

CALIFORNIA CAREER COLLEGE



CATALOG

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MESSAGE FROM THE PRESIDENT

Dear Students,

It is with immense pleasure that I welcome you to California Career College! We are delighted that you have selected California Career College to launch your career in the health care field. California Career College was established in 2001 and has proudly assisted promising students in launching their careers in the nursing field. Everyone at California Career College looks forward to working with you as you pursue your academic endeavors.

We have prepared this Catalog to address any questions you may have about California Career College's policies, procedures, and expectations for academic progress. As you embark on this journey in your career, we trust that you will adhere to the professional standards and conduct required in the health care field and expected during your training at California Career College.

Our administration, faculty, and staff are excited to see your academic progress unfold during your training, and we all look forward to celebrating your success.

Susan Naimi, CEO

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Section 1: General College Information

History

California Career College (“CCC”) was founded in February 2001 and has been in operation for the past 16 consecutive years. CCC is a private educational institution owned and operated by SHN Career College, Inc., a California corporation. Since its inception, CCC has expanded from a student body of twelve (12) to over one hundred forty (140) students annually.

The main campus facility, which was constructed in 2006 is located at 7003 Owensmouth Avenue, Canoga Park, CA 91303. The main campus contains two classrooms and laboratory facilities. Students have access to a network of computers and a library facility at the main campus where they may obtain additional educational resources and tools to prepare for their courses or licensing/certification examinations. CCC has numerous lab equipment, High Fidelity Sim Man Mannequin, standard mannequin, nursing beds, microscopes, dissecting tables and all nursing equipment (needles, gowns etc.).

California Career College does not have dormitory facilities under its control, and does not assume responsibility, nor assist in finding housing. Living accommodations are available within a convenient distance from campus. Approximate cost for a 1 bedroom/1 bathroom in the vicinity of campus ranges from \$1,250-\$1,595, according to westsiderentals.com.

Mission Statement

California Career College cultivates holistic, skilled, ethical, and compassionate nursing professionals through rigorous and personalized programs. Our programs are dedicated to fostering a supportive learning environment that empowers students to excel academically, embrace diversity, and contribute positively to the evolving landscape of healthcare. Our commitment is to graduate nurses who demonstrate clinical excellence, critical thinking, and a profound sense of empathy which together ensure they are well-prepared to meet the challenges of modern healthcare with unwavering integrity and dedication. Graduates of our programs enter the healthcare setting ready to provide competent care to meet the needs of the individual, family, and community in which they serve.

Philosophy

California Career College is committed to providing educational access to all who are motivated to practice in the health care field as a professional nurse meeting the diverse needs of a multicultural population. CCC’s core values include intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, global consciousness, and sustainability. As the College prepares its students, California Career College recognizes that

the goal of health care education is the development of the whole person that can be a conscious participant in the global community. Paramount to the College's principles is that the learning student is self responsible for their academic commitment and progress. California Career College will follow its tradition of academic freedom while maintaining a climate that promotes understanding and respect for students, faculty, staff, community, and environment.

Facilities, Equipment, and Instructional Materials

CCC's main campus was constructed in 2006 for the sole purpose of education and instruction. The campus and its entirety are well-maintained and is accessible, safe, regularly cleaned and furnished adequately. The campus is two levels and 4500 square feet with gated parking lot, two lecture rooms for minimum of 24 students, two laboratories including one Sim mannequin, two restrooms on first floor and 2 restrooms on second floor, two administrative offices, one financial aid office, one student services office, one file room, one elevator and elevator room, one electrical room, one lounge center with refrigerator and microwave, resource center that includes computers and a library.

California Career College's also has a separate classroom for General Education located at: 21300 Victory Blvd. Suite 130, Woodland Hills, CA 91367. The Separate Classroom was approved by ABHES in August 2021 and the distance between main campus and the Separate Classroom suites is 1.2 miles. The suite is 2415 square feet. It is safe, furnished and cleaned regularly. The suite has two classrooms large enough to accommodate minimum of 24 students, one small computer/tech room, lounge area, 2 restrooms and one administrative office.

The emergency preparedness plan is available to both students and staff. It is located on the first and second floors of the campus facility.

Student records are maintained in fireproof cabinets that are locked and located in the administration and financial aid offices. Older student files are maintained in the file room. Additionally, back up files for graduates are maintained off-site by the Program Director.

CCC's learning resources are accessible to all students during and beyond classroom hours and may be provided through hard copy reference materials and/or full-text virtual libraries. The library, LIRN and computer lab are supervised and maintained by the librarian; the students can ask the librarian for assistance regarding the learning resources or the computer lab, or any learning resource purchases they make.

Instructors utilize current editions of textbook and electronic version of the text relevant to the course, as well as utilizing PowerPoint presentations, CD's and videos, Kaplan, HESI, and an online learning management system to supplement the instructional course materials.

The program director and faculty evaluate equipment and supplies used in the **sim lab** to ensure supplies are in good working order and available to accommodate all enrolled students. The clinical instructors utilize the supplies available at each clinical site and provide feedback to the program director to ensure students have sufficient access to equipment and supplies.

Statement of Non-Discrimination

CCC does not discriminate based on race, color, religion, national or ethnic origin, sex, sexual orientation, gender identity or marital, family, parental status or Veteran or military status, age, or disability. CCC 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 Program Director, who will provide students with the procedures available for resolving complaints relating to alleged unlawful discriminatory actions.

Title IX and Sex Discrimination

U.S. Department of Education
Office for Civil Rights
400 Maryland Avenue, SW
Washington, D.C. 20202-1328
Revised August 202

Title IX

The U.S. Department of Education's [Office for Civil Rights](#) (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Scope of Title IX

Title IX applies to schools, local and state educational agencies, and other institutions that receive federal financial assistance from the Department. These recipients include approximately 17,600 local school districts, over 5,000 postsecondary institutions, and charter schools, for-profit schools, libraries, and museums. Also included are vocational rehabilitation agencies and education agencies of 50 states, the District of Columbia, and territories of the United States.

A recipient institution that receives Department funds must operate its education program or activity in a nondiscriminatory manner free of discrimination based on sex, including sexual orientation and gender identity. Some key issue areas in which recipients have Title IX obligations are: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment, which encompasses sexual assault and other forms of sexual violence; treatment of pregnant and parenting students; treatment of LGBTQI+ students; discipline; single-sex education; and employment. Also, no recipient or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in a proceeding under Title IX. For a recipient to retaliate in any way is considered a violation of Title IX. The Department's [Title IX regulations](#) (Volume 34, Code of Federal Regulations, Part 106) provide additional information about the forms of discrimination prohibited by Title IX.

OCR's Enforcement of Title IX

OCR vigorously enforces Title IX to ensure that institutions that receive federal financial assistance from the Department comply with the law. OCR evaluates, investigates, and resolves [complaints](#) alleging sex discrimination. OCR also conducts proactive investigations, through directed investigations or compliance reviews, to examine potential systemic violations based on sources of information other than complaints.

In addition to its enforcement activities, OCR provides [information and guidance](#) to schools, universities and other educational institutions and agencies to assist them in voluntarily complying with the law.

To learn more about filing a complaint with OCR, please visit <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>. For assistance related to Title IX or other civil rights laws, please contact OCR at OCR@ed.gov or 800-421-3481, TDD 800-877-8339.

On request, this publication is available in alternate formats, such as Braille or large print. For more information, please contact the Department's Alternate Format Center at 202-260-0818 or via e-mail at alternateformatcenter@ed.gov. If you have difficulty understanding English, you may request language assistance services for Department information that is available to the public. These language assistance services are available free of charge. If you need more information about interpretation or translation services, please call 1-800-USA-LEARN (1-800- 872-5327) (TTY: 1-800-877-8339), email us at Ed.Language.Assistance@ed.gov, or write to U.S. Department of Education, Information Resource Center, 400 Maryland Ave., SW, Washington, DC 20202.

Administration Business Hours

9:00 AM to 5:00 PM Monday through Friday

Faculty Qualifications

At CCC, many of the faculty have advanced degrees, hold industry certification, or have excelled in their particular field of accomplishments. CCC faculty demonstrate leadership and assume responsibility for instruction, supervision, counseling, control, discipline, and evaluation of all students. Our faculty are role models for students; effective communicators and teachers;

creative and innovative; and continually strive for excellence in the curriculum. Faculty at CCC exemplify an educational commitment to the nursing profession and the community it serves.

Accreditation & Approvals

CCC is institutionally accredited and approved by the following agencies:

State of California Board of Registered Nursing (BRN)
--

1747 North Market Blvd., Suite 150,

Sacramento, CA 95834

Tel: (916) 322-3350

Mailing address: P.O. Box 944210, Sacramento, CA 94244-2100 http://www.rn.ca.gov/

United States Department of Education (DOE)
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CCC is authorized by the U.S. Department of Education for participation in the Federal Supplemental Educational Opportunity Grants, Federal Pell Grants, and Federal Student Loans
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(Title IV Approval)

Bureau of Private Post-Secondary Education (BPPE)
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1747 N. Market Blvd. Ste 225 Sacramento, CA 95834

P.O. Box 980818, West Sacramento, CA 95798-0818 Web site Address: www.bppe.ca.gov
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Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897
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(916) 574-8900 or by fax (916) 263-1897
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Complaint Procedure

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834

P.O. Box 980818, West Sacramento, CA 95798-0818 Web site Address: www.bppe.ca.gov

Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897 (916) 574-8900 or by fax (916) 263-1897. 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 website at: www.bppe.ca.gov

Accrediting

Accrediting Bureau of Health Education Schools (ABHES)

7777 Leesburg Pike, Suite 314

N. Falls Church, VA 22043

Tel: (703) 917-9503

Fax: (703) 917-4109

E-mail: info@abhes.org

www.abhes.org

(Institutional Accreditation)

Membership

Accrediting Bureau of Health Education Schools (ABHES)

7777 Leesburg Pike, Suite 314

N. Falls Church, VA 22043

Tel: (703) 917-9503

Fax: (703) 917-4109

E-mail: info@abhes.org

www.abhes.org

(Institutional Accreditation)

Programs Offered

Course	CIP	Credits	Clock Hours	Weeks	*	Award
Associate Degree of Nursing	51.3801	70	1380	90	*	Associate of Science Degree
RN to BSN	51.3801	75	1125	50	*	Bachelor of Science in Nursing (RN to BSN)
(*) This course is eligible to participate in the USDE Title IV Programs						

General Admission Policy

Information in this section applies to all applicants applying to CCC. Specific admission information that is applicable to a particular program is described separately.

