



CHAC
CALIFORNIA
HEALING ARTS
COLLEGE

Academic Catalog

January 1, 2020 -December 31, 2020

California Healing Arts College

500 E. Carson Plaza Drive, Suite
103 Carson, California 90746

www.chac.edu

1-844-4A.CAREER (1-844-442-2733)

Disclaimer

California Healing Arts College makes every effort to ensure the accuracy of the information contained in this catalog. The College reserves the right to change policies, regulations, fees, and courses of instruction during this catalog period upon the direction of the California Healing Arts College Administration and its Chief Executive Officer. The most current and complete information is available from the Campus President. All information in the content of this catalog is current and correct as of the publication date and is so certified as true by Amir Baniassad, Chief Executive Officer.

The College has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11U.S.C. Sec. 1101 etseq.).

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 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.

The College provides its Catalog on its website (chac.edu) and in prints to all prospective students or the general public when requested.

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.

All Classes will be held at 500 East Carson Plaza Dr., Suite 103, Carson CA 90746 (Except for Externships and Clinical Experiences).

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

Table of Contents

Table of Contents

Disclaimer	i
Class & Facilities Information	1
History and Ownership	2
Mission Statement and Educational Philosophy	2
Accreditation, State Licensure, and Approvals	3
Facilities, Equipment, and Student-Teacher Ratios	4
Class Sessions and Schedules / Clock Hour Conversion	4
Campus Holidays and Breaks	5
Operating Schedule / Campus Hours	5
Equal Opportunity Statement / Seeking Accommodations	5
Admissions Requirements	6
Procedures	7
Late Admission	7
Entrance Test/Ability-to-Benefit (ATB)	7
Attendance Policy	10
Grading System	11
Academic Standards	11
CPR Training	12
Satisfactory Academic Progress (SAP)	12
SAP Statuses	13
SAP Terms and Other Information	14
Probation for Attendance and Conduct	15
Course Incompletes	15
Withdraw Grades	15
Course Repetitions	16
Remediation	16
Maximum “F” Grades Allowed Before Termination	17
Externship and Clinical Experiences	17
Background Check and Physical Exam	18
Leave of Absence	18
Suspension and Termination	19
Graduation Requirements and Ceremony	19
Orientation for New Students	20
Dress Code	20
Draping Policy	20
Computer Lab / Resource Library	20

Family Educational Rights and Privacy Act	21
Transcripts and Records	21
Sexual Harassment	22
Crime Awareness and Campus Security/Veterans Information	22
College Program and Policy Changes	23
Job Placement Assistance	23
Transfer of Credit to CHAC	24
Notice Concerning Transferability of Credits and Credentials Earned at Our Institution	25
Course Challenge	26
Program Transfers	26
Re-Entry	26
Personal Property / Liability	26
Drug and Alcohol Prevention Program	26
Student/Employee Fraternalization	28
Smoking	28
Food and Drinks / Student Lounge	28
Personal Calls and Visits	28
Tutorial Assistance	28
Student Academic Advisement	29
Change of Address	29
General Assistance (Housing, Child Care, Transportation)	29
Graduate Refresher Courses	29
Career Services	29
Appeals	30
Student Appeal Process	30
Complaint Procedure	30
No Weapons Policy	31
Student Record Retention	32
Student Tuition Recovery Fund (STRF) Disclosures	37
Tuition Payment	33
Cancellation	33
Refunds After Withdrawal from Program	34
Determination of Withdrawal Date	35
Requirements for Federal Refund vs. CHAC Refund	35
Return of Title IV Funds	35
Financial Aid Eligibility Requirements	36
Financial Aid Programs	36
Other Available Financial Assistance Programs	37
Definitions	38
Tuition Chart	38

Other Fees.....	39
Program Chart	40
Program Advisories & Licensure/Certification Requirements	40
Course Descriptions.....	42

Class & Facilities Information

California Healing Arts College (CHAC) was granted institutional approval from the Bureau for Private Postsecondary Education (BPPE) pursuant to §94802 of the California Education Code. This approval means that the institution and its operations comply with minimum standards established under the law for occupational instruction by private postsecondary educational institutions. Institutional approval must be re-approved periodically and is subject to continuing review. The following programs are approved:

Programs	Clock Hours	Semester Academic Credit Hours	Length In Weeks
Massage Therapist (MT)	900	35.50	30 and 40
Medical Assistant (MA)	900	25.00	36
Medical Coding & Insurance Billing (MCB)	900	26.00	36
Personal Fitness Trainer (PFT)	900	30.00	36
Surgical Technology (ST)	1,690	58.50	52 and 65
Veterinary Assistant (VA)	900	25.00	36

NOTE: California Healing Arts College does not offer instruction in English as a Second Language (ESL).

Instruction is conducted in-house with facility occupancy levels accommodating 300 students at the Carson campus. Prospective enrollees are encouraged to visit the school's facilities and to discuss their personal educational and occupational plans with school personnel before signing an enrollment agreement.

California statute requires that a student who successfully completes a program of study is awarded an appropriate diploma or certificate verifying that fact.

This school currently has government-sponsored programs available to provide grants and/or to pay for a portion of tuition and fees. The grant program available is the Federal Pell Grant.

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 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833; www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897. **As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.**

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

California Healing Arts College (CHAC) makes every effort to ensure the accuracy of the information contained in this catalog. The College reserves the right to change policies, regulations, fees, and courses of instruction during this catalog period upon the direction of the CHAC Administration and its Chief Executive Officer. The most current and complete information is available from the Campus President.

All information in the content of this college catalog is current and correct as of the publication date and is so certified as true by Amir Baniassad, Chief Executive Officer.



Amir Baniassad / CHAC CEO

History and Ownership

The California Healing Arts College (CHAC) (also referred herein as “the College” or “the school”) obtained its approval from the Bureau for Private Postsecondary Education (BPPE) in 1988 and was established then as an institution able to grant certification in Massage Therapist. CHAC incorporated as a Limited Liability Company in March 1998, and achieved a milestone in February 2002, by gaining membership with the Accrediting Commission of Career Schools and Colleges (ACCSC), and again in December 2002, by becoming eligible to participate in Title IV Federal Financial Aid Programs for qualified students (e.g., Pell Grants and Federal Stafford Loans).

In 1990, CHAC became the first school in Los Angeles to offer a practical Clinical Studies Program to prepare students for work in the real world of spas, chiropractic clinics, and doctor’s offices. In 2009, CHAC became the first school in California to partner with Burke Williams Day Spas in order to offer qualified CHAC students the training required to become employed in a Luxury Day Spa environment. In 2011, CHAC also became the first NASM Academic Partner to offer a Personal Fitness Trainer program in Los Angeles.

In 2013, CHAC moved from Los Angeles to its current facility in Carson, California. The school was purchased in March 2015, and its name was changed to the Pacific College of Healthcare DBA California Healing Arts College.

Additional vocational programs have since been implemented in order to satisfy the increasing demands of the industry. Innovative and experienced instructors contribute their expertise in expanding the services and training programs offered by CHAC. Further, CHAC has neither filed a petition nor had a petition in bankruptcy filed against it within the previous five years.

Mission Statement and Educational Philosophy

The mission of California Healing Arts College is, “To provide quality and valued–training programs and services to our students in order for them to obtain the skills and competencies needed for entry-level positions in their chosen fields; to locate employment opportunities for our graduates; and to promote an environment for employees and students, which fosters teamwork, personal growth, and respect for the individual.”

California Healing Arts College is dedicated to providing trade and technical training relevant to the needs of the communities it serves. Since its inception, the school’s educational philosophy has been to:

Make learning an enjoyable and mentally stimulating process where students and teachers work closely together and benefit alike. Our purpose is to promote healing in different forms that complement traditional medicine and alternative healing arts. Our focus, therefore, is both scientific and intuitive, with emphasis upon the practical consideration of gaining employment after graduation.

Following is a list of CHAC’s ongoing list of institutional goals and educational objectives:

- Administer the chosen profession with confidence and quality;
- Understand the boundaries inherent in practicing the chosen profession;
- Show respect and care for clients and patients;
- Demonstrate professionalism to the general public;
- Communicate effectively with other health care professionals;
- Educate others about the benefits of traditional and non-traditional healing arts;
- Offer technical programs so that students can achieve their career, educational, and personal goals;
- Provide training using actual on-the-job situations so graduates can have the skills and competencies needed for entry-level employment;
- Ensure only relevant equipment and materials are used in the training of students; and
- Hire qualified instructors.

Accreditation, State Licensure, and Approvals

California Healing Arts College is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC is a national accrediting agency recognized by the U.S. Department of Education under the provision of Public Law 82-550 and subsequent legislation that requires the evaluation of such agencies and issuance of an official list by that governmental office. California Healing Arts College is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. Additionally, California Healing Arts College is recognized, authorized, and/or approved, by the following agencies:

- **U.S. Department of Education:** Authorized by the USDE to offer federal grants and loans to qualified students.
- **Accrediting Bureau for Health Education Schools (ABHES):** Approved by ABHES programmatically for the Surgical Technology program. This approval allows our students the opportunity to obtain national certification to enhance their credentials.
- **National Academy of Sports Medicine:** CHAC is a NASM academic partner and approved provider of customized curriculum for the Personal Fitness Trainer program. See page 38 for specific information on certification.
- **National Health Career Association (NHA):** CHAC is approved by the NHA as a testing site to administer the National Certification Examination for the Medical Assistant and Medical Coding & Insurance Billing programs.
- **CAMSA (California Massage Schools Association):** CHAC is a member of California Massage Schools Association.
- **CAMTC (California Massage Therapy Council):** CHAC sought this approval voluntarily *School Code: SCH0124*, and such approval means CAMTC will accept education from CHAC's massage program for certification purposes.
- **NCCT (National Center for Competency Testing):** CHAC is approved by NCCT for its Surgical Technology program graduates to take this certification exam. Validation of eligibility is granted for five years and is awarded through May 27, 2021.
- **U.S. Department of Veterans Affairs:** Approved under the provisions of Title 38, United States Code, to train eligible persons and veterans.

Facilities, Equipment, and Student-Teacher Ratios

The Carson campus is approximately 11,000 square feet and conveniently located near the business district of the city of Carson with easy access to major freeways and bus stops. The campus has various lab and lecture rooms, administrative offices, computer lab, student library, student cafeteria, and staff lounge.

The school is housed in modern, centrally air-conditioned facilities that are wheelchair accessible. Fully equipped computer and medical labs afford students hands-on training and include computers with updated software, printers, and medical equipment. The student-to-computer ratio is one-to-one for each program. Teaching labs for all medical programs contain real-world workstations to augment the student's acclimation to patient care and other such needs that will be encountered in the professional setting.

The Resource Center/Library at the campus is available during the day and evening to accommodate students' research and study needs and offer reference materials related to the programs and curricula at the campus. In addition, all students have access to the Library Information Resources Network (LIRN) online library database. The LIRN Virtual Library Collection consists of an expanded academic database consisting of a variety of holdings, including arts and the humanities, social sciences, science, and technology.

Maintaining and preserving the College's facilities and equipment is an obligation of all members of the College community: faculty, staff, and students. Students are expected to handle facilities and equipment with care and will be held liable for the destruction of College property. Smoking is prohibited within the College.

Lecture Classes: For all programs, the maximum number of students in a class is 36. The maximum student-to-teacher ratio for all programs is 36 to 1. Teaching assistants are provided, as necessary, to accommodate instructors with larger classes.

Lab Setting: For the MCB program, the maximum number of students in a lab is 36; and the maximum teacher-to-student ratio is 36 to 1. For MA, and PFT, the maximum number of students in the lab is 15; and the maximum teacher-to-student ratio is 15 to 1. For VA MT, the maximum number of students in a lab setting is 12; and the maximum student-to-teacher ratio is 12 to 1. Supervision during laboratory instruction for Surgical Technology (ST) is defined as a student to faculty ratio of 10:1.

Class Sessions and Schedules / Clock Hour Conversion

CHAC offers year-round enrollment for all programs. Start dates generally occur on Monday, but if the school is closed on Monday for a recognized holiday, the start date will be on Tuesday. The beginning of a module offers an opportunity to join the program. See the schedules below for morning (DAY), mid-morning (MM) and Evening (EVG). CHAC reserves the right to amend start dates as appropriate.

All Programs except MT (DAY): Classes are held Monday to Thursday from 8:00 to 1:00 pm

MT Day: Day: Classes are held Monday–Friday from 8:00 am to 2:30 pm,

All Programs except MT (MM): Classes are held Monday to Thursday from 10:00 to 3:00 pm

All Programs Except MT (EVG): Classes are held Monday–Thursday from 5:30 pm to 10:30 pm.

MT Program (EVG): Classes are held Monday–Friday from 5:30 pm to 10:00 pm.

Externship/Clinical Experiences: Externships and clinical rotations are scheduled for various times Monday through Sunday, according to the needs of the specific program and the availability of the externship/clinical site. Externship and clinical hours are set by the host site and will vary.

Clock Hour Conversion

ACCSC's definition of one semester academic credit hour, which equals 45 units, is as follows: One clock hour in a didactic (lecture) environment is 2 units; one clock hour in a supervised laboratory setting of instruction is 1.5 units; one hour of externship is 1 unit and one hour of out-of-class work is 0.5 units. Units of credit are awarded incrementally as each module/course is completed.

CHAC uses the Federal Financial Aid credit hour conversion, which is as follows: One semester credit hour equals 37.5 clock hours. A clock hour is defined as a 60-minute span of time for lecture or lab, during which 50 minutes is devoted to actual class instruction, with the remaining portion being designated as a break.

Campus Holidays and Breaks

California Healing Arts College does not hold classes on the following holidays: New Year's Day; Martin Luther King, Jr. Day; President's Day; Memorial Day; Independence Day; Labor Day; Veterans' Day; and Thanksgiving (2 days). In addition to these holidays, the school will be closed for winter break, as follows:

Winter Break 2020/21:	December 24, 2020 – January 1, 2021 (<i>Classes resume on January 4th</i>)
Winter Break 2021/22:	December 24, 2021 – December 31, 2021 (<i>Classes resume on January 3rd</i>)

Operating Schedule / Campus Hours

CHAC's campus facilities are open Monday through Friday, generally, from 8:00 am to 10:30 pm. Administrative offices are open generally Monday through Thursday from 8:00 am to 7:00 pm, and Fridays from 8:00 am to 5:00 pm. The administrative staff is available during evening hours by appointment. The campus will open on weekends, as enrollment demand and schedules for certain programs warrant.

Equal Opportunity Statement / Seeking Accommodations

Rehabilitation Act and Americans with Disabilities Act (ADA)

It is CHAC's policy that all admissions, employment, and promotion processes are free from conscious or inadvertent discrimination because of race, age, sex, religion, creed, color, national origin, physical handicap, political affiliation, sexual orientation, or beliefs. This policy applies to hire for all positions and admission of students for all programs.

Reasonable accommodations will be made for students with disabilities under state and/or federal law. If an applicant with a disability wishes to enroll, s/he must first contact the Campus President to discuss possible options to facilitate his/her enrollment and training. Consideration for such students will be made on a case-by-case basis.

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) as amended, the College abides by the regulation that "no otherwise handicapped individual" shall be excluded from participation in the programs and services offered by the College "solely by reason of the handicap." A student is eligible for consideration for accommodations and/or auxiliary aids and services if the student has a disability, and the Admission Representative has met with the student, consulted with the Campus President, Director of Education, Program Director and determined that the functional limitations of the disability require such accommodation, auxiliary aids and/or services.

The College is committed to providing reasonable accommodations, including auxiliary aids and/or services to qualified individuals with a disability unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by the College. To request auxiliary aids or services, please contact the Admission Department at the campus. Students should submit requests with supporting documentation at least six weeks prior to the beginning of the first day of classes or as soon as possible.

Admissions Policies & Procedures

Admissions Requirements

The College seeks to admit students who possess the appropriate credentials and have demonstrated capacity or potential that indicates a reasonable probability of success in completing the educational programs offered by the College. To accomplish this, the College evaluates all students and makes admissions decisions on an individual basis following the admission policies outlined in this catalog. Students are encouraged to apply for admission as soon as possible for a specific program and start date. Applicants' families are encouraged to participate in the enrollment process so that they may have an opportunity to ask questions.

Students must complete the entire admissions process on or before the first day of class for all programs. Students who fail to complete the admissions process prior to the first day of class may be required to reschedule to another start date. All prospective applicants must be personally interviewed by a school representative, tour the campus and receive a catalog describing the course offerings and the school policies. Upon the applicant's determination that he/she is interested in pursuing a specific program of study, he/she visits the Financial Aid department to receive information regarding funding options. 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.

In order to be admitted to his/her desired program, an applicant must complete all of the following:

- An applicant for enrollment at the College is required to possess a diploma from an accredited high school or the recognized equivalent or meet the requirements of the Ability-to-Benefit section of the Catalog. High school documentation from a country other than the United States must be translated and certified to be at least the equivalent of a U.S. high school diploma by an agency that is a member of the National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE). Applicants must provide a copy of their high school diploma, transcripts, or a copy of their GED/HSE. Veteran applicants may submit a valid DD-214 form (*see page 22*).
- Be at least 18 years old. If younger than 18, the applicant must provide a valid high school diploma or equivalent for admission to any program or course. **Note: Applicants to the MT and PFT, programs must be at least 18 years old.**
- All applicants are required to meet with an Admissions Representative, complete a questionnaire, interview with the program director, and receive a favorable background check if applying to any of the following: MT or ST. (*see page 17*). *Note: Applicants to the MT and ST programs will be subject to the background check for purposes of live scan eligibility.*
- Tour the campus in the company of an admissions representative.
- Be in good physical and mental health in order to adequately progress through the program.
- Provide a valid third-party evaluation of foreign transcripts or diploma, as applicable.
- Applicants enrolling in the College who have a misdemeanor conviction should be aware that they may not meet applicable licensure or certification requirements and may not be able to secure employment in the field. Certain misdemeanor convictions may prevent a student from successfully completing the desired program due to the inability to place students on externship or clinical sites; therefore, in these instances, the College reserves the right to deny admission.
- The College does not accept admissions applications from prospective students with felony convictions in programs that lead to state certification/licensure. These programs are Massage Therapist and Surgical Technology. The College does not believe that students should make a substantial investment of time, money, and potential debt if the ability to secure employment in the field of training is unlikely. If you have a felony conviction, please disclose that information to your Admissions Representative, and they can provide further assistance.

- Achieve a minimum score of 75% on a short-written essay, which is graded on content, sentence structure, spelling, grammar, and punctuation, each equally weighted for 20% of the overall score. (*ST program*)

Procedures

Interested applicants will meet with an admissions representative (AR), during which a campus tour will be given. The AR will provide detailed information on CHAC's programs and discuss the applicant's qualifications to assist in determining the best way to meet his/her career objective. Applicants to the ST program will write a short essay. Those applying to certain programs noted above will also meet with the program director or a designee, and a background check will be conducted. If it is found to be unfavorable, the prospective student may be denied admission or will be advised of possible eligibility issues by signing an advisory form to enroll. All applicants will meet with a financial aid representative to discuss potential tuition financing programs. In order to be formally accepted to the College, all applicants must do the following:

1. Complete, sign, and date an Application for Admission;
2. Make financial arrangements to cover the cost of tuition and fees; and
3. Read and sign all required pre-enrollment disclosures, such as the CHAC School Catalog, Notice of Student Rights, Notice of Cancellation, School Performance Fact Sheet (Completion & Placement Rates Disclosure), and Enrollment Agreement.

Late Admission

Classes start on the date indicated in the academic calendar. Late starts are considered on an individual basis after assessing the student's ability to make up the work that has been missed. Under no circumstances, however, will a student be allowed to enter class after the third-class session. Late admissions require the approval of the Campus President or Designee.

Entrance Test

Applicants without a high school diploma or equivalent must take the Wonderlic Basic Skills Test (WBST) – commonly known as the ATB test – to enroll in any of the following programs: Medical Assistant (MA), Medical Coding & Insurance Billing (MCB), Massage Therapist (MT), Personal Fitness Trainer (PFT), and Veterinary Assistant (VA). An ATB test taken previously by the applicant in a language other than English will not be accepted. Applicants must contact the admissions department to schedule ATB testing.

Ability-to-Benefit (ATB) students are those who do not possess a high school diploma, GED, or recognized equivalent and are beyond the California State age of compulsory school attendance. There are two distinct and different Ability to Benefit classifications. First, it will be determined if the applicant is eligible for the Grandfathering ATB Student classification. **If the applicant is not eligible, s/he will need to seek admissions through the ATB student classification or Eligible Career Pathways Program.**

A student may qualify to be classified as an eligible ATB student if one of the following two circumstances exists:

1. A student who successfully completed either six (6) credit units or 225 clock hours in a Title IV eligible program at a Title IV institution prior to July 1, 2012.
2. A student who attended a Title IV institution in a Title IV program.

