and under the supervision of surgeons or registered nurses and become an integral part of the team providing care to patients during the crucial periods of surgery. Much of the training is focused on the clinical aspect of the program where the students gain skills in helping to set up the operating room; prepare patients for surgery; scrub, gown and glove self and other team members; pass instruments and other sterile supplies to surgeons; help care for and dispose of specimens; and assist nurses in cleaning and stocking the operating room for the next operation. The curriculum reflects the latest developments in biomedical science. A graduate of the Surgical Technology program may be employed as a member of an operating room team, which includes surgeons, anesthesiologists, and circulating nurses. In addition to hospital operating rooms, our graduates will be qualified to work in surgical centers, delivery rooms, and medical clinics. **Instructional Delivery Method: Residential**

Total length of program: 57 weeks

Course Number	Course Name	Lecture Hours	Lab Hours	Clinical Hours	Clock Hours	Semester Credit Hours
SOS	Seminar of Success	32	16	0	48	2.50
ST-101	Introduction to the Human Body	30	0	0	30	2.00
ST-102	Muscular/Skeletal Systems	30	0	0	30	2.00
ST-103	Circulatory/Cardiovascular/Respiratory / Lymphatic	30	0	0	30	2.00
ST-104	Neuro-Sensory/Endocrine Systems	30	0	0	30	2.00
ST-105	Gastro-Intestinal/Genitourinary/Reproductive Systems	30	0	0	30	2.00
ST-106	Microbiology/Immunology	20	5	0	25	1.50
ST-107	The Surgical Environment	20	5	0	25	1.50
ST-108	Asepsis, Sterilization and Disinfection	20	5	0	25	1.50
ST-109	Basic Instrumentation, Equipment & Supplies	20	10	0	30	1.50
ST-201	Scrubbing, Gowning, and Gloving	5	20	0	25	1.00
ST-202	Preoperative Patient Care	15	10	0	25	1.00
ST-203	Patient Positioning and Draping	10	15	0	25	1.00
ST-204	Creation and Maintenance of the Sterile Field	10	40	0	50	2.00
ST-205	Postoperative Patient Care / Assistant Circulator Duties	10	30	0	40	1.50
ST-206	Factors Influencing Wound Healing and Infection	10	0	0	10	0.50
ST-207	CPR/ All Hazards Preparation	5	8	0	13	0.50

ST-208	Computers and Employability Skills	5	5	0	10	0.50
ST-209	Pharmacology and Anesthesia	15	15	0	30	1.50
ST-210	General Surgery, OB/GYN, GU Surgery	45	5	0	50	3.00
ST-211	Otorhinolaryngology / Oral & Maxillofacial	25	5	0	30	1.50
ST-301	Ophthalmic, Plastic and Reconstructive Surgery	30	5	0	35	2.00
ST-302	Cardiovascular, Thoracic and Peripheral Vascular Surgery	35	5	0	40	2.00
ST-303	Orthopedic Surgery	15	5	0	20	1.00
ST-304	Neurological Procedures	15	5	0	20	1.00
ST-401	Mock Surgery	0	180	0	180	6.00
ST-402	Clinical I	0	0	64	64	1.00
ST-501	Clinical II	0	0	264	264	5.50
ST-502	Clinical III	14	0	256	270	6.50
	TOTAL	526	394	584	1504	58

Career Opportunities

A graduate of the Surgical Technology program may be employed as a member of an operating room team, which includes surgeons, anesthesiologists, and circulating nurses. In addition to hospital operating rooms, our graduates will be qualified to work in surgical centers, delivery rooms, and medical clinics.

COURSE DESCRIPTIONS

Seminar for Success

Prerequisite: None

Total Clock Hours: 48 Total Credit Hours: 2.5

Orientation and success building course for Career Students. Review of math including pharmacological calculations, language, vocabulary, writing and communication skills. Introduction to nutrition, growth and development, availability of community resources, outlining, summarizing, critical thinking and other life skills.

ST-101 - Introduction to the Human Body

Prerequisite: Seminar of Success (SOS)

Total Clock Hours: 30 Total Credit Hours: 2.00

This module provides a general overview of the basic organizational structure of the body, including cells, tissues, glands, membranes, and integumentary system. Students will also spend time learning how to build medical terminology based on prefixes, suffixes, and root word parts. Concepts of chemistry and biochemistry that are relevant to the study of the human body are presented as well as the types of tissues that act together to perform specific functions. The characteristics of the integumentary system will be reviewed as well as the disorders and abnormalities associated with the skin. Related medical terminology will be taught.

ST-102 - Muscular/Skeletal System

Prerequisite: ST-101

Total Clock Hours: 30 Total Credit Hours: 2.00

This module discusses the types of joints, classification, function and location of muscular tissues and related medical terminology. Students will be introduced to how bones form the framework of the body to help protect and support internal organs and how it functions along with the muscular system to produce movement at the joints. This module also discusses the three kinds of muscle tissues and their primary functions.

ST-103 - Circulatory / Cardiovascular/ Respiratory / Lymphatic

Prerequisite: ST-101 &102

Total Clock Hours: 30 Total Credit Hours: 2.00

In this module, students will be given an introduction to the functions of the circulatory, peripheral vascular and respiratory systems. Students will continue to study the associated medical terminologies. Students will review the composition and functions of the blood, and understand the fundamental importance of maintaining homeostasis. The physiology and pathophysiological concepts associated with the heart are introduced. The structure and functions of arteries, veins, and capillaries will be reviewed along with the importance of how the lymphatic system supports the activities of the circulatory system.

ST-104 - Neuro-Sensory & Endocrine Systems

Prerequisite: ST-101 – 103

Total Clock Hours: 30 Total Credit Hours: 2.00

This module is focused on the study of the relevant anatomy and physiology of the neurological and endocrine systems. Students will continue to study the associated medical terminology. The module provides instruction on the structure and function of the nervous system, including the divisions of the brain, general sensory receptors and the special sense organs, and how the nervous and endocrine systems work together to coordinate and control the body.

ST-105 - Gastrointestinal, Genitourinary, and Reproductive Systems

Prerequisite: ST-101 – 104

Total Clock Hours: 30 Total Credit Hours: 2.00

In this module, students will study the relevant anatomy and physiology associated with these systems. Students will continue to study terminology associated with the digestive, urinary, and reproductive systems. Students will understand the mechanical and chemical activities that take place in the digestive tract, the importance of the genitourinary system in eliminating metabolic waste from the body and how it regulates the volume, composition, and pH of the body fluids, and the body's ability to reproduce.

ST-106 - Microbiology and Immunology

Prerequisite: ST-101 – 105

Total Clock Hours: 25 Total Credit Hours: 1.50

In this module, students will study the causes and diagnosis of diseases, classifications of micro-organisms, characteristics of protozoa, fungi, bacteria, and viruses. This module introduces microbiology, beginning with the brief history of significant events and scientists who have contributed to the progress of microbiology techniques and the impact on human health and safety. This module also discusses how microbiology is studied, including how microbes are named and how the microscope is used in studying microbiology. An overview of the immune system and body defenses will

prepare the student to understand the concepts of immunization, autoimmunity, and hypersensitivity reactions.

ST-107 - The Surgical Environment

Prerequisite: ST-101 – 106

Total Clock Hours: 25 Total Credit Hours: 1.50

Healthcare facilities, ancillary departments such as PACU, Radiology, Medical records, Pathology and Imaging , as well as the physical environment of the operating room (OR) will be covered during this module. An overview of Maslow's Hierarchy of basic patient needs will be presented. Students will be introduced to the standard and specialized equipment found in a typical OR environment, and will review their necessity to maintaining a safe and efficient operation when providing care for the surgical patient. Guidelines and standards will be examined to provide measures to promote a safe environment and students will continue discussion on the relationship between the principles of asepsis and the practice of sterile techniques.

The basic principles of electricity, laser, and endoscopic use and safety precautions will be discussed. Students will apply basic principles of physics as they relate to the complex computer systems and robotics found in the operating room.

ST-108 - Asepsis, Sterilization, and Disinfection

Prerequisite: ST-101 – 107

Total Clock Hours: 25 Total Credit Hours: 1.50

This module discusses the relationship between asepsis and the practice of sterile technique. Students will learn different principles and procedures utilized in the proper cleaning, disinfection and sterilization of instruments, supplies, and equipment needed in the OR, which are conducive to the ability to follow the principles of asepsis and the practice of sterile technique. Aseptic technique is reinforced throughout this module.

ST-109 - Basic Instrumentation, Equipment, Supplies

Prerequisite: ST-101- 108

Total Clock Hours: 30 Total Credit Hours: 1.50

This module will introduce basic instruments by type, function, and name. The proper care, handling, and assembly of instruments are stressed throughout this module. This module discusses the different types of catheters, drains, and tubes used during surgery and help the student differentiate between active and passive drainage. The use of catheters, drains and tubes in assisting with diagnosing, restoring function, promoting healing, and preventing complications are discussed. Suturing techniques, as they relate to wound care and closure, are presented to the student. Also introduced are the names, classifications and available gauges of suture materials. The relationship between aseptic technique, instrumentation, supplies, and quality of patient care is stressed throughout this module.