Applicants who have the appropriate education, credentials, and have demonstrated ability or potential that indicates a possibility of success in completing the educational programs offered by the College will be considered for admission. To achieve this, the College evaluates all students and makes admission decisions on an individual basis following the admission policies proposed in this catalog.

Applicants are encouraged to apply for admission as soon as possible for a specific program and start date. 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.

Minimum admission requirements:

- High School graduation or completion of GED and advanced English proficiency

An applicant applying for admission to CCC is required to:

- complete CCC admission application and pass CCC's Entrance Exam, which includes English, math, and science with a score of 75% or more before enrollment.
- attend an interview with the Program Director or Assistant Director to discuss qualifications, goals, and review the philosophy of CCC.

Required documents to include with application:

- completed application form and high School transcript or GED certificate or proof of 12th grade proficiency of degree from a foreign school.

Ability-to-Benefit:

- CCC **does not** accept ATB applicants. Applicants must have High School Diploma or GED

No Physical Restriction

- Students must provide written authorization from their attending physician certifying that the student has no physical restrictions prior to starting the program.

Factors That Adversely Impact a Student's Ability to Benefit:

- CCC advises students that criminal records, identified disabilities, health limitations, and other circumstances may adversely impact a student's ability to benefit from the educational program. All programs at CCC are only offered to students residing in a state the institution has approval to operate. If a student relocates to a state in which the institution does not have approval to operate prior to program completion, it will adversely impact the student's ability to complete the program. Please consult with a College representative for more information.

Determination of Student's Physical Location

- Student location designations will remain in effect unless and until a student officially notifies the College that their permanent address has changed. Students are required to immediately notify, in writing, the admissions office of a change in location.

- A determination of student's location is made at the time of application for admission. California Career College utilizes the physical address provided on the completed application for admission as the student's location.
- Documentation of how the determination was made is the completed student application for admission, which is maintained in the student's file. Local Address is defined as where a student is physically located while engaged in their academic program. Students who are not located in a state in which CCC is authorized to enroll students or otherwise exempt from authorization may not be enrolled.
- Online Programs: Students are made aware at the start of their enrollment in an online program that continued enrollment in an online program is subject to where the student is physically located while taking the course(s); that they are required to notify CCC, in writing, of any changes in state location; and that should they relocate to a state in which CCC is not authorized or otherwise exempt their enrollment and/or licensure eligibility may be negatively affected. If faculty or staff of an online program determine that a student has relocated to a state in which CCC is not authorized or otherwise exempt, they must notify the Program administration immediately.

At CCC all classes are taught in ENGLISH.

Books, Test, Computer Program etc. are in English. Students must be aware that if English as a second language is challenging to them, they are advised to take an English class at a community college or occupational center at their own cost. CCC does not offer English classes as part of a second language. Advanced English proficiency is required for admission to CCC. To meet this requirement applicants are required to pass CCC's Entrance Exam, which includes English, math, and science with a score of 75% or more before enrollment.

Transfer of Credits to CCC

CCC will consider units earned from other institutions accredited by an agency recognized by the United States Department of Education or the Council for Higher Education Accreditation provided the student can produce course descriptions from the originating institution's catalog of the units earned and the courses are comparable to those offered at CCC. Official transcripts must also be provided by the transferring student applicant.

Students transferring general education courses must comply with the curriculum objectives. The courses for transfer units must have been within the past five years prior to enrolment from an institution accredited by an agency recognized by the United States Department of Education or the Council for Higher Education Accreditation (CHEA). Official transcripts and/or copies of certificates of completion must be submitted for credit to be granted. Credit will be granted based on the content and units of the transferring courses and must be equivalent to

courses currently offered within CCC. Applicants may be required to demonstrate competence in areas requested for evaluation of units. The cost of tuition will be adjusted downward to reflect the number of units successfully transferred to CCC.

Transfer of Units from CCC to Other Colleges

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of units you earn at CCC is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the certificate/degree you earn at CCC is also at the complete discretion of the institution to which you may seek to transfer. If the units 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 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 the institution to which you may seek to transfer after attending CCC to determine if your units will transfer.

Veteran Admission Considerations

CCC will accept applicants who have completed relevant military education and experiences, and who present documented equivalency credit evaluation, utilizing challenge examination or other evaluative methods and provides evidence of meeting the minimum education requirements of licensure.

Petition for Challenge/Advanced Placement for Military Personnel

Petition for advance placement into the second semester of the nursing program may be done according to the following conditions and requirements:

- Individuals who have held Military Health Care Occupations, specifically: Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IMD 4NOXIC)
- Submit documentation of education and experience to qualify them for the specific Military Health Care Occupation
- Successful completion of the challenge exam, dosage calculation exam, and skills competency exam.
- The veteran must be discharged from military service under “honorable condition”.
- Applicants must meet all general entrance requirements of the Associate Degree in Nursing Program (ADN), including any prerequisite and successful completion of the HESI Admissions Examination.
- Acceptance of Military Servicemen and women into the ADN program is contingent upon space availability and successful passing of the skills competency exam,

achievement of 75% or above on the Challenge Exam, and 95% on a dosage calculation exam.

- Military students who have earned a grade C or lower, or W in a previous nursing program will not be eligible for admission to the ADN Program.

Petition for Credit by Examination:

- A student may petition for credit by examination for all semester courses.
- The student must be enrolled and pay all fees
- Current theory and clinical objectives recommended readings in the course(s) being challenges will be used.
- The same current examination criteria will be used for the course being challenged.
- The theory challenge exam must be passed with 75% before the skills/clinical portion can be challenged
- The student must pass the clinical challenge portion. If the result is a “no pass” the whole course being challenged must be taken.
- The student must pass the theory, clinical, and skills lab to receive a course grade and progress through the program.

PROCEDURE

Interested candidates must request an appointment with a nursing advisor and/or Program Director at least two months prior to the start of the ADN application to discuss eligibility requirements for the ADN program.

1. Eligible applicants include individuals who have completed, within the last 3 years, the following:
 - a. Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP)
 - b. Army Health Care Specialist (68W Army Medic)
 - c. Air Force Independent Duty Medical Technician (IMDT 4NOX1C)
2. Applicants applying for credit transfers must submit an official transcript for the course being transferred
3. Documentation of Experience
4. A review of the applicant’s documentation will be made; and upon the determination that education and experience requirements have been made, the student will be required to take a challenge exam, competency skills exam, and dosage calculation exam after the first semester.
5. A petition for advance placement or challenge must be completed two months prior to admission to the program.

6. Advance placement into the second semester will be granted if an applicant meets the minimum requirements that are equivalent to those required of students in actual courses.

Transcripts

CCC will provide one official transcript to each graduate at no charge. A fee of \$50 will be charged for each additional transcript. Student records may be released only to the student or his/her designee as directed by the Family Educational Rights and Privacy Act of 1974. An unofficial transcript may be requested by the student. Student academic transcripts, which include grades, are available upon written request by the student. Transcript and diploma requests must be made in writing to the Office of the Registrar. TRANSCRIPTS WILL BE KEPT PERMANENTLY by California Career College. Alumni/Students can obtain transcripts by contacting the Registrars Office and pay a fee.

Student File Policy

Adult students and parents of tax dependent students have the right to inspect, review, and challenge information contained in the institution's student records. However, a staff member must be present during the process to provide clarification and/or answers to related questions raised during the review of the student's file.

Educational records are defined as files, materials, and documents that contain information directly related to the student's period of enrollment that is maintained by the institution.

CCC will maintain student records in physical format for five years from the last date of attendance. Those records are enrollment applications and enrollment agreements. After this period, most records are destroyed. Only Transcripts will be kept for lifetime.

The students are not entitled to inspect the financial records of their parents. Written consent from the student and/or parents is required before educational records may be disclosed to any party with the exception of accrediting commission or governmental agencies so authorized by law.

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 (with the exception of students who cancel their program). Student transcripts will be maintained indefinitely. The student records shall be retrievable by student name and shall contain all 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 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 are 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

The Code of Ethics for Nurses

On June 30, 2001, the House of Delegates of the American Nurses' Association adopted a new Code of Ethics. The Code was revised in 2015 with input from nurses through the United States. The Code establishes the ethical standards for the nursing profession and is a guide for ethical decision-making and ethical analysis.

AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES WITH INTERPRETATIVE STATEMENTS

Provisions: The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.

1. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
2. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

3. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimum care.
 4. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
 5. The nurse through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
 6. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
 7. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
- The profession of nursing collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Code of Conduct

Rules of Conduct

- A. All members of the California Career College (CCC) community - students, faculty members, and members of the staff - shall comply with city, state, and federal laws and ordinances affecting the maintenance of order on school premises.
 1. Conduct that violates such laws and ordinances occurring on school premises may be subject to both school discipline and public sanctions as circumstances may warrant or dictate.
 2. Conduct that violates such laws and ordinances occurring off school premises will ordinarily not be subject to school discipline, unless such conduct
 - a. seriously affects the interests of the school or the position of the member within the school community, or
 - b. occurs in close proximity to school premises and is connected to violative conduct on School premises.
- B. All members of the CCC community are prohibited from engaging in conduct leading to or resulting in any of the following:
 1. Interference with or disruption of the regular operations and activities of the school.
 2. Denial of, or unreasonable interference with, the rights of others - including persons not members of the CCC community who are present as invitees or licensees - on premises. These rights include the right of academic freedom as well as constitutionally protected rights.
 3. Injury to school property, real or personal.

4. Unauthorized access to or occupation of nonpublic areas on school premises but not limited to classrooms, seminar rooms, laboratories, libraries, faculty and administrative offices, and recreational facilities.
 5. Unauthorized access to or use of personal property, including files and records.
 6. Recklessly or intentionally endangering mental or physical health or forcing consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization.
- C. Visitors, including invitees and licensees, shall at all times conduct themselves in a manner that is consistent with the maintenance of order on school premises, and their privilege to remain on school property shall automatically terminate upon breach of this regulation.
1. The school reserves the right in its discretion to withdraw, at any time, the privilege of an invitee or licensee to be on school premises.
 2. A trespasser has no privilege of any kind to be on school property but is nevertheless subject to these regulations governing the maintenance of order.
- D. Any authorized member of the school community, after properly identifying himself, may in the course of performing his duties, request identification from members of the school community. Refusal to identify oneself shall be considered prima facie evidence of non-status. "Authorized" members of the school community shall include, but are not limited to:
1. Members of the school administration.
 2. Faculty in the performance of teaching or supervisory duties.
 3. Students
- E. Nothing contained in these rules is intended, nor shall it be construed, to limit or restrain the freedom of speech or peaceful assembly.