If ATB eligibility was established prior to July 1, 2012, the applicant is required to provide documentation. Certified, passing scores from the Wonderlic Basic Skills Test or other US Department of Education recognized ATB eligibility exam scores are required. If eligibility is established, these students may apply for Title IV Financial Aid.

Documentation Requirements for Eligible Career Pathways Program ATB Students

A student who passes the Wonderlic Basic Skills Test with the minimum required scores may enroll in one of the Eligible Career Pathway Programs (ECPP). The ECPP has many components that the student must participate in to continue in the ECPP. These include:

1. Enrollment into and participation in the Adult Education component of the ECPP;
2. Participation in academic advising throughout the ECPP;
3. Participation in Career Pathway Coaching throughout the ECPP.

Eligible Career Pathway Program (ECP) ATB Program Requirements

Students enrolled in an ECP will be concurrently (at the same time) enrolled in their vocational training program and the Adult Education program. The student is required to attend classes in the Adult Education Program and is expected to participate in those classes. The Adult Education Program will be offered on campus in a computer lab and will have a facilitator present to support the students. The Adult Education program is offered online and is self-paced, enabling a student to obtain their high school diploma while they are attending their vocational program. The Adult Education program is offered by an approved adult education service provider and not by the College. The College does not guarantee that the student will receive a high school diploma or its equivalent. Completing the vocational component of the ECP program is not a condition of receiving a high school diploma or its equivalent.

Participation in the Adult Education component of the program (Effective 02/16/2016)

A new student who does not register and log-in to the adult education component of the ECP program within 10 consecutive calendar days (excluding school-scheduled holidays and non-scheduled school days based on the school calendar) from the start date of the vocational program will have his/her enrollment canceled.

A continuing student (defined as a student who has passed the 10 day cancelation period stated above) who fails to participate (log-in) once within 10 consecutive days (excluding school-scheduled holidays and non-scheduled school days based on the school calendar) of the student’s previous log-in will be placed on a “Withdrawal Warning” which must be administered with an advisement no later than 7 calendar days after the 14 consecutive days. If the student fails to participate at least once for the next consecutive 14 days, the student will be dropped. A student will be deemed not to have participated if they haven’t logged in in 14 consecutive days.

Integrated Activity for Eligible Career Pathways Program

All ECP students will be required to complete integrated activities within each module that will be delivered by the vocational instructor. An integrated activity is an assignment that contextualizes (integrates) the topics of the vocational component of the program and the adult education component of the program.

If ATB eligibility was not established prior to July 1, 2012, admission is available on a limited basis. Students who are admitted to the College as ATB students will be required to attend academic advising throughout their program. Additionally, all applicants must complete an interview with a school representative to determine desire, ability and commitment, receive a tour of the campus, review the school catalog and complete and sign the Enrollment Agreement.

ATB testing is administered by a certified independent test administrator and is scored by the test publisher. The student must provide a valid government-issued ID card and a social security number prior to testing. ATB students may not begin classes until

they have passed the ATB test as evidenced by an unofficial test report. ATB students will not be officially accepted until official passing scores have been received by the College from the publisher.

An ATB applicant who fails the Wonderlic exam must wait a minimum of seven (7) calendar days before retaking a second version of the Wonderlic exam. If the applicant fails both versions of the Wonderlic exam, the applicant must wait a minimum of 60 days from the date of the second attempt before re-applying for admission to the school. Passing scores for the Wonderlic exam are valid for five years.

Those with a high school diploma or equivalent may enroll in any program. (*See the section below on high school diploma equivalency.*) We encourage applicants without a high school diploma or equivalent to attend an independently operated GED program, and those applicants may request a list of such programs from the admissions department.

Minimum passing scores for the five noted programs are reflected in the chart below, which is followed by policies for retesting.

MA, MCB, MT, PFT, VA	ATB (either version): Verbal – 200 / Quantitative – 210
----------------------	---

The independent test proctor (ITP) may deem it appropriate to allow an applicant to retest if (1) the applicant’s performance was influenced by factors other than ability, such as illness, improper administration of the test, and interruption when giving the test or (2) there is a significant change in the level of the applicant’s ability. Only the ITP may administer the ATB exam.

Retest for ATB

- If the applicant fails the test on the first attempt, s/he may retest immediately on the alternate version.
- If the applicant fails the test on the second attempt, s/he must wait 60 calendar days from the date of the first attempt to test again. The retest will be on the first version.
- If the applicant fails the test on the third attempt, s/he may retest immediately on the alternate version.
- If the applicant fails the test on the fourth attempt, s/he must wait one year from the date of the first attempt to retest.

NOTE: All retests will include the entire ATB exam, regardless of whether one of the sections is passed

High School Diploma Equivalency

Applicants without a high school diploma may provide the following for consideration of admittance to any program if the following documentation shows evidence of high school graduation:

1. Transcript from high school that evidences successful completion of all required coursework and graduation
2. General Educational Development (GED) certificate
3. High school equivalency certificate, such as the California High School Proficiency Exam (CHPSE)
4. A transcript that shows the applicant earned an Associate's or Bachelor's degree at an accredited institution recognized by the U.S. Department of Education

Applicants enrolling in the Medical Assistant, Medical Coding, and Insurance Billing, Veterinary Assistant or Massage Therapist programs must provide a copy of their high school diploma, transcripts, or a copy of their GED prior to the first day of instruction.

If the applicant is a **home-schooled student**, s/he must submit documentation that outlines the curriculum studied. This may be in the form of course syllabi or a transcript from a recognized home-schooling agency. If such documentation is not available, then GED or CHSPE scores must be provided.

All transcripts must be in English or submitted with a certified English translation of the original. High school documentation from a country other than the United States must be translated and certified to be at least the equivalent of a U.S. high school diploma by an agency that is a member of the National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE) within 30 days of starting the program.

An applicant who cannot provide evidence for any of the above-mentioned documents may be admitted under certain conditions, including having to submit acceptable documentation of completion of high school or its equivalent no later than the first scheduled day of the program. If a student's high school diploma/transcript is not provided by the class start, this fee will be refunded, and the student's enrollment will be voided.

For those with prior college training who wish to transfer credits, please see the *Transfer of Credit* Policy in this catalog under the section titled *General Policies and Information*.

"Please note that the school cannot require the borrower to participate in arbitration or any internal dispute resolution process offered by the institution prior to filing a borrower defense to repayment application with the Department pursuant to 685.206(e); the school cannot, in any way, require students to limit, relinquish or waive their ability to pursue filing a borrower defense claim, pursuant to 685.206(e) at any time; and any arbitration, required by a pre-dispute arbitration agreement, tolls (pauses) the limitations period for filing a borrower defense to repayment application pursuant to 685.206(e)(6)(ii)."

Pregnancy

Applicants to the **Massage Therapist** program who are pregnant at the time of enrollment must provide authorization from their attending physician prior to starting the program.

In the **Massage Therapist** program, students who become pregnant must obtain written authorization to give and receive massage.

In the **Medical Assistant** programs that applicants who **are pregnant** at the time of enrollment will be asked to provide authorization from their attending physician prior to starting the program, to refrain from receiving injections. And students who **become pregnant** while attending the program must obtain written documentation from their physician to refrain from receiving injections.

Attendance & Academic Policies

Attendance Policy

Student Attendance Monitoring

Student attendance will be monitored on a daily basis using daily sign-in sheets on which students sign their full names (no initials) in blue or black ink. Students are expected to be in class on time, as repeated absences or patterns of coming late or leaving early will result in disciplinary action. Students must be advised within the first opportunity after a missed class to discuss and implement actions and options to remedy absenteeism. Advisements must clearly outline the consequences of failing to meet minimum cumulative attendance requirements, including repeating a module, delaying externship, and/or delaying graduation, and include an action plan and timeline for attendance remediation. Students are strongly advised to call the school to inform their instructor of an upcoming absence, if possible. Failure to abide by the CHAC attendance policy will adversely affect academic progress and can lead to warning or termination.

Minimum Standards (Excluding Externship)

For all programs/courses except **MT**, a student must attend classes a **minimum of 80% overall** in order to successfully complete the program. No student may begin his/her externship if the overall cumulative attendance is not at least 80 percent. For **MT** program/courses, a student must attend classes a **minimum of 90% overall** in order to successfully complete the program.

A student missing the final exam will receive an “Incomplete.” A grade of Incomplete cannot be given as a final grade. The “I” grade will automatically change to an “F” grade if the student does not sit for the make-up exam within the program’s allotted time period. This will require the student to repeat the module. If a student is terminated with a grade of “Incomplete” for any module, the “I” will be changed to a “W” (Withdrawn) and be reflected as such on the student’s academic record.

Extern for PFT, and ST: Students in these programs must complete 100% of their extern hours. *(See section on Externship for additional information.)*

Tardies/Early Departures

A **tardy** is defined as arriving late for the class session. “Class session” is defined as the scheduled portion of the class day for which a student signs to designate his/her attendance. An **early departure** is defined as leaving before a class session ends. **Four (4) tardies** for all programs except **MT**, where **Five (5) tardies** and/or early departures equal one day of absence. Calculation of absences resulting from tardies/early departures counts against student’s cumulative attendance percentage.

Termination for Consecutive Absences

A student will be terminated for missing ten consecutive class days (14 calendar days). The 14 consecutive calendar days will not include school-scheduled breaks and any school-scheduled holidays published in the academic calendar in the catalog.

Grading System

California Healing Arts College uses the following scale as its standard grading system.

GRADE	PERCENT	DESCRIPTION	GRADE POINTS
A	90-100	EXCELLENT	4.0
B	80-89	GOOD	3.0
C	70-79	AVERAGE	2.0
C	70-79	AVERAGE	2.0
C-MT*	75-79	AVERAGE	2.14
C-ST*	75-79	AVERAGE	2.14
F	0-69	FAIL	0.0

GRADE	DESCRIPTION
CR	CREDIT RECEIVED
FRP	FAILED / REPEATED / PASSED
FRF	FAILED / REPEATED / FAILED
NG	NO GRADE / NO CREDIT
I	INCOMPLETE
W	WITHDRAWN
No percent values apply, and no grade points are awarded for the descriptors above.	

➤ ***NOTE:** A "C" grade for these programs/courses will be indicated on student transcripts as noted above by referencing the program/course abbreviation. Final scores of 74% and below are considered failing for these programs/courses.

Academic Standards

California Healing Arts College evaluates student academic performance on a 4.0 grading scale, whereby a cumulative grade point average (GPA) of either 2.0 or 2.14 (depending on the program) must be maintained for making satisfactory academic progress. See below for standards for a program/course.

For clinic/lab training (extern) or supervised practicum, student performance is graded by the program director or director of education via the extern site's assessment ratings of student performance indicated on the skills evaluation form.

MT & ST: Minimum cumulative 2.14 GPA is required (equivalent to 75% on a 100% grading scale). Final test scores or module grades of 74% and below are failing grades for these programs/courses. (*Refer to Remediation Policy regarding retesting for failed modules.*)

MA, MCB, PFT & VA: Minimum cumulative 2.0 GPA is required (equivalent to 70% on a 100% grading scale).

Grading Formula – MA, MCB, PFT, & VA except MT and ST: Final module grades are determined by total points received resulting from a weighted application of grading criteria, i.e., module exam (50%), quizzes/assignments/lab skills (20%), homework (20%), and attendance (10%). For example, a module test score of 80% is multiplied by 50% (resulting in 40 value points). This score is added to the resulting score for the other two grading criteria to determine a student's overall module grade. **If a student fails the final exam for any given module in any program, s/he will receive a failing grade for the module regardless of whether the calculation of other grading criteria would have resulted in a passing grade.**

Grading Formula – MT and ST: Final module grades are determined by total points received resulting from a weighted application of grading criteria, i.e., module exam (60%), quizzes/assignments/lab skills (30%), and attendance (10%). For example, a module test score of 80% is multiplied by 60% (resulting in 48 value points). This score is added to the resulting score for the other two grading criteria to determine a student's overall module grade. **If a student fails the final exam for any given module in any program, s/he will receive a failing grade for the module regardless of whether the calculation of other grading criteria would have resulted in a passing grade.**

Each module in the **ST program** except ST400 includes topic exams that represent the 60% weighted value of the overall module grade. For this 60% grade value, the module final exam is cumulative (comprising all topics) and is worth 40 percent. All topic exams before the module final are weighted equally to comprise the remaining 20% of the 60% weighted value of the module grade. For **ST400**, the final grade is based on the exam (worth 90%) and attendance (worth 10%).

CPR Training

Students are provided CPR training during enrollment and will receive a Basic Life Support Card upon passing the requisite exam with a **minimum score of 84%** (equivalent to a “B” letter grade), in accordance with guidelines set forth by the American Heart Association (AHA). A lower score is considered failing. If a student fails the initial exam, s/he may retake another version but must do so the same day. If a student does not retest the same day or fails the retest, s/he must repeat the course when offered again, if available. Alternatively, the student must obtain CPR certification during enrollment by completing a course conducted by AHA at his/her own expense.

An eight-hour class for CPR may be held for one day, commensurate with that conducted by AHA. Students who miss or fail the CPR class in their program must plan accordingly to attend either of these days.

For the programs below, CPR training is included in the curriculum. Note that special conditions are in force regarding failing and retesting CPR and how it affects a student’s overall module grade.

CPR for, MA, MCB, and PFT, The CPR test serves as a quiz and, therefore, the score is calculated as part of the 20% grading criteria for determining a grade for the module. The final score achieved (whether passing or failing) will be averaged with other scores (e.g., quizzes, assignments, lab skills) and then multiplied by 20% to determine the value points. A student who fails the retest may take the CPR training with a class from another program, if available. Otherwise, s/he must obtain certification through AHA, as noted above.

CPR for MT The CPR test serves as a quiz and, therefore, the score is calculated as part of the 30% grading criteria for determining a grade for the module. The final score achieved (whether passing or failing) will be averaged with other scores (e.g., quizzes, assignments, lab skills) and then multiplied by 30% to determine the value points. A student who fails the retest may take the CPR training with a class from another program, if available. Otherwise, s/he must obtain certification through AHA, as noted above

CPR for ST: CPR training is conducted during the ST204 module. If the student fails the CPR exam, s/he may retest one time for this topic. If failed again, the higher of the two numerical scores will be applied to the overall grade for the module. In such cases, the student may continue with the rest of the training for the module but must obtain CPR certification through AHA, as noted above, but no later than by the end of Level 3. Otherwise, the student’s placement at extern may be delayed.

Satisfactory Academic Progress (SAP)

To remain in good academic standing and maintain financial aid eligibility, students must meet the following minimum Satisfactory Academic

Progress (SAP) standards as measured at the end of each grading and/or payment period:

1. Must maintain a minimum cumulative grade point average (CGPA) of 2.0.
2. Must maintain a rate of progress (ROP) of 66.67% or greater.
3. Must complete the program within 150 percent of the program length (Maximum Time Frame [MTF])

Satisfactory Academic Progress (SAP) is defined as the successful progression through an academic program. Every student must maintain satisfactory academic progress in order to remain enrolled at the college and to remain eligible to receive federal financial aid.

In order to receive federal financial aid, students must make satisfactory academic progress toward a certificate or diploma. SAP will be conducted at the point when the student has attended the scheduled credit or clock hours, as required by federal regulations, effective for all starts on or after July 1, 2011.

SAP Requirements

Standard 1 – Cumulative Grade Point Average or GPA (Qualitative Measure or “grade-based”): The student must maintain a minimum qualitative measure of progress defined as the cumulative GPA, which is either a 2.0 or 2.14, depending on the program or course. Only those credits required in the student ‘s program of study are used in the CGPA calculation.

Standard 2 – Semester Credit Hour Completion Ratio / Pace (Quantitative Measure or Rate of Progress “time-based”): The student must achieve a minimum passing rate of 67% of all semester credit hours attempted. Grades of “F” (Fail), “I” (Incomplete), and “W” (Withdrawn) are calculated in the completion ratio and will result in a lower passing ratio. Transfer credits (both earned and attempted), if applicable, are also calculated in the completion ratio.

The rate of progress percentage is calculated by dividing the credits or hours earned by the credits or hours attempted. Only those

credits or hours required in the student ‘s program of study, including transfer credits, are used in the calculation

Standard 3 – Maximum Timeframe: The students must complete his/her certificate or diploma program/course within 150% of the published length, as reflected in the Program Chart contained in this catalog. Transfer credits are included in the maximum timeframe calculation. Students are expected to complete their program within 150 percent of the published length of the program (or 1.5 times the number of credits or hours in their program). Quantitative Measure or Rate of Progress calculations help assure that students will complete their programs within the maximum time frame.

Effect of Transfer Credit on SAP: Transfer credit awarded by the college has no effect on GPA calculations for SAP but does affect the Pace calculation. Transfer Credits are also included in the maximum timeframe calculation.

Effect of Program Change on SAP: Students who change programs will only have credits and grades that are applicable to the new program (including transfer credits) calculated in SAP and Maximum Timeframe. Any credits that were previously taken that are not part of the student ‘s new program of study will not be used in the calculations.

SAP Statuses

1. SAP Met: When an SAP evaluation determines a student is meeting both GPA and Pace of Completion requirements, their SAP status will be SAP Met. Students in this status are eligible for financial aid funding.

2. Academic SAP Warning: Students who fall below either the qualitative or quantitative measure will be placed on the “SAP Warning” status for one payment period. As a result, the student will be required to meet with a student services representative to discuss the minimum requirement(s) not being met and corrective action necessary to satisfy SAP requirements. One-year programs (i.e., those with one academic year) will have one warning period; those programs with two academic years may have more than one warning period. Students placed on SAP Warning may still have federal aid disbursed to them for one (1) payment period.

3. SAP Disqualification: When a student on SAP Warning status fails to meet SAP at the next evaluation (next completed payment period) or if it is determined during an evaluation that a student cannot mathematically complete the program within the maximum timeframe, they are placed on SAP Disqualification. Students placed on SAP Disqualification are removed from the program and ineligible for federal financial aid.

4. SAP Probation: Students placed on SAP Disqualification who have successfully appealed their SAP status will be placed on SAP Probation. Students on SAP Probation are eligible for financial aid disbursements for 1 payment period.

a. If an appeal is approved and it's determined a student can meet SAP standards by the end of the subsequent payment period, the student can be placed on SAP Probation without an academic plan.

b. If an appeal is approved and it's determined a student will require more than 1 payment period to meet SAP standards again, they will be placed on SAP Probation and must follow an Academic Plan developed for the student by the college. At the end of the subsequent payment period, a review will take place to ensure the student is meeting the requirements of the Academic Plan.

c. Academic Plan- A plan developed by the college and tailored specifically for each individual student. The plan may include grade requirements, attendance requirements, tutoring requirements, and any other requirements deemed necessary by the college to position the student to be successful. For either status above, the student must sign and receive a form detailing his/her status as SAP Warning or SAP Failure. The form will indicate the reason for the warning/failure status and the corrective action needed to achieve the minimum requirement(s) to meet SAP. A student's refusal to sign the form will not exempt him/her from the conditions of SAP Warning or SAP Failure and may lead to further disciplinary action including termination.

SAP Terms and Other Information

Credits Attempted: Defined as all courses for which a student receives a grade – whether passing or failing – and includes “W” (Withdrawn) and “I” (Incomplete) grades. Therefore, any and all grades received will count toward the credit hour ratio detailed above in Standard 2 of the SAP requirements.

Credits Completed: Defined as all courses for which a student receives a passing grade.

Credits Included in Credit Completion Calculation: In addition to courses in which the student is enrolled, challenged credits and transfer credits are included in the calculation of completed credits. However, any credits audited by a student do not count as either credit attempted or completed.

Impact of Repeated Courses: Repeated courses count as credits attempted during each payment period in which the student is enrolled, and they may affect the pace (see Standard 2 above). However, a repeated course will count one time as credits completed the first time the student receives a passing grade for the course.

Credit Completion Warning: Students placed on SAP Warning for lack of credit completion are advised that, if any other SAP standards have generated a “hold” on their record, those standards and conditions take precedence over the credit completion warning.

Regaining Financial Aid Eligibility for Credit Completion: A student must successfully complete enough credits to meet the minimum 67% completion requirement in order to be removed from financial aid suspension.

Probation for Attendance and Conduct

Probation serves as a method for both students and staff to acknowledge a student's substandard performance in attendance or conduct. Probation will occur if the student's cumulative attendance is below the minimum standard when formally reviewed at the end of his/her payment period or if s/he is determined to have exhibited misconduct (e.g., foul language, disrespect to staff/students, etc.). The Campus President also has the discretion to place a student on probation at any time, if deemed necessary, for incidents such as repeated absences, tardies/early departures, disruptive attitude/bad behavior, or is found to be in violation of any other school policy.