ST-201 - Scrubbing, Gowning, and Gloving

Prerequisite: ST-101 – 109

Total Clock Hours: 25 Credit Hours: 1.00

The proper technique of performing the surgical scrub and donning sterile attire in preparation for entry into the sterile field is demonstrated, practiced, and mastered in this module. The students will learn the use of personal protective equipment (PPE), self-drying, -gowning, and -gloving, and assisting other sterile team members who are ready to enter the sterile field. Aseptic technique is reinforced throughout this module.

ST-202 - Preoperative Patient Care

Prerequisite: ST-101 – 201

Total Clock Hours: 25 Total Credit Hours: 1.00

Procedures for preoperative patient routines, including surgical consent, preoperative education, patient possessions, and transfer and positioning, are discussed in this module. Emphasis is placed on the preoperative physiological and psychological care and safety of the patient. Students will discuss how patient care and safety directly correlates to the patient's hospital stay and overall health. Students will practice urinary catheterization, surgical positioning, skin preparation, and draping the surgical patient. Aseptic technique is reinforced throughout this module. Affective and professional behaviors and critical thinking application are integrated throughout this course and the remaining of the program.

ST-203 - Patient Positioning and Draping

Prerequisite: ST-101 – 202

Total Clock Hours: 25 Total Credit Hours: 1.00

This module covers the supplies and equipment necessary to safely transport, transfer, position, and drape the surgical patient. The module covers positioning and draping specific to the surgical specialties. Students will learn how to properly interpret the surgeon preference cards for special positioning and draping requirements, and review their responsibility to anticipate supplies and equipment needed for the various surgical procedures. Aseptic technique is reinforced throughout this module.

ST-204 - Creation and Maintenance of the Sterile Field

Prerequisite: ST-101 - 203

Total Clock Hours: 50 Total Credit Hours: 2.00

In this module, students will discuss how the safety of the patient depends on strict adherences to the practice of sterile techniques by the surgical technologists. Students will review the principles of asepsis and their application for sterile technique. During laboratory skills, students will practice draping OR furniture, opening and adding sterile supplies and instruments, and dressing and organizing the Mayo stand and the back table. Students will also be required to demonstrate knowledge of duties in the pre-, intra-, and post-operative routines of patient care.

ST-205 - Postoperative Patient Care / Assistant Circulator Duties

Prerequisite: ST-101 – 204

Total Clock Hours: 40 Total Credit Hours: 1.50

In this module, students will review the proper steps in preparing the patient for transfer to the Post Anesthesia Care Unit, and the potential postoperative discomforts and complications. The student will learn equipment unique to PACU along with standards, policies and criteria for patient discharge. The student will learn specific documentation that is required by the assistant circulator as well as pre-, intra-, peri-, and postoperative case management.

ST-206 - Factors Influencing Wound Healing and Infection

Prerequisite: ST-101 – 205

Total Clock Hours: 10 Total Credit Hours: 0.50

In this module, students will be introduced to how microbial control, aseptic methods and universal precautions affect healing and infection. This module also presents basic knowledge of wound healing, including types of wounds, the inflammatory process, wound classifications, and types of wound healing. The process of body healing from a wound and the elements that aid in a successful outcome are presented.

ST-207 - CPR / All Hazards Preparation

Prerequisite: ST-101 – 206

Total Clock Hours: 13 Total Credit Hours: 0.50

In this module, students will learn basic life support (BLS) and cardiopulmonary resuscitation (CPR) according to guidelines set forth by the American heart Association (AHA). All Hazards Preparation will address the preparation, planning, detection, communication, incident management and support systems, safety and security, clinical / public health assessment and intervention, contingency, continuity, recovery, and public health law and ethics.

ST-208 - Computers and Employability Skills

Prerequisite: ST-101 - 207

Total Clock Hours: 10 Total Credit Hours: 0.50

In this module, students will learn the basic concepts of computer science and applications in the operating room and employment search. Students will develop a plan of action to secure employment in the healthcare field and discuss employability skills and professionalism. Professional management, teamwork, communication, personal characteristics, problem solving skills, education and certification will be discussed in relation to employability as a surgical technologist. The Clinical Ladder, career development as well as roles and competencies will be addressed.

ST-209 - Pharmacology and Anesthesia

Prerequisite: ST-101 - 208

Total Clock Hours: 30 Total Credit Hours: 1.50

In this module, students will be introduced to basic knowledge of pharmacology, including medication types, sources, and classifications. Medications commonly used in surgery and proper handling techniques, including the specific roles of each surgical team member are discussed. The different types of anesthesia and the equipment and supplies needed for surgical procedures are presented. Postoperative patient recovery and PACU services are discussed in detail with an emphasis on patient safety.

ST-210 - General Surgery, OB/GYN, GU Surgery

Prerequisite: ST-101 - 209

Total Clock Hours: 50 Total Credit Hours: 3.00

In this module the student will be introduced to the organ systems in the body on which general, obstetrics and gynecology, and genitourinary surgery are performed. This module discusses the various pathologies and corrective procedures performed in general surgery, OB/GYN, and GU, including the basic, intermediate, and advanced interventions. This module reinforces the pre-, intra-, peri-, and postoperative considerations, diagnostic procedures, and pharmacology associated with the specialties.

ST-211 - Otorhinolaryngology / Oral & Maxillofacial

Prerequisite: ST-101 - 210

Total Clock Hours: 30 Total Credit Hours: 1.50

This module discussed the anatomy and physiology of the head and neck along with the associated pathology and surgical interventions related to each specialty. It provides an overview of the special instrumentation, equipment, and supplies used in ENT, Oral and Maxillofacial surgery as well as common drugs used. Surgical procedures in the basic, intermediate, and advanced interventions will be presented. This module reinforces the pre-, intra-, peri-, and postoperative considerations, diagnostic procedures and pharmacology associated with the above specialty.

ST-301 - Ophthalmic, Plastic and Reconstructive Surgery

Prerequisite: ST-101 - 211

Total Clock Hours: 35 Total Credit Hours: 2.00

In this module, students will be given an introduction to ophthalmic, plastic and reconstructive surgery, and the anatomy, physiology and pathology as related to specific anomalies and injuries requiring surgical intervention. Preoperative, intra-operative, peri-operative, and postoperative patient care, and diagnostic study consideration being given to the instruments, equipment, and supplies necessary to perform a variety of procedures in the basic, intermediate, and advanced interventions are discussed.

ST-302 - Cardiovascular, Thoracic and Peripheral Vascular Surgery

Prerequisite: ST-101 – 301

Total Clock Hours: 40 Credit Hours: 2.50

This module discusses the anatomy and physiology of the thorax, lungs, heart, and related structure, including the trachea and bronchial tree, the major vessels of the heart and blood vessels. An overview of common pathologies associated with the peripheral vascular, cardiovascular and thoracic systems will be discussed along with the diagnostic procedures used in understanding these pathologies. A review of the instrumentation, supplies, drugs, and the equipment commonly used in surgical procedures used to intervene in cardiothoracic and vascular pathologies is included.

ST-303 - Orthopedic Procedures

Prerequisite: ST-101 – 302

Total Clock Hours: 20 Total Credit Hours: 1.00

In this module, students will be given an introduction to orthopedic surgery and the musculoskeletal anatomy and pathophysiology as related to specific anomalies and injuries requiring surgical intervention. Pre-, intra-, peri-, and postoperative patient care considerations are addressed. The O.R. environment with special consideration being given to the instruments, equipment, and supplies necessary to perform a variety of orthopedic procedures in the basic, intermediate, and advanced interventions are discussed. Adjunct hospital specialties such as radiology, diagnostic imaging, and laboratory analysis that are utilized during orthopedic surgical procedures are discussed.

ST-304 - Neurological Procedures

Prerequisite: ST-101 – 303

Total Clock Hours: 20 Total Credit Hours: 1.00

This module presents the foundation for understanding neurosurgery and prepares the student to assist in neurosurgical procedures. The anatomy involved in neurosurgery including bones that support the nervous system, distinct features of the central nervous

system and the peripheral nervous system, the blood supply and the protective structures of the brain and spinal column are studied. This module reviews the pathological conditions that require neurosurgical intervention covering basic, intermediate, and advanced procedures. The equipment, instruments, diagnostic studies, pharmacology, pre-, intra-, peri-, and postoperative preparation of the patient is discussed and reviewed.

ST-401 - Mock Surgery

Prerequisite: ST-101 - 303

Total Clock Hours: 180 Total Credit Hours: 6.00

This module provides a laboratory environment in which students concentrate on developing laboratory skills and practical performances by participating in a variety of mock surgical procedures. Emphasis will be placed on learning and understanding the different roles in the operating room and how to build teamwork by providing mock situations in which students will have the opportunity to assume sterile and non-sterile member roles. During this course, students are taught the importance of cost containment in order to minimize charges to patients, healthcare organizations, and insurance companies. Patient education including discharge planning, prognosis and expected outcomes are discussed throughout the course to promote safe discharge from the healthcare facility.