Code of Conduct Policy

In today's competitive employment market, professional conduct is a crucial factor in obtaining and keeping a job. For this reason, CCC has established policies and guidelines for proper conduct. Emphasis is continually placed on regular attendance, promptness, honesty, and a positive attitude. Violation of any of the following regulations may result in probation, suspension, or dismissal from CCC.

Students must agree to abide by the following regulations:

1. Students will be held responsible for their actions while in attendance at the College and at other facilities during clinical/externship rotations.
2. Dishonesty on the part of any student may result in probation, suspension, or termination from the College. Dishonesty includes, but is not limited to, cheating, plagiarism, knowingly assisting another student in cheating or plagiarism, or knowingly furnishing false information to staff, faculty, administrators, or other officials; knowingly

supplying unauthorized information during an examination; using unauthorized material or sources during an examination; changing an answer after work has been graded and presenting it as improperly graded; and taking an examination for another student.

3. Students will be held responsible for any theft or damage done to college or clinical site property and will be expected to reimburse the institution for such damage or loss.
4. Any actions that disrupt the learning opportunities of other students, including but not limited to fighting, use of profanity, harassment, cheating, and stealing will not be tolerated.
5. Students may not be under the influence of or in possession of any intoxicating beverage or drug while on college or clinical property.
6. Students may not be in possession of any type of weapons or create a safety hazard to others while on college or clinical property.
7. The College is a non-smoking facility. Smoking is permitted in designated areas only.
8. Animals are not permitted on the College grounds except for service animals.
9. Children are not permitted in the instructional areas of the campus.
10. Students must adhere to all required health and safety standards.
11. Students may not refuse clinical assignments solely based on race, gender, cultural origin, religion, or medical conditions.

Student Conduct

1. **Statement of Principles.** It is our judgment that California Career College, like other communities and organizations in our society, has an inherent right to require the cooperation of its members in the performance of its educational functions, and to control and regulate the conduct and behavior of such members which tend to impede, obstruct, or threaten the maintenance of order and achievement of the school's educational goals. We further believe that the relationship between the school and its students is a special educational relationship involving rights, and obligations, as well as considerations and procedures, which are distinct from those in the courtroom, the political arena, or the marketplace, and that from the very nature of the school as an educational community both the substantive rules and the procedural processes related to student conduct must be equitable and just.
2. **Basic Rules of Conduct.** Students are expected to conduct themselves as mature and law-abiding members of both the school community and the general community, and to comply with requests of the administrative authorities of the school for maintenance of order on school premises. Behavior that jeopardizes the health or safety of the school community, or disrupts the educational activities and supporting services of the school, is subject to review and possible penalty in accordance with the procedures and practices of the school. Where activities sponsored by student organizations constitute

violations of school rules or public laws and regulations, sanctions may be imposed on such organizations as well as on individual students.

The school should not use its powers to interfere with the rights of a student outside the school campus. In general, a student's off-campus activities should be subject only to sanctions of the public authorities. Where a student is convicted of a violation of law, he should not be subject to school discipline for the same offense unless his conduct seriously affects his position as a member of the academic community. Where a student's conduct on campus constitutes violations of both school rules and public law, he may be subject to both school discipline and public sanctions.

3. **Academic Freedom.** California Career College is a community where the means of seeking to establish truth are open discussion and free discourse. Accordingly, conditions must be such as to allow this freedom for all. Causes may be supported by orderly means; but the school cannot tolerate suppression of ideas, nor the forceful disruption of the regular and essential operations of the school community. Regardless of sincerity, no individual or group of individuals has the right to disrupt or to interfere unreasonably with the workings of the school or with the regular processes of education and service to its members. Regardless of moral impetus, no student or group of students has the right to deny the freedom of other members of the school community.
4. **Demonstrations, Protests.** Forums are to be encouraged, particularly on subjects where there are differences of opinion. Career counseling and job interviewing are also considered a legitimate part of the activities of the school in support of its educational program. The right to engage in peaceful protest must be honored and protected, but such protests must take place in a manner that does not interfere with normal academic procedures. Freedom of discussion does not include the license to disrupt a meeting or interview. Demonstrations, including those which are described as peaceful, cannot be allowed to interfere with the rights of others to have normal access to the persons against whom the demonstration is addressed; nor can demonstrations be used to harass or intimidate other individuals or groups.
5. **Use of School Facilities.** The school administration necessarily has the right to control the access to and use of institutional facilities. If in the judgment of a school official, or an administrative officer of the school who has responsibility for a particular activity, a student or group of students or other persons are interfering with the rights of other individuals or groups, as above, said official has the right to ask the student or group of students to leave the room, hall or building. Refusal of a student or group to do so after warning shall be considered a sufficient basis for the institution of disciplinary proceedings, subject to the defense in such proceeding that the order to leave was

unreasonable.

Disciplinary Proceedings

The Director, with all administrative power, may suspend a student pending consideration of his case by the faculty. Each faculty member has the duty of enforcing not only their own rules of conduct but also, in appropriate cases, the school rules established by CCC. Grounds for suspension may include (but not be limited to):

1. Cheating, plagiarism, forgery of academic documents with intent to defraud.
2. Disruption of a lecture hall, laboratory, or any other premises used for academic purposes.
3. Failure to return library books, or destruction of all or part of a library book, archival Document, or CD for computer use.
4. Interference with access to classrooms, laboratories, or academic offices.
5. Physical detention or restraint of a student, instructor, staff member, or administrator while that person is attempting to exercise his/her duties.
6. Disruptive or riotous activity in student centers of nonacademic activity, such as the student lounge or break room.
7. Forgery of instruments of identification with intent to defraud.
8. Theft of, or wanton damage to, school property.
9. Failing to surrender school identification card upon request by administration or identifiable school personnel in the performance of their assigned duties.
10. Drug or alcohol abuse: student under the influence while on school premises or known use that interferes with academic progress and/or professional standards as well as patient/client safety.

Academic Honor Code

Academic honesty, integrity, and ethics are required of all members of the College. Students are expected to conduct themselves in a manner reflecting the ideals, values, and educational aims of the College at all times. Academic integrity and honorable behavior are essential parts of the professionalism that will be required well beyond graduation from the College.

The public, professional organizations, and accrediting bodies hold individuals in the health care industry to a high standard and expect us to monitor the professional behavior of our colleagues. As future health care professionals, students at the College have a responsibility to follow this model and guide their actions to serve the best interest of their fellow students, faculty, and potential patients by maintaining the highest degree of personal and professional integrity. Students are representatives of their profession in and out of the academic environment. Therefore, allegations of misconduct by any student at the College will be taken very seriously.

Work for which students receive credit must be the result of their own effort. Acting honorably in an academic setting requires more than simple honesty. Academic dishonesty takes place whenever a student undermines the academic integrity of the College or attempts to gain an unfair advantage over others. Examples of honor code violations include, but are not limited to:

Cheating

- Using unauthorized materials such as books, notes, cell phones, PDA accessories, or “cheat” sheets to answer examination questions.
- Taking advantage of information considered unauthorized by an instructor regarding examination questions.
- Copying another student’s homework, written assignments, examination answers, electronic media, or other data.
- Assisting or allowing someone else to cheat.
- Failure to report cheating to an academic official of the College.

Plagiarism

- Representing the ideas, expressions, or materials of another without citation/references providing credit.
- Paraphrasing or condensing ideas from another person’s work without proper citation.
- Failing to document direct quotations and paraphrases with proper citation.

Other forms of academic dishonesty

- Fraud, deception, and the alteration of grades, attendance, or official records.
- Changing examination solutions after the fact, inventing, changing or falsifying laboratory data or research.
- Purchasing and submitting written assignments, homework, or examinations.
- Reproducing or duplicating images, designs, or Web pages without giving credit to the developer, artist, or designer.
- Submitting work created for another module or course without instructor approval.
- Misrepresenting oneself or one’s circumstances to gain an unfair advantage.
- Collaborating with another person(s) without instructor approval.
- Selling or providing term papers, course work, or assignments to other students.

There are four possible consequences for violating the College’s Honor Code:

1. Failure of the assignment.
2. Failure of the module or course.
3. Expulsion from the College.
4. Rescinding of a diploma or degree.

All violations of the Honor Code will be reported to the College's administration to investigate. Individual reports will also be evaluated in the context of potential patterns of dishonesty. The faculty, in conjunction with the administration, will make a determination of the effect on student status and/or course grades resulting from substantiated reports of honor code violations.

Academic dishonesty jeopardizes the quality of education provided and depreciates the genuine achievements of others. It is everyone's responsibility to actively deter it. Ignoring the presence of academic dishonesty is not acceptable.

All members of the College community share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Students, faculty, and staff are all responsible for understanding and upholding the College's policy.

Procedures

The student, who wishes to appeal the non-satisfactory progress status, must initiate the process by submitting a written request to the Director of the Program.

The request is to be presented within (10) days of the non-satisfactory progress status determination and must describe any circumstances that the student believes affected his/her performance and deserves special consideration and the measures that the student has taken to resolve those circumstances in a manner that would not interfere with his/her progress again.

The Director of the Program shall evaluate the appeal within fifteen (15) business days and notify the student in writing of his/her decision. Should the student's appeal be denied, he or she may appear before a school committee formed by representatives from the administration, faculty, and students to present his/or her case.

The committee shall consist of two (2) current staff members and one (1) current student, as needed, and will provide a written notice to the student of its decision within fifteen (15) business days. The decision of the committee shall be final.

A student that prevails upon the appeal process will be determined as making satisfactory progress. Financial aid eligibility for funds will be reinstated to the student only for that payment period under the probation status. For more information student should contact financial aid office.

Grievance Policy

If a situation arises in which a student has a concern or grievance of any kind, the following procedure is in effect.