Students placed on probation for attendance and/or conduct issues will sign and receive a written notice indicating the duration of and reasons for the probation, including corrective actions required to remain in good standing. If the student fails to comply with the stated corrective actions, s/he will be terminated. Exceptions may be made due to extenuating circumstances, at the discretion of the Campus President, and only upon receipt and approval of applicable supporting documentation and are defined as the following:

1. Military assignment
2. Medical emergency of the student or an immediate family member
3. Death of an immediate family member
4. Unexpected and severe life or financial conditions such as loss of a job, loss of housing, etc.

A student's refusal to sign the probationary form will not exempt him/her from the conditions of probation and may lead to further disciplinary action including termination. Periods of an approved leave of absence (LOA) and periods of non-enrollment after voluntary or involuntary withdrawal do not count as time elapsed toward the probationary period.

The length of probation is thirty (30) calendar days unless otherwise stated for a specific reason. At management's discretion, the student may be released from probation prior to the end of the documented probationary period if all conditions have been met. If the student has not satisfied the terms of probation but has made a substantive improvement, the Campus President may extend the probationary period for fifteen (15) calendar days. If the student fails to comply with the extended probationary conditions, s/he may be suspended or terminated.

Course Incompletes

A student will receive an "Incomplete" grade for a module if s/he does not sit for the scheduled module final exam. A grade of Incomplete cannot be given as a final grade. The "I" grade will automatically change to an "F" grade if the student does not sit for the make-up exam within the program's allotted time period. This will require the student to repeat the module. If a student is terminated with a grade of "Incomplete" for any module, the "I" will be changed to a "W" (Withdrawn) and be reflected as such on the student's academic record.

Withdraw Grades

A student who withdraws after attending any portion of a module or course will receive a grade of "W" or Withdrawal on their transcript. The "W" grade is a permanent mark with no grade points assigned. "W" grade for the module or course will not be included in the calculation of the GPA for SAP. Withdrawal credits are counted as attempted, but not earned and will be included in the calculation of the rate of progression in determining SAP.

Make-up Work: Make-up work may be completed to make up for quizzes, assignments, or other course content missed during classes. The make-up must be arranged between the student and the instructor. If a missed module exam is not made up within the established timeframe for a particular program, the student will receive an "F" grade and will have to repeat the entire module when offered again. **The highest numerical score applied to a make-up final exam is 75% (or 84% for the CPR exam), regardless of whether the actual score attained is higher.** This score will be calculated with other grading elements to determine the overall final grade for the module. All homework, assignments, and quizzes must be completed before taking the **final exam**. Students must consult directly with their instructor or program director to schedule and sit for a make-up test.

The final exam or missed quizzes will be administered outside the student's normal class schedule. All make-up exams must be completed within 7 calendar days after the module ends. Students cannot use Make-up work to make up class attendance hours missed. Missed class time is counted toward the total class hours missed.

Course Repetitions

A student must repeat (retake) any failed module to attain a passing grade. Grades earned for repeated modules will replace the original grade in determining academic progress and GPA; however, all module final grades will be on the student's transcript. **A student cannot repeat a module s/he passed in order to obtain a higher grade.** There are limits as to how many times a student can repeat a module or a certain number of modules within a level, depending on the program (*see below*). To repeat a failed module during the next available offering, students in all programs must submit the Petition Request form to Student Services. If the request is not voided before the module start date, the student will be obligated to the schedule and tracked accordingly for attendance and academic purposes. See Re-Entry Policy under General Policies and Information regarding repeating modules that a student passed during a previous enrollment.

Note: The Course Repetition policy does not apply to the extern modules. Students in all programs should refer to the Maximum- F Rule Policy (as applicable) for additional information regarding limits on repeating failed modules.

MA, MCB, MT, PFT & VA: Students can take any module a maximum of three (3) times but must pass it by the third attempt. Therefore, a student may repeat any failed module a maximum of two (2) times. There is no charge for the first time a failed module is repeated, but a student must remit payment before being scheduled to repeat the module a second time. If a student fails a module after repeating it the second time, s/he will be terminated from the program.

Remediation

This policy applies to only the ST program; however, it does not apply to extern modules. It allows students to demonstrate improvement in cited areas of the deficiency by remediating (retesting) a failed module, in order to progress through the program. **Remediation does not apply to modules receiving automatic "F" grades resulting from the student's failure to take a make-up test in time. Additionally, "F" grades for a module are considered final only after the student fails the remediation exam.**

Certain conditions apply relative to the number of times a student can remediate during various levels of the ST program. **Students may remediate a failed module only one time.** If a student fails the remediation exam for a module, s/he must repeat the module when offered again. This applies only if the "Maximum-F Rule" is not in force. If it is, the remediation failure will result in automatic termination from the program. Under no circumstances can students' progress to another level of ST program with a module to be remediated. ST Program student may receive an "F" as a module final grade no more than two (2) times in Level 1 and no more than one (1) time in Level 2 or Level 3. A third module final grade of "F" in Level 1 or a second module final grade of "F" in either Level 2 or Level 3 will result in automatic termination from the program. For module ST400, the rule above for Level 1 applies.

Following a failed module, the student will be formally notified of the remediation process, during which deficient areas will be identified for the student to review. The student will sign an advisory form acknowledging remediation and will have one week from notification to take the remediation exam unless indicated differently below for a program/course. **The highest numerical score applied to a remediation exam is 75% (or 84% for the CPR exam), regardless of whether the actual score attained is higher.** This score will be calculated with other grading elements to determine the overall final grade for the module.

ST Program students may remediate (retest) a maximum of two (2) failed module exams in Level 1, and one (1) failed module exam each in Level 2 and Level 3. If the student fails the module remediation exam, s/he must repeat the entire module. A third failed module in Level 1 or a second failed module in either Level 2 or Level 3 will result in automatic termination. Students cannot remediate module ST400.

Students can take ST400 a maximum of three times but must pass it by the third attempt. There is no charge for repeating this module a second time. Students in the ST program may also remediate each topic exam one (1) time; however, students do not sign any formal notification for failed topic exams. If the retest for a topic exam is failed again, the higher of the two numerical scores will be applied for calculating the overall grade for the module. A student's eligibility for the Remediation Policy will be considered before applying the Maximum-F Rule Policy in determining whether the student should be terminated for reaching the stated limits.

Maximum "F" Grades Allowed Before Termination

For all programs, students will be terminated for failing a certain number of modules or the same module after a certain number of times, depending on the program. This policy applies to all modules and levels, excluding externship. **This policy applies regardless of whether any failed modules have been repeated and passed and includes "F" grades resulting from remediation and from "Incompletes" that were not made up in time.**

MA, MCB, MT, PFT & VA: A student may receive an "F" as a module final grade no more than three (3) times overall during the normal length of the program. If a student attains a fourth module grade of "F", s/he will be terminated from the program.

Externship and Clinical Experiences

Externship and clinical experiences are part of the program/course; therefore, students are still enrolled during this training. Students in all programs/courses with externship/clinical modules as part of their program must complete them with a satisfactory grade in order to complete the program/course successfully and receive a diploma. Except where noted, externship and clinical experiences are subject to the same policies and procedures as the rest of the program/course.

A student will not be allowed to begin externship/clinical if s/he has not met minimum attendance requirements and/or has not passed all modules. **Certain extern/clinical sites may require a second criminal background check and/or documentation of CPR certification and/or additional health immunizations prior to placement at their site.** *(See the section titled Background Checks / Physical Exams under General Policies & Information).* **ALL STUDENTS SHOULD BE AWARE THAT THE EXTERNSHIP/CLINICAL EXPERIENCE COMPONENT OF THEIR PROGRAM IS ALMOST ALWAYS OFFERED DURING "DAY SHIFT" HOURS.**

The extern/clinical site will assign a supervisor who will evaluate student progress and performance, along with ongoing follow-up by CHAC. Students should expect the hours and days to vary depending on the host site. Shifts on externship/clinical experience can range up to 12 hours, occurring any hour of the day, afternoon, or evening and any day of the week. *(Refer to individual program outline and course description.)* Completing less than the projected weekly hours may result in an extension to the student's

expected completion date. However, any hours completed in excess of the amount scheduled weekly will not count toward the student's completion total. The specific site will be determined by CHAC in conjunction with the student's completed Extern Questionnaire. **Evening schedules cannot be guaranteed. Additionally, the following distances for student travel from campus to the site may be required: 25 miles for PFT, MA, MCB, and VA; and 85 miles for ST.**

Students must arrange and pay for their own transportation to and from their assigned clinical or externship experience, including any parking charges at the host site.

Externship/clinical experiences for all programs consist of one or more modules. If a student withdraws or is terminated during the externship, any hours completed during the module will be voided. As a result, the student must repeat all hours that were previously completed during that module. A student may request to change an externship site only one time unless prohibited by specific policy to a program. **If a student fails to complete externship after attending a second site, s/he may be terminated from the program/course.**

Extern for PFT: Students must complete 100% of extern; the program director processes extern placement.

Extern for MT: There is no externship component for this program.

Extern for MA, MCB, & VA: Extern is normally scheduled for 30-40 hours per week (6-8 hours per day) for 200 hours.

Extern for ST: Students must attend 100% of their clinical rotation hours and complete a minimum of 120 surgical cases, of which 30 are General Surgery cases, and 90 are for various Surgical Specialties. For the 30 General Surgery cases, 20 must be the first scrub, and 10 must be the second scrub. For the 90 Surgical Specialty cases, 60 must be the first scrub, and 30 must be the second scrub. The program director processes extern placement.

Students do not receive any monetary remuneration during this training, nor will they serve as a substitute for the hired staff or other personnel (in the capacity of a surgical technologist) at the clinical site(s) to which they are assigned.

Extern During Breaks: Externship schedules may occur during winter and/or school breaks. If so, students are strongly advised to continue extern training with no interruption, as doing so will result in voided hours for the module and in their expected completion date being extended indefinitely. If a student's request for interruption is received and approved, s/he is further advised that the availability of sites cannot be guaranteed. Therefore, students whose externship is interrupted for any reason (e.g., LOA, request to change site) will more than likely be placed at another site upon their return to school and only after those students who are already in line for placement.

Background Check and Physical Exam

Applicants to the **MT and ST programs** will be subject to a criminal background check during the admissions process and possibly again before extern placement, depending on the site. For the **MT program**, a background check will be conducted for purposes of live scan eligibility. If the check is unfavorable (felony conviction) the applicant will be denied admission. The cost of the background check is covered by California Healing Arts College and is generally conducted by the program director. Before being formally admitted to a program, a student who receives an unfavorable background check will have to sign an advisory form regarding their potential ineligibility for placement in off-site training, if s/he still wishes to enroll.

Students in all programs except, **MA, MCB, PFT, & VA** are strongly encouraged to provide valid documentation of a physical exam detailing immunizations at least a few weeks prior to extern placement or clinical training. Students in the MA, MCB, PFT, & VA programs will be informed if they must provide such documentation, as it depends on CHAC's extern agreement with certain sites. For all programs, a doctor will visit the campus to conduct a physical exam, if sufficient numbers of students needing the exam warrant a visit. Otherwise, students must visit the doctor designated by CHAC to take a physical exam. In all cases, the cost of the physical exam is covered by CHAC.

Students are strongly advised that placement at a given site may be jeopardized if the requirements involving either a background check or physical exam are not met in a timely manner.

Leave of Absence

The Campus President or the Director of Education may grant leaves of absences and/or waive interim satisfactory standards for certain circumstances. At the time of a request for a LOA, a student must be satisfactorily progressing academically.

Students who find it necessary to take a leave of absence must make a written request to administration and approval is granted on an individual basis. LOA's that are properly approved will be maintained in the student's permanent file. LOA's approved for students receiving Title IV funding may not exceed 180 consecutive days in one 12-month period. Students returning from a leave of absence may have to wait for the appropriate course to be offered, which may cause them to exceed their maximum program completion time. The tuition cost may be affected. Failure to return from a leave of absence will result in termination from the program. Standards of satisfactory progress will not be affected during an approved leave of absence.

If the student is a Title IV loan recipient, prior to granting the LOA, the effects that the student's failure to return from a LOA may have on the student's loan repayment terms, including the expiration of the student's grace period, will be explained.

Suspension and Termination

Students are always required to follow all rules and abide by all regulations while on campus or at extern and to exhibit respect for others and self-discipline. **CHAC strives to maintain a safe learning/working environment and has a zero-tolerance policy for making threats to staff or students.** A student may be suspended or terminated for any of the following reasons:

1. Cheating or falsification/misrepresentation of material information in any School records including, but not limited to, application/enrollment paperwork, quizzes/exams, homework, and sign-in (attendance) sheets, whether inadvertent or deliberate.
2. Copyright infringement and/or unauthorized use/distribution of school materials, for which the appropriate authorities will be notified for possible prosecution under the fullest extent of the law.
3. Stealing, defacing, or mutilating any School property (e.g., computers, labs, classrooms, offices, restrooms).
4. Disobedience or disrespect toward an instructor or administrative staff member.
5. Disrespect toward another student or behavior creating a safety hazard to students and/or other persons at the School, as well as making any threatening comments while on campus, including breaks, or an externship.
6. Possession of drugs, alcohol, or weapons on school premises.
7. Excessive absenteeism, including tardies and early departures.
8. Failure to meet financial obligations; or
9. Any other determined infraction of misconduct.

A student who is suspended from school is marked absent for all days s/he is on suspension and is not exempt from applicable school policies regarding poor attendance. Additionally, a student on the suspension will not be eligible to receive Title IV financial aid disbursements during the period of suspension. A student's refusal to sign the suspension form will not exempt him/her from the conditions of the suspension and may lead to further disciplinary action including termination. If terminated for consecutive absences, the date of determination of the student's withdrawal will be either the third or tenth consecutive day of absence, as applicable to a particular program, for purposes of determining an applicable refund. Students have the right to appeal suspension or termination (*see the section on Appeals*).

Graduation Requirements and Ceremony

Upon successful completion of the training program, a student will earn a diploma and final official transcript, provided the student meets all the following conditions:

1. Achieves a minimum cumulative grade point average (GPA) of 2.0 for the PFT, MA, MCB, and VA programs, or 2.14 for all other programs;
2. Achieves a minimum cumulative attendance percentage of 80% for all programs except for MT the minimum is 90%, as well as 100% for extern if required by a specific program;

3. Is present on the last scheduled day of the program; and
4. Satisfies all financial obligations to the School and completes an exit interview with the financial aid department regarding repayment of his/her loan(s).

Diplomas and final transcripts are issued generally within four to six weeks of the completion date. During this time, graduates can request a formal letter verifying completion of the program provided the above conditions are met.

CHAC holds a graduation ceremony for once a year, generally during the month of August, for graduates who completed their program during the last 12 months. Recognitions and awards are presented at the ceremony to those graduates with both perfect attendances during their program training and a cumulative GPA of 4.0 at the completion of the program. Students are advised that make-up of any absences, tardies, or early departures does not count as perfect attendance.

General Policies & Information

Orientation for New Students

Each department conducts a short presentation to all new starts, which is normally held before or during the first class session. The orientation includes an introduction to CHAC staff and a detailed overview of various CHAC policies as outlined in this catalog. Prior to orientation, new students will sit for a picture for their ID badge and complete any outstanding paperwork.

Dress Code

Students are expected to maintain a neat, clean appearance always during their training, both on campus and at externship and clinical sites. Because a variety of equipment is used during training, certain items of clothing, such as shorts and open shoes, may not be worn for obvious safety reasons. Students are always required to wear their designated uniforms while attending the program. *Note: Individual programs may enforce a more stringent dress code policy.*

Prospective students are provided the dress code policy during the enrollment process, which identifies more stringent requirements for certain programs. During the admissions process, applicants sign an acknowledgment form that they agree to abide by the policy and have received a copy of the policy. Extern sites, including hospitals for Surgical Technology clinical training, also may dictate a dress code policy somewhat different than that from CHAC. If so, the site's policy will override CHAC's. **Students are strongly advised to adhere to the dress code, as failure to do so can result in not being admitted to class or being dismissed from campus or extern and marked accordingly for attendance. Repeated infractions also can result in probation, suspension, or termination.**

Draping Policy

This applies only to a student enrolled in the MT program. Draping includes methods used by the massage therapist to protect modesty, privacy, warmth and/or comfort of a patient/client using sheets, towels, blankets or any item that serves this purpose. Genitals and the gluteal cleft of male and female clients and the breast area of female patients/clients are **NOT** to be exposed.

Computer Lab / Resource Library

CHAC provides computer labs, a variety of software directly related to the various programs, and general applications such as typing tutors and applications for word processing and spreadsheet/database. Students are prohibited from downloading or using any external software on CHAC computers, which are to be used only for school/program purposes. The lab also contains a reference library of various books/periodicals that students may sign out.

In order to support the educational experience with materials commensurate with the level of education provided, and sufficient in quantity and scope to meet the educational objectives of the program, the school's learning resource system relies upon the electronic library resources provided by the Library Information Resources Network ("LIRN").

LIRN is a wonderful tool that students can access online on school premises or at home using the student's personal computing devices, at any time without restriction. LIRN includes a multitude of current periodicals, research journals, and databases related to the new program. In addition to LIRN, the school provides standard works of reference and video available for student review on school premises.

Family Educational Rights and Privacy Act

California Healing Arts College complies with the confidentiality and student record availability provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 and the Buckley Amendment. The confidentiality of student and staff records is strictly protected. However, students who are adults, parents of minors, or guardians of "tax dependent" students have the right to inspect and challenge the information contained in the student's record. The school complies with Title IX of the 1972 Educational Amendments, the Equal Opportunity Act of 1972 (Title VII) of the Civil Rights Act of 1964, and Section 504, Rehabilitation Act of 1973. Student information will not be disclosed without the student's written consent or request. However, FERPA allows schools to disclose relevant information about a student, without consent, to regulatory agencies and the U.S. Department of Education or to comply with a judicial order or lawfully issued subpoena. The student has the right to file a complaint with the U.S. Department of Education if the institution fails to comply with FERPA requirements. Complaints should be directed to the Family Policy Compliance Office / U.S. Department of Education / 400 Maryland Avenue, SW / Washington, DC 20202-4605.

Transcripts and Records

Copies of unofficial or partial transcripts are available to a student upon request. Official and/or sealed transcripts can be mailed to other institutions upon written request and permission from the student. Students must complete the Petition Request form to be processed by the Student Services department for receipt of their transcript. A student will be provided one official transcript upon request at no charge. An administrative fee of twenty dollars (\$20.00) will be required for any additional official transcripts and ten dollars (\$10.00) for non-official transcript. CHAC will withhold a student's transcript or grades if the student is in default on their tuition contract or is not in good financial standing. If the student has made a partial payment to his or her tuition obligation, the institution may withhold only that portion of the grades or transcript that corresponds to the amount of tuition or loan obligation that the student has not paid. If the student's course of study consists of only one course, the institution may withhold the grade(s) or the transcript until the tuition or loan obligation is paid in full. All grades received during a student's enrollment will be reflected on the transcript, including the following: F, W, FRP, and FRF (*see the section on Grading System for grade descriptions.*)

CHAC maintains a file for each student that contains all requisite information on his/her enrollment, financial aid, and academic progress. Upon written request, a student may review his/her file during enrollment in the presence of a CHAC employee and/or request to have the file copied, excluding any and all test materials. A copy of the file will be provided no later than 30 days following the request. Students have the right to review and/or amend their educational records no later than 30 days after the institution receives a written request. If the institution decides not to amend the record as requested by the student, the student will be notified of the decision and advised of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when s/he is notified of the right to a hearing. Following the hearing, if the institution still decides not to amend the record, the student has a right to place a clarifying statement in the record. The institution is not required to consider requests for amendments to grades or disciplinary decisions.

No officer, administrator, or employee of California Healing Arts College shall release information concerning any enrolled/terminated student or graduate to a third party without the student's prior written consent, with the exception of any regulatory agency. State law requires that this educational institution maintain school and student records for a five-year period. For graduates, a copy of the diploma and official transcript are maintained permanently.

Sexual Harassment

Sexual harassment of students or applicants in any form is unacceptable conduct that will not be tolerated. Sexual harassment includes unwelcome sexual flirtations, advances or propositions, requests for sexual favors, verbal abuse of a sexual nature, subtle pressure or request for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words, a display of sexually suggestive objects or pictures, sexually explicit or offensive jokes, physical assault, and other verbal, visual, or physical conduct of a sexual nature while at the College. No student, applicant, faculty member, or another employee of California Healing Arts College shall threaten or insinuate, either explicitly or implicitly, that a student's or applicant's refusal to submit to sexual advances will adversely affect that person's application, enrollment, grades or educational experience. Similarly, no faculty member or employee shall promise, imply or grant any preferential treatment in connection with any student or applicant with the intent of rewarding for or engaging in sexual conduct.