Prior to releasing the students to clinical experience, HIPAA awareness and the importance of maintaining patient's PHI confidentiality are reinforced. Students participate in an exercise called "Instrumental Synergy Communication Styles Profile" to help them understand and maximize personality strengths by providing tips needed to minimize stress related to the rigorous environment and personalities encountered in the operating room.

Clinical requirements orientation is mandatory at the end of this course. Clinical requirements for attendance, case experience and certification preparation classes are once more reviewed. Complete information on clinical requirements can be accessed via intranet at <http://www.success.edu>

ST-402 - Clinical I

Prerequisite: ST-101 - 401

Total Clock Hours: 64 Total Credit Hours: 1.00

Students will begin receiving training in sterile processing, ancillary services, and operating room environments. The student may be expected to perform duties in both sterile processing and the operating room. Students may be allowed to participate in a variety of surgical procedures in different specialties at the discretion of the clinical instructor.

ST-501 - Clinical II

Prerequisite: ST-101- 402

Total Clock Hours: 264 Total Credit Hours: 5.50

During this module, students will continue to participate in a variety of surgical procedures in different specialties in order to refine the knowledge and skills learned in their previous module work.

Students will be required to complete a case summary report of their most challenging procedure at the end of both their 4th and 8th weeks.

ST-502 - Clinical III

Prerequisite: ST101-501

Total Clock Hours: 270 Total Credit Hours: 6.50

During this module, students will be expected to participate in a variety of surgical procedures in the scrub role in different specialties, with emphasis on developing entry-level experience and competency in five surgical areas: General, Orthopedic, OB/GYN, Genito-Urinary (GU), and Otorhinolaryngology (ENT). Students will be required to complete a case summary report of their most challenging procedure at the end of both their 4th and 8^h weeks. Cases performed during this module should be consistent with the AST 6th edition of the Core Curriculum outline. At the conclusion of ST-502, students will be required to have completed surgical case requirements as outlined in the ST Handbook available online at <http://www.glendalecareer.com>, demonstrate proficiency in the operating room, and complete all academic requirements including the Program Final Exam (PFE), and the National Board of Surgical Technology and Surgical Assisting CST Exam.

Clinical Case Requirements – Surgical Technology

1. The total number of cases the student must complete is **120**
2. Students are required to complete thirty (**30**) cases in General Surgery. Twenty (**20**) of these cases must be in the First Scrub Role.
3. Students are required to complete ninety (**90**) cases in various surgical specialties excluding General Surgery; Sixty (**60**) of which must be in the First Scrub Role. The additional thirty (**30**) cases may be performed in either the First or Second Scrub Role. A minimum of (**60**) surgical specialty cases must be performed in the First Scrub Role, and distributed amongst a minimum of four (**4**) surgical specialties. Minimum of (10) cases in the First Scrub Role must be completed in each of the required minimum of four surgical specialties (40 cases total required). The additional twenty (**20**) cases in the First Scrub Role may be distributed amongst any one surgical specialty or multiple surgical specialties. The remaining thirty (**30**) surgical specialties cases may be performed in any surgical specialty either in the First or Second Scrub Role.
4. Diagnostic endoscopy cases and vaginal deliver cases are not mandatory, but up to ten (**10**) diagnostic cases and five (**5**) vaginal delivery cases can be counted towards the maximum number of Second Scrub Role cases.

Note: *Observation cases must be documented, but do not count toward the 120 required total cases.*

**SURGICAL TECHNOLOGY
ACCELERATED ALTERNATE DELIVERY PROGRAM CURRICULUM**

D.O.T. Code 079.374-022

C.I.P. Code 51.0909

Objective

The Accelerated Alternate Delivery Program in Surgical Technology is designed to assist non-certified currently practicing surgical technologists to obtain the educational background they need to be eligible to sit for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) certification examination. The curriculum reflects the latest developments in biomedical science. Students will be instructed in all phases of Surgical Technology in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Upon completing the specified requirements, the student is eligible to be granted a diploma of completion from Glendale Career College and apply to take the Certified Surgical Technologist (CST®) Exam offered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). *Instructional Delivery Method: Distance Education*

Total length of program: 45 weeks

Course Number	Course Name	Lecture Hours	Lab Hours	Clinical Hours	Outside Work Hours	Total Clock Hours	Semester Credit Hours
STAAD110	Fundamental Knowledge – Term I	300	0	0	150.00	450.00	20.0
STAAD120	Principles of Surgical Techniques – Term II	225	0	0	112.50	337.50	15.0
STAAD130	Surgical Procedures – Term III	375	0	0	187.50	562.50	25.0
	TOTAL	900	0	0	450	1350	60.0

Career Opportunities

A graduate of the Surgical Technology program may be employed as a member of an operating room team, which includes surgeons, anesthesiologists, and circulating nurses. In addition to hospital operating rooms, our graduates will be qualified to work in surgical centers, delivery rooms, and medical clinics.

COURSE DESCRIPTIONS

STAAD110 – Fundamental Knowledge–Term I

Prerequisite: None

Total Clock Hours: 450.00 Total Credit Hours: 20.0

This course will focus on the basic structure and function of the human body as well as the basic concepts of Microbiology. The information is presented in a progressive manner allowing the student to understand the body as a whole, its line of defense, movement, support and coordination. All systems will be covered along with an overview of the immune system and body defenses that will prepare the student to understand the concepts of immunization, autoimmunity, and hypersensitivity reactions. This course will provide the essential knowledge

in the surgical environment, as well as an overview of basic surgical instrumentation. Sterilization and disinfection will be covered as it relates to safe surgical practice.

STAAD120 – Principles of Surgical Techniques–Term II

Prerequisite: None

Total Clock Hours: 337.50 Total Credit Hours: 15.0

This course will provide essential knowledge in all aspects of surgical patient care including preoperative, intraoperative, and postoperative. An emphasis on aseptic technique will be reinforced in relation to scrubbing, gowning, gloving, and creation and maintenance of the sterile field. Students will learn the importance of preoperative education with emphasis on patient care and safety. Students will review the principles of transportation, positioning and draping as well as assistant circulator duties, and factors that influence healing and infections. This course will reinforce the students' knowledge needed in case of an emergency such as cardiac/respiratory arrest or a disaster where public health is affected. This course will also enhance the student's knowledge base allowing for the opportunity to advance further in their field of employment. In addition, basic principles of pharmacology and anesthesia as it applies to the surgical technologist will be reviewed as an introduction to general surgery and other surgical specialties.

STAAD130 – Surgical Procedures–Term III

Prerequisite: None

Total Clock Hours: 562.50 Total Credit Hours: 25.0

During this course, the student will explore surgical procedures in each of the surgical specialty areas including: General Surgery, OB/GYN, Genitourinary, Orthopedics, Otolaryngology, Ophthalmic, Oral and Maxillofacial, Plastic and Reconstructive Surgery, Thoracic, Cardiovascular, Peripheral Vascular, and Neurosurgical Procedures. Students will prepare to take the National Board of Surgical Technology and Surgical Assisting (NBSTSA) CST® Exam, demonstrate entry-level proficiency in the scrub role, and complete all course and program requirements.

Additional Program Requirements:

Students enrolled in the Surgical Technology Accelerated Alternate Delivery (AAD) Program must provide verification of:

1. Laboratory Skills
2. Completion of Program Clinical Case Requirement:
 1. Thirty **(30)** cases in General Surgery, twenty **(20)** of the cases must be in the First Scrub Role
 2. Ninety **(90)** cases in various surgical specialties excluding General Surgery; sixty **(60)** which must be performed in the First Scrub Role. The additional thirty **(30)** cases may be performed in either the First or Second Scrub Role. A minimum of sixty **(60)** surgical specialty cases must be performed in the First Scrub Role, and distributed amongst a minimum of four **(4)** surgical specialties. A minimum of ten **(10)** cases in the First Scrub Role must be completed in each of the required minimum of four **(4)** surgical specialties (forty **{40}** cases total required). The additional twenty **(20)** cases in the First Scrub Role may be distributed amongst any one **(1)** surgical specialty or

multiple surgical specialties. The remaining thirty **(30)** surgical specialties cases may be performed in any surgical specialty either in the First or Second Scrub Role.

3. Up to ten (10) diagnostic endoscopic cases and five (5) vaginal delivery cases can be counted toward maximum number of Second Scrub Role cases, but not mandatory.