Student Concern:

- Discuss the concern with the appropriate instructor. All discussions are to be held before or after class or by a scheduled appointment.
- If the concern cannot be resolved through the instructor, present the concern in writing to the Program Director, who will meet with all pertinent parties to conduct an investigation of the concerns before a decision is reached. The Program Director will provide the student with a written decision within five (5) days based upon the information received in accordance with the policies and guidelines of the College.

Student Grievance:

- Students may file a formal written grievance within five (5) days of being notified of the Program Director's decision if they do not believe their concerns to be resolved.
- Appointments with the Review Board are scheduled through the Program Director's office. The Review Board has the responsibility for reaching a decision that is in balance with the best interests of all parties named in the complaint. The following procedure is in effect:
- The student will be notified by the Program Director to attend a Review Board meeting which will convene within fifteen (15) business days from receipt of the written grievance.
- The Review Board will be composed of the President/Program Director, the student services coordinator, and a faculty member not affiliated with the student's course.
- The Review Board convenes with the student and any other individuals whose participation is warranted by the circumstances of the particular concern. Evidence will be presented by the student and then by all other parties involved. Minutes will be taken.
- The Review Board will immediately meet in the absence of those involved to review the evidence and resolve the student's concern.
- The Review Board members support the President's decision. The President's decision is final and binding.
- The President's decision will be communicated in writing to the student within fifteen (15) business days of the Review Board Meeting.

Suspension and Termination

All students are expected to conduct themselves as responsible adults, to attend classes regularly, and to maintain a satisfactory level of academic achievement. The College reserves the right to suspend or dismiss any student who:

- Displays conduct which the faculty and administration determines to be detrimental to fellow students, other individuals, the community, or the College, as addressed in the conduct policy of this Catalog.
- Uses or is under the influence of alcoholic beverages or illegal drugs on or adjacent to college property.
- Fails to maintain satisfactory academic progress.
- Fails to meet satisfactory clinical standards.
- Fails to meet school's attendance policy or standards.
- Fails to meet financial obligations to the College.
- Fails to comply with federal software piracy statutes forbidding the copying of licensed computer programs.
- When the President has determined that a cheating infraction is a second such offense, he/she shall initiate institutional action. Penalties may include, in addition to those listed for a first offense, suspension from the College.
- The President shall inform the student in writing of the penalty (ies) to be imposed. The student may grieve the action of the President using the Student Grievance Policy.

Satisfactory Academic Progress Standards

In order to maintain satisfactory progress, a student must (i) 75% final exam score (ii) maintain a cumulative grade point average of 75% or higher; (iii) progress at a satisfactory rate toward completion of the Program; (iv) at the end of the evaluation period, the student must have successfully completed 95% of all attendance scheduled; and (v) complete the program within 150% of the published Program length for the ADN and VN programs and as for the RN to BSN program 100% of the published program length.

The rate of progress toward completion of the program is calculated by dividing the cumulative number of clock hours/semester credits the student has successfully completed in the program by the cumulative number of clock hours/semester credits attempted by the student in the program. The cumulative number of clock hours attempted in the program includes every repeated course. The cumulative number of clock hours/semester credits attempted in the program does not include remedial courses or courses taken that are prerequisite to the program. Transfer and proficiency/challenge exam credits are counted as both attempted and successfully completed. Clock hours/semester credits for courses from which a student has withdrawn and received a (W/F) are counted as attempted and not successfully completed. Calculating SAP for students in the clock hour programs is as follows: "clock hours completed are divided by clock hours scheduled". Calculating SAP for students in credit hour programs is as follows: "completed credits are divided by attempted credits".

Progression Policy

Theory courses are graded on a point system. A student's grade is calculated by dividing the student's total points earned by the total points possible for the course. The total possible points will include, but not be limited to, unit exams, midterms, term papers, pop quizzes, nursing care plans, homework, and study group projects. Any student who fails to achieve a minimum grade of "C" (75%) in the course may not progress to the next course of the program, may not graduate, and may not receive a certificate of completion or diploma.

Student academic progress will be assessed during the semester. When the student fails to progress through out the program, the student will be given a warning the opportunity be in satisfactory standing with grades/attendance. Student will then be able to appeal the warning/probation and if successful will be removed from warning/probation. If student fails to be in compliance with grades/attendance will be given the opportunity to repeat the course as provided by the Course Progression Policy. The student will be placed on "academic probation". No more than one terms on probation will be permitted and students must complete the Program within 150% of the Program Length for the ADN) and VN programs. As for the RN to BSN program, students must complete the program within 100% of the program length. **Program Completion Objectives: Computer exam 85% and written exam must be passed with at least 75%.**

Probation Policy

Students are expected to conduct their behavior on the principle of treating all others (patients and their families, faculty and campus personnel, fellow students, and hospital employees) with courtesy and respect. Misconduct for which students are subject to disciplinary action or probation includes, but is not limited to:

1. Students who act in an unethical or unprofessional manner on the test or an assignment will receive a grade "O" for that test or assignment.
2. Academic dishonesty including cheating, fabrication, or falsification. The term "cheating" includes but is not limited to: plagiarism receiving or knowingly supplying unauthorized information during an examination; using unauthorized material or sources during an examination; changing an answer after work has been graded and presenting it as improperly graded; and taking an examination for another student.
3. Harassment, sexual or otherwise, that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.
4. Carrying of weapons on campus, at campus-sanctioned events, or when meeting with campus personnel.
5. Using or being under the influence of drugs or alcohol while at class, campus-sanctioned events, or when meeting with campus personnel.

6. Refusal of clinical assignment solely based on race, gender, cultural origin, religion, or medical conditions.
7. Breach of patient confidentiality. The rights of clients must be adhered to at all times. Students are expected to exercise extreme caution in keeping all information about clients confidential. Students are expected to take precautions so as not to misplace or lose school/patient care notes that could be read by others.
8. Students are expected to dress professionally during class time, as they will in future roles and position in health care administration.

Academic Probation

If a student falls below the SAP standards, he/she will be placed on academic probation for the duration of the term or as specified by the probation notice. Students must satisfy the SAP standards by the end of the probationary period to remain in the Program. Students who are placed on probation will be eligible for removal of probationary status after removal of grade point deficiencies in accordance with the Course Progression Policy. A student who fails to come into satisfactory progress after the probationary period will be dismissed.

Attendance Probation

CCC Believes that in order, to succeed in the Program, regular attendance and punctuality are required. Students must attend all scheduled hours of class. If a student misses a class, he or she must make up the hours missed by scheduling a make-up session with the instructor. The first unexcused absence during any course will result in the student receiving a warning notice. The second unexcused absence will result in the student being placed on probationary status. A third unexcused absence will result in the student receiving a failing grade for the term. Absences will negatively affect the student's term grade. Absences equal to or in excess of 15% of any term will require the student to be placed on Attendance Probation. The student would remain on probation until the end of their current term provided the student remains in compliance with the terms of his/her probation. Attendance must be maintained at an average of 95% of the scheduled attendance if the student is expected to complete the course of study within the 1.5 times of the period of time.

Procedure

1. Students shall be promptly informed in writing of unsuccessful behavior or misconduct.
2. Students placed on probation shall be counseled as to their established probationary status. The terms of the probation will be stated in writing and will include criteria for removal of probationary status.
3. Students whose performance remains below minimal acceptable standards will be dismissed from the Program following an interview with the Director of the Vocational Nursing Program.

Dismissal

A student who is subject to dismissal shall be notified by the Program Director, or designee, of dismissal, which will become effective the semester following notification.

Classroom Policy

The student is responsible to adhere to the guidelines established for the classroom as defined by the instructor. Students are subject to penalties for failure to comply.

- Communication Devices: Due to the extreme distraction caused by cellular phones, beepers, pagers and portable phones, these devices will not be allowed in the classroom. Cell phones must be put away during class time. The only exception to this policy is the rare event of an emergency (being in touch with your work is not an emergency) where the students may leave their phone turned on silent to quietly leave the class to take an emergency call. Any other use of the cell phone in class is prohibited.
- In the event that a student has his/her cell phone exposed in the class for any reason, the instructor holds the right to deduct 5% of the total participation grade for each occurrence.
- Tape recorders may be used with permission of the instructor.
- Food: Students are permitted to eat meals or snacks in the designated campus areas. No food or gum chewing is permitted in the classroom or lab.
- Children in Classroom: Students are not to bring their children in the classroom or leave them unattended at the school.
- Crosstalk during class: Students are expected to attend to class activities during lectures and discussions. Individual discussion distracts those students as well as surrounding students. Those who do not respect this policy will be asked to change their seats or will be assigned seats in the class for the remainder of the course.

Required Study Time

CCC has estimated approximately two hours of study time is required for each hour of class. Students whose primary language is not English typically allocate more than two hours of study time for each hour of class. Students are encouraged to form study groups and consult the Student Services Department if they desire tutoring assistance to better understand the course work or to develop good study habits.

Clinical Policies

The following Clinical Policies apply to ALL CCC students in the clinical area unless otherwise stipulated by the instructor (some clinical areas may provide their own in-house uniform for student use).

- CCC students are required to be in full designated clinical uniform while in the clinical area (during pre-conference, clinical class & post-conference). Note: For ADN and VN students, a stethoscope, black pen, and bandage scissors will be considered necessary (required) components.
- No perfume or scented lotions. Deodorant or antiperspirant is strongly recommended and whenever possible, should also be unscented.
- No gum chewing at any time within the clinical facility, classroom, or lab.

Those students not complying with these clinical policies will be sent home from clinical sites and will be given an unexcused absence. Students shall be promptly informed in writing of unsuccessful behavior or misconduct. Students placed on probation shall be counseled as to their established probationary status. The terms of the probation will be stated in writing and will include criteria for removal of probationary status. Students whose performance remains below minimal acceptable standards will be dismissed from the Program following an interview with the Director of the Program.

Breach of patient confidentiality

The rights of clients must be adhered to at all times. Students are expected to exercise extreme caution in keeping all information about clients confidential. Students are expected to take precautions so as not to misplace or lose school/patient care notes that could be read by others. Safeguard conversations concerning patients and their families. There are to be no conversations in public areas about patients and their families; this includes elevators and cafeterias.

Attendance Policy

The College emphasizes the need for all students to attend classes on a regular and consistent basis. Regular attendance and punctuality will help students develop good habits and attitudes necessary to compete in a highly competitive job market. Students are responsible for understanding the attendance requirements and the impact of any absences on successful completion of a particular module or course and the entire program. Students are encouraged to schedule medical, dental, and personal appointments before or after school hours and should notify the instructor if they plan to be tardy or absent. Regardless of reason, a student will be counted as absent or tardy if time in class is missed. All absences will impact attendance requirements.