Any student or applicant who feels that s/he is a victim of sexual harassment by any student, applicant, faculty member or other California Healing Arts College employee should bring the matter immediately, in person, to the attention of the Campus President or CHAC president or call the telephone number specified in this catalog. Any questions about this policy or potential sexual harassment should also be brought to the attention of school officials. California Healing Arts College will promptly investigate all allegations of sexual harassment in as confidential a manner as possible and take appropriate corrective action if warranted.

Crime Awareness and Campus Security

Every year, CHAC publishes the *Campus Security Disclosure Statement* form that contains detailed information regarding crime statistics for the College. Additionally, the College distributes pertinent information related to the school's policies and procedures for maintaining campus security. This information provides the student with detailed information on the College's procedures and measures for crime prevention and instructions for reporting crimes. Information regarding sex offenders can be obtained at the website <http://www.meganslaw.gov>.

Statement of Non-Discrimination

The College does not discriminate based on race, color, religion, national or ethnic origin, sex, sexual orientation, gender identity or status, marital, parental, familial, veteran, or military service status, age, or disability. The College complies with all local, state, and federal laws barring discrimination. Accordingly, equal opportunity for employment and admission shall be extended to all persons. All inquiries or complaints regarding these laws and regulations should be directed to the Campus President or Director of Education, who will provide students with procedures available for resolving complaints relating to alleged unlawful discriminatory actions.

Veterans Information

Instead of a high school diploma or equivalent, veterans may submit a valid DD-214 form for admission to a program. Additionally, veteran applicants must provide the original or certified copy of transcripts for any postsecondary educational training, as applicable. An evaluation of these transcripts will be done prior to enrollment to determine if any prior credits can be accepted toward enrollment at CHAC. If so, the applicant's enrollment will be shortened accordingly. All veteran applicants will meet with a VA certified school official in addition to the admission requirements included in this catalog. Transcripts and evidence of evaluation will be kept in the student's file.

CHAC also maintains a policy for the refund of the unused portion of tuition, fees, and other charges in the event the veteran or eligible person fails to enter the program, withdraws or is terminated at any time prior to completion. The policy also provides that the amount charged to the veteran or eligible person for tuition, fees, and other charges for a portion of the program does not exceed the approximate pro-rata portion of the total charges for tuition, fees, and other costs that the length of the completed portion of the program bears to its total length. For information or resolution of specific payment problems, the veteran should call the DVA at (800) 827-1000.

Veteran students who fail to comply with either SAP Warning/Failure requirements or attendance/conduct probationary conditions will be terminated.

To remain eligible for veterans' benefits, veterans and eligible persons must complete their program of study in the originally contracted length of time; therefore, the maximum timeframe policy does not apply. **Veterans and eligible persons who have not met the minimum SAP standards or the conditions of attendance/conduct probation by the end of the review period will be reported promptly to the VA, and their benefits will be interrupted. The student's academic progress is evaluated at the end of each module/course**

College Program and Policy Changes

The College, at its discretion, may make reasonable changes in program content, materials, and equipment as it deems necessary in the interest of improving students' educational experience. The College reserves the right to make changes in organizational structure, policy, and procedures as circumstances dictate. When the class size and curriculum permit, classes may be combined to provide meaningful instruction and training and contribute to the level of interaction among students. When federal, state, accreditation, or professional policy or standard changes occur, the College is required to make appropriate changes and will attempt to minimize the effects of any change on current students.

Job Placement Assistance

Placement assistance is a privilege of any graduate who requests it and who follows CHAC guidelines. The Career Services department has experienced and dedicated staff to provide graduates with job placement assistance. Placement assistance is available to all students who successfully complete the requirements for graduation in their respective program but may be denied to a student/graduate who is uncooperative with CHAC staff. **CHAC does not guarantee placement.**

While the securing of positions cannot be guaranteed, every avenue is pursued to assist students in obtaining desirable employment. CHAC will do everything possible to provide students with the best and most up-to-date job placement opportunities. Although locating a job close to the student's home is desirable, sometimes the best jobs are located within a reasonable distance from the student's home. Prior to externship and job placement, the Career Services department will instruct and guide students/graduates with career planning, interviewing techniques, résumé preparation, completing job applications, professional job counseling, professional attire workshops, interview follow-up, networking, and time management.

To assist staff in their career placement, students must adhere to the following guidelines:

- First impressions are vital. Being neatly dressed and having a clean appearance greatly enhance your chances of making a good impression. Smoking or chewing gum is not acceptable during job interviews, and excessive jewelry or body piercing may be cause for distraction during an interview.
- Being punctual for your interviews is crucial. In addition, you must advise your placement coordinator promptly of any cancellation or rescheduling of your interview(s), as s/he must be regularly informed of the status and results of your interviews
 - past, present, or future.
- The Career Services department always attempts to find employment within the student's area of interest; however, this may not always provide opportunities. In such cases, the department will look in other areas within a reasonable distance from the student's chosen area.
- The chance of placing a student is tremendously improved if the student also aggressively seeks employment opportunities and informs the Career Services department of his/her contacts and activities.
- The Career Services department never warrants guarantees or promises a particular level of compensation. Compensation depends solely on the discretion of employers and their assessment of the graduate's ability to meet the requirements for hire.

- It is essential that the student not only to be proficient in his/her field of study but also be able to sell his/her abilities during an interview.

***OUR PLACEMENT SERVICES ARE ALWAYS AVAILABLE TO CHAC GRADUATES!
PLACEMENT DOES NOT STOP WITH THE GRADUATE'S FIRST EMPLOYMENT SITE.
WE ENCOURAGE OUR GRADUATES TO RETURN FOR JOB PLACEMENT ASSISTANCE AT ANY TIME.***

Transfer of Credit to Another School

The transferability of credits you earn at CHAC is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma you earn in your chosen program of study is also at the complete discretion of the institution to which you may seek to transfer. If the credits or diploma 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 (CHAC) will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending CHAC to determine if your credits or diploma will transfer. Students are advised that CHAC has not entered into an articulation or transfer agreement with any other college or university to accept the transfer of credit. Upon receipt of a student's written request to transfer out, CHAC will offer guidance regarding the transfer process. Assistance may include, but is not limited to, providing the student an official transcript, syllabi, and/or course outlines/descriptions.

Transfer of Credit to CHAC

California Healing Arts College has complete discretion as to which credits, if any, will be accepted from another institution. An applicant may appeal a transfer of credit decision (see Appeals policy in this catalog). CHAC does not have an articulation agreement with any other institution of higher education. Also, there is no option to earn credit through examinations such as the following: ACT Proficiency Examination Program (PEP), the Regents' College Examinations, the College Board's Advanced Placement (AP) program and College-level Examination Program (CLEP), the Defense Activity for Non-Traditional Educational Support (DANTES), Subject Standardized Testing (DSST), or any other widely accepted industry certification.

Credit allowed will be reflected in the enrollment agreement, and the length of the program will be shortened accordingly. Any applicable third party (e.g., rehabilitation counselor, DVA, etc.) will be notified of the student's adjusted enrollment. Students who are granted such credit may also have their tuition reduced on a pro-rata basis.

Limitations for Transfer of Credit: The maximum amount of the program that can be reduced by a transfer of credit is 30%, excluding externship, unless special circumstances warrant further consideration by the Campus President.

The theory portion of a course or level must have been taken no later than six (6) years ago, and the clinical/lab portion must have been taken no later than five (5) years ago.

Requirements: Applicants with documented prior training in their chosen program of study must request credit evaluation during the admissions process for consideration of receiving applicable credit for that training. Such requests and valid documentation must be presented to and approved by the program director or a designee prior to signing the enrollment agreement.

Valid documentation includes, at minimum, an official academic transcript and syllabi/course outline from an institution accredited by an agency recognized by either the U. S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA). Applicants with prior training from an institution that is not recognized by either USDE or CHEA should refer to the Course Challenge policy below.

Evaluation of Credits: While there is no minimum GPA requirement, transfer of credit is evaluated on the quality of credits earned from another institution relative to their comparability and applicability to the enrollee's chosen program at CHAC.

If a transfer of credit is accepted for a particular course, the grade earned at the other institution for that course will be added to the student’s academic record for the corresponding course at CHAC. *Note: CHAC does not issue “+ or -” letter grades (e.g., B+, C-), so only the letter grade (e.g., B, C) will carry over to the student’s record.*

Testing for Transfer of Credit: Instead of accepting a transfer of credit, CHAC may choose to administer a comprehensive written and/or oral exam for each course/module to measure or affirm the applicant’s previous education and training. The evaluation can include an assessment of lab skills, as applicable, for the applicant to demonstrate sufficient knowledge and skills in a clinical or lab setting. A minimum score of 75% on each exam is required in order to receive credit for that course. If passing, the grade earned on such exams will be added to the student’s academic record at CHAC. If an exam is failed, the student will not receive a transfer of credit and must take the course offered by CHAC.

Courses Eligible for Transfer of Credit: The chart below indicates those courses, designated by the program, that are eligible for review by CHAC for consideration of a transfer of credit. Courses that are taken outside of an institutional setting (e.g., workplace, apprenticeship, training programs) will not be considered.

Program	Courses/Modules
PFT	PFT100-FT101,
MT	MT101
MA, MCB, PT, VA	None
ST	Level 1: ST101-ST104

Tuition Calculation for Transfer of Credit: Provided below are the steps taken by which tuition and fees will be adjusted following acceptance of a transfer of credit.

1. Divide the tuition charges by the total number of clock hours in the program to determine the per-hour tuition charge. (Refer to the Program Tuition Chart in this catalog.)
2. Multiply the number of clock hours approved for transfer of credit by the per-hour tuition charge to determine the amount of transfer of credit charges.
3. Subtract the transfer of credit charges from the tuition charges to determine the amount of prorated tuition.
4. The STRF fee will be prorated based on the prorated tuition charges.
5. Add the prorated tuition charges (step #3), the prorated STRF fee (step #4), and the registration fee to determine the adjusted total institutional charges.

Associated Fees: There are no fees for testing, evaluation, or granting transfer of credit; and there are no potential ramifications for financial aid.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at CHAC is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or diploma 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 CHAC to determine if your credits or diploma will transfer.

Course Challenge

Prospective enrollees and students may challenge a course (module) to be exempt from having to take a module during their enrollment. The applicant or new student will take the applicable module exam(s) to demonstrate sufficient knowledge of the material. All requests to challenge any course(s) must be submitted to CHAC within the first week of enrollment, and all course challenge exams must be completed by the second week of enrollment.

The cost to challenge a course is \$100.00 per 30 clock hours. For example, a ST module of 90 hours would cost \$360.00 ($90/25 = 3.6 \times \100). If the challenge test is passed, the student will receive credit for the course, and the transcript for the course will reflect the grade received on the “challenge test.” If the student fails the “challenge test,” s/he will be required to take the course and achieve a passing grade to earn credit; and the fee paid for the challenge test will be applied toward the tuition of the program. The maximum percentage of the program that a student may challenge is 30%, excluding externship. Tuition will be prorated for successful course challenges. Applicants and students are advised that successful course challenges may affect the amount of financial aid award for which the student is eligible.

Program Transfers

Students who have begun their training and wish to transfer to another program must seek permission from the Program Director. Students are required to meet with the Financial Aid Office before a program transfer may be granted. Students transferring to a completely new program will be dropped from the current program and enrolled in the new program as a new student under the current catalog and new enrollment agreement. Students transferring into a different program session, for example from day to evening weekend, will be transferred and charges will be adjusted accordingly.

Re-Entry

Students who were terminated or who voluntarily withdrew from their program must submit a letter requesting approval to re-apply. The letter must clearly demonstrate that the condition(s) causing dismissal to have been corrected to afford CHAC management a measure of confidence in the student’s ability to succeed. Upon such approval, the applicant may apply for another enrollment and must follow all admissions policies and procedures, except for the entrance test. Entrance test scores are good for life unless the student’s previous scores do not meet revised minimum standards. Applicants approved to re-enter the program will be evaluated by the program director or a designee for the evaluation of retained skills. This evaluation will determine whether the student’s level of retained skills and knowledge is sufficient to warrant excusing the student from repeating certain courses that s/he passed during a prior enrollment. The length of any allowable LOA will be based on the student’s new re-entry schedule.

If a student was terminated for not fulfilling his/her financial obligation to CHAC, s/he must make arrangements to satisfy any outstanding balance to be considered for readmission. Students who are terminated or voluntarily withdraw a second time will not be eligible to reapply for 12 months from the date of determination of their second termination.

Personal Property / Liability

CHAC is not responsible for loss or damage to personal property or for personal injury. This includes, but is not limited to, inadvertent needle sticks during medical program lab sessions or externship, contact with blood, or any other potential hazard that may occur while on the school grounds or at a school function outside the facility. CHAC strongly advises students to obtain their own health insurance coverage for the period of their enrollment in order to cover any potential costs due to unforeseen injuries while enrolled.

Drug and Alcohol Prevention Program

In compliance with federal and state law, California Healing Arts College maintains a program to prevent the illicit use of drugs and the abuse of alcohol by its students and employees.

All enrolled students are informed that unlawful manufacture, distribution, dispersion, possession, or use of a controlled substance or alcohol within the premises of the school or during any activities conducted off-campus is strictly prohibited and must sign a statement indicating that they are aware and will abide by CHAC's Drug Prevention program. Students violating this policy will be subject to immediate termination. Information on drug abuse prevention is available at the College for all students and employees. The program consists of:

1. Distribution of the *Drug & Alcohol Abuse Policy Statement* form (provided at the time of enrollment) that describes the perils of drug abuse, including life-threatening factors and other health risks associated with the use of illicit drugs and alcohol. Students are required to sign and date this form for inclusion in their files.
2. Availability of drug and alcohol counseling, community treatment or rehabilitation programs and/or services.
3. Referrals to workshops and seminars with outside experts are conducting lectures on anti-drug abuse. Faculty and student peers have an obligation to act on concerns regarding alcohol or drug abuse or dependency when encountered in the student. Students who need counseling assistance for drug or alcohol dependency should contact the Campus President, Program Director or Student Services for referrals. All referrals will be kept confidential.
4. The primary goal of students at the College is to achieve academic excellence. Illegal use of alcohol and other drugs will not be tolerated. Also, the irresponsible use of alcohol by persons of legal age will not be excused.
5. At no time will the College allow possession, use, and/or distribution of an illegal drug.
6. Students, employees, and guests must adhere to federal, state and local laws and regulations.
7. The College will impose disciplinary action against students and employees for violating these standards of conduct, which may include suspension, termination of employment, or completion of a drug or alcohol rehabilitation program.
8. Information on Drug Awareness programs, counseling, treatment, and other related services are available through: The Center for Drug Abuse Treatment and Referral Hotline: 1-800-662-HELP
9. Students and employees seeking assistance in overcoming a drug or alcohol-related problems are encouraged to contact this organization.

The following guidelines describe the actions that may be taken when students are suspected of violating drug or alcohol policies:

- Faculty or peers who suspect a student of alcohol or drug use/dependency (based on a pattern of behavior consistent with impairment) will document specific behaviors or confirmed evidence of such impairment. This documentation will be submitted in writing to the Campus President who will determine the action to be taken. If the Campus President and involved faculty feel the evidence is compelling and indicates a violation of drug and alcohol policies, the student will be confronted with the concerns and evidence. The Campus President and involved faculty will decide what type of follow-up is indicated, based on the outcome of this conference.
- If reasonable suspicion of alcohol or drug use occurs in the classroom or clinical setting, the student will be **immediately** removed from that setting. The faculty member will discuss the concerns with the student. If reasonable suspicion still exists, the Director of Education (or Campus President in his/her absence) will be informed and will determine what actions need to be taken. Screening for drugs or alcohol will be required. The student will have to give consent for such testing and authorization for results to be made available to the College.

Student/Employee Fraternization

Employees of the College are prohibited, under any circumstances, to date or engage in any fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have consented to such conduct. Further, employees may not entertain students or socialize with students outside of the College environment. Similarly, any action or comment by an employee which invites romantic or sexual involvement with a student is considered highly unethical, in violation of College policy, and may result in disciplinary action by the College.

Inappropriate employee behavior includes, but is not limited to, flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent personal communication with a student (via phone, e-mail, letters, notes, text messaging, social networks, etc.) unrelated to course work or official College matters; giving or accepting rides; giving or offering housing; selling or buying anything even of nominal value; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual relations.

We also expect that our students will behave in a professional manner towards faculty and staff and will follow the same guidelines as are presented here for employees. If a student witnesses or hears of a College employee's participation in an inappropriate relationship with a student, we ask that the incident be reported to the Campus President immediately.

Smoking

California Healing Arts College maintains a smoke-free environment. Smoking areas are designated outside the school facility. Smoking is not permitted in restrooms, classrooms, or other interior areas of the College. Violation of this policy will result in disciplinary action.

Food and Drinks / Student Lounge

No food (including candy and gum) or open drinks are allowed in school buildings unless approved by CHAC management. Only closed-lid bottles are permitted. Additionally, no food may be eaten in the front entrance areas, lobbies, hallways, bathrooms, or stairwells. A student lounge is available for eating and leisure during breaks. Students are strongly advised to respect the rights of all students and staff by maintaining a clean environment.

Personal Calls and Visits

Students cannot use CHAC's office telephones for personal use, and cell phones must be turned off during class. Messages will be taken if CHAC receives a call for a student. If the call appears to be a valid emergency, every effort will be made to find the student and relay the message.

Visitors are welcome to CHAC and must check-in at the front desk. A guided tour will be arranged by appointment. **Children are not allowed in classrooms or labs at any time and cannot be left unattended.** Students are strongly advised that, due to federal privacy laws, CHAC staff will not reveal a student's status to anyone visiting the campus, including family members. Exceptions will be made to those persons indicated by the student on his/her Buckley Amendment form or to comply with a judicial order or lawfully issued subpoena.

Field Trips and Guest Speakers

Field trips to program-related medical clinics, laboratories, hospitals, or any facilities may be scheduled by the instructor. The purpose of field trips is to augment classroom instruction by exposing students to the working world in their respective career fields. Guest speakers may be invited to reinforce classroom training. Students are required to attend all scheduled field trips instead of attending school for that day, or they will be marked absent.

Tutorial Assistance

California Healing Arts College provides tutorial assistance for students experiencing academic difficulties, and such students may be required to participate in remedial classes outside of regular class time. Instructors make every effort to identify students in need of assistance. However, students are urged to take the initiative in seeking help directly with their instructor or program director.

Faculty and staff are committed to assisting students with academic advising and tutoring when needed. Students are strongly encouraged to meet with their instructors to discuss any academic concerns.

Student Academic Advisement

CHAC's faculty and staff are available to advise students on academic problems and, if necessary, to provide a referral to special counseling services when deemed appropriate. All efforts will be made to provide a supportive environment to assist each student in maintaining his/her academic progress in order to complete the program successfully.

Change of Address

Students must submit a Petition Request form indicating any change of address or telephone number(s) immediately to the Student Services department. Request forms are available at the front desk.

General Assistance (Housing, Child Care, Transportation)

CHAC does not have any dormitory facilities but maintains information pertaining to local temporary housing, child-care facilities, babysitting services, and local transportation, all of which will be provided upon request. If you are seeking part-time employment while at school, please see the Career Services department. If other information is required, please make your request at the front desk. In the city of Carson, one (1) bedroom apartment close to the institution is approximately \$800.00 to \$1,000.00 per month.

Graduate Refresher Courses

The College offers its graduates skill refresher courses. Courses or modules may be audited at no additional charge, subject to space and equipment availability. The cost of any books and supplies will be the responsibility of the graduate. Upon requesting a refresher course, graduates will meet with the Program Director for an assessment of the graduate's specific needs. In order to audit the course, the graduate must have graduated from the College within the previous 12 months.

Career Services

The Career Services Department is a vital part of the student's educational program. Although employment cannot be guaranteed, the purpose of the department is to assist students and graduates in obtaining desirable employment actively. The Career Services Department assists students and graduates in a broad range of career planning and advising including interviewing skills and follow-up, developing job opportunities through leads and networking; the full hiring cycle starting with resumes and job applications, and professional attire workshops.

Students and graduates are strongly encouraged to take advantage of every opportunity to work with the Career Services Department to sharpen their interviewing and presentation skills. Successful employment assistance is dependent upon a mutual, dedicated effort by both the graduate and the Career Services Department. Graduates are also encouraged to aggressively seek employment opportunities on their own, keep records of their contacts, and inform their Career Services department of these efforts.

Employment assistance services are available to all students who successfully complete the requirements for graduation in their program. Employment opportunities may be limited for anyone who has a criminal background. Although a High School Diploma or GED (Ability-to-Benefit) may not be a requirement for enrollment into your respective program, without a High School Diploma or GED (Ability-to-Benefit), your employment opportunities may be limited.