ASSOCIATE OF SCIENCE IN HEALTH ADMINISTRATION

D.O.T. Code 187.117-010

C.I.P. Code 51.0701

Objective

Graduates will be eligible for entry level positions within the their allied health field, and with the additional skills learned within the Associate of Science in Health Administration program they will be able to accept positions and/or promotions at a higher level of employment. **Instructional Delivery Method: Residential**

Total length of program: 64 weeks

Course Number/Course Name	Lecture Hours	Lab Hours	Total Clock Hours	Semester Credit Hours
OCC150 Introduction to Healthcare Administration	48	48	96	4.5
OCC151 Global Healthcare Environment	48	48	96	4.5
OCC152 Administrative Technology Skills	48	48	96	4.5
OCC153 Administrative Office Skills	48	48	96	4.5
OCC154 Professionalism in Health Care Careers	48	48	96	4.5
OCC155 Office Case Study	96	96	192	9.5
COMM160 Interpersonal Relations	52	52	104	5.0
MATH161 Quantitative Principles	52	52	104	5.0
SCI162 Body Function & Terminology	52	52	104	5.0
SOC163 Sociology and Health Care	48	48	96	4.5
Tech164 Advanced Computer Skills	48	48	96	4.5
HUM165 Medical Ethics	48	48	96	4.5
Totals	636	636	1272	60.5

OCCUPATIONAL RELATED COURSES

OCC150 - Introduction to Healthcare Administration

Prerequisite: None

Introduces the student to the basic functions of health care management and administration. Covers the changing environment of health care with a focus on basic administration functions of planning, organizing, decision-making, and staffing. Other issues of motivation and conflict management, leadership, human resources management, and communication are covered.

OCC151 - Global Healthcare Environments

Prerequisite: None

This course includes understanding global health problems, the role of international health agencies and differing forms of major healthcare systems around the world. Discussion of the role of the healthcare administrative/management role and their impact on these healthcare systems is included.

OCC152 - Administrative Technology Skills

Prerequisite: None

In administrative positions, supervisory or otherwise, requirements may be to prepare and present reports, maintain logs, and to track employee or patient data. Students require the skills and knowledge of the software and technology to prepare these required documents in today's technological atmosphere. In this course, students will cover Access, PowerPoint, and Excel utilizing a hands-on and practical approach to complete projects that are customized to the student's particular field.

OCC153 - Administrative office Skills

Prerequisite: None

A comprehensive introduction to administrative office management focusing on what office managers actually do on the job and the skills necessary to perform the administrative managers job such as dealing with organizational issues, evaluation of employees, communication, office environment, supervision, motivation, equipment and furniture, salaries, productivity, telecommunications, applications software, records management, quality and quantity control, and budgetary and cost control.

OCC 154 - Professionalism in Health Care Careers

Prerequisite: None

A course designed to provide the student working in any health care field with the information to present a professional image and be successful in their chosen career. This course will enhance the student's ability to obtain an administrative/supervisory position by providing them with the "soft skill" tools that are needed to perform in a professional, ethical, legal and competent manner.

OCC 155 - Office Case Study

Prerequisite: None

The student must analyze and research an issue or concern that was evident in their extern/clinical office or place of employment, and present a thorough plan detailing a resolution of this complexity. The student will be required to draw upon knowledge acquired throughout their entire program of study, as well as their extern/clinical and/or

employment experience. The student will prepare and facilitate a public presentation of their issue, findings and ultimate solution to the issue. Preparation and presentation will include a "thesis" style APA formatted paper and PowerPoint presentation.

GENERAL EDUCATION COURSES

COMM160 - Interpersonal Relations

Prerequisite: None

Provides skills and tools for health career students to communicate with patients, peers, superiors, and/or subordinates. Offers exploration of grief and loss, developmental milestones, addiction, professional ethics and law, as well as examining health care personnel as counselors and educators. Discusses tools for observing others, listening, sending and receiving accurate messages, influence of culture's role in health and healing, and theories of human understanding.

MATH161 - Quantitative Principles

Prerequisite: None

Provides overview of mathematics relating to business, economics, life sciences and social sciences. Provides students with varying degrees of mathematical experience with an overview of all areas of mathematics, to include elementary functions, finite mathematics, and some calculus.

SCI162 - Body Function and Terminology

Prerequisite: None

An introductory course that presents the principles and facts of human physiology for the health care professional. An advanced offering of medical terminology completes this comprehensive course, providing both clinical and administrative office examples and cases in a realistic context for introduction of terms and definitions.

SOC163 - Sociology and Health Care

Prerequisite: None

Overview of sociology and its relation to health care touching on science, values, emotions, and tradition; the social distribution of health; society, health and health care; inequality and access to health care.

TECH164 - Advanced Computer Skills

Prerequisite: None

Building upon the foundational skills covered in OCC152, the student will be provided with further practical knowledge of the uses of Access in the health care profession.

HUM165 - Medical Ethics

Prerequisite: None

A course designed to provide the health care professional with analytical and responsible decision-making skills utilizing ethical issues which are prevalent in a health care setting.

Glendale Career College Diploma Program Course Transfer

Some of the Glendale Career College healthcare program courses may be transferable to the AS degree program, and will apply under the Occupational Related Courses. These courses will be evaluated for each student on an individual basis.

ASSOCIATE OF SCIENCE IN HEALTHCARE ADMINISTRATION

(Effective August 2015)

D.O.T. Code 169.167-046

C.I.P. Code 51.0707

Objective

The Associate of Science in Healthcare Administration program prepares graduates for entry-level employment in a healthcare administration setting. This program is designed to meet the needs of individuals who desire to work in the allied health industry. The students learn the skills needed to work in health care institutions, hospitals, clinics, both large or small, medical offices or health maintenance organizations. The graduates should gain the skills needed to interact and or manage other employees in an office setting. Also, the program provides expanded knowledge and understanding of general education courses which are beneficial to students in interacting within their community and beyond, and will be able to accept positions and/or promotions at a higher level of employment. *Instructional Delivery Method: Residential*

Total length of program: 80 weeks

Course Number	Course Title	Lecture Hours	Lab Hours	Additional Outside Clock Hours	Extern Hours	Clock Hours	Semester Credit Hours
OCC 150-N15	Introduction to Healthcare Administration	64	0	128	0	192	4.0
OCC 151-N15	Global Healthcare Environment	64	0	128	0	192	4.0
OCC 152-N15	Administrative Technology	64	0	128	0	192	4.0
OCC 153-N15	Administrative Office Skills	64	0	128	0	192	4.0
OCC 154-N15	Professionalism in Health Care Careers	64	0	128	0	192	4.0
OCC155-N15	Office Case Study	64	0	128	0	192	4.0
OCC 156-N15	Sociology for Healthcare	64	0	128	0	192	4.0
OCC 157-N15	Information Systems for Healthcare	64	0	128	0	192	4.0
OCC 158-N15	Legal Aspects of Health	64	0	128	0	192	4.0
OCC 159-N15	Marketing for Health	64	0	128	0	192	4.0
OCC 163-N15	Leadership in Healthcare	64	0	128	0	192	4.0
COMM 160-N15	Interpersonal Relations	64	0	128	0	192	4.0
MTH 161-N15	Quantitative principles	64	0	128	0	192	4.0
SCI 162-N15	Body Functions and	64	0	128	0	192	4.0
HUM 165-N15	Medical Ethics	64	0	128	0	192	4.0
TOTAL		960	0	1920	0	2880	60.0

Course Descriptions

OCC150-N15 - Introduction to Healthcare Administration

Prerequisite: None

Introduces the student to the overall subject matter associated with Healthcare Administration. The course includes a comparison of healthcare systems around the world, legal and business issues in healthcare, financial management, the different settings in the healthcare environment, facility design, quality and patient safety, and organizing the physician practice. Other subjects including team member motivation and conflict management, leadership, human resources management, and communication are covered.

OCC151-N15 - Global Healthcare Environment

Prerequisite: None

This course includes understanding global health problems, the role of international health agencies and differing forms of major healthcare systems around the world. Discussion of the role of the healthcare administrative/management role and their impact on these healthcare systems is included.

OCC152-N15 - Administrative Technology Skills

Prerequisite: None

In administrative positions, supervisory or otherwise, requirements may be to prepare and present reports, maintain logs, and to track employee or patient data. Students require the skills and knowledge of the software and technology to prepare these required documents in today's technological atmosphere. In this course, students will cover Access, PowerPoint, and Excel utilizing a hands-on and practical approach to complete projects that are customized to the student's particular field.

OCC153-N15 - Administrative Office Skills

Prerequisite: None

A comprehensive introduction to administrative office management focusing on what office managers actually do on the job and the skills necessary to perform the administrative managers job such as dealing with organizational issues, evaluation of employees, communication, office environment, supervision, motivation, equipment and furniture, salaries, productivity, telecommunications, applications software, records management, quality and quantity control, and budgetary and cost control.

OCC154-N15 - Professionalism in Healthcare Careers

Prerequisite: None

A course designed to provide the student working in any health care field with the information to present a professional image and be successful in their chosen career. This course will enhance the student's ability to obtain an administrative/supervisory position by providing them with the "soft skill" tools that are needed to perform in a professional, ethical, legal and competent manner.