CCC believe regular preparation, attendance and participation are prerequisites for effective learning. If a class is missed, students remain responsible for learning course material presented during absence. The faculty believe that attendance in all nursing courses is conducive to each student's learning. The learning that results from the interaction and sharing with other students is an important and integral aspect of the learning process. Attendance is required for

at least 90% of the course hours. If attendance falls below the standards, the course grade will be lowered proportionately.

Nursing students who are pregnant must inform the Program Director and provide a complete medical clearance from their treating physician prior to participating in skills lab and attending clinical rotation.

Leave of Absence (LOA)

If a student experiences a situation that interferes with his/her successful progression through the program, it may be necessary to petition for a leave of absence. Valid reasons for requesting a leave of absence include medical problems, and personal or family problems.

For Medical Leaves, a letter from a health care provider supporting the medical basis of the request for the leave must be given to the Program Director with the email/written request for a LOA.

Students who have been on a Medical Leave will be required to submit a release signed by their health care provider, prior to returning.

Returning from Leaves and Grace Period (for ADN and RN to BSN programs):

A student is allowed to be on LOA for a maximum of 6 months from the date of a signed and approved Official LOA. If there was no formal request submitted, the LOA starts from the last day of attendance up to 6 months from that date. If the student fails to return from leave after this grace period, the student will be considered as dropped/withdrawn by the College.

When returning from an LOA, the student is expected to return to the semester or quarter that he/she did not complete. Attendance must begin on the first day of that semester. All requirements (theory and clinical rotations) for that semester must be satisfactorily completed to move forward with the program.

Transportation

Students are responsible for their own transportation to and from clinical experience. At the time of admission to the program, students are required to sign the Student Contract, which includes a waiver of any and all claims against the California Career College District for liability in connection with travel to and from clinical.

Policy on Sexual Harassment

California Career College (CCC) is committed to maintaining a learning and working environments for all students, faculty, and staff that is fair, humane, and responsible – an environment which supports, nurtures, and rewards career and educational advancement on

the basis of ability and performance. Sexual harassment undermines the character and purpose of the school.

Definition

Sexual harassment is in no way limited to demands for sexual favors in return for rewards. It includes unwelcome sexual advances, verbal or physical conduct of a sexual nature and inappropriate sexualization of the working environment with words, material or behavior. It may involve women being harassed by men, men being harassed by women, or harassment between persons of the same sex.

Based upon guidelines issued by the Federal Equal Employment Opportunity Commission, three basic criteria determine whether an action constitutes unlawful sexual harassment:

- submission to the conduct is either an explicit or implicit term or condition of employment or a basis for participation or advancement in an academic program or school activity or benefit;
- submission to or rejection of the conduct is used as a basis for a decision affecting an individual's employment status or academic standing;
- the conduct has the purpose or effect of interfering with an individual's performance on the job or in the classroom by creating an intimidating, hostile or offensive work or educational environment.

Sexual harassment is subject to disciplinary action within the CCC community. The following are examples of conduct considered to be sexual harassment:

- unnecessary physical contact
- sexually degrading words to describe a person
- unwelcome propositions or explicit demands for sexual activity
- excessive sexualization of the School environment either through words or pictures or other materials
- taking official action or evaluating a person by sexual attractiveness instead of merit responsibilities

It is everyone's responsibility to combat sexual harassment, but it is specifically the duty of faculty, directors and supervisors to:

- foster an atmosphere in which it is clear that such conduct is not tolerated and that, when proved, it will be dealt with firmly under the policies and procedures established by CCC
- develop a greater awareness of the problem so that sexual harassment may be prevented;

- eliminate any and all forms of sexual harassment and intimidation of which they are aware.

Sexual Harassment/Violence Prevention Policy

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 in the College, sexually explicit or offensive jokes, physical assault, and other verbal, visual, or physical conduct of a sexual nature.

No student, applicant, faculty member or other employee of CCC 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 he or she is a victim of sexual harassment by any student, applicant, faculty member or other CCC employee should bring the matter to the attention of the Program Director at the telephone number specified in this catalog.

Any questions about this policy or potential sexual harassment should be brought to the attention of the above school official. CCC will promptly investigate all allegations of sexual harassment in as confidential a manner as possible and take appropriate corrective action, if warranted.

Informal Support and Service

Many instances of sexual harassment can be resolved through informal measures on campus. Resolution of a suspected case can often be achieved through discussion with the persons directly involved. If this does not remedy the situation, or if there is a reluctance to deal directly with those involved, there are other informal means available at the school. Consult the school Director for further information.

Formal Complaint Procedures

Should informal measures seem inappropriate or fail to resolve the situation, charges of sexual harassment can be filed by following the CCC established grievance procedures for students, faculty and staff. Once a complaint is made, the Director or Associate Director undertakes an inquiry, making effort where appropriate to ensure the confidentiality of the complaint and safeguard the privacy and the rights of both the complainant and the person against whom the complaint has been made. Particular attention is paid to the need to protect the complainant

from retaliation. If the inquiry establishes that improper behavior has occurred, sanctions may be imposed through informal agreement, or proceedings can be carried out through appropriate disciplinary and/or grievance processes. Sexual assault and rape are serious violent crimes, and charges of these crimes should be directed to the Los Angeles Police Department (911).

General Policies

Drug Abuse Prevention Program

CCC strictly enforces a zero-tolerance drug and alcohol policy on campus and makes the following information available to its students, staff, and instructors. Any individual associated with CCC who is seeking information, counseling, or assistance concerning Drug Abuse Prevention may call or visit the following agencies:

The Discovery House
6956 Bertrand Ave.
Reseda, CA 91302
Tel: 888.936.1742

Website: www.thediscoveryhouse.com

Sober College
6233 Variel Ave.
Woodland Hills, CA 91367
Tel: 855.235.8715

Website: www.soberCollege.com

Tarzana Treatment Centers, Inc.
18646 Oxnard Street
Tarzana, CA 91356
Tel: 800.996.1051
Website: www.tarzanatc.org

No Weapons Policy

The College prohibits all persons who enter College property from carrying weapons of any kind regardless of whether or not the person is licensed to carry the weapon. Failure to abide by this policy will lead to dismissal from the College.

Smoking Policy

The College is a non-smoking facility. Smoking is permitted in designated areas only.

Crime Awareness

In compliance with the Crime Awareness and Campus Security Act of 1990 (Title II of Public Law 101-542, as amended), CCC provides students with current campus security policies and procedures. In addition, CCC posts at its campus facility, information on crime prevention, reporting crimes, and statistics for crimes that have occurred on the College campus.

U.S. Constitution Day

Senator Byrd (D-West Virginia) inserted language into Federal legislation that requires all institutions participating in Federal Funding to schedule educational programming about the U.S. Constitution every September 17 or in the same week that it falls. In the years where September 17 falls on a weekend, the programs are to be held in the preceding or following week.

Copyright Protection Policy

It is the policy of CCC to respect the copyright protections given by federal law to owners of digital materials and software. It is against CCC policy for faculty, staff, or students to use CCC equipment or services to access, use, copy or otherwise reproduce, or make available to others any copyright-protected digital materials or software except as permitted under copyright law (especially with respect to “fair use”) or specific license.

The software provided through CCC for use by faculty, staff, and students may be used only on computing equipment as specified in the various software licenses.

CCC regards violation of this policy as a serious matter, and any such violation is without its consent and is subject to disciplinary action. Repeated violations will result in loss of computing privileges, among other sanctions.

Emergency Preparedness Plan

The emergency preparedness plan is available to both students and staff. It is located on the first and second floor of the main campus facility.

Voting

CCC encourages students to make necessary arrangements to vote before or after scheduled classes. Please visit the voting link on the school’s website, www.californiacareercollege.edu, to learn more about voting and how to register to vote.

Changes in Program or Policies

CCC has the right, at its discretion, to make reasonable changes in program content, materials, schedules, sequence of courses in the program, or locations in the interest of improving the student’s education, or were deemed necessary due to industry changes, academic scheduling, class size constraints or professional requirements.

When class size and curriculum permit, classes may be combined to provide meaningful instruction and training to contribute to the level of interaction among students. When federal, state, accreditation, or professional policy or standard changes occur CCC is required to make appropriate change and will attempt to minimize the effects of any change on current students.

Method of Delivery

Currently, the method of delivery for the programs offered at CCC is residential. Only the RN to BSN Program will be delivered solely via Distance Learning.

Safety and Security

Students are responsible for their own security and safety and must be aware of the security and safety of others. CCC is not responsible for any student's personal belongings that are lost, stolen or damaged on campus, in parking lots, at clinical sites, or during any College activities. Students should immediately report any medical, criminal, or other emergency occurring on campus to their instructor, Program Director, or other CCC employee. Upon receipt of any report of a medical or criminal emergency, CCC will, on behalf of the student, obtain the services of medical or security professionals as appropriate. Students are encouraged to report all emergencies promptly and accurately to CCC officials.

CCC prohibits all persons who enter CCC property from carrying weapons of any kind regardless of whether or not the person is licensed to carry the weapon. Failure to abide by this policy will lead to dismissal from the program and CCC.

Student Services

The Student Services staff is available specifically to attend to the needs of the student body at CCC. Student Services will provide students with information regarding transportation, childcare, professional counseling services available within the community, and well as attend to any other special concerns that may arise while attending CCC. All matters referred to Student Services are kept confidential.

California Career College has a wide variety of student services available to both residential and distance education students. These services are offered in person, at the main campus, and virtually, via phone and video conference, by appointment. To make an appointment for an in-person or virtual visit, please contact the student services office at 818-710-7267.

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

Access to Student Records

Student files in the Admission Office are accessible only to college personnel (faculty and staff) and the individual student or graduate (with proper identification). Files are to be reviewed by students under the supervision of a faculty member and may not be removed from the Admission Office.

A student wishing to access his/her file in the Admission Office must submit a request in email/writing to the Program Director and make an appointment in advance. These appointments are offered in-person and virtually.

California Career College is committed to ensuring equal access to information for all. We support creating an environment where a person with a disability and students attending the college through distance education can acquire the same information, engage in the same interactions and enjoy the same services as a person without a disability or a student attending a residential program on campus. All student services are accessible to distance education students.