Faculty Qualifications

Instructors must have a combination of at least three years of work-related experience and training or education in the occupation/job title category for which they are hired to teach. Surgical Technology instructors must be a CST no later than three (3) months after hiring in order to teach Level 2, Level 3, or clinical rotation (externship).

Appeals

Students may appeal decisions on suspension, termination, and denial of credit transfer if they believe them to be unjust. A written appeal must (i) specify the basis for the request, (ii) include any relevant documentation, and (iii) be submitted to the Campus President within five (5) days of such a decision. After review by management, the School will respond to the appeal within three (3) days of it being filed.

Student Appeal Process

Students have the right to appeal decisions made and policies enforced by the College. Appeals may be requested based upon the following circumstances:

- Final grades
- Attendance
- Enforcement of College policies resulting in a change in status or disciplinary action Appeal of a final grade or attendance:
- Students disputing a final grade or attendance must first meet with or email the instructor within five business days of the last scheduled class day.
- The student must provide evidence substantiating the request.
- The instructor must review, make a determination, and meet with the student to communicate the decision within three business days.
- The student may appeal the instructor's decision and must email or turn in the hard copy of the appeal to the Program Director within three business days of the instructor's decision.
- The Program Director must review, make a determination, and meet with the student to communicate the decision within three business days.
- The decision of the Program Director is final. Appealing enforcement of College policies:
- Students disputing a decision based on enforcement of College policies resulting in a status change or disciplinary action must appeal in writing within five business days of the decision and submit documentation to the Director of Education.
- An appeals panel will be convened within three business days of receipt of the appeal.
- An appeals panel will review, make a determination, and meet with the student within three business days.
- Prior to the appeal panel's final decision, students may choose to appear to present additional information.

Complaint Procedure

When problems arise, students should make every attempt through CHAC's formal complaint procedure to find a fair and reasonable solution to the matter. Students are encouraged to bring any complaints first to the attention of their instructor who will attempt to resolve the problem. If the instructor is unsuccessful or unable to assist the student, then s/he will notify the program director and/or director of education.

If the problem still cannot be resolved, the Campus President will be notified; and s/he will investigate the complaint by gathering information and documentation. Upon the director's review and determination, the student will be informed of the decision and a summary of the decision maintained on file.

1. Contact the Accrediting Commission of Career Schools and Colleges (ACCSC) office by mail. Complaints received by phone will be logged along with a request for a written follow-up; an initial letter speeds up the process. The student's complaint letter must contain the following:
 - a. The nature of the problem(s);
 - b. The approximate date(s) that the problem(s) occurred.
 - c. The name(s) of the individual(s) involved in the problem(s), within the College and/or other students that were involved.
 - d. Copies of important information regarding the problem(s) – facts, not rumors, lead to solutions.
 - e. Evidence demonstrating that CHAC's complaint procedure was followed prior to contacting ACCSC; and
 - f. The complainant's signature.

2. Send to: **Accrediting Commission of Career Schools and Colleges** 2101 Wilson Boulevard, Suite 302, Arlington, VA
22201 Telephone: (703) 247-4212
3. Web site Address: www.accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained online at www.accsc.org.

Bureau for Private Postsecondary Education: A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov
Web site Address: www.bppe.ca.gov Unresolved complaints may also be directed to the state licensing agency by mail: Bureau for Private Postsecondary Education (BPPE) at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833.

WIA participants also may be directed to their respective WIA representatives. Participants are requested to see the Student Services department for their counselor's address and phone number.

Massage Therapist Students are directed to CAMTC for any unanswered questions and for filing a complaint: A student or any member of the public with questions that have not been satisfactorily answered by the school or who would like to file a complaint about this school may contact the California Massage Therapy Council at One Capitol Mall, Suite 320, Sacramento, CA 95814, www.camtc.org, phone (916) 669-5336, or fax (916) 669-5337.

No Weapons Policy

The College prohibits all persons who enter College property from carrying weapons of any kind, regardless of whether the person is licensed to carry the weapon. Failure to abide by this policy will lead to dismissal from the College.

Student Record Retention

The College will maintain student records for each student, whether or not the student completes the educational program, for a period ending five years after the date of the student's graduation, withdrawal, or termination (except for students who cancel their program). Student transcripts will be maintained indefinitely. The student records shall be retrievable by student name and shall contain all of the following applicable information:

- Written records and transcripts of any formal education or training relevant to the student's qualifications for admission to the College;
- Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid;
- Copies of all tests given to the student before admission; records of the dates of enrollment and, if applicable, withdrawal, leaves of absence, and graduation;
- A transcript showing all of the classes and courses or other educational services that were completed or were attempted but not completed and grades or evaluations given to the student;
- A copy of documents relating to student financial aid that is required to be maintained by law or by a loan guarantee agency;
- A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
- A document specifying the amount of a refund, including the amount refunded for tuition and the amount for equipment, the method of calculating the refund, the date the refund was made, the check number of the refund, and the name and address of the person or entity to which the refund was sent;
- Copies of any official advisory notices or warnings regarding the student's progress; and

- Complaints received from the student, including any correspondence, notes, memoranda, or telephone logs relating to a complaint.
- The College shall maintain records of student attendance.

Student Tuition Recovery Fund (STRF) Disclosures

- (a) A qualifying institution shall include the following statement on both its enrollment agreement and school catalog:

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

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

- (b) In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog:

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

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

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

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

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four

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

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

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code.

Financial Assistance & Payment

Tuition Payment

Tuition is payable in advance and due at the time of enrollment, and students may enroll under one of the CHAC’s tuition payment plans. Several payment plan options exist, and staff of well-qualified financial aid officers will assist students in financial advising and applying for aid through financial assistance programs. Students without a high school diploma or equivalent may not receive Title IV funds. CHAC participates in several types of Title IV programs, most of which are based on financial need. Those seeking financial assistance must first complete the Free Application for Federal Student Aid (FAFSA). Financial aid staff uses this form to determine a prospective student’s needs and to assist in deciding what resources are best suited to his/her circumstances. Students who fail to make a good-faith effort to process their financial assistance paperwork or to make payments in a timely manner may be subject to disciplinary action.

Financial arrangements must be made with the financial aid department and prior to enrollment. Private payments are made through CHAC’s business office or an authorized designated party, depending on the campus. Payments may be made with cash, check, money order, or credit card, and are payable to California Healing Arts College. Checks returned for insufficient funds will be charged the current processing fee, as published in this catalog. If tuition payments made by check are returned more than once for insufficient funds during the term stated on the enrollment agreement, all future payments must be in cash or by money order.

Past Due Accounts:

Delinquent tuition payments over 30 days may cause an interruption to a student’s training. Delinquent tuition beyond 180 days may be turned over to an outside agency for collection efforts. Students who have been dismissed for non-payment of tuition will not be considered for re-admittance until all delinquent tuition payments have been paid in full. CHAC reserves the right to withhold student transcripts for completed clock/credit hours that have not yet been paid.

Cancellation

You have the right to cancel the enrollment agreement for the program of instruction, and obtain a refund of charges paid through attendance at the first class session, or seventh day of enrollment, whichever is later, including any equipment such as books, materials, and supplies or any other goods related to the instruction offered in the agreement. You may cancel until midnight of the 7th calendar day after any of the following: (a) the first class you attended; (b) you received a copy of a notice of cancellation, or (c) you received a copy of the agreement and applicable disclosures. Cancellation shall occur when you give written notice of cancellation at the address of the School shown on the front page of the enrollment agreement. You can do this by mail, hand delivery, or email; or, you may cancel by telephone. If you cancel the agreement, the School will refund any money that you paid within 45 days after receipt of your notice of cancellation.

Additionally, the School also may reject an applicant for enrollment; and, an applicant accepted by the institution may cancel his/her agreement prior to the scheduled class start or may never attend class (no show). The School may consider a withdrawal after the class start as cancellation or no show and, therefore not consider the applicant as a new start.

Additionally, the School reserves the right to postpone or cancel a scheduled program or course if the registration is insufficient to establish a class.

Refunds After Withdrawal from Program

As a student at CHAC, you have the right to withdraw from your program of study at any time. If you withdraw or are dismissed after the period allowed for cancellation of the agreement, which is until midnight of the 7th calendar day following the first class you attended, CHAC will remit a refund, less any applicable application/registration fee, not to exceed \$100.00, STRF fee, and those administrative charges listed in the School Catalog under the section titled *Other Fees* within 45 days following the date of determination of your withdrawal.

Pro-Rata Refund Policy

CHAC applies a 60% pro-rata refund calculation for students who withdraw or are terminated from their training before completing the stated period of enrollment. Under a 60% pro-rata refund calculation, CHAC will retain only the percentage of charges proportional to the period of enrollment completed up to 60% or less by the student.

After completing more than 60% of the program, CHAC will retain 100% of the charges for the enrollment period. The percentage of the period of enrollment completed by the student is calculated by dividing the number of scheduled hours completed in the period as of the student's last date of attendance by the total number of program hours in the period of enrollment. A refund is calculated using the following steps:

1. Determine the institutional tuition charges for the period of enrollment.
2. Divide the tuition charges by the total number of hours in the period of enrollment to determine the tuition charges per hour.
3. The total institutional charges are calculated by multiplying the total scheduled hours completed as of the student's last date of attendance by the tuition charges per hour, and then add costs for the registration fee, STRF fee, and those administrative charges listed in the School Catalog under the section titled *Other Fees*, as applicable.

The refund will be any amount in excess of the total institutional charges (calculated in step 3) against the total payment paid to the School. The amount not paid by the student for the total institutional charges is the amount the student owes to the School.

If the amount that you have paid is more than the amount that you owe for the time you attended, then a refund will be made within 45 days of the date of determination of your withdrawal/termination. If the amount that you owe is more than the amount that you have already paid, then you will have to make arrangements to pay the balance.

Refund Examples

1. **The student completed 60% or less of the program:** A student enrolled in a 900-clock hour program but was terminated after completing 200 clock hours. The student paid \$5,000 as of the withdrawal date (charges listed below):

Tuition:	\$16,592.00
Registration	\$100.00
Fee:	
STRF Fee:	\$0.00

- (a) Tuition charge per hour is \$18.55 (\$16,592.00 divided by 900 clock hours)
- (b) Total institutional charges equal \$3,710.00 (\$18.55 x 200 hours) + \$100 reg fee + \$0.00 STRF fee
- (c) Refund amount is \$1,190.00. (\$5,000.00 – \$3,810.00)

2. **The student completed more than 60% of the program:** A student enrolled in a 1,620-clock hour program but was terminated after completing 1,100 clock hours. The student paid \$20,000 as of the withdrawal date (charges listed below):

Tuition:	\$31,784.00
Registration	\$100.00
Fee:	
STRF Fee:	\$0.00

- (a) Tuition charge per hour is \$18.81 (\$31,784.00 divided by 1,690 clock hours)
- (b) Total institutional charges equal \$31,984.00 (\$31,884.00 + \$100 reg fee + \$0.00 STRF fee; total institutional charges are due since student completed more than 60%
- (c) Balance owed by student is \$11,984.00 (\$31,984.00 – \$20,000.00)

Determination of Withdrawal Date

The student's withdrawal date is the last date of physical attendance as determined by the institution from its attendance records. The withdrawal date for a student who does not return from an approved leave of absence (LOA) is set retroactively to the last date of attendance before the LOA started. A student on an approved LOA retains in-school status for purposes of Title IV loans. However, students are advised that some or all of the grace period of the loan may be used up if they do not return from an LOA as scheduled since the withdrawal date is set retroactively.

Requirements for Federal Refund vs. CHAC Refund

In addition to the federal refund requirements for Title IV recipients, CHAC as an institution will calculate a 60% pro-rata refund for all students who withdraw or are terminated, regardless of whether they received Title IV funds. However, the federal formula for return of Title IV funds may result in a larger refund than the institution's refund policy, in which case both the institution and student return to the appropriate Title IV program the sum that results in the larger of the two calculations. Therefore, after Title IV funds are returned, the student still may owe a balance to the institution.

Return of Title IV Funds

Effective October 7, 2000, all financial aid (Title IV) recipients who withdraw or are terminated and who have completed 60% or less of the payment period for which they have been charged are subject to the new federal refund regulations per 34 CFR 668, 682 and 685, published November 1, 1999. Federal regulations state that the amount of a Title IV refund is based on the percentage of Title IV funds earned by the student at the time of withdrawal. In order to determine whether Title IV funds must be returned, the School must calculate the following:

1. The percentage of the payment period completed, which is determined by the number of days attended in the payment period divided by the total number of days in the payment period. (*Note: "days" = calendar days for purposes of this formula and, therefore, includes weekends and holidays. Only scheduled breaks of five (5) days or more and approved leaves of absence (LOAs) are excluded.*)
2. The amount of earned Title IV aid, which is determined by the net amount of Title IV funds disbursed and that could have been disbursed for the payment period multiplied by the percentage of the payment period completed.
3. The amount of Title IV to be returned, which is determined by subtracting the earned aid from the aid that was actually disbursed to, or on behalf of, the student.

The institution will return the lesser of the total earned aid or the unearned institutional charges for the payment period. Unearned aid is allocated back to the Title IV programs in the following order, as specified by law:

- i. Direct Unsubsidized Loan Program
- ii. Direct Subsidized Loan Program
- iii. Direct PLUS Program

If excess funds remain after repaying all outstanding loan amounts, the remaining excess shall be credited in the following order:

- i. Federal Pell Grant Program
- ii. Federal SEOG Program (if applicable)
- iii. Other assistance awarded under this Title for which return of funds is required.

***NOTE:** After the institution has allocated the unearned aid, any amount owed by the student to a grant program is reduced by 50%. Unearned loan funds received by the student are paid back per the terms of the borrower's promissory note.*

Financial Aid Eligibility Requirements

To be eligible for federal financial aid, a student must meet all of the following:

- Be a citizen of the United States or an eligible permanent resident;
- Be enrolled in an eligible program;
- Be making satisfactory academic progress toward graduation;
- Not be in default on a financial aid loan nor owe a balance to a financial aid grant received at any post-secondary college or institution; and
- Have completed the United States Selective Service requirements, as applicable.

If you obtain a loan to pay for your educational program, you will have the responsibility to repay the full amount of the loan, plus interest, less the amount of any refund. If you withdraw, a refund calculation will be completed, and a refund of non-federal aid funds may be provided to you.

Financial Aid Programs

The financial aid programs listed below are available at California Healing Arts College. The U.S. Department of Education establishes maximum loan amounts at either a fixed or variable interest rate for each academic year on an annual basis. The financial aid department will provide current information on loans and interest rates, including any additional information regarding Title IV funding programs.

Federal Pell Grant: Pell grant eligibility is determined by a standard formula that is revised and approved each year by the federal government. Grants do not have to be paid back. If you (the student) receive the full amount of your scheduled award, you will have used 100% per award year with maximum lifetime eligibility of 600 percent. Lifetime eligibility used (LEU) can be found on your Student Aid Report (SAR).

Federal Supplemental Educational Opportunity Grant (FSEOG): Grants are based on the funds available and do not have to be repaid. Need is determined by the financial resources of the student and parents, as well as the cost of attending school for the student's program of choice.

Federal Work-Study Program: Federal Work-Study provides part-time jobs for undergraduate and graduate students with financial need, helping them to pay for the cost of their education. The program encourages community service work and work related to the recipient's course of study. Federal Work-Study can help the student get valuable experience in his/her chosen field before leaving school.

Direct Subsidized Loan: Direct Subsidized loans are awarded to students who demonstrate financial need. For a subsidized loan, the U.S. Department of Education pays the interest while you are in school at least half-time, for the first six months after you leave school (referred to as a **grace period***), and during a period of **deferment** (a postponement of loan payments).

There is a limit on the maximum period of time (measured in academic years) that you can receive Direct Subsidized Loans. In general, you may not receive such loans for more than 150% of the published length of the program. This is called your “maximum eligibility period.” You can find the published length of any program in the student catalog.

This means that your maximum eligibility period can change if you change programs. Also, if you receive Direct Subsidized Loans for one program and then change to another program, the Direct Subsidized Loans you received for the earlier program will generally count against your new maximum eligibility period. The student also becomes responsible for accrued interest during all periods, effective the date that s/he exceeds the 150% limit for completing the program.

Direct Unsubsidized Loan: Direct Unsubsidized loans are awarded to students regardless of financial need. Borrowers are responsible for paying the interest that accrues during all periods. Independent students and students whose parents cannot receive a Direct PLUS loan have higher Direct Unsubsidized loan limits. If you choose not to pay the interest while you are in school, during grace periods, and deferment or forbearance periods, your interest will accrue (accumulate) and be capitalized (your interest will be added to the principal amount of your loan).

Direct PLUS Loan: Direct PLUS loans allow parents to borrow on behalf of their dependent undergraduate children who are enrolled at least half time. As with Direct Unsubsidized loans, borrowers are responsible for the interest that accrues on Direct PLUS loans for the life of the loan.

Other Available Financial Assistance Programs

Veterans Benefits

CHAC programs are approved for the training of Veterans and eligible persons under the provisions of Title 38, United States Code. Students interested in Veterans' Education Benefits should contact the Financial Aid Department. Veterans who are unsure of their eligibility should contact the Veterans Administration. The Financial Aid Officer/Director at the campus serves as the primary Certifying Official and submits Enrollment Certifications to the DVA for each module. Eligible students must maintain satisfactory academic progress to continue receiving educational benefits.

The GI Bill and Post 9/11 are a few of the VA programs available for our veteran students. If you believe you may qualify, contact your local Veterans Administration Office for assistance.

Agency Programs

Work Investment Act, State Rehabilitation, and Displaced Workers programs are available through various agencies. CHAC participates with several state and local agencies that provide these programs. If you are receiving unemployment benefits or are on a subsidy program, contact your local agency office to see if you qualify for one of these programs.

Military benefits for active duty service members, veterans, reservists, spouses and dependents

The California Healing Arts College (CHAC) is currently in the application process to participate in different veteran benefits programs such as, but not limited to, following programs: Tuition Assistance, Vocational Rehab, Montgomery GI Bill®, Post 9/11 GI Bill®, Survivors and Dependents Assistance, Montgomery GI Bill® Selective Reserve, Reservist Educational Assistance Program, Transfer of Eligibility, and Military Spouse Career Advancement Accounts Program (MyCAA).

Students are advised to contact their Veteran’s Educational Representative for information on veterans’ educational benefits and other programs for which they may be eligible.

Upon approval to participate in the veteran benefits programs, CHAC will ensure any individual who is entitled to educational assistance under Chapter 31 or Chapter 33 is permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to CHAC a certificate of eligibility (COE) for entitlement to educational assistance under Chapters 31 or 33 and ending on the earlier of the following dates:

The date on which payment from the VA is made to CHAC; OR, 90 days after the date CHAC certified tuition and fees following the receipt of the COE.

CHAC will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or to require that an individual who is entitled to educational assistance or borrows additional funds due to the individual's inability to meet his or her financial obligations to CHAC due to the delayed disbursement of funding from the Department of Veterans Affairs. Service members who intend to participate in the Military Tuition Assistance (TA) program must seek funding approval prior to the program's start date. TA eligible courses will be considered if part of the student's evaluation plan, prerequisites are within the student's evaluated educational plan or is required for acceptance into a high-level degree program unless otherwise specified by Service regulations.

The Financial Aid Shopping Sheet which is a model aid award letter, and a supplement to the institutional award letter, designed to simplify the information that prospective students receive about costs and financial aid so they can easily compare institutions and make informed decisions about where to attend school. The Financial Aid Shopping Sheet will be provided upon enrollment.

Definitions

The following definitions are common terms used in the financial aid industry:

Academic Year: A period of not less than 30 weeks of instructional time with a minimum of 24 semester credit hours (900 clock hours) of instruction for a full-time student. The midpoint of the academic year shall be a minimum of 15 weeks and at least 12 semester credit hours (450 clock hours). In effect, all students enrolled in programs less than one academic year would have aid eligibility reduced in proportion to the number of weeks or credit hours (the lesser of the two fractions) in the program of study in relation to the academic year.

Credit Balance: A credit balance occurs when Title IV tuition payments have been received by the institution in excess of the amount of charges assessed to the student. FSA credit balances are paid within 14 business days from the day the balance was credited unless the student otherwise authorizes to hold the credit balance until the end of the loan period.

Family Contribution (EFC): The calculated amount that a family contributes to offset the student cost of attendance.

Need: Financial need is the amount left over after subtracting the expected family contribution from your cost of attendance.

Tuition Chart

Program/Course	Tuition	App/Reg. Fee²	Books	Misc. Other³	Total⁴
Massage Therapist¹	\$17,700.00	\$100.00	\$470.00	\$650.00	\$18,920.00
Medical Assistant	\$16,700.00	\$100.00	\$320.00	\$245.00	\$17,365.00
Medical Coding & Insurance Billing	\$16,700.00	\$100.00	\$590.00	\$110.00	\$17,500.00
Personal Fitness Trainer	\$16,700.00	\$100.00	\$470.00	\$1,720.00	\$18,990.00
Surgical Technology	\$31,950.00	\$100.00	\$540.00	\$210.00	\$32,800.00
Veterinary Assistant	\$16,760.00	\$100.00	\$515.00	\$131.00	\$17,506.00

The charges for a period of attendance and total charges for the entire program are the same.