OCC155-N15 - Office Case Study

Prerequisite: None

The student must analyze and research an issue or concern that was evident in their extern/clinical office or place of employment, and present a thorough plan detailing a resolution of this complexity. The student will be required to draw upon knowledge

acquired throughout their entire program of study, as well as their extern/clinical and/or employment experience. The student will prepare and facilitate a public presentation of their issue, findings and ultimate solution to the issue. Preparation and presentation will include a "thesis" style APA formatted paper and PowerPoint presentation.

OCC156-N15 - Sociology for Healthcare

Prerequisite: None

Overview of sociology and its relation to health care touching on science, values, emotions, and tradition; the social distribution of health; society, health and health care; inequality and access to health care.

OCC157-N15 - Information System for Healthcare

Prerequisite: None

The Healthcare Information Technology course is designed to equip students with the knowledge necessary to successfully navigate Information Systems in the Healthcare Setting. The course will include an overview of Information technology, Healthcare Information Technology leadership roles, strategic planning, hardware, software, and communications. In addition, students will learn how to utilize electronic health records, patient scheduling, and office automations.

OCC158-N15 - Legal Aspects of Health Administration

Prerequisite: None

Overview of health law issues. Government regulation including legal constraints; liability; negligence; patient rights; confidentiality; and corporate/administrative responsibility. Emphasis on business applications of health law.

OCC159-N15 - Marketing for Health Services Organizations

Prerequisite: None

This course is designed to develop competencies in the business skills and knowledge domain. Development of marketing strategies and analyses in a health care setting. Design of services to include pricing, communication, distribution channels, and client motivation and services.

OCC163-N15 - Leadership in Healthcare Administration

Prerequisite: None

Micro and macro organizational behavior theories will provide the theoretical foundation for critical study of effective leadership within organizations. The processes of communication, problem solving, critical thinking, conflict management, change management and decision making will be explored at an individual, group, and organizational level. The imperative for leaders to understand and properly manage people will be emphasized. Various models of leadership will be reviewed including leadership competencies. Globalization, diversity leadership, governance and cultural diversity will be examined. Additionally, participants will reflect upon and evaluate their individual leadership abilities, competencies, personal values, interpersonal and communication skills.

COMM160-N15 - Interpersonal Relations

Prerequisite: None

Provides skills and tools for health career students to communicate with patients, peers, superiors, and/or subordinates. Offers exploration of grief and loss, developmental milestones, addiction, professional ethics and law, as well as examining health care

personnel as counselors and educators. Discusses tools for observing others, listening, sending and receiving accurate messages, influence of culture's role in health and healing, and theories of human understanding.

MTH 61-N15 - Quantitative Principles

Prerequisite: None

Provides overview of mathematics relating to business, economics, life sciences and social sciences. Provides students with varying degrees of mathematical experience with an overview of all areas of mathematics, to include elementary functions, finite mathematics, and some calculus.

SCI162-N15 - Body Function and Terminology

Prerequisite: None

An introductory course that presents the principles and facts of human physiology for the health care professional. An advanced offering of medical terminology completes this comprehensive course, providing both clinical and administrative office examples and cases in a realistic context for introduction of terms and definitions.

HUM165-N15 - Medical Ethics

Prerequisite: None

A course designed to provide the health care professional with analytical and responsible decision-making skills utilizing ethical issues which are prevalent in a health care setting.

ASSOCIATE OF SCIENCE IN HEALTHCARE ADMINISTRATION – DISTANCE EDUCATION

D.O.T. Code 169.167-046

C.I.P. Code 51.0707

Objective

The Associate of Science in Healthcare Administration Distance Education program prepares graduates for entry-level employment in a healthcare administration setting. This program is designed to meet the needs of individuals who desire to work in the allied health industry. The students learn the skills needed to work in health care institutions, hospitals, clinics, both large or small, medical offices or health maintenance organizations. The graduates should gain the skills needed to interact and or manage other employees in an office setting. Also, the program provides expanded knowledge and understanding of general education courses which are beneficial to students in interacting within their community and beyond, and will be able to accept positions and/or promotions at a higher level of employment. ***Instructional Delivery Method: Distance Education***

Total length of program: 80 weeks

Course Number	Course Title	Lecture Hours	Lab Hours	Additional Outside Clock Hours	Extern Hours	Clock Hours	Semester Credit Hours
OCC150-DE	Introduction to Healthcare Administration	64	0	128	0	192	4.0
OCC151-DE	Global Healthcare Environment	64	0	128	0	192	4.0
OCC152-DE	Administrative Technology	64	0	128	0	192	4.0
OCC153-DE	Administrative Office Skills	64	0	128	0	192	4.0
OCC154-DE	Professionalism in Health Care Careers	64	0	128	0	192	4.0
OCC155-DE	Office Case Study	64	0	128	0	192	4.0
OCC156-DE	Sociology for Healthcare	64	0	128	0	192	4.0
OCC157-DE	Information Systems for Healthcare	64	0	128	0	192	4.0
OCC158-DE	Legal Aspects of Health	64	0	128	0	192	4.0
OCC159-DE	Marketing for Health Services	64	0	128	0	192	4.0
OCC163-DE	Leadership in Healthcare	64	0	128	0	192	4.0
COMM 160	Interpersonal Relations	64	0	128	0	192	4.0
MTH 161-DE	Quantitative principles	64	0	128	0	192	4.0
SCI 162-DE	Body Functions and Terminology	64	0	128	0	192	4.0
HUM 165-DE	Medical Ethics	64	0	128	0	192	4.0
TOTAL		960	0	1920	0	2880	60.0

Course Descriptions

OCC150-DE – Introduction to Healthcare Administration

Prerequisite: None

Introduces the student to the overall subject matter associated with Healthcare Administration. The course includes a comparison of healthcare systems around the world, legal and business issues in healthcare, financial management, the different settings in the healthcare environment, facility design, quality and patient safety, and organizing the physician practice. Other subjects including team member motivation and conflict management, leadership, human resources management, and communication are covered.

OCC151-DE – Global Healthcare Environment

Prerequisite: None

This course includes understanding global health problems, the role of international health agencies and differing forms of major healthcare systems around the world. Discussion of the role of the healthcare administrative/management role and their impact on these healthcare systems is included.

OCC152-DE – Administrative Technology Skills

Prerequisite: None

In administrative positions, supervisory or otherwise, requirements may be to prepare and present reports, maintain logs, and to track employee or patient data. Students require the skills and knowledge of the software and technology to prepare these required documents in today's technological atmosphere. In this course, students will cover Access, PowerPoint, and Excel utilizing a hands-on and practical approach to complete projects that are customized to the student's particular field.

OCC153-DE - Administrative Office Skills

Prerequisite: None

A comprehensive introduction to administrative office management focusing on what office managers actually do on the job and the skills necessary to perform the administrative managers job such as dealing with organizational issues, evaluation of employees, communication, office environment, supervision, motivation, equipment and furniture, salaries, productivity, telecommunications, applications software, records management, quality and quantity control, and budgetary and cost control.

OCC154-DE – Professionalism in Healthcare Careers

Prerequisite: None

A course designed to provide the student working in any health care field with the information to present a professional image and be successful in their chosen career. This course will enhance the student's ability to obtain an administrative/supervisory position by providing them with the "soft skill" tools that are needed to perform in a professional, ethical, legal and competent manner.

OCC155-DE – Office Case Study

Prerequisite: None

The student must analyze and research an issue or concern that was evident in their extern/clinical office or place of employment, and present a thorough plan detailing a resolution of this complexity. The student will be required to draw upon knowledge

acquired throughout their entire program of study, as well as their extern/clinical and/or employment experience. The student will prepare and facilitate a public presentation of their issue, findings and ultimate solution to the issue. Preparation and presentation will include a "thesis" style APA formatted paper and PowerPoint presentation.

OCC156-DE – Sociology for Healthcare

Prerequisite: None

Overview of sociology and its relation to health care touching on science, values, emotions, and tradition; the social distribution of health; society, health and health care; inequality and access to health care.

OCC157-DE – Information System for Healthcare

Prerequisite: None

The Healthcare Information Technology course is designed to equip students with the knowledge necessary to successfully navigate Information Systems in the Healthcare Setting. The course will include an overview of Information technology, Healthcare Information Technology leadership roles, strategic planning, hardware, software, and communications. In addition, students will learn how to utilize electronic health records, patient scheduling, and office automations.

OCC158-DE – Legal Aspects of Health Administration

Prerequisite: None

Overview of health law issues. Government regulation including legal constraints; liability; negligence; patient rights; confidentiality; and corporate/administrative responsibility. Emphasis on business applications of health law

OCC159-DE – Marketing for Health Services Organizations

Prerequisite: None

This course is designed to develop competencies in the business skills and knowledge domain. Development of marketing strategies and analyses in a health care setting. Design of services to include pricing, communication, distribution channels, and client motivation and services.

OCC163-DE – Leadership in Healthcare Administration

Prerequisite: None

Micro and macro organizational behavior theories will provide the theoretical foundation for critical study of effective leadership within organizations. The processes of communication, problem solving, critical thinking, conflict management, change management and decision making will be explored at an individual, group, and organizational level. The imperative for leaders to understand and properly manage people will be emphasized. Various models of leadership will be reviewed including leadership competencies. Globalization, diversity leadership, governance and cultural diversity will be examined. Additionally, participants will reflect upon and evaluate their individual leadership abilities, competencies, personal values, interpersonal and communication skills.