Following program completion, files of graduates are thinned-out by the Program Director (or designee) to include the following items:

- Selected clinical progress records. Skills Verification checklists are completed and stored electronically.
- Thinned files are retained in the Admission Office for a minimum of five (5) years.

CCC Office of Admissions and Records

Permanent student records are maintained by the CCC Office of Admissions and Records in the form of a student transcript

Articulation Agreements

The College does not currently have transfer or articulation agreements in place with other institutions.

Accessibility for Disabled Students

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

1. Notify the President in writing of the type of accommodation needed, date needed, documentation of the nature and extent of the disability, and of the need for the accommodation or auxiliary aid. The request should be made at least six (6) weeks in advance of the date needed. You may contact the President by telephone at (818) 710-1310.
2. The President will respond within two (2) weeks of receiving the request.
3. If you would like to request reconsideration of the decision regarding your request, please contact the President within one (1) week of the date of response. Please provide a statement of why and how you think the response should be modified.

Orientation

All new students attend orientation prior to the first day of class. Students will be informed of the date and time of orientation during the enrollment process.

Residential Students- All new students attend an in-person orientation prior to the first day of class. Students will be informed of the date and time of orientation during the enrollment process.

Distance Education Students- All new distance education students will attend a virtual orientation to the college and program of study prior to the first day of class. Students will also be required to attend a virtual orientation to the classroom to learn the functions and tool of the virtual classroom. Students will be informed of the dates and times of both orientations during the enrollment process. Please note that attendance is required to both sessions prior to starting the first day of class.

Advising/Tutoring Assistance

At CCC, faculty and staff are readily available to assist students both in-person and virtually. Students are encouraged to meet with their instructors to discuss any academic concerns. All instructors are available during posted office hours for in-person and virtual appointments via phone or video conference. CCC provides tutoring assistance for students experiencing academic difficulties, and such students may be required to participate in skill reinforcement sessions outside of regular class time. This tutoring is provided both in-person and virtually. Instructors make every effort to identify students in need of assistance. Students, however, are urged to take the initiative to seek out-of-class help and to discuss their difficulties with their instructors, the Program Director, or the Student Services Office.

Career Guidance

Our Career Services Advisor is available to meet with students individually as often as necessary. Prospective employers are invited to the school periodically to provide demonstrations and discuss career goals with the students. These sessions will be broadcasted virtually for distance learning students to participate. **CCC does not guarantee employment.** Please view the Bureau of Labor Statistics on the following link.

<https://www.bls.gov/ooh/healthcare/licensed-practical-and-licensed-vocational-nurses.htm>

Opportunities for Student Leadership

Student Representatives to Committees

Student Representatives are selected to serve as liaisons between the student body and the faculty. This is an important student role, and the faculty values student input. In this role, they participate in bi - quarterly Curriculum meetings, contribute to discussion related to program processes and the curriculum, and, as appropriate, are asked to provide the student perspective on a variety of general program issues. Student Representatives are also invited to share student concerns of a general nature with the faculty. Student representatives will be

selected to serve during the program. Ideally, students serving in this capacity will be from varying terms throughout the program.

Requirements for serving as a Student Representative include:

- Attending monthly Curriculum meetings and contribute to faculty discussions regarding program processes and the curriculum.
- Possessing the ability to listen to student input and, from that input, identifying general issues/concerns while maintaining confidentiality regarding specific situations
- Possessing the willingness to share input from fellow students with the faculty and sharing faculty responses with fellow students.
- Possessing the willingness to serve on subcommittees of the Curriculum Committee, as appropriate.

Insurance

CCC provides its students with accident insurance covering injuries due to an accident that occurs while attending or participating in a CCC supervised and sponsored activity. The policy is a secondary policy intended to supplement the student's own insurance and it requires the student to submit any claim to his or her own insurance carrier first. Students need to immediately report an accident or injury to the Program Director to fill out proper forms.

Library Services

CCC maintains a library facility to address requirements of the program provided at the school.

All enrolled students and staff have password enabled access to CCC internet library which is hosted by Library Information Resources Network (LIRN). LIRN: The Library and Information Resources Network), Inc., a 501(c)(3) non-profit corporation founded in 1996, is a consortium of educational institutions which have joined to share access to information resources.

The LIRN collection provides students with millions of peer-reviewed and full-text journal, magazine, and newspaper articles, e-books, podcasts, audio, and video resources to support their academic studies from ProQuest, Gale Cengage, EBSCO, e-Library, Books, and more, covering topics for General Education, Business, and medical programs.

In addition, public institutions in the area, such as Canoga Park Branch Library, provide our students and staff regular access to library resources. Students will have access to e-books and a variety of on-line resources and databases for projects. Complimentary computer access is also available for students (two-hour limit per day).

Canoga Park Branch Library

20939 Sherman Way
Canoga Park, CA 91303
(818) 887-0320

The public library also provides the following services to CCC students:

- Use of the library space during normal business hours, Monday-Friday 9:00am – 5:00pm
- Use of library computers, printer, and photocopier (print charges apply)
- Free wi-fi access
- Use of electronic article databases and print books and journals (with a library card)
- General reference consultation with the librarian or library staff.

Financial Aid Information

Required Federal Disclosure Information

For graduation rates, median debt of graduates completing programs, and other important information, visit www.californiacareerCollege.edu

Financial Aid

- Financial Aid Office: Offers a variety of loans and grants. Application assistance is done through Financial Aid Office.

Tuition and Fees Policies

Institutional charges for tuition are posted to the student tuition account on the basis of payment period. Subsequent charges for repeat courses or clinical makeup courses will be posted to the student account as needed.

Tuition Payment

Tuition for the first enrollment period of the program is due the first session of each module/term unless alternative arrangements are made with the Accounting Office. Payment may be made with cash, check, or money order payable to SHN Career College, Inc. Tuition payments should be made in person at the Accounting Office during regular office hours or mailed prior to the due date. Checks that are returned for non-sufficient funds will be assessed a \$30 processing fee. If tuition payments by check are returned more than once for non-sufficient funds during the term of the enrollment agreement, all future payments must be paid in cash or by money order.

Past Due Account

Students who fail to make prompt payments, issue personal checks which are returned by banks, or fail to make a good-faith effort to keep their account current and in good-standing, may be subject to late fees and College disciplinary action. Students who have been dismissed

for non-payment of tuition will not be re-admitted until all delinquent tuition payments have been paid in full. Students must also be in financial good standing to attend the graduation ceremony.

Financial Aid Unit of Credit

The College offers students several options for payment of tuition. All students are encouraged to apply for financial assistance if unable to meet educational costs on their own. The College participates in several types of Title IV programs, most of which are based on financial need.

Students seeking financial assistance must first complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The College's Financial Aid Officer uses this information to determine students' eligibility and assists them in deciding what resources are best suited to their circumstances. Students must meet all eligibility requirements to qualify for Federal Student Aid. The Financial Aid Department may request additional documentation to support the student's request for financial assistance, including, for example, official IRS Tax Transcripts. Renewal of financial aid is not automatic. Recipients are required to reapply each year by the announced deadline.

Federal and state grants and loans will be disbursed onto student accounts to cover direct educational costs. Disbursements in excess of direct costs will be refunded to the student (or parent, in the case of a PLUS loan). Students may elect to have credit balances retained on their account to cover future charges in the same academic year. Federal Work Study earnings will be paid directly to the student via check on a biweekly basis for actual hours worked. Government guaranteed loans can be an important part of financing educational expenses. When students must borrow funds to finance their education, the College provides all students with information to assist them in managing their loans(s) effectively. Confidential loan counseling is available upon request.

Grants and Loans

Cal Grant Program

Cal Grant B and C are grant programs administered by the State of California and are available to eligible students who have applied before the March 2nd deadline. Student eligibility must be approved by the California Student Aid Commission. Grants are based on funds available from the State and do not have to be repaid. All Cal Grant payments are credited to the student's account to cover tuition, fees, and supplies. However, a student may request direct payment of his/her Cal Grant B access funds up to the date the fund transaction actually occurs.

Chafee Grant Program

The California Chafee Grant for Foster Youth is a grant program administered by the State of California. To qualify, a student must be a current or former foster youth and not have reached his/her 22nd birthday as of July 1 of the award year. The court must have established his/her dependency when he/she was between the ages of 16 and 18 (KinGap youth, adopted youth, guardian placement, and voluntary placement may not be eligible for the Chafee Grant, unless court dependence was established, at any time, between the ages of 16 and 18). The California Department of Social Services will verify the student's foster youth eligibility status. Chafee Grant payments will be credited to the student's account to cover tuition, fees, and supplies. Excess Chafee Grant funds may be used to pay for childcare, rent, or transportation while attending school.

Federal Pell Grant

The Federal PELL Grant program provides a foundation of assistance to which other forms of aid may be added. Eligibility for the Federal PELL grant Program is determined by a standard formula that is revised and approved every year by the federal government.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG grants are available to a limited number of students with exceptional financial need. Grants are based on available funds and do not have to be repaid. Need is determined by the financial resources of the student and parents and the cost of attending school.

Federal Work-Study (FWS)

The Federal Work-Study Program provides jobs for graduate and undergraduate students with financial need, allowing them to earn money to help pay educational expenses. The program encourages community service work and work related to your course of study. Funds under this program are limited. Students interested in obtaining a Federal Work Study job should inquire with the office of Financial Aid.

Subsidized Direct Loan

Federal Subsidized loans are available to students with financial need. Students may borrow up to \$3,500 for their first academic year and \$4,500 for the second academic year, and \$5,500 for the third academic year (prorated for the Associate VN Program) at a fixed interest rate which is established annually by the U.S. Department of Education. Current interest rates may be found at <https://studentloans.gov>. The interest is paid by the federal government while students are in school. Interest begins accruing at the time students cease enrollment or fail to carry at least one-half the normal full-time College workload. Regular payments begin six (6) months after students cease enrollment or fail to carry at least one-half the normal full-time College workload.

Unsubsidized Direct Loan

Unsubsidized direct loans are available for students to borrow for education costs. Independent undergraduate students can borrow up to \$6,000 for their first academic year, \$6,000 for the second academic year, and \$7,000 for third academic year (prorated for the VN Program), at a fixed interest rate which is established annually by the U.S. Department of Education. Current interest rates can be found at <https://studentloans.gov>. With the exception of demonstrating financial need, Unsubsidized Loan borrowers must meet all eligibility criteria of the Federal Subsidized Loan program. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six months after students cease enrollment or fail to carry at least one-half the normal full-time school workload.