¹ All Massage Therapists students, upon completing the program are encouraged to apply for certification to CAMTC (California Massage Schools Association).
The cost of the certification fee is included in the tuition.

² Misc. Other includes the cost for uniforms, USB, fingerprinting and licensure (if applicable), all supplies other than textbooks, CPR training, and required physical exams/immunizations, for which a physician will be provided by CHAC.

The physical exam must be completed before starting an externship.

³ All applicants are charged a \$100.00 non-refundable application/ registration fee which is included in the total cost of the program.

⁴ The total cost of tuition does not include transportation costs to/from externship or clinical sites. This cost is the student's responsibility. The schedule of total charges for a period of attendance and the estimated schedule of total charges for the entire educational program are listed above.

CHAC reserves the right to revise tuition/fees and/or curricula/textbooks at any time, as required. Any changes in tuition or fees will not affect those students in attendance at the time of such changes.

Textbook Information:

The Higher Education Opportunity Act (HEOA) requires institutions of higher education who receive federal financial assistance (including private institutions), to the maximum extent practicable, and in a manner of the institution's choosing, to disclose textbook information. All textbooks at California Healing Arts College are included in the cost of tuition and are distributed at the beginning of each program/course and/or level, depending on the program. Textbooks, once distributed, are the property of the students apart from certain reference materials, such as Typing or Coding books, which must be returned to the institution upon completion of the course for which they were provided.

Other Fees

Course Challenge: A \$120.00 fee per 30 clock hours is charged for each course challenged by a student. Refer to the section titled Course Challenge under General Policies and Information.

Program/Session Change: A \$100.00 fee will be charged for any approved request to change a program or session (schedule) of a program. Written requests must be received one week prior to the requested change date.

Transcript/ID Badge: A \$20.00 fee will be charged for any additional official transcripts issued after the first one, which is provided at no charge and a \$10.00 fee will be charged for any non-official one. A \$10.00 fee will also apply to replace an ID badge.

Returned Check: A \$50.00 fee will be charged if a check is returned unpaid to CHAC. This fee is added to the amount of the bounced check, and the total payment must be paid.

Late Payment: A \$20.00 fee may be charged for late payments 10 or more days delinquent on agreed-to tuition installments made directly with CHAC unless the student has made prior arrangements with the administrative office.

Additional Uniforms and Text Books: Charges will be at the current rate. Used books, if available, will be charged at one half of the current price.

Program Chart

This chart reflects all program/course offerings, including the total length in clock hours, semester credit hours, and weeks. Following each program is the educational objective, prerequisites, program outline, and course description.

Programs	Clock Hours	Semester Academic Credit Hours	Length In Weeks
Massage Therapist (MT)	900	35.50	36
Medical Assistant (MA)	900	25.00	36
Medical Coding & Insurance Billing (MCB)	900	26.00	36
Personal Fitness Trainer (PFT)	900	30.00	36
Surgical Technology (ST)	1,690	58.50	52 and 65
Veterinary Assistant (VA)	900	25.00	36

NOTE: Programs indicate two different lengths in weeks (e.g., 52 and 65). The first number reflects the length for the “day” version; the second number reflects the length for the “evening” version.

Program Advisories & Licensure/Certification Requirements

Under California law, the College must take reasonable steps to ensure you are eligible for licensure if you choose a program that prepares you for a field where licensure is required. There are numerous eligibility requirements for licensure, depending on the field (*see specific programs below*). Be sure to carefully read these requirements and do further research if you have any concerns about your ability to achieve licensure. You may discuss any concerns with your Admissions Advisor and Program Director. If you choose to pursue training even though you may not be able to achieve licensure, you must indicate that and sign a release to that effect. Licensure requirements for other states may vary. Students are responsible for obtaining the most recent application requirements for any state in which they intend to become employed.

Massage Therapist

Although not required to practice in California, graduates may wish to pursue certification. Those who wish to use “Certified” in their title will have the choice either to obtain certification through the California Massage Therapy Council (CAMTC) and maintain that title, or to obtain a local permit and delete the term “Certified” from their professional title. Most localities will require municipal licensing to practice, but this varies by city. Students may submit their application and live scan, along with all necessary documents, to the program director and will be assisted with their application to the CAMTC for state certification/licensing.

While CAMTC does not accredit schools, it does approve massage programs. CAMTC also has the responsibility to determine that the training and curricula massage schools provide meets the legal requirements for applicants to obtain certification, including but not limited to minimum standards for training and curriculum and general education guidelines. California state-recognized certification makes it easy to prepare students for a successful career by:

- Requiring only one certificate to work in the entire state of California;
- Standardizing eligibility for all cities and counties;
- Offering affordable fees for massage professionals; and
- Further legitimizing the Massage Therapist profession.

CAMTC’s Law related to unfair business practices as related to massage:

- (1) Pursuant to California Business and Professions Code section 4611, it is an unfair business practice for a person to do any of the following:

- (a) To hold himself or herself out or to use the title of “certified massage therapy” or “certified massage practitioner,” or any other term, such as “licensed,” “certified,” “CMT,” or “CMP,” in any manner whatsoever that implies or suggests that the person is certified as a massage therapist or massage practitioner, unless that person currently holds an active and valid certificate issued by the California Massage Therapy Council.
- (b) To falsely state or advertise or put out any sign or card or other device, or to falsely represent to the public through any print or electronic media, that he or she or any other individual is licensed, certified, or registered by a governmental agency as a massage therapist or massage practitioner.

Attendance and/or graduation from a California Massage Therapy Council approved school does not guarantee certification by CAMTC. Applicants for certification shall meet all requirements as listed in California Business and Professions Code section 4600 et. seq.

A student or any member of the public with questions that have not been satisfactorily answered by the school or who would like to file a complaint about this school may contact the California Massage Therapist Council at One Capitol Mall, Suite 320, Sacramento, CA 95814, www.camtc.org, phone (916) 669-5336, or fax (916) 669-5337.

Medical Assistant

Although it is not required to work as a certified medical assistant in California, you may pursue the CMA credential. To do so, you must follow the guidelines through the American Association of Medical Assistants (AAMA).

Personal Fitness Trainer

Graduates of this program will be eligible to sit for four certification exams, all of which are accredited by the National Academy of Sports Medicine through CHAC and included in the cost of tuition for the first attempt. Following is a description of each certification exam.

- **NASM Certified Personal Trainer (CPT):** There are over 300 certifications available to sports medicine, performance enhancement, and fitness professionals. Only this certification uses the Optimum Performance Training™ (OPT™) method, making it the gold-standard for health and fitness professionals.
- **NASM Corrective Exercise Specialist (CES):** The fastest-growing age segment of health club memberships in the United States is adults 55 years of age or older (Baby Boomers). From 1994 to 2011, this population has increased by over 500% compared to only 30% in adults ages 18-34. These adults have a lifetime worth of inefficient movement patterns that cause pain. With this certification, you will have the knowledge and credentials to identify these patterns and implement corrective exercise strategies aimed to reduce or eliminate pain.
- **NASM Performance Enhancement Specialist (PES):** An elite training program for fitness and enhanced athletic performance, the NASM Performance Enhancement Specialist, is designed for athletic trainers, chiropractors, physical therapists, coaches, and other sports professionals who want to work with athletes at all levels, from secondary education and university to professional and Olympic-level athletes.
- **NASM Fitness Nutrition Specialist (FNS):** Nutritional guidance and support for overall health, weight loss, and long-term weight management are in high demand. This certification will provide essential knowledge and skill regarding energy balance, caloric needs, and activity, metabolism, and food choices.

Programs / Course Descriptions

Massage Therapist

O-NET-SOC 31-9011.00/CIP CODE: 51.3501

Educational Objective

This program prepares students for an entry-level position in the massage industry as a massage therapist. Positions are available in, but not limited to, medical facilities, fitness clubs, athletic facilities, luxury spas, and corporate offices; however, self-employment is also a common vocational objective. Upon successful completion of training, the graduate will be able to call upon their knowledge and skills to understand clients' needs in order to create and administer a unique and effective therapy plan. Graduates will be able to facilitate healing and recovery by administering treatments to help alleviate pain, correct muscular and postural imbalances, aide in injury recovery, increase athletic performance, assist with injury and illness prevention, as well as provide the appropriate emotional support necessary for client satisfaction. Students will learn to treat the whole client (mind and body) as an alternative stand-alone therapy or as a complementary therapy to medical care. Students also will learn the fundamentals of anatomy, physiology, traditional massage, alternative bodywork modalities, as well as business and ethics. Upon completion, graduates will be assisted with the application process for state licensing/certification.

Prerequisites: Students can enroll at the start of any module and will be scheduled for subsequent modules in the order specific to the campus and class session. There is no externship component for this program.

PROGRAM OUTLINE

Module	Course Title	Weeks*	Clock Hours	Semester Academic Credit Hours
MT 100	Shiatsu, Reflexology, Meditation, and Energy Balancing	3 or 4	90	3.5
MT 101	Massage Theory and Principles: Swedish Massage & Manual Lymphatic Drainage	3 or 4	90	3.5
MT 102	Business, Ethics, and Chair Massage	3 or 4	90	3.5
MT 103	Anatomy & Physiology I	3 or 4	90	4.0
MT 104	Anatomy & Physiology II and Clinical Massage, Assessment & Documentation	3 or 4	90	3.5
MT 105	Neuromuscular Massage and Trigger Point Therapy	3 or 4	90	3.5
MT 106	Therapeutic Deep Tissue and Stretching	3 or 4	90	3.5
MT 107	Sports Massage and Myofascial Release Therapy	3 or 4	90	3.5
MT 108	Hydrotherapy, Aromatherapy, and Stone Massage	3 or 4	90	3.5
MT 109	Special Needs and CPR	3 or 4	90	3.5
TOTALS		30 / 40	900	35.50

**Note: Modules in the "Day" schedule are 3 weeks long, and those for the "Evening" schedule are 4 weeks long.*

*** Total weeks for the program may be extended depending on holiday schedules ***

Draping policy: This applies only to a student enrolled in the MT program. Draping includes methods used by the massage therapist to protect modesty, privacy, warmth and/or comfort of a patient/client by the use of sheets, towels, blankets or any item that serves this purpose. Genitals and the gluteal cleft of male and female clients and the breast area of female patients/clients are **NOT** to be exposed.

Massage Therapist Course Description

MT 100 – Shiatsu, Reflexology, Meditation and Energy Balancing:

In this course, students will learn the principles, theories, techniques, indications, and contraindications of Shiatsu and Reflexology. Students will also be introduced to several ancient forms of energy balancing and meditation for health, vitality, and clarity for both self and client. A synopsis of the anatomy, physiology, pathology, and massage indications/contraindications as related to the endocrine system will be instructed. Additionally, the anatomy/kinesiology of the leg and foot muscles will be instructed.

MT 101 – Massage Theory and Principles: Swedish Massage & Manual Lymphatic Drainage:

In this course, students will learn the history, principles, theories, techniques, indications, and contraindications of Swedish Massage and Manual Lymphatic Drainage. A synopsis of the anatomy, physiology, pathology, and massage indications / contraindications as related to the lymphatic and cardiovascular systems will be instructed.

MT 102 – Business, Ethics, and Chair Massage:

In this course, students will learn the fundamentals of the massage industry, professional standards, professional associations, common business practices as well as employment options; including employee, self-employment and independent contracting. This course covers obtaining and maintaining credentials, adhering to laws, regulations and ordinances, ethical principles, standards of ethical practice and compliance with the regulations of the California Massage Therapy Council (CAMTC). Additionally, students will learn the principles, theories, techniques, indications, and contraindications of Chair Massage as both a therapeutic and marketing tool.

MT 103 – Anatomy & Physiology I:

In this course, students will learn the anatomy, physiology, pathology, and massage indications/contraindications as related to the following systems of the human body: cells, tissues, and the body compass; integumentary; nervous; cardiovascular/lymphatic; endocrine; reproductive; respiratory; digestive and urinary. Students will be instructed in medical terminology, proper sanitation practices, infection control, therapist health/hygiene, and standard precautions.

MT 104 – Anatomy & Physiology II and Clinical Massage, Assessment & Documentation:

In this course, students will learn the anatomy, physiology, pathology, and massage indications/contraindications as related to the following systems of the human body: skeletal and muscular. Students will be instructed in self-care health and wellness physical activity, nutrition and stress management. Additionally, the student will learn the principles, theories, techniques, indications, and contraindications of Clinical Massage including client assessment, communication, postural analysis, treatment planning, and proper documentation.

MT 105 – Neuromuscular Massage and Trigger Point Therapy:

In this course, students will learn the theories, principles, techniques, indications, and contraindications of Neuromuscular / Trigger Point Therapy. Students will learn how to identify trigger points, recognize referral pain patterns, alleviate pain, evaluate and balance posture, and deactivate trigger points. Students will also be instructed on different types of massage tools and how to utilize them properly and safely. A synopsis of the anatomy, physiology, pathology, and massage indications/contraindications as related to the nervous and muscular systems will be instructed. Additionally, anatomy/kinesiology of the head, neck and faces muscles will be instructed.

MT 106 – Therapeutic Deep Tissue and Stretching:

In this course, students will learn the theories, principles, techniques, indications, and contraindications of Therapeutic Deep Tissue Massage. Students will learn several deep tissue techniques and the utilization of proper body mechanics to effectively and safely administer them.

Students will be instructed on how to safely and efficiently stretch clients for an increased range of motion and injury prevention. A synopsis of the anatomy, physiology, pathology, and massage indications/contraindications as related to the muscular system will be instructed. Additionally, the anatomy/kinesiology of the spine and thorax muscles will be instructed.

MT 107 – Sports Massage and Myofascial Release Therapy:

In this course, students will learn the theories, principles, techniques, indications, and contraindications of Sports Massage and Myofascial Release Therapy. Students will develop a personalized health plan to enhance career longevity. A synopsis of the anatomy, physiology, pathology, and massage indications/contraindications as related to skeletal and muscular systems will be instructed. Additionally, the anatomy/kinesiology of the forearm and hand muscles will be instructed.

MT 108 – Hydrotherapy, Aromatherapy, and Stone Massage:

In this course, students will learn the theories, principles, techniques, indications, and contraindications of Hydrotherapy, Aromatherapy, and Stone Massage. A synopsis of the anatomy, physiology, pathology, and massage indications/contraindications as related to the integumentary and respiratory systems will be instructed. Additionally, the anatomy/kinesiology of the shoulder and arm muscles will be instructed.

MT 109 – Special Needs and CPR:

In this course, students will learn the theories, principles, techniques, indications, and contraindications of Pre/Post-Natal Massage, working with infants and small children, Geriatric Massage, working with the infirmed and the injured as well as how to appropriately support clients experiencing deep emotional experiences. The impact of massage on medication will also be instructed. In this course, students will be trained in CPR, and upon successful completion of the requirements mandated by the AHA, the student will receive a Basic Life Support card. A synopsis of the anatomy, physiology, pathology, and massage indications/contraindications as related to reproductive and digestive systems will be instructed. Additionally, the anatomy/kinesiology of the pelvis and thigh muscles will be instructed.

Medical Assistant Course Description

O-NET-SOC 31-9092.00/CIP CODE: 51.0801

Educational Objective

This program prepares students for an entry-level position in the medical field as a front and/or back-office assistant. Positions are available in clinics, hospitals and doctors' offices. Upon successful completion of the training, the graduate will be able to perform EKG; prepare strips for evaluation; perform venipuncture; collect specimens; collect patient data; perform vital signs, CPR, and First Aid; perform simple lab tests (e.g., Urinalysis, Hematocrit); prepare patients for physical examinations and assist physicians in minor surgeries. Anatomy & Physiology, along with Medical Terminology, are emphasized.

Prerequisites: All modules must be successfully completed before beginning externship. Students can enroll at the start of any module and will be scheduled for subsequent modules in the order specific to the campus and class session.

PROGRAM OUTLINE

Module	Course Title	Weeks*	Clock Hours	Semester Academic Credit Hours
MA 101	A&P / Off. Procedures/ CPR	4	100	3.0
MA 103	A&P /Cardio/Injections/Physicals	4	100	3.0
MA 105	A&P / Microbiology/ Nutrition	4	100	3.0
MA 107	A&P /Special Senses/Gyn/Prenatal)	4	100	3.0
MA 109	A&P / Vital signs/CLIA/ Med. Records	4	100	3.0
MA 111	Blood Chem./Pheb./ Hematology/OSHA	4	100	3.0
MA 113	Insurance coding/ Law & ethics/ Comm	4	100	3.0
MA 115	EXTERNSHIP	4	100	2.0
MA 117	EXTERNSHIP	4	100	2.0
TOTALS		36	900	25.00

*** Total weeks for the program may be extended depending on holiday schedules ***

Course Description

MA 101 – Medical office procedures / Medical records management / CPR / Fundamentals of medical terminology & Structure of the body: Covers the importance of maintaining a medical office environment that fosters a feeling of embracing and welcoming patients. The student learns the role of a medical receptionist, including scheduling appointments, establishing a matrix, maintaining schedules, and following up with appointments. Proper telephone techniques and the importance of interpersonal skills are also discussed, along with effective written communication for the medical office. The student also will learn various basic record filing systems and their uses. Additionally, the importance of creating and maintaining accurate and secure medical/business records is covered.

Various financial practices, including the “pegboard/write-it-once” system, billing and collection of patient accounts, and accounting terminology, are discussed. The student also will learn various credit arrangements for patient fees and banking procedures, including types of accounts and services. This course also trains students in CPR. Upon successful completion of the CPR requirements mandated by AHA; the student will receive a Basic Life Support card. Medical terminology relating to each system is also covered, along with the importance of accurate and complete medical record entries. This module also provides an overview of the integral workings of the human body, as the student will learn basic information regarding the diseases and disorders of specific body systems.

MA 103 - Through MA 107 – Anatomy & Physiology: These modules provide an overview of the integral workings of the human body. The student will learn common diagnostic examinations utilized to diagnose diseases and disorders, as well as basic information regarding the diseases and disorders of specific body systems. Medical terminology relating to each system is also covered, along with the importance of accurate and complete medical record entries. Students will begin training on various lab skills and procedures, such as performing EKGs, urinalysis, vital signs, injections, venipuncture, capillary samples, and microscope use.

MA 109 - Through MA 113 – Clinical Assistant: These modules cover the respiratory system, taking patient history, vital signs, and CPX. The evolution of medical insurance will be covered and the many options available in coverage today. Students will learn the terminology necessary to understand and submit medical insurance claims (including the CMS-1500 form), managed care, government insurance, as well as billing coding procedures. Additionally, these modules cover the proper procedures for venipuncture, capillary samples, and for assisting the physician with surgical procedures, including instrument identification, sterilization, sterile tray set-up, and how to maintain the sterile field, and basic principles of wound care. Students will be taught correct procedures for inoculating various types of culture media utilized in the medical office. Instruction in basic pharmacology will include the use of the *Physician's Desk Reference*, learning the names of basic medications, how they are used, and proper storage. Medical mathematics is also taught to ensure accuracy in calculating medication dosages, as is medical terminology with an emphasis on pharmacology, abbreviations, and medication names. Proper care of laboratory instruments and equipment, Quality Control, OSHA, and CLIA 88 regulations, HIPAA, and other federal regulations that apply to the medical office are also covered. The student will learn therapeutic communication, coping skills, and various rehabilitation methods, therapeutic modalities, body mechanics, and safe techniques for transferring/lifting patients.

MA 115 and MA 117 – Externship: These modules provide the student, upon successful completion of the classroom portion of the program, the opportunity to work in an actual medical environment. This work allows students to continue the learning process about this profession as well as the opportunity to directly apply the knowledge and skills they have gained during their classroom training. Externship also serves as a method of applying valuable hands-on experience when students begin the search for regular employment. **Externships are normally conducted in affiliated clinics generally during daytime working hours from 8:00 am to 6:00 pm and scheduled for 30- 40 hours per week (6 -8 hours per day) for 200 hours .**

Medical Coding & Insurance Billing

O-NET-SOC 43-9041.01/CIP CODE: 51.0713

Educational Objective

This program provides students with the basic knowledge and skills that will qualify them to work as an entry-level medical coding and biller in front-office duties in clinics, hospitals, medical groups, or insurance companies, including taking vital signs. Students will be exposed to billing forms, eligibility guidelines for Medicare, Medicaid/Medi-Cal, and billing procedures for dental care, Tricare, Blue Shield/Blue Cross, and Workers' Compensation. Students will learn the use of ICD-10, CPT, ICD-10-PCS, and HCPCS books for coding diagnoses and procedures. Students will use computers to perform the simulated practice of medical billing procedures and learn the function and impact of electronic health records (EHR, Spring Charts) while using the Medisoft application software.