COMM160-DE – Interpersonal Relations

Prerequisite: None

Provides skills and tools for health career students to communicate with patients, peers, superiors, and/or subordinates. Offers exploration of grief and loss, developmental milestones, addiction, professional ethics and law, as well as examining health care personnel as counselors and educators. Discusses tools for observing others, listening, sending and receiving accurate messages, influence of culture's role in health and healing, and theories of human understanding.

MTH161-DE – Quantitative Principles

Prerequisite: None

Provides overview of mathematics relating to business, economics, life sciences and social sciences. Provides students with varying degrees of mathematical experience with an overview of all areas of mathematics, to include elementary functions, finite mathematics, and some calculus.

SCI162-DE – Body Function and Terminology

Prerequisite: None

An introductory course that presents the principles and facts of human physiology for the health care professional. An advanced offering of medical terminology completes this comprehensive course, providing both clinical and administrative office examples and cases in a realistic context for introduction of terms and definitions.

HUM165-DE – Medical Ethics

Prerequisite: None

A course designed to provide the health care professional with analytical and responsible decision-making skills utilizing ethical issues which are prevalent in a health care setting.

PROFESSIONAL FITNESS TRAINER PROGRAM CURRICULUM

SOC Code 39-9031.00

C.I.P. Code 31.0501

Objective

The Professional Fitness Trainer Program will prepare the students for an entry-level position in the fitness field. It offers students the opportunity to obtain the knowledge, skills, and techniques needed to function in the fitness industry.

Personal trainers provide assistance to those seeking to improve their personal health, fitness, and athleticism through exercise and nutrition. Most fitness positions are found in gym settings, physical fitness centers, or in concert with wellness or rehabilitation centers. **Instructional Delivery Method: Residential**

Length of program: 31 Weeks

Course Number	Course Title	Lecture Hours	Lab Hours	Extern Hours	Add'l Outside Clock Hours	Total Clock Hours	Semester Credit Hours
SOS	Seminar for Success	32	32	0	22.5	86.5	3.0
PFT101	Concepts of Integrated Training	15	35	0	15	65	2.0
PFT102	Design of Fitness Program	15	35	0	15	65	2.0
PFT103	Human Movement Assessment	50	0	0	22.5	72.5	3.0
PFT104	Nutrition & Supplementation	30	20	0	18.75	68.75	2.5
PFT105	Professional & Career Development	50	0	0	22.5	72.5	3.0
PFT106	Leadership, Business & Sales	30	20	0	18.75	68.75	2.5
PFT107	Exercise Psychology & Lifestyle Coaching	50	0	0	22.5	72.5	3.0
PFT108	Exercise Physiology	40	10	0	22.5	72.5	3.0
PFT109	Special Populations Fitness Prescription	20	30	0	15	65	2.0
PFT110	OPT for Sport Specific Training (LAB)	0	50	0	11	61	1.5
PFT111	Certification Exam Preparation	30	20	0	18.75	68.75	2.5
PFT112	Advanced Fitness Nutrition	30	20	0	18.75	68.75	2.5
PFT113	Lifespan Fitness	30	20	0	18.75	68.75	2.5
PFT114	Essentials of Corrective Exercise	30	20	0	18.75	68.75	2.5
	TOTAL	452	312	0	281	1045	37.5

Although not required to work as a Personal Trainer in California, you may seek to become a National Academy of Sports Medicine certified Personal Trainer (NASM-CPT). To do so, you must pass the examination offered by the National Academy of Sports Medicine Certified Personal Trainer (NASM-CPT) examination.

The Professional Fitness Trainer Program at GCC provides training and instruction for students to prepare for the National Academy of Sports Medicine Certified Personal Trainer (NSAM- CPT) and Corrective Exercise Specialist (NASM-CES) examination.

Career Opportunities

A graduate of the Professional Fitness Trainer Program may be employed by a gym, physical fitness centers, or in concert with wellness or rehabilitation centers. Additionally, they can work as independent personal fitness trainers, and possibly start their own business.

COURSE DESCRIPTIONS

SOS - Seminar for Success

Prerequisite: None

Orientation and success building course for Career Students. Review of basic math, language, vocabulary, and writing skills. Introduction to core career classes, availability of community resources, outlining, summarizing, managing credit and other life skills.

PFT101 - Concepts of Integrated Training

Prerequisite: SOS

This course will provide in-depth study to the interdependent and intradependent relationship of the components to integrated training. Specifically, students will focus on theory and systematic, progressive application of flexibility training core training, balance training, and plyometric training.

PFT102 - Design of Fitness Program

Prerequisite: SOS

Students in this course will study the practice of resistance training to enhance neuromuscular function and development and design goal-specific Optimum Performance Training fitness programs, stabilization programs, strength programs, power programs, and cardiorespiratory training programs. Additionally, this course provides in-depth study of the theories and progressive applications of linear speed, multi-directional agility, and quickness activities.

PFT103 - Human Movement Assessment

Prerequisite: SOS

Paramount to student success is the comprehension and application of a dynamic relationship between the articular system, muscular system and nervous system. Students in this class will explore a detailed look at anatomy, physiology, and kinesiology and will apply that gained knowledge to a variety of assessments intended to evaluate the existence and impact of human movement impairments.

PFT104 - Nutrition & Supplementation

Prerequisite: SOS

Students in this course will be exposed to the theories and principles of integrated training and the Optimum Performance Training model. Of particular focus will be the study of nutrition and the healthy composition of diet. This course will also explore the efficacy and practice of dietary supplementation as well as professional ethics and boundary-setting applied to the health and fitness industry.

PFT105 - Professional and Career Development

Prerequisite: SOS

Students will concentrate on various strategies that include job search, resume´ formats, necessary pre-employment letters, and interview techniques. The students will develop effective communication skills to interact professionally with clients and colleagues.

PFT106 - Leadership, Business, and Sales

Prerequisite: SOS

Students in this course will learn how to become successful business owners. In addition, students will learn basic business principles and how to create a successful career as a personal fitness trainer. Students will also learn about office productivity software, marketing materials, resume´ development, business-plan development, licensing, and continuing education in the fitness industry.

PFT107 - Exercise Psychology & Lifestyle Coaching

Prerequisite: SOS

Students in this course learn the basics of personal and professional leadership as well as motivational and situational techniques to use during interaction with clients to enhance positive behavioral change. Students also learn how to apply a holistic, integrated, principled-centered approach to organizing personal lives and motivating people to be physically active. In addition, students learn the effects of planned stress (e.g., exercise) and recovery (e.g., sleep, massage) on mental health, physical performance, and health-related quality of life. This course lays the foundation for students to effectively promote personal training and as part of a healthy lifestyle.

PFT108 - Exercise Physiology

Prerequisite: SOS

Students in this course learn about the physiological adjustments that occur within the body during exercise. In addition, students learn about the physiological systems as they are affected by physical exercise, including observations of respiratory, circulatory, nervous, and metabolic adjustments to physical exercise.

PFT109 - Special Populations Fitness Prescription

Prerequisite: SOS

Students in this course will learn and practice the skills and knowledge to develop fitness programs for clientele requiring special considerations. Populations to be studied include youths, seniors, pregnant women, obese people, diabetic people, those with osteoporosis, those with arthritis, and those with increased cardiorespiratory disease risk factors.

PFT110 - OPT™ for Sport-Specific Training (LAB)

Prerequisite: SOS

This lab is the practical application of program design for sport-specific clients. Students will be able to design cardiorespiratory training programs, power OPT™ programs, and programs for clients who participate in individual competition or team sports. Students

will apply principles of reactive neuromuscular training (plyometric) and integrated speed training to help clients achieve their established goals.

PFT111 - Certification Exam Preparation

Prerequisite: SOS

This course provides the student with tips and essential skills to take and pass the NASM-CPT (Certified Personal Trainer) nationally accredited certification examination. This course provides the student with how to prepare for the exam and a comprehensive review of the requirements to demonstrate proficiency in the performance domains of Basic and Applied Sciences; Assessment; Exercise Technique and Training Instruction; Program Design; Considerations in Nutrition; Client Relations and Behavioral Coaching; and Professional Development, Practice, and Responsibility. The certification test will be presented during the last class session, and students who successfully complete the training will receive the NASM-CPT designation.

PFT112 - Advanced Fitness Nutrition

Prerequisite: SOS

Students in this course learn about the physiological adjustments that occur within the body during exercise. In addition, students learn about the physiological systems as they are affected by physical exercise, including observations of respiratory, circulatory, nervous, and metabolic adjustments to physical exercise.

PFT113 - Lifespan Fitness Solutions

Prerequisite: SOS

This course will expand market reach and growth opportunities by applying appropriate and relevant exercise selections to populations with special considerations.