Direct Parent Loan for Undergraduate Students (PLUS)

Federal Parent Loans for Undergraduate Students provide additional funds for parents to help pay for students' educational expenses. Parents must pass a credit check or have a credit-worthy endorser. Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates can be found at <https://studentloans.gov>.

Financial Aid-Consumer Information

In an effort to assist the student in making a more educated decision about enrolling, the institution provides the following disclosures on paper in the catalog and on its website:

- California State Institutional Performance Fact Sheet
- Federal Disclosures
- Gainful Employment Disclosure
- Crime Statistics Report and Procedures – Clery Act
- Constitution & Citizenship Day (Sept 17th)
- Drug and Alcohol Abuse Policy
- FERPA
- Textbook disclosure
- Copyright Protection Policy
- Voting Information

These disclosures may be completed annually and distributed on paper (requiring signatures on forms) in the catalog as part of the financial aid section or on the school website.

Financial Aid Mechanism

Financial aid is a mechanism that reduces out-of-pocket costs that the student and/or parents must pay to obtain a specific postsecondary education. Financial aid includes grants and loans. Grants do not have to be repaid. Loans usually have low interest rates that a student must repay in accordance with the individual loan program terms. Most of the loans can be arranged

to require payment after a grace period of several months upon graduation, or upon the student's termination from the program or if a student's attendance falls below half-time. Financial aid is awarded to students who have "need". Need is the difference between the amount of money that the family will be expected to contribute to meet student costs and the cost of education at CCC.

Compliance Statement

The Federal Privacy Act of 1974 requires that students be notified that the disclosure of his/her social security number is mandatory. The social security number is used to verify students' identities, to process the awarding of funds, the collection of funds, and the tracing of individuals who have borrowed funds from federal, state, or private programs.

The U.S. Department of Education Title IV Student Financial Aid

Programs

The College is approved for and participates in the following USDE Title IV programs intended to defray the costs of attending for those students eligible for financial aid considerations:

Grant Aid (this aid does not have to be repaid)

- Federal PELL Grant Program (FPELL) \$6,345 maximum annual limit
- Federal Supplemental Educational Opportunity Grant Program (FSEOG)*

Loans to students and/or parents (this aid must be repaid and loans do not discharge by bankruptcy):

- Direct Federal Stafford Loans
- Subsidized Loans**
- Unsubsidized Loans**
- Parent Loans (PLUS) (Interest due from parents as last disbursement on the loan is made)

Students are encouraged to keep their loan debt as low as possible. These loans are aggressively collected by the USDE and its contractors. Interest liability on late payments is very expensive. Lack of payment is very damaging to credit history and future borrowing power.

(*) Funds are limited in nature; therefore, awards are based on availability of funds at the school.

(**) Annual loan limits and based on educational levels within the course of enrollment.

Loan levels are specifically designated to the course of study at this institution. For example, if the student attended two years at a community College but, enrolls in a course that is one academic year long without any transfer hours, the correct student level will be 1st and not 3rd loan level.

For more specific information on each program please refer to the student guides available at
Student Guide: http://studentaid.ed.gov/students/publications/student_guide/index.html
Direct Loan Basics for Students: <http://www.direct.ed.gov/pubs/studentbasics.pdf>

Direct Loan Basics for Parents: <http://www.direct.ed.gov/pubs/parentbasics.pdf>

Student Eligibility Requirements

To be eligible for financial aid, a student must:

- Be admitted as a regular student
- Be enrolled or accepted for enrollment in an eligible program
- Be a citizen or eligible non-citizen
- Not owe a refund on any FPELL Grant or FSEOG at any school
- Have financial need
- Be making satisfactory progress (as defined by the school's policy) in the course of study
- Be registered for selective service (if a male between the ages of 18-25)
- Have a signed statement of educational purpose
- Have a signed statement of updated information
- Have a high school diploma (or its equivalent, a GED)
- Agree to use any federal student aid received solely for educational purposes.

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

Application for Aid, Procedures and Forms

All CCC applicants are encouraged to schedule an appointment with the Financial Aid Office prior to enrollment so that eligibility for financial assistance may be determined. This practice enables applicants to evaluate their options for tuition financing.

Procedure for Filing for Financial Aid

Application for Federal Student Aid (FAFSA)

This form needs to be completed as instructed on the form. Documentation to substantiate the data entered on the form may be required by the financial aid office. Forms and assistance in completing them are available at this school during school hours. In addition to the FAFSA, the institution requires a series of forms as they apply to the individual student aid program and to the student's individual family circumstances. Website: www.fafsa.ed.gov.

Determining Need

The information you report on the FAFSA form when you apply for aid is used in a formula established by the U.S. Congress that calculated your Expected Family Contribution. CCC utilizes the Free Application for Federal Student Aid (FAFSA) for students applying for aid. This form will be processed by a contractor of the U.S. Department of Education at no cost to the student. The results will be provided in the form of an Electronic Student Aid Report with the calculation of the Expected Family Contribution.

Cost of Attendance

This institution uses the annual budgets published by the California Student Aid Commission. The estimate amount it will cost a student to go to school during an academic year of approximately 9 months is stated below:

Elements included in the budget:	Tuition	Actual Cost
	Registration fee	Actual Cost
	Books and Supplies	Actual Cost
Living cost allowance (monthly figures):	Student Living	Student
	<u>With Parents</u>	<u>Off Campus</u>
Room and Board	\$7,146	\$10,610
Transportation	\$2,700	\$1,550
Personal/misc.	\$3,996	\$4,300

Definitions Related to Financial Aid:

The following definitions correspond to some common terms used within the financial aid terminology:

Academic Year

A Period of not less than 26/30 weeks of instructional time with a minimum of 900 clock hours of instruction for a full-time student. The midpoint of the academic year shall be a minimum of 13/15 weeks and at least 450 clock hours. In effect, students enrolled in courses with an academic year scheduled to be completed in less than 26/30 weeks regardless of the number of clock hours offered would have aid eligibility reduced in proportion to the number of weeks and hours in the course in relation to the academic year.

Definition of Clock Hour

A period of 50 minutes of supervised instruction during a 60-minute time period.

Definition of Credit Hours

In calculating credit hours awarded on a course-by-course basis: Semester - minimum of 15 weeks in length. One semester credit is equal to: a. one hour of lecture per week for a semester or the equivalent number of hours. b. two hours of lab per week for a semester or the equivalent number of hours. c. three hours of externship/clinical per week for a semester or the equivalent number of hours.

Credit Balance

A credit balance occurs when tuition payments using Title IV funds have been received by the institution in excess of the amount of charges assessed to the student. Credit balances are paid within 14 business days from the day the credit balance was generated. Students must be responsible to budget their own funds and for securing that the funds are used for education related expenses.

Dependent Student

He/she is an individual that does not meet the independent student criteria. This student is required to submit with his/her application, student and parents' income and assets data.

Dependent

He/she is an individual other than the spouse that has been supported and will continue to be supported (50% or more of that individual's personal expenses) by the student and/or spouse. If that individual is and will continue to be supported by the student's parent(s), that individual would be a dependent of the parent(s) NOT a dependent of the student.

Expected Family Contribution (EFC)

Is the application of the U.S. Congressional formula to the student's family income and assets entered in the FAFSA and used as the calculated amount that a family is expected to contribute to offset the student cost of attendance.

Financial Aid Eligibility Citizen/Eligible Non-Citizen *(Check with the Financial Aid Officer)*

You must be one of the following to receive federal student aid:

- U.S. Citizen
- U.S. National
- U.S. Permanent Resident who has an I-551 or I-551C (Alien Registration receipt card).
- Arrival Departure Record (I-94) from the Department of Homeland Security showing one of the following designations:
 - Refugee
 - Asylum Granted
 - Parole for a minimum of one year that has not expired
 - T-Visa holder (T-1, T-2, T-3, etc.)
 - Cuban-Haitian entrant

- Holder of a valid certification or eligibility letters from the Department of Human Services showing a designation of “Victim of Human Trafficking”

If you are in the United States under one of the following conditions, you are not eligible for federal aid:

- F1 or F2 student visa
- J1 or J2 exchange visitor visa only
- G series visa (pertaining to international organizations)

Independent Student

An individual who meets one of the following criteria:

- Student was born before January 1, 1996
- As of the date of the FAFSA signed, the student was married
- Student is currently serving on active duty in the U.S. Armed Forces for purposes other than training?
- Student is a veteran of the U.S. Armed Forces.
- Student has a child who will receive more than half of his/her support from the student between July 1, 2016, and June 30, 2017.
- Student has dependents (other than children or spouse) who live with the student and receive more than half of their support from the student through June 30, 2016.
- Since the student turned age 13, both his/her parents were deceased, or the student was in foster care, or the student was a dependent or ward of the court.
- Student is an emancipated minor as determined by a court in the state of the student’s legal residence.
- Student was in legal guardianship as determined by a court in the state of the student’s legal residence.
- Student was determined by his/her high school or school district homeless liaison, at some time after July 1, 2016, to be an unaccompanied youth who is homeless.
- Student was determined by the director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development, at some time after July 1, 2016, to be an unaccompanied youth who is homeless.

Student was determined by the director of a runaway or homeless youth basic center or transitional living program, at some time after July 1, 2016, to be an unaccompanied youth who is homeless or is self-supporting and at risk of being homeless.

Parent(s)

For the purposes of the financial aid programs, “a parent” is the mother and/or father or adoptive parents, stepparent, or legal guardian – not foster parents

Payment Periods

450 clock hours and 13 weeks for courses of 900 hours and 26 instructional weeks or more. It is the mid-point of the program for courses of less than 900 clock hours and 26 weeks.

Student Tuition Recovery Fund

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

You are not eligible for protection from the STRF and 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, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. 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.

Method of Payment

Students are expected to contribute from their own family resources toward the student's cost of attendance. Payment plans are available from CCC. Federal student financial aid is available to those that qualify to cover educational expenses. Financial aid may be in the form of grants (no repayment required) and student loans (must be repaid). It is the policy of this institution to request from the student whenever possible, to contribute toward their school charges by making monthly or weekly installments in accordance with their means. It is also our policy to discourage students from borrowing loan funds unless necessary. All estimates of available funds from financial aid will first be used to cover institutional charges; if funds remain available, they will be disbursed directly to the student. For information on the aid programs, please contact the Financial Aid Office. The entire educational expenses need to be included in

planning the student's ability to meet those expenses. All school charges must be paid in full before graduation.