Prerequisites: All modules must be successfully completed before beginning externship. Students can enroll at the start of any module and will be scheduled for subsequent modules in the order specific to the campus and class session.

PROGRAM OUTLINE

Module	Course Title	Weeks*	Clock Hours	Semester Academic Credit Hours
MCB 101	A&P/Work. Comp/Dental	4	100	3.5
MCB 103	A&P/CPR/Vital Signs	4	100	3.0
MCB 105	A&P/ Disability	4	100	3.5
MCB 107	Medical Coding/Managed Care	4	100	3.0
MCB 109	Business Math. /Gov. Insurances	4	100	3.0
MCB 111	Off. Pro./Hosp./PD	4	100	3.0
MCB 113	EHR/Medisoft	4	100	3.0
MCB 115	Externship	4	100	2.0
MCB 117	Externship	4	100	2.0
TOTALS		36	900	26.00

Course Description

MCB 101 – A&P/Work. Comp/Dental: Provides a basic knowledge of the different prefixes, combining forms, and suffixes of the medical terms associated with the human body, as well as the digestive, integumentary, skeletal, and muscular systems. Focus is placed on the recognition, definition, spelling, and pronunciation of these medical terms while also learning the structures and functions of the body through a general study of anatomy and physiology. Students also will be introduced on how to code using the ICD 10-CM coding for these body systems. In this module, the student will also learn how to use CPT, ICD-10-CM, ICD-10-PCS and HCPCS coding procedures as they relate to Worker's

Compensation. Additionally, students will learn the different types of compensations, federal and state regulations, use of the fee schedule, benefit periods, and completion of all necessary forms in the eligibility process. Students will learn ADA codes and how they are applied to some of the common treatments in general dentistry.

Also covered are dental terminology CDT, processing claims efficiently, various restrictions that insurance companies use regarding specific treatments, and how to get paid. Examples of different ADA forms used in the dental office will be discussed.

MCB 103 – A&P/CPR/Vital Signs: Provides a basic knowledge of the different prefixes, combining forms, and suffixes of the medical terms associated with the blood, immune, lymphatic, nervous, cardiovascular, and respiratory systems of the human body. Terminology relative to mental illnesses and disorders also is covered. Focus is placed on the recognition, definition, spelling, and pronunciation of these medical terms while also learning the structures and functions of the body through the general study of anatomy and physiology and code using ICD-10-CM for these systems. Students will also learn how to take basic vital signs, including the correct techniques for accurate measurement of pulse, respiration, and blood pressure. Additionally, students will be trained in CPR and other such emergencies. Upon successful completion of the requirements mandated by AHA, the student will receive a Basic Life Support card.

MCB 105 – A&P/ Disability: Provides a basic knowledge of the different prefixes, combining forms, and suffixes of the medical terms associated with the endocrine, genitourinary, and systems of the human body. As well as the eyes, ears, and pregnancy-related terms and how-to code using ICD-10-CM for these body systems. Focus is placed on the recognition, definition, spelling, and pronunciation of these medical terms while learning structures and functions of the body through the general study of anatomy and physiology. Students also will be introduced to and become familiar with CPT, ICD-10- CM, and HCPCS coding procedures, as they relate to medical disability claims in California. Different types of disabilities, state regulations, and use of the fee schedule, benefit periods, and completion of all necessary forms in the eligibility process are also covered.

MCB 107 – Medical Coding/Managed Care: Students will be introduced to and become familiar with CPT, and HCPCS coding procedures, as well as the history and future of ICD-10-CM, and ICD-10-PCS. The billing practices of managed care and Blue Cross insurances like HMOs, PPOs, IPAs, EPOs, and other types of private insurance are also covered.

MCB 109 – Government Medical Insurance / Business Math: Students will be introduced to and become familiar with CPT, ICD-10-CM, ICD-10-PCS, and HCPCS coding procedures as they relate to various major governmental insurance programs, such as Medicare, Medi-Cal, and Tricare. Students will learn the two different types of coverage available under these programs, who is eligible, and what services are covered, and they will be instructed on how to fill out the CMS-1500 claim form for these types of government insurance. Additionally, basic math used by healthcare professionals will be reviewed, including how to apply math with billing practices.

MCB 111 – Law & Ethics /Hospital Billing / MS Word / Professional Development: Shows students how to complete the UB-04 universal claim form for inpatient hospital services, including all procedures and regulations for various health care coverage. Students will also learn the difference between inpatient and outpatient levels of care and hospital services available through convalescent homes, hospice facilities, surgery centers, and home health care, including regulations and billing procedures for these services. Additionally, various regulations guiding the medical office within a hospital or medical clinic are covered, including emergency billing codes, earthquake safety rules, regulations for the use of hazardous materials, and communication standards. Students will study material safety rules, labor laws, patient privacy and confidentiality rules, and the influence of the court system on medical practices.

Students will be trained in MS Word, including basic functions and set up of the computer, and must complete various projects in MS Word by creating, formatting, and editing texts/documents and tables. Professional development is also covered, as it deals with the planning of the student's career and preparation for employment, including assessment of skills, application of human relations in the work environment, attitude, and appearance. Students will be taught time management, dress code, personal financial management, and generally acceptable workplace behavior. In addition, résumé preparation, interviewing techniques, employment tests, and salary negotiations are discussed to prepare the student for an interview. Mock interviewing will be conducted in the classroom. Students will also be prepared for interview-related rejection, as well as the adjustment process needed after acceptance of a new position.

MCB 113 – Medisoft / EHR: Focuses on one of the popular billing programs available in many medical billing settings. Students will learn to correctly complete the CMS-1500 form for various types of insurance while utilizing the Medisoft program.

Also covered are front office management procedures, developing customer service skills, alpha and numeric filing, proper telephone techniques, and maintaining a functional and comfortable office setting for patients. Students will develop the skills necessary for appointment scheduling, handling various types of mail, office inventory, assisting in obtaining patient information, and completing encounter forms. Provides a review of the history of the electronic health records and current trends in healthcare information and management support systems, including the transition from paper-based health electronic records in Spring Chart.

MCB 115 and MCB 117 – Externship: These modules provide the student, upon successful completion of the classroom portion of the program, the opportunity to work in an actual medical billing environment. This work allows students to continue the learning process about this profession as well as the opportunity to directly apply the knowledge and skills they have gained during their classroom training. Externship also serves as a method of applying valuable hands-on experience when students begin the search for regular employment. **Externship is normally conducted in affiliated clinics generally during daytime working hours from 8:00 am to 6:00 pm and scheduled for 30 - 40 hours per week (6-8 hours per day) for 200 hours six weeks.**

Personal Fitness Trainer

O-NET-SOC 39-9031-00 /CIP CODE: 31.0507

Educational Objective

This program prepares students for an entry-level position in the fitness industry as a Certified Fitness Trainer; however, self-employment is a common vocational objective. Positions are available at fitness centers, gyms, recreational facilities, medical facilities, weight management centers, physical therapy clinics, corporate fitness centers, and government agencies. Upon successful completion of the training, the graduate will be able to perform client consultations and integrated fitness assessments, use assessment results to design fitness programs to achieve client goals, demonstrate exercises with correct posture, modify exercises to adjust to client needs, alter client muscular imbalances and diminish pain with corrective exercise techniques, use business and sales techniques to communicate effectively with potential clientele, use motivational techniques to adapt to different client objections, understand anatomy and physiology to improve movement in the kinetic chain, and use nutritional guidelines to direct clients towards healthy eating habits.

Prerequisites: Modules PFT 100 – PFT 109 may be taken in any order, but all must be successfully completed before taking PFT 200

. The externship will be scheduled after the successful completion of all modules.

PROGRAM OUTLINE

Module	Course Title	Weeks*	Clock Hours	Semester Academic Credit Hours
PFT 100	Anatomy & Physiology A	4	100	3.5
PFT 101	Anatomy & Physiology B	4	100	3.5
PFT 102	Kinesiology)	4	100	3.5
PFT 103	Essentials of Personal Training	4	100	3.5
PFT 105	Nutrition and Performance Enhancement	4	100	3.5
PFT 106	Special Population and Exe. Psychology	4	100	3.5
PFT 107	Business and Professional Development	4	100	3.5
PFT 200	Corrective Exercise Specialist	4	100	3.5
PFT 300	Externship	4	100	2.0
TOTALS		36	900	30.00

Course Description

PFT 100 – Anatomy and Physiology I

Students will learn about human anatomy, including the nervous and endocrine systems. In addition, students will learn about the skeletal system, including the bony landmarks and joints; the muscular system including origin, insertion, and function of the major muscles of the body; and the integumentary system, including the skin, its function, and pathologies.

This course also trains students in CPR. Upon successful completion of the CPR requirements mandated by AHA, the student will receive a Basic Life Support card.

PFT 101 – Anatomy and Physiology II

Students will learn about the cardiorespiratory system, including the heart, lungs, and blood vessels; as well as the digestive, lymphatic, and urinary systems to ensure an understanding of the processing of nutrients and removal of waste. In addition, students will learn about human anatomy, including the urinary and reproductive systems.

PFT 102 – Kinesiology

This course covers the study of anatomy, biomechanics, and muscles, including the principles of human movement and the description of structure, function, and kinesiology of the extremities. Topics include joints, bones, and muscles of the upper extremities and shoulders. Students also will learn the origin, insertion, and action of the skeletal muscles, as well as various exercise techniques to understand the kinetics of human motion.

PFT 103 – Essentials of Personal Training

This module provides students the practical opportunity to develop and hone the skills enabling fitness trainers to perform subjective/objective assessments and movement assessments with their clients to provide quality personal training services. The course prepares students to design GOAL SPECIFIC OPT™ programs, STABILIZATION OPT™ programs, STRENGTH OPT™ programs, and cardio-respiratory training programs for each client. Students are expected to be able to implement appropriate exercise assessments and techniques to modify, progress, and regress appropriate exercises. The lab requires a hands-on demonstration of the principles of flexibility training, core stability training, and neuromuscular stabilization training.

PFT 105 – Nutrition and Performance Enhancement

This module will provide essential knowledge and skill regarding energy balance, caloric needs, and activity, metabolism, and food choices. Students completing this course will be prepared to take NASM's *Fitness Nutrition Specialist* credentialing examination. Students will also be provided with tips and essential skills to sit for the certification exam for Performance Enhancement Specialist (PES), which is administered by NASM. Students will be practical experience application (lab training) of program design for sport-specific clients. Students design cardio-respiratory training programs, POWER OPT™ programs, and programs for clients who participate in an individual competition or team sports. Both of these areas will be integrated to improve overall performance and goal-achievement of clients.

PFT 106 – Special Population and Exercise Psychology

Students will learn the basics of personal interaction, as well as motivational and situational techniques to use during interaction with clients to enhance positive behavioral change. Students also will learn how to apply a holistic, integrated, principle-centered approach to motivating people to be physically active. In addition, students learn the effects of planned stress (e.g., exercise) and recovery (e.g., sleep and massage) on mental health, physical performance, and health-related quality of life. Students will also cover the skills and knowledge needed to develop fitness programs for clientele requiring special considerations. Populations to be studied include youth, seniors, pregnant women, as well as obese and diabetic clients and those with osteoporosis and/or arthritis, and/or increased cardio-respiratory disease risk factors.

PFT 107 -Business and Professional Development

This module presents basic business principles to create a successful career/business as a fitness trainer. Students also will learn about office productivity software, marketing materials, resume development, business plan development, licensing, and continuing education in the fitness industry.

In addition to career success, students will concentrate on various strategies to obtain a position in the fitness industry that include job search, resume formats, necessary pre-employment letters, and interview techniques. Additionally, students will learn effective communication skills to interact professionally with clients and colleagues.

PFT 200- Corrective Exercise Specialist

Upon completion of all other 100 level modules, students will begin this module. This 200 module will present advanced concepts that are the summation of all of the concepts previously learned in the PFT program.

It will equip students to sit for the certification exam for the Corrective Exercise Specialist (CES), which is administered by NASM. 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

PFT 300– Externship

This module provides the student, upon successful completion of the classroom portion of the program, the opportunity to work in the fitness industry. It is an opportunity to integrate the career-related experience to the program of study by relating theory to practice. It also provides the students with an in-service orientation to a career that will enhance the student's understanding of organizational and group processes. **Externships are normally conducted in affiliated sites generally during the hours from 6:00 am to 10:00 pm and scheduled for 30 -40 hours per week (6- 8 hours per day) for 100 hours.**

Surgical Technology

O-NET-SOC 29-2055.00/CIP CODE: 51.0909

Educational Objectives

This program prepares students to be competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The student will learn to work with and under the immediate supervision of registered nurses or surgeons. The student will develop the knowledge and skills required in becoming an integral part of a medical team providing care to patients during the critical periods of surgery. During the clinical phase of the student's training, the student will perform critical skill development in areas such as operating room set-up; preparing patients for surgery; the passing of surgical instruments and other sterile supplies to surgeons; scrubbing and gowning; care and disposal of specimens; and assist in cleaning and stocking the operating room for future operations.

Prerequisites: Each level must be taken and successfully completed before beginning the next level. Modules in each level may be taken in any order, but all modules in a level must be successfully completed before moving to the next level. A 90 hours module follows Level 3 to confirm knowledge/skills of all levels, after successful completion of which the student will be scheduled for externship. Students may enroll at the start of any module in Level 1. Refer to the Remediation Policy for information specific to this program.

PROGRAM OUTLINE

Module	Course Title	Weeks	Clock Hours	Semester Academic Credit Hours	Non-Term Semester Credit Hour (D.E.) *
Level 1: Anatomy and Physiology					
A & P 101	ANATOMY & PHYSIOLOGY I - <i>Medical Terminology • Structures & Function of the Human Body • Integumentary System • Skeletal System</i>	3 or 4	90	4.00	2.4
A & P 102	ANATOMY & PHYSIOLOGY II - <i>Muscular System • Nervous System • The Senses & Lymphatic System</i>	3 or 4	90	4.00	2.4
A & P 103	ANATOMY & PHYSIOLOGY III - <i>Blood & Circulatory System • Respiratory System • Urinary System</i>	3 or 4	90	4.00	2.4
A & P 104	ANATOMY & PHYSIOLOGY IV - <i>Digestive System • Reproductive Systems • Endocrine System</i>	3 or 4	90	4.00	2.4
Level 2: Surgical Techniques					
ST 201	Principles & Practices of ST - <i>Orientation to ST/Standards of Conduct • Surgical Patient/Special Population • Physical Environment & Safety Standards</i>	3 or 4	90	3.50	2.4
ST 202	SURGICAL TECHNOLOGY I - <i>Microbiology/Asepsis & Sterile Techniques • Surgical Pharmacy • Anesthesia • Electricity/Information/Robotics</i>	3 or 4	90	3.50	2.4
ST 203	SURGICAL TECHNOLOGY II - <i>Hemostasis/Emergency Situations • Instrumentation • Wound Healing/Closure</i>	3 or 4	90	3.50	2.4
ST 204	SURGICAL TECHNOLOGY III- <i>CPR / • Preoperative Surgical Case Management • Intra- and Post- Operative Case Management</i>	3 or 4	90	3.50	2.4
Level 3: Surgical Procedures					
ST 301	SURGICAL PROCEDURE I – <i>General Surgery I and II • OB/GYN Surgery • Genitourinary Surgery</i>	3 or 4	90	3.50	2.4

ST 302	SURGICAL PROCEDURE II – <i>Otorhinolaryngologic (ENT) Surgery • Orthopedic Surgery • Oral & Maxillofacial Surgery</i>	3 or 4	90	3.50	2.4
ST 303	SURGICAL PROCEDURE III – <i>Neurosurgery • Plastic & Reconstructive Surgery • Ophthalmic Surgery</i>	3 or 4	90	3.50	2.4
ST 304	SURGICAL PROCEDURE IV – <i>Cardio-Thoracic Surgery • Peripheral Vascular Surgery • Principles of Career Development</i>	3 or 4	90	3.50	2.4
ST400	PRE-CLINICAL CHECK OFF & CST EXAM REVIEW – <i>Overview of clinical lab skills and instrumentation with the final preparation for externship</i>	3 or 4	90	3.00	2.4
ST 501	CLINICAL ROTATION I	4	160	3.00	4.26
ST 502	CLINICAL ROTATION II	4	160	3.00	4.26
ST 503	CLINICAL ROTATION III	5	200	5.56	5.33
TOT ALS		52 / 65	1,690	58.50	45.05

NOTE: The extern modules comprise 13 weeks and 520 clock hours. Students will be scheduled for 40 hours per week at eight hours per day.

**Note: Modules in the “Day” schedule are 3 weeks long; those for “Evg. ” schedules are 4 weeks long.*

**Department of Education’s conversion of clock hour to credit hour is one semester credit hour equals 37.5 clock hours and is measured for Federal Financial Aid.*

HIGH SCHOOL DIPLOMA OR GED REQUIRED FOR ADMISSION

*** Total weeks for the program may be extended depending on holiday schedules **Course Description*

A & P 101 – Anatomy and Physiology I

Medical Terminology: Teaches the student to analyze, pronounce, and know the meaning of terms by combining prefixes, root words, and suffixes. Students will learn to name body systems and their functions; to identify body cavities, specific organs, and body planes; and to identify diagnostic and procedural terms. This topic will also cover body organs and structures in each body system, including their locations, pronunciation, spelling, and meaning, as well as associated abbreviations and symbols.

Structure & Functions of the Human Body: Defines anatomy, physiology, and pathology; discusses in order of complexity the levels of organization of the body; defines anatomical position; and covers the principal directional terms and sections used in describing the body and their relationship to one another. Also discussed are the abdomen-pelvic regions, quadrants, cavities, as well as their location, the specific anatomical regions in each area, and the organs involved. Students will be introduced to the cell and its components, their functions, and will be able to identify the cellular organelles and the transport system that moves substances through cell membranes.

Integumentary System: Classifies, compares, and discusses examples of each type of body membrane, and will describe the structure and function of the skin and the appendages. The discussion will include the epidermis and dermis; the characteristics of the hair, nails, and the function of the glands; nerve endings; and the common disorders and abnormalities of the integument.

Skeletal System: Discusses the general functions of the skeletal system, bone structure, and cartilage. Students will also learn how bones are formed, how they grow, and how they are remodeled; and they will be able to identify the subdivisions of the skeleton and the bones in each area. The topic also covers the major types of joints, including examples of each, and major disorders of bones and joints.

A & P 102 – Anatomy and Physiology II

Muscular System: Compares the structure and function of the three major types of muscle tissue and the microscopic structure of a skeletal muscle sarcomere and motor unit. Students will discuss how a muscle is stimulated and will compare the types of muscle contractions, as well as identify the major muscles of the body and their functions.

Nervous System: Discusses the organs and divisions of the nervous system and their functions and will identify the major types of cells of the nervous system and their function. Students will be able to identify the major anatomical components of the brain and the spinal cord, including the function of each, as well as coverings and fluid spaces within the central nervous system.

The Senses & Lymphatic System: Classifies the sense organs and differentiates the two groups; discusses how a stimulus is converted to sensation; discusses the general sense organs and their functions; and describes the structure of the eye and the function of its components, including the major visual disorders. Also, students will discuss the anatomy of the ear and its function in hearing and equilibrium, as well as the major forms of hearing impairment. Additionally, the main lymphatic structures and a comparison of the different active and passive immunities and the major disorders associated with the lymphatic system are covered.

A & P 103 – Anatomy and Physiology III

Blood & Circulatory System: Describes the primary functions of the blood and characteristics of blood plasma; lists the blood's formed elements and identifies the important functions of each. This topic will also define the medical terms associated with blood, including the anatomy of the heart, its chambers, the valves, the heart sounds, and the disorder that is associated with it. The circulatory pathways and the electrical conduction within the heart are also covered.

Respiratory System: Identifies the major organs of the respiratory system and their functions and explains the mechanism responsible for the exchange of gases during internal and external respiration. This topic also covers the volumes of air exchanged during pulmonary ventilation and the mechanism that regulates respiration, including the major disorders of the upper and lower respiratory tracts.

Urinary System: Discusses the anatomy of the urinary system and its function. It will also discuss the nephron and the role of each component in the formation of urine, the importance of filtration, tubular reabsorption and secretion of urine, and will explain the role of the kidneys in maintaining homeostasis. The major renal and urinary disorders and their mechanism will also be covered.

A & P 104 – Anatomy and Physiology IV

Digestive System: Discusses the anatomy of the alimentary tract from the mouth to the anus and identifies the primary and accessory organs of digestion. In addition, students will discuss the basics of carbohydrate, fat, and protein digestion, and will contrast chemical and mechanical digestion.