PFT114 - Essentials of Corrective Exercise

Prerequisite: SOS

This course will present an evidence-based approach to corrective exercise, the components of a comprehensive solution, and the practical know-how to develop and implement integrated strategies to improve common movement impairments. Students completing this course will be prepared to take NASM's Corrective Exercise Specialist credentialing examination.

Glendale Career College Staff and Faculty Information

Staff			
Name	Title	Status	
Connie Bell	Campus Director	Full-Time	
Shushan Demirjian	Registrar/Executive Assistant	Full-Time	
Anoush Zakarian	Sr. Career Services Coordinator	Full-Time	
Lorena Hernandez	Financial Planning Officer	Full-Time	
Yuri Gomez	Financial Planning Officer	Part-Time	
Amelia Lafleur	Librarian	Part-Time	
Marco Ruiz	Receptionist/Testing Coordinator	Part-Time	
Rosa Alvarez	Receptionist/Testing Coordinator	Part-Time	
Erika Nino	Associate Director of Admissions	Full-Time	
Andrew Nicolopoulos	Career Services Coordinator	Full-Time	
Brenda Campos	Admissions Representative	Part-Time	
Christian Dominguez	Admissions Representative	Part-Time	
Rebeka Ezalbar	Admissions representative	Part-Time	
Faculty			
Name	Title	Status	Degree/Education Institution
Miriam Perez ,CMA	Medical Assistant/Medical Office Specialist Instructor/MA – MOS Program Director	Full-Time	Medicine – Jose Marti University (Out of Country)
Emil A. Kachikian, M.D.	Medical Assistant Instructor	Full-Time	M.D. – Medicine University (Out of Country)
Alla Sharlay-Podelko	Medical Office Specialist Instructor	Part-Time	Associated Technical College Los Angeles, Ca
Matti Maya, CST, CRCST	Surgical Technology Director/Instructional Lead	Full-Time	ST - Glendale Career College
Debra Mays, CST	Clinical Coordinator/Instructor	Full-Time	ST – Glendale Career College
John White, CST	Surgical Technology Instructor	Full-Time	ST – Glendale Career College
Michael Nicolas, CST	Surgical Technology Instructor	Full-Time	ST – Glendale Career College
Hanna Park	Surgical Technology Instructor	Part-Time	Bachelor of Science – UC Davis ST - Glendale Career College
	Surgical Technology Instructor	Full-Time	ST - Glendale Career College

Raul E. Garcia, CST			
Gary Whitmore, CST	Surgical Technology Instructor	Part-Time	ST- Glendale Career College
Manuchar Mikayelyan, M.D, CST	Surgical Technology Instructor	Part-Time	M.D. – All Union Scientific Center of Surgery (Out of Country)
Fernando Mendoza, CST	Surgical Technology Instructor	Part-Time	ST - Glendale Career College
Art Busch, CST	Surgical Technology Instructor	Part-Time	Bachelors of Fine Arts, Carnegie-Mellon - ST - Glendale Career College
Dan Simpson, CST	Surgical Technology Instructor	Full-Time	ST – Middletown Hospital
Raul Villagrana, CST	Surgical Technology Instructor	Part-Time	ST - Glendale Career College
Barbara Reviglio, CST	Surgical Technology Instructor	Part-Time	ST - Glendale Career College
Carol Holden, RN, BSN, MSN	Vocational Nursing Director/Instructor	Full-Time	RN – Meyer Hospital School of Nursing
Jubeth Pasqua, MSN	Vocational Nursing Assistant Director	Full-Time	Masters of Science in Nursing – University of the Philippines (Out of Country)
Shelli Nakahama	Vocational Nursing Clinical Coordinator/Instructional Lead	Part-Time	Bachelor of Science Nursing – Azusa Pacific University
Romulo Albino, LVN, ADN	Vocational Nursing Instructor	Part-Time	LVN- University of the Philippines (Out of Country)
Allan Chang, BSN	Vocational Nursing Instructor	Part-Time	Bachelor of Science in Nursing – Chamberlain College
Cleta De Pedro, RN, BSN	Vocational Nursing Instructor	Part-Time	RN – St. Jude College (Out of Country)
Carol Griffin, LVN	Vocational Nursing Instructor	Part-Time	Pacific Coast College
Debra Kreuter, MSN	Vocational Nursing Instructor	Part-Time	Hurley School of Nursing Michigan
Garbis Bartanian, PFT	Professional Fitness Trainer	Part-Time	NASM Certified Personal Trainer
Whitney Floyd, MHA	Associate of Science in Health Administration Program Chair	Part-Time	Master of Health Administration – University of Phoenix
Patricia Conaty, JD, MPH	Associate of Science in Health Administration Instructor	Part-Time	Juris Doctorate – University of San Diego, Master Public Health – University of California Los Angeles
Luz Ugas	Associate of Science in Health Administration Instructor	Part-Time	Master’s in Business Administration – Pepperdine University

Glendale Career College Corporate and Management Staff

Campus Leadership Team			
Name	Title	Status	
Connie Bell, CST, F.A.S.T	Campus Director	Full-Time	
Carol Holden, RN, BSN, PHN	Vocational Nursing Director/Instructional Lead	Full-Time	
Miriam Perez, CMA	Medical Assistant Instructor/Instructional Lead	Full-Time	
Whitney Floyd	Associate of Science in Health Administration Program Chair	Part-Time	
Shushan Demirjian	Registrar/Executive Assistant	Full-Time	
Lorena Hernandez	Sr. Financial Planning Officer	Full-Time	
Anoush Zakarian	Career Services Coordinator	Full-Time	
Corporate Leadership Team			
Name	Title	Status	
Mitchell Fuerst	President and Chief Executive Officer	Full-Time	
Jason Li	Chief Financial Officer	Full-Time	
Beylor Meza	Chief Operating Officer	Full-Time	
Adnan Almouazzen	Chief Nursing Officer	Full-Time	
Serjik Kesachekian	Chief Strategy Officer	Full-Time	
Lisa Fuerst	Vice-President	Full-Time	
Ann Marie McGuiness	Corporate Director of Compliance	Full-Time	
Jamie Danforth	Corporate Director of Education	Full-Time	
Irakilis Notis	Corporate Director of Information Technology	Full-Time	
Doug Cowley	Corporate Director of Marketing	Full-Time	
Michelle Macintyre	Corporate Director of Admissions	Full-Time	
Shirley Powell	Corporate Director of Internal Compliance	Full-Time	
Aldwin Daus	Corporate Director of Career Services	Full-Time	
Marlene Melgar	Corporate Director of Financial Aid	Full-Time	

NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY

North-West College, Glendale Career College, and Nevada Career Institute (NWC/GCC/NCI) are committed to equal opportunity and creating and maintaining an educational and working environment free from discrimination and harassment as described in this policy.

This policy prohibits such discrimination and harassment and applies to all students and employees.

When the College/Institute becomes aware that a member of the College/Institute community may have been subjected to or affected by discriminatory and/or harassing behavior, the College/Institute will take prompt action, including a review of the matter and, if necessary, an investigation and appropriate action to stop the discrimination and/or harassment. The course of action taken by the College/Institute, including any disciplinary penalty, will depend on the particular facts and circumstances involved.

This policy does not address sexual assault, domestic or dating violence, or stalking. Those categories of prohibited conduct are governed by the College/Institute's *Title IX/Sexual Misconduct Policy*, which also establishes separate procedures that outline reporting options and explain how the College/Institute assesses, investigates, and resolves reports of such prohibited conduct against students and employees. The *Title IX* policy and related procedures supersede any conflicting information contained in this Policy.

I. Definitions

Protected characteristics are those personal traits, characteristics and/or beliefs that are defined by applicable law as protected from discrimination and/or harassment. They include race, creed, color, sex, gender identity or expression, age, national origin, ancestry, religion, physical or mental disability, military and veteran status, marital or domestic partnership status, affectional or sexual orientation, and/or other characteristics protected by applicable law.

Discrimination is adverse treatment of an individual based on a protected characteristic, rather than individual merit. Examples of conduct that can constitute discrimination, if based on an individual's protected characteristic, include but are not limited to:

- Singling out or targeting an individual for different or less favorable treatment (e.g., more severe discipline, lower salary increase) because of their protected characteristic
- Failing or refusing to hire or admit an individual because of their protected characteristic
- Terminating an individual from employment or an educational program based on their protected characteristic.

Harassment is unwelcome verbal or physical behavior which is directed at a person based on a protected characteristic and which are sufficiently severe and/or pervasive to have the effect of unreasonably interfering with an individual's educational experience, working conditions, or living conditions by creating an intimidating, hostile, or offensive environment. Examples of conduct that can

constitute harassment, if based on an individual's protected characteristic, include but are not limited to:

- Unwelcome jokes or comments about a legally protected characteristic (e.g., racial or ethnic jokes);
- Disparaging remarks to a person about a legally protected characteristic (e.g., negative or offensive remarks or jokes about a person's religion or religious garments);
- Displaying negative or offensive posters or pictures about a legally protected characteristic;
- Electronic communications, such as e-mail, text messaging, and internet use, that violate this Policy.