Reproductive Systems: Discusses the primary and accessory organs of the male and female reproductive systems, the primary functions of the sex hormones, and the structure responsible for their secretion. This topic will also discuss the phases of the female menstrual cycle and the disorders of the male and female reproductive systems in general.

Endocrine System: Distinguishes between endocrine and exocrine glands; defines hormones and prostaglandins; and identifies the primary endocrine glands and the major hormones produced by each. Students will also discuss the pathophysiology of endocrine disorders and be able to identify the principal functions of each endocrine hormone and describe the conditions that may result from hyposecretion and hypersecretion.

ST 201 – PRINCIPLES AND PRACTICES OF ST

Orientation to Surgical Technology: Introduces the major principles and practices of surgical technology; the surgical team; and patient care before, during, and after surgical procedures. Students will learn the members of the surgical team, including each person's role with an emphasis on the basic responsibilities of a surgical technologist.

Standards of Conduct: Provides an understanding of the legal and ethical issues associated with medical practice, specifically as they relate to the surgical team. Students will learn the professional obligations of each member of the surgical team, the patient bill of rights, and the professional standards of care as defined in the Code of Ethics of the Association of Surgical Technologists.

Surgical Patient/Special Population: Exposes students to the method of assessing the patient's response to illness, surgery, and hospitalization, as well as methods for assessing special populations. Demonstrating the awareness of the patient's bill of rights will also be covered.

Additionally, students will learn to distinguish and assess the physical, spiritual, and psychological needs of the patient, as well as cultural and religious influences that could affect the surgical patient.

Physical Environment & Safety Standards: Discusses the basic principles of organization and structure of the operating room, its physical layout, and the different methods and safety standards that contribute to an aseptic environment. This topic also will provide students with information about potential sources of injury to patients and personnel, proper testing and use of equipment in the operating room, and associated facilities.

ST 202 – Surgical Technology I

Microbiology / Asepsis & Sterile Techniques: Covers the causes and characteristics of protozoa, fungi, bacteria, and viruses, as well as the classifications of such organisms. Students will also discuss the immune system and the process and transmission of infection. Additionally, this module introduces the scientific principles of asepsis carried out in the operating room in order to prevent the spread of microorganisms that can potentially cause infection. Students will learn the requirements for sterile technique and the methods of sterilization, disinfection, and control in the operating room. Students will also be able to define and discuss the concept of surgical conscience.

Surgical Pharmacy: Covers the common units of measure associated with drug use, as well as the different types and phases of anesthesia, including how they are given and the drugs used for each, and the side effects of the drugs and their actions.

Anesthesia: Exposes the student to the different drugs used in anesthesia, the route of administration of anesthesia, and the different phases of anesthesia. Also, students will learn the anesthetic agents used during and after anesthesia, the side effects, and treatment.

Electricity/Information/Robotics: Covers the basics of electricity, its uses (especially in the operating room), and the dangers and precautions to be taken before and during its use. Students will also discuss the terms related to physics and the principles of physics in relation to patient care in the operating room. Also discussed are laser technology and safety, including equipment and supplies. Additionally, students will learn basic computers, including the relevant components and software programs. Computer-related activities will include finding and opening files, saving documents, manipulating text, and using the Internet. Also, the basic concepts related to robotics, including identifying components and mechanisms of the robotic system, will be discussed.

ST 203 – Surgical Technology II

Hemostasis and Emergency Situations: Discusses the methods of hemostasis and blood replacement and trains students to recognize developing emergency situations, including applying knowledge of radiological and chemical injuries and biological warfare. Students will discuss human- and natural-caused disasters, the various components of planning for a personal disaster or the healthcare facility, as well as national disaster planning, including the steps to be taken when such events occur by the surgical technologist.

Instrumentation: Covers the basic instruments and sets of surgical instruments. Students will learn to identify the use and function of surgical instruments, be able to demonstrate the appropriate methods of passing each type of instrument and understand the methods of decontamination and sterility control.

Wound Healing / Closure: Introduces students to the anatomical and surgical aspects of traumatic and surgical wounds and the principles and methods of wound closure and management. Students will learn to identify the types of needles and sutures used in surgical practice, the principles of application of absorbable and non-absorbable sutures, and the use of stapling devices.

ST 204 – Surgical Technology III

CPR: Students will be trained in CPR. Upon successful completion of the requirements mandated by AHA, the student will receive a Basic Life Support card.

Preoperative Surgical Case Management: Describes the role of the STSR and the techniques of opening and preparing supplies/instruments. Students also will learn the methods of surgical scrub and donning surgical attire, as well as the principles of surgical scrubbing and gowning/gloving themselves and members of the sterile team.

Also discussed is the procedure for counting instruments, sponges, needles, and other items, and the initial steps for starting a procedure, including intraoperative handling of sterile equipment/supplies. Additionally, students will learn the principle of sterile surgical draping, including types of drapes and the materials of which they are made. Also covered are various draping techniques and the methods of draping surgical regions of the body, as well as various OR furniture.

Intra- and Post-Operative Case Management: This course discusses the techniques for monitoring the sterile field and anticipating the needs of the surgical team. Additionally, students will learn about patient care after surgery has been completed and the post-operative routines as they pertain to the surgical technologist.

ST 301 – Surgical Procedure I

General Surgery I & II: Provides an overview of the preparation for preoperative, intraoperative, and postoperative care and possible complications arising from general surgical procedures. This topic also covers the anatomy and physiology of the abdominal wall, thyroid, breasts, digestive system, hepatobiliary system, pancreas, and spleen, including a description of the pathology and related terminology for each system or organ that requires surgical intervention. Students will learn to identify instruments, supplies, and drugs associated with general surgery. Students will learn to identify instruments, supplies, and drugs associated with general surgery.

OB/GYN Surgery: Provides an overview of the preparation for preoperative, intraoperative, and postoperative care and possible complications arising from OB/GYN surgical procedures. Also covered is the anatomy and physiology of the female reproductive system, including the pathology requiring surgical intervention, as well as special preoperative diagnostic procedures. Students will learn to identify the instruments, supplies, and drugs associated with this portion of OB/GYN surgery.

Genitourinary Surgery: Provides an overview of the preparation for preoperative, intraoperative, and postoperative care and possible complications arising from genitourinary surgical procedures. The topic covers the relevant anatomy and physiology of the urinary system, including the male reproductive anatomy, pathology, and related terminology. Students will learn to identify instruments, supplies, and drugs associated with this portion of genitourinary surgery.

ST 302 – Surgical Procedure II

Otorhinolaryngologic (ENT) Surgery: Provides an overview of the preparation for preoperative, intraoperative, and postoperative care and possible complications arising from ENT surgical procedures. The topic also covers the anatomy and physiology of the ears, nose, and throat, including the pathology requiring surgical intervention, as well as preoperative diagnostic procedures. Students will learn to identify instruments, supplies, and drugs associated with this portion of ENT surgery.

Orthopedic Surgery: Provides an overview of the preparation for preoperative, intraoperative, and postoperative care and possible complications arising from orthopedic surgical procedures. This topic also covers the anatomy and physiology of the muscular- skeletal system, including the pathology requiring surgical intervention, as well as special preoperative diagnostic procedures. Students will learn to identify instruments, supplies, and drugs associated with this portion of orthopedic surgery.

Oral & Maxillofacial Surgery: Provides an overview of the preparation for preoperative, intraoperative, and postoperative care and possible complications arising from oral and maxillofacial surgical procedures. This topic also covers the anatomy and physiology of the oral cavity, face, and cranium, including the pathology requiring surgical intervention, as well as preoperative diagnostic procedures. Students will learn to identify instruments, supplies, and drugs associated with this portion of oral and maxillofacial surgery.

ST 303 – Surgical Procedure III

Neurosurgery: Provides an overview of the preparation for preoperative, intraoperative, and postoperative care and possible complications arising from neurological surgical procedures. This topic also covers the anatomy and physiology of the neurological system, including the pathology requiring surgical intervention, as well as preoperative diagnostic procedures.

Students will learn to identify instruments, supplies, and drugs associated with this portion of neurological surgery. Plastic & Reconstructive Surgery: Provides an overview of the preparation for preoperative, intraoperative, and postoperative care and possible complications arising from plastic and reconstructive surgical procedures. This topic also covers the anatomy and physiology of the skin and its underlying tissues, including the pathology requiring surgical intervention, as well as preoperative diagnostic procedures. Students will learn to identify instruments, supplies, and drugs associated with this portion of plastic and reconstructive surgery.

Ophthalmic Surgery: Provides an overview of the preparation for preoperative, intraoperative, and postoperative care and possible complications arising from ophthalmic surgical procedures. This topic also covers the anatomy and physiology of the eye, including the pathology requiring surgical intervention, as well as preoperative diagnostic procedures. Students will learn to identify instruments, supplies, and drugs associated with this portion of ophthalmic surgery.

ST 304 – Surgical Procedure IV & Career Development

Cardio-Thoracic Surgery: Provides an overview of the preparation for preoperative, intraoperative, and postoperative care and possible complications arising from cardiothoracic surgical procedures. This topic also covers the anatomy and physiology of the respiratory and cardiovascular systems, including the pathology requiring surgical intervention, as well as preoperative diagnostic procedures. Students will learn to identify instruments, supplies, and drugs associated with this portion of thoracic surgery.

Peripheral Vascular Surgery: Provides an overview of the preparation for preoperative, intraoperative, and postoperative care and possible complications arising from peripheral vascular surgical procedures. This topic also covers the anatomy and physiology of the peripheral vascular systems, including the pathology requiring surgical intervention, as well as preoperative diagnostic procedures. Students will learn to identify instruments, supplies, and drugs associated with this portion of peripheral vascular surgery.

Principles of Career Development: Covers the principles and professional practices for positive career actions and behaviors. It deals with the planning of the student's career and the preparation for actual employment, including assessment of skills, application of human relations in the work environment, attitude, and appearance. Students will be taught time management, dress code, personal financial management, and generally acceptable workplace behavior. In addition, résumé preparation, interviewing techniques, employment tests, and salary negotiations are discussed to prepare the student for an interview. Mock interviewing will be conducted in the classroom. Students will also be prepared for interview-related rejection, as well as the adjustment process needed after acceptance of a new position.

ST 400 – Pre-Clinical Check-Off & CST Exam Review

Involves an overview and comprehensive exam of all knowledge, lab skills, and instrumentation covered during Levels 2 and 3. Upon successful completion of this module, the student will be scheduled for Clinical Rotation.

ST 501 through ST 503 – Clinical Rotation / Externship

These modules provide the student, upon successful completion of the classroom portion of the program, the opportunity to work in an actual operating room of a hospital or surgery center and in Central Supply. The student will be expected to perform the duties of a surgical technologist under the supervision of the operating room technologist and/or clinical instructor. This work allows students to continue the learning process about this profession as well as the opportunity to directly apply the knowledge and skills they have gained during their classroom training. Externship also serves as a method of applying valuable hands-on experience when students begin the search for regular employment. **Clinical Rotation is conducted in affiliated hospitals and/or surgery centers during daytime working hours from 7:00 am to 3:30 pm and scheduled for 40 hours per week (8 hours per day) for 13 weeks.**

Veterinary Assistant

O-NET-SOC 31.9096.00/CIP

CODE: 51.0808

Educational Objective

This program is designed to provide graduates with the basic skills necessary to assist Veterinarians and Veterinary Technicians in a variety of settings. Veterinary Assistants play an important role as members of the veterinary healthcare team by assisting with: the feeding, exercising, and handling of animals; kennel work; cleaning and setting up equipment and cages; collecting and analyzing laboratory specimens; assisting with surgical preparation and clean-up; taking radiographs; helping with dental prophylaxes; client communications and relations; and clerical/office tasks. In this program, students will learn veterinary anatomy, physiology, and terminology; computer basics; office/hospital procedures; pharmacology and pharmacy procedures; and vaccinations. Students also are introduced to basic animal care and nursing and how to perform surgical preparations using aseptic techniques. Students will learn how to aid the Veterinarian and Veterinary Technician with the physical monitoring of patients during surgical procedures and their post-operative recovery. In addition, students will learn how to assist in laboratory procedures including the collecting, safe handling, and analysis of urine, blood, and fecal samples. Veterinary Assistants can be found working in a variety of places including veterinary hospitals/clinics, emergency, and specialty hospitals, animal shelters, zoo and wildlife centers, animal control departments, diagnostic laboratories, grooming and boarding facilities, pet-sitting agencies, pharmaceutical, and supply distribution facilities, and animal research agencies.

Prerequisites: All modules must be successfully completed before beginning externship. Students can enroll at the start of any module and will be scheduled for subsequent modules in the order specific to the campus and class session.

PROGRAM OUTLINE

Module	Course Title	Weeks*	Clock Hours	Semester Academic Credit Hours
VA 100	Hospital Basics	4	100	3.0
VA 200	A&P /Medical Terminology	4	100	3.0
VA 300	Pharmacology	4	100	3.0
VA 400	A&P /Clinical Assistant	4	100	3.0
VA 500	Animal Care	4	100	3.0
VA 600	A&P /Surgical Assistant	4	100	3.0
VA 700	A&P Laboratory Assistant	4	100	3.0
VA 900	Externship	4	100	2.0
VA 901	Externship	4	100	2.0
TOTALS		36	900	25.00

Course Description

VA 100 - Hospital Basics This course provides an overview of veterinary practices including the history of veterinary medicine, types of practices, practice design, members of the veterinary care team, ethics and laws, and occupational health and safety in the veterinary practice. Students are introduced to veterinary office and hospital procedures and the importance of good customer service skills. Students will learn how to interact with clients in a professional manner over the phone and in person, and how to handle difficult situations that may arise. Additionally, obtaining a patient history, vaccination status, and presenting complaint as to why the client has sought veterinary care for their animal will be covered. The basics of conducting a physical exam on an animal and how to correctly document it in a paper file or electronic health record will also be covered. Students will be able to recognize the AKC dog and CFA cat breeds. Additionally, common behaviors, nutrition, basic training, equipment, and housing needs, proper handling and restraint, basic health care, and common diseases for dogs and cats will be covered. This course will provide an opportunity for the student to develop basic front office skills. The student will learn how to prepare day sheets, create and file a patient record, check patients in and out of the office, and effectively work well with other departments or facilities. Students will review office policies, scheduling, canceling and rescheduling appointments, basic invoicing, billing, receipt of payments, as well as the necessary documentation steps. Students will learn how to input client and patient information, update patient reminders, prepare estimates, and create invoices in Avimark.

VA 200 – Anatomy & Physiology, Medical Terminology This course teaches the student word parts, including prefixes, root words, suffixes, combining forms, and compound words. Students learn how to use word parts to form words and define medical terms using word analysis and the combining forms for body parts and anatomy. Students also will learn suffixes for surgical procedures and diseases, as well as the terms for direction, position, and movement. Students will be introduced to the structure and function of cells. Additionally, students will learn about the nervous, endocrine, and sensory systems, including their terminology, structures, functions, major organs, common diseases and medical conditions. Students will learn about the common behaviors, nutrition, equipment, and housing needs, proper handling and restraint, basic health care and common diseases of rabbits and pocket pets.

VA 300 – Pharmacology This course introduces the student to various categories of drugs and their clinical uses. Students are taught legal issues involving controlled substances, how to properly fill medications, inventory control, and vaccinations. Students learn to identify dosage forms and calculate drug dosages. Students will be able to list and compare routes by which various types of drugs are administered. Students also learn how to properly label and package dispensed drugs and how to safely store and handle them. Proper inventory control, including restocking supplies and checking inventory dates, will be covered. How to safely store, handle, and dispose of biological and therapeutic agents, pesticides, and hazardous waste will be reviewed. Students also learn the various vaccination protocols for domesticated animals and proper vaccination reconstitution and administration. Additionally, students will learn about the immune system, including basic terminology, structure, function, common diseases and disorders, and the role it plays in vaccinations. Students will learn about the care of laboratory and research animals, zoo animals, and wildlife rehabilitation. Students will be able to recognize different avian species. Additionally, common behaviors, nutrition, basic training, equipment, and housing needs, proper handling and restraint, basic health care, and common diseases for avian will be covered.

VA 400 – Animal Behavior & Restraint, Anatomy & Physiology: In this course, students are introduced to the basic behaviors of various animals, including livestock, poultry, reptiles, and amphibian. How animals learn behaviors as well as how to distinguish between normal and abnormal behaviors will be covered. Students learn about common behavioral problems in various species. Students are taught how to safely put animals into, and take them out of, cages and are introduced to various restraint devices and their uses, including the muzzle, Elizabethan collar, restraint pole, and feline restraint bag. Students will be able to demonstrate the various restraint positions and holds for designated procedures and learn the potential dangers of handling sick, injured, and small animals. Hospital safety will be taught including potential hazards in the hospital and how to recognize and protect against zoonotic diseases. OSHA guidelines and regulations will be reviewed as well as general safety in a veterinary facility. Students learn how to utilize personnel safety equipment and how to appropriately dispose of hazardous waste. Additionally, students will learn about the musculoskeletal and reproductive systems including their terminology, structures, functions, major organs, common diseases, and medical conditions

VA 500 – Examination & Hospitalization Procedures, Clinical Assistant: This course provides instruction on how to safely care for hospitalized animals. Students will obtain a basic understanding of common diseases and medical conditions and learn how to evaluate emergency situations and triage incoming patients. Students learn how to administer topical and oral medications as well as intravenous and subcutaneous administration of fluids. Students also will learn how to monitor vital signs including temperature, heart rate, respiratory rate, mucous membrane color, dehydration status, and capillary refill time. Additionally, grooming and skincare are covered in this course, during which students learn basic grooming and dipping of small animals as well as how to clean external ear canals, trim nails, and express anal glands. Students will be able to apply and remove bandages and splints and understand the basics of infection and wound care. Students will learn nursing care for recumbent patients including turning, padding, and cleaning. Isolation procedures for animals with infectious diseases also will be covered, including how to safely and properly handle suspected rabies-infected animals and samples. Students will learn about the care of equine, including breed identification, common behaviors, nutrition, basic training, equipment, and housing needs, proper handling and restraint, basic health care, and common diseases. Euthanasia and postmortem care will also be addressed for small animals.

VA 600 – Surgical Assistant, Anatomy & Physiology: This course is designed to introduce the student to the roles and responsibilities in small animal surgery. Students learn about surgical preparation and surgical suite procedures. Students will learn the principles of asepsis and how to assist the veterinarian or veterinary technician with the preparation of patients using an aseptic technique. Students are introduced to surgical instruments including scalpels and blades, sutures, scissors, needle holders, forceps, retractors, and dental instruments, and will learn the care and maintenance of surgical instruments and supplies. Students will demonstrate how to correctly fold and wrap surgical gowns, drapes, and instrument packs for sterilization. Students learn sterilization and disinfection techniques and procedures, assist with the pre- and post-operative care of animals, and maintain a surgical log. Students learn about common drugs used before, during, and after surgery as well as emergency drugs. Students are introduced to the recovery of patients, pain management, and postoperative complications. Students will learn how to perform CPR and rescue breaths on an animal. Additionally, students will learn about the cardiovascular and respiratory systems, including their terminology, structures, functions, major organs, common diseases, and medical conditions.

VA 700 - Laboratory Assistant, Anatomy & Physiology: This course will introduce students to the role of a veterinary assistant in laboratory procedures. Students will learn how to collect properly, stain, and analyze urine, blood, skin, and fecal samples for diseases and parasites. Additionally, students will be able to identify common blood collection tubes and various internal and external parasites. Students will also learn how to use microscopes and run diagnostic tests and be introduced to laboratory record-keeping to record and file lab results accurately. Proper laboratory maintenance, including the stocking of supplies and care of laboratory equipment, will be covered. Additionally, students learn about radiology and ultrasound as a means of diagnosis. Basic safety practices and techniques are taught. Students will be able to properly position and restrain patients for radiographs and ultrasounds. Animal nutrition will be covered, including the nutritional needs of animals, nutrients essential to all life, and different types of diets. Additionally, the digestive and renal systems will be covered, including their structures, functions, major organs, common diseases, and medical conditions. Care for bovine and swine will be covered, including common behaviors, nutrition, basic training, equipment, and housing needs, proper handling and restraint, basic health care, and common diseases.

VA 900 and VA 901 – Externship: These two modules provide the student, upon successful completion of the classroom portion of the program, the opportunity to work in an actual veterinary environment, such as at a hospital/clinic, animal shelter, zoo or wildlife center, and animal control departments and research agencies. This work allows students to continue the learning process about this profession as well as the opportunity to directly apply the knowledge and skills they have gained during their classroom training. Externship also serves as a method of applying valuable hands-on experience when students begin the search for regular employment. **Externship is normally conducted in affiliated clinics/facilities generally during daytime working hours from 8:00 am to 6:00 pm and scheduled for 30 -40 hours per week (6 -8 hours per day) for 200 hours.**