Retaliation is any attempt to seek retribution against an individual or group of individuals involved in filing a

complaint or report under this Policy, filing an external complaint, participating in a disciplinary process, or opposing in a reasonable manner an action believed to constitute a violation of this Policy. Retaliation can take many forms, including abuse or violence, threats, and intimidation. Actions in response to a good faith report or response under this Policy are considered retaliatory if they have a materially adverse effect on the working, academic, or College/Institute-controlled environment of an individual; or if they hinder or prevent the individual from effectively carrying out their College/Institute responsibilities. Any individual or group of individuals can engage in retaliation and will be held accountable under this Policy.

II. Options for Addressing Discrimination and/or Harassment

The College/Institute encourages everyone to report all incidents of discrimination and/or harassment, regardless of the offender's identity or position. When individuals feel that they have been subjected to discrimination and/or harassment or have observed discrimination or harassment of others, they have multiple options, including discussing their concern with their immediate supervisor, or their Campus Director.

The Campus Director oversees the College's/Institute's response to concerns of discrimination and/or harassment, and is made aware of all such concerns. Please contact the Campus Director at your campus to discuss any concerns or complaints.

In addition, the College/Institute encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and to request that it be discontinued. Often this action alone will resolve the problem. NWC/GCC/NCI recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures.

III. Complaint Reporting, Investigation, and Resolution Involving Complaints Against Faculty or Staff Members

1. Complaint Reporting

When individuals feel that they have been subjected to discrimination and/or harassment, or have observed discrimination or harassment of others, they have multiple options, including discussing their concern with their immediate supervisor or their Campus Director.

The written complaint should identify the parties involved, describe the harassing or discriminatory behavior, including when and where it occurred, and identify by name or description any witnesses and/or evidence. Written complaints should be treated as confidential, should only be provided to appropriate designated individual listed above, and should be provided directly to that individual.

2. Interim Steps

When appropriate, prior to or during the investigation, the College/Institute may take reasonable and appropriate interim steps to protect the safety and well-being of members of the College/Institute community, maintain the integrity of the investigative and/or resolution process, and deter retaliation.

3. Investigation Process

The purpose of the investigation is to gather facts relating to the incident(s) outlined in the written complaint and to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes discrimination and/or harassment. The investigator (or co-investigators, as necessary) will conduct a fact-finding inquiry that may include written statements, interviews, and any other sources of evidence the investigator deems appropriate. During the course of the investigation, the investigator may receive counsel

from other parties as needed.

While the length of an investigation will depend on a variety of factors, including the nature and scope of the allegations, the number of parties and witnesses, and the availability of parties and witnesses, the investigator will seek to conclude the investigation within forty-five (45) business days of receipt of the complaint.

Note: NWC/GCC/NCI expect faculty, staff, and other members of the College/Institute community to cooperate fully in the investigation process. Any faculty or staff member who is the subject of or potential witness regarding a discrimination or harassment complaint and refuses to cooperate in an investigation is subject to discipline, up to and including termination of employment.

Note: Adversarial hearings, including confrontation, cross-examination by the parties, and active advocacy by attorneys or other outside advocates, are neither appropriate nor permitted during the investigation process.

4. Complaint Resolution

At the conclusion of the investigation, the investigator will prepare a report. The report will explain the scope of the investigation and whether any allegations in the complaint were substantiated. The report will be submitted to the appropriate parties as deemed necessary.

Finding of "No Violation" of the College/Institute's Policy on Discrimination and/or Harassment

If there is a determination that the behavior investigated did not violate this Policy, both parties will be so informed. Neither party may appeal such a finding. If retaliatory behavior occurs after the issuance of this determination, either party may bring a complaint under this Policy.

Finding of "Inappropriate Behavior Not Rising to the Level of a Violation" of the College/Institute's Policy on Discrimination and/or Harassment

There may be a determination that the behavior was inappropriate and unprofessional but did not rise to the level of violating this Policy. Such inappropriate behavior may merit discipline, ongoing monitoring, coaching, or other appropriate action. Neither party may appeal such a finding. If retaliatory behavior occurs after the issuance of this determination, either party may bring a complaint under this Policy.

Finding of "Violation" of the College/Institute's Policy on Discrimination and/or Harassment

If there is a determination that the behavior did violate this Policy, the Campus Director, in consultation with the appropriate Corporate Director, and /or Executive Committee member, the Human Resource Consultant, and/or legal counsel will determine the appropriate corrective actions to be taken, up to and including academic expulsion or employment termination. In addition, where appropriate, the Campus Director may implement measures to ensure that the person who filed the complaint is not subjected to further discrimination or harassment, and to remedy the effects of any discrimination or harassment that may have occurred. Remedial steps, where appropriate, are at the discretion of the College/Institute, may include, but are not limited to, counseling or training and separation of the parties. Sanctions against the perpetrator may include a written warning, probation with or without conditions, suspension, academic dismissal or expulsion, and demotion or termination of employment in accordance with College's/Institute's policy. The process for appealing such a finding is set forth in Section VII below.

The College/Institute's ability to discipline an individual who is not an employee or student (such as a vendor or contractor) is limited by the degree of control, if any, that the College/Institute may have over such individual. Nonetheless, the College/Institute will seek to take appropriate action in response to violations of this Policy.

IV. Confidentiality

Any allegation of discrimination or harassment brought to the attention of the College/Institute will be discreetly addressed. Investigations will be conducted in a confidential manner to the extent possible. However, the investigation of complaints may also require disclosure to the accused individual and to other witnesses for the purpose of gathering pertinent information. In such case, disclosures will be limited to the extent possible.

Individuals involved in investigations or disciplinary proceedings under this policy are encouraged to exercise discretion in sharing information in order to safeguard the integrity of the process and to avoid the appearance of retaliation. While discretion regarding the process is important, complainants and respondents are not restricted from discussing and sharing information with others who may support or assist them in presenting their case.

Medical and counseling records are privileged and confidential documents that parties will not be required to disclose.

V. Protection from Retaliation

Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

Retaliation can take many forms, including abuse or violence, threats, and intimidation. Actions in response to a good faith report or response under this policy are considered retaliatory if they have a materially adverse effect on the working, or educationally hinder or prevent the individual from effectively carrying out their College/Institute responsibilities. Any individual or group of individuals can engage in retaliation and will be held accountable under this policy.

Prior to the conclusion of an investigation and findings, a complaint of discrimination or harassment does not constitute proof of prohibited conduct. As such, the complaint shall not be taken into account during promotion, merit or other evaluation or review until a determination has been made that the College/Institute's Policy has been violated.

Complaints of retaliation should be reported as violations of this Policy. Retaliatory conduct may result in serious disciplinary sanctions, up to and including termination/expulsion from the student's program of study or employment.

VI. Protection from Bad Faith Complaints

It is the responsibility of the College/Institute to balance the rights of all parties. Therefore, if the College/Institute's investigation reveals that the complaint is malicious or knowingly false, such charges will be dismissed and the person who filed the complaint may be subject to discipline, up to and including termination/expulsion from the student's program of study or employment.

TUITION AND FEES

Programs of Study	Total Program Cost	Tuition	Books/Supplies	Application Fee	STRF *
Central Service Instrument Technician (CSIT)	\$14,495.00	\$14,395.00	Incl.	\$100	\$0
Vocational Nursing (VN)	\$31,900.00	\$31,800	Incl.	\$100	\$0
Medical Assistant (MA)	\$15,495.00	\$15,395.00	Incl.	\$100	\$0
Medical Insurance Biller and Coder (MIBC)	\$15,495.00	\$15,395.00	Incl.	\$100	\$0
Surgical Technology (ST)	\$28,495.00	\$28,395.00	Incl.	\$100	\$0
Surgical Technology Accelerated Alternate Delivery (ST-AAD)	\$9,950.00	\$9,850.00	Incl.	\$100	\$0
Professional Fitness Trainer (PFT)	13,495.00	13,395.00	Incl.	\$100	\$0
Associate of Science in Healthcare Administration (ASH)	23,895.00	23,795.00	Incl.	\$100	\$0
*STRF Fee is Non-Refundable					

PROGRAM TUITION SCHEDULES
State of California Student Tuition Recovery Fund (STRF)

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

1. You are a student, who is a California resident and prepays all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

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

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

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by California residents who were students attending certain schools regulated by the Bureau for Private Postsecondary Education.

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

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

This catalog will be updated yearly at the discretion of the Campus Director and can be viewed online at: <http://success.edu>, click on e-campus, then GCC students. Use the following login.

User Name: student
Password: catalog

To Whom It May Concern:

This Catalog is true and correct in content and policy.

Connie Bell, Campus Director
Glendale Career College

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capital Oaks Drive, Suite 400, Sacramento, California, 95833, www.bppe.ca.gov, toll free telephone number 1-888-370-7589, telephone number 916-431-6959, fax number 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.