Refund Policy

Cancellation and Withdrawal Refund Policy

CCC has a definite and written Withdrawal and Settlement Refund policy, and it will apply to all terminations for any reason, by either party. The enrollment agreement contract clearly outlines the obligation of both the College and the student. All fees are identified in the Catalog and the contract. Any non-refundable items are identified. A copy of the enrollment agreement covering the costs and payment plan will be furnished to the student before any payment is made.

Refund policy calculations are performed under the following formulas:

1. California State Pro-rata refund calculation requirements applicable to all regular students.
2. Federal Pro-rata refund calculation formula applies if the student received federal aid, is enrolled for the first time and if the student withdraws within 60% (in chronological time) of the first payment period of enrollment for which the student is being charged.
3. A school is required to determine the earned and unearned Title IV aid a student has earned as of the date the student ceased attendance based on the amount of time the student was scheduled to be in attendance.

The calculation resulting in the most beneficial result to the student would be the one used to determine if a refund is due from the amounts paid and credited to the student's tuition account.

If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds. If a student is not accepted by the school, he/she is entitled to a refund of all monies and monies due the student will be refunded within fourteen (14) days of official cancellation or withdrawal date.

Student Rights on Cancellation or Withdrawal

The following instances constitute an official cancellation or withdrawal. The cancellation date will be determined by the postmark on written notification, or the date said information is delivered to the school in person:

- A. A student (or in case of a student under the legal age, his/her parent, or guardian) cancels his/her contract and demands his/her money back IN WRITING. In this case all monies collected by the school shall be refunded to the student or

parent/guardian. This policy applies regardless of whether or not the student has actually started training or;

- B. A student cancels his/her contract, IN WRITING, **and the withdrawal is effective by the student's written notice or by the student's conduct, including but not limited to a student's lack of attendance.** In this case, he/she shall be entitled to a refund of all monies paid to the school less the CANCELLATION fee of \$250.00 and the cost of books and equipment if already received by the student or;
- C. **Institutions shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars (\$250), if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later. (Education Code section 94919 (d))**
- D. If a student withdraws after attending the first class session, the refund will be calculated based upon the number of hours of instruction already received up to the point of the date of the official cancellation or withdrawal notification, less the registration fee, the cost of the equipment/books and the STRF fee, if originally eligible, charged and paid to the State. Once the student receives and signs for his/her books and equipment those items are deemed "non-refundable".

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 14 days of the official withdrawal date. If the amount that you owe is more than the amount that you have already paid, then you will have to arrange with the institution to pay that balance. All calculations and refunds are performed and made in a timely manner. The official withdrawal date is on the student's notification or College's determination. All funds paid will be refunded if the student is not accepted for enrollment except a non-refundable application fee.

*Determination of Official & Unofficial Withdrawal **from** College*

Withdrawals

A student's official withdrawal date is determined by using of the following:

- Official withdrawal date is on the student's notification or College's determination.
- The date the student submitted his/her notice of withdrawal to the Office of the Financial Aid.
- The date the student was expelled or dismissed from the College.
- The date of the withdrawal determination shall be the earlier of the scheduled date of return from the leave of absence or the date the student notifies the institution that the student will not be returning.

The student's unofficial withdrawal date is determined by using one of the following:

- The date the student died (if the student passed-away during the course).

- The last date that the student attended class.
- The student must inform in a timely fashion, in person or by email if personal appearance is not possible.
- The school determines through monitoring of clock hour/credit attendance at least every thirty (30) days.
- The student failed to attend classes for a three-week period (14 calendar days) and failed to inform the College that he/she is not withdrawing (allows 14 calendar days absence).

Note: When you have a Direct Loan and fail to return from a Leave of Absence, the grace period starts on the last date of attendance before the Leave of Absence. Grace period is 6 months from the date of last attendance or dated of Leave of Absence.

If the student does not notify the College that he/she is withdrawing, formal termination shall be based on monitoring of participation determined by the institution. The withdrawal date shall be the last date of recorded attendance. For the purposes of determining the amount you owe, you shall be deemed to have withdrawn from attendance. For the purpose of determining the amount you owe, you shall be deemed to have withdrawn from the course on the earliest of: (a) the date you notify the Financial Aid Office of your intent to withdraw. Only the Financial Aid Office would be authorized to accept a notification of your intent to withdraw; (b) College terminates your enrollment due to academic failure or for violation of its rules and policies stated in the Catalog; (c) you fail to attend classes for a two-week period (14 calendar days) and fail to inform the College that you are not withdrawing (allows 14 calendar days absence); (d) you fail to return on schedule from an approved Leave of Absence. In this case, the withdrawal date will be the last date attended prior to the start of the approved Leave of Absence, and the institutional determination of withdrawal date will be the scheduled date of return from the approved Leave of Absence. NOTE: When you have a Direct Loan and fail to return from a Leave of Absence, the grace period starts on the last date of attendance before the Leave of Absence.

Return of Title IV Policy

CCC determines the return of Title IV funds percentage. Institutions are required to determine the percentage of Title IV aid “earned” by the student and to return the unearned portion to the appropriate aid.

Treatment of Title IV funds if the student withdraws from the course of study:

The return of Title IV funds is administered by CCC’s Financial Aid Department. This policy applies to students who withdraw (official or unofficial) or are dismissed from enrollment at CCC. It is separate and distinct from the CCC policy. Therefore, the student may still owe funds

to the school to cover unpaid institutional charges. The school may also attempt to collect from the student any Title IV program funds that the school was required to return. The calculated amount of the “Return of Title IV Funds” that is required for students affected by this policy are determined according to the following definitions and procedures, as prescribed by regulation. A student’s withdrawal date is used to calculate the percentage of the payment period completed and is always the student’s last date of attendance/clocked hours. The institution has forty-five (45) days from the date the institution determines that the student withdrew, whether officially or unofficially to return all unearned funds for which it is responsible. Monies due a student who withdraws from the institution shall be refunded within forty-five (45) days of a determination that a student has withdrawn, whether officially or unofficially. The school is required to notify the student if they owe a repayment via written notice. The school must advise the student or parent that they have 14 calendar days from the date the school sent the notification to accept a post-withdrawal disbursement. If a response is not received from the student or parent within the permitted time frame or the student declines the funds, the school will return any unearned funds that it is holding to the Title IV programs.

Post-withdrawal disbursement must occur within 120 days of the date the student withdrew:

The Return of Title IV Funds (R2T4) regulation does not dictate the institutional refund policy. However, the calculation of Title IV funds earned by the student has no relationship to the student’s incurred institutional charges. Title IV funds are awarded to a student under the assumption that he/she will attend school for the entire period for which the assistance is awarded. When a student withdraws from all his/her courses, for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. A school is required to determine the earned and unearned Title IV aid a student has earned as of the date the student ceased attendance based on the amount of time the student was scheduled to be in attendance. If the student withdraws from all his courses prior to completing over 60% of a semester, he/she may be required to repay a portion of the federal financial aid that he/she received for that term. A pro rata schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Federal aid includes Federal Stafford Loan (subsidized and unsubsidized), Perkins Loans, Parent Plus Loan, Pell Grants, and SEOG Grants. The return of funds is based upon the concept that students earn their financial aid in proportion to the amount of time in which they are enrolled. Under this reasoning, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60% of the semester is completed, a student is considered to have earned all of his financial aid and will not be required to return any funds.

Withdrawal before 60%:

CCC must perform an R2T4 to determine the amount of earned aid up through the 60% point in each *payment period*. CCC will use the Department of Education’s prorate schedule to

determine the amount of R2T4 funds the student Return of Title IV Funds (R2T4) Policy CCC has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period. The institution must still perform an R2T4 to determine the amount of aid that the student has earned.

Withdrawal after 60%:

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, CCC will still determine whether the student is eligible for a post-withdrawal disbursement. Note: CCC has provided an example of the calculation used to determine the amount of unearned aid a student would be expected to repay based on the reported last date of attendance of the term from which a student withdraws.

Return of Title IV funds policy follows these stepsStep 1: Student's Title IV information

CCC will determine: **Return of Title IV Funds (R2T4) Policy**

- a) The total amount of Title IV aid disbursed (Not aid that could have been disbursed) during the payment period in which the student withdrew.
A student's Title IV aid is counted as aid disbursed in the calculation if it has been applied to the student's account on or before the date the student withdrew.
- b) The total amount of Title IV aid disbursed plus the Title IV aid that could have been disbursed during the payment period in which the student withdrew.

Step 2: Percentage of Title IV Aid Earned:

CCC will calculate the percentage of Title IV aid earned as follows:

- The number of calendar hours completed by the student divided by the total number of calendar hours in the period in which the student withdrew.
- The total number of hours in a period shall exclude any scheduled breaks of more than five days.
- $\text{Hours Attended} \div \text{Hours in Enrollment Period} = \text{Percentage Complete}$

If the calculated percentage exceeds 60%, then the student has “earned” all the Title IV aid for the enrollment period.

Step 3: Amount of Title IV Aid Earned by the Student

CCC will calculate the amount of Title IV aid earned as follows:

The percentage of Title IV aid earned (Step 2) multiplied by the total amount of Title IV aid disbursed or that could have been disbursed for the term in which the student withdrew (Step 1-b).

$\text{Total Aid Disbursed} \times \text{Percentage Completed} = \text{Earned Aid}$

Step 4: Amount of Title IV Aid to be Disbursed or Returned:

If the aid already disbursed equals the earned aid, no further action is required.

If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.

Total Disbursed Aid – Earned Aid = Unearned Aid to be Returned

If the aid already disbursed is less than the earned aid, CCC will calculate a Post-Withdrawal Disbursement.

Earned Aid

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

Federal Refund Requirements vs State Refund requirements

In addition to the Return of Title IV requirements for federal financial aid recipients, the College is required by the State to calculate a prorated refund for all students who have completed less than 60 percent of their period of attendance, regardless of whether or not the student received Title IV funds. However, the federal formula for Return of Title IV Funds may result in a larger refund than the state refund policy. In that case, the College and/or student must return the sum resulting in the larger of the two calculations to the appropriate Title IV program. Therefore, the student may, after Title IV funds are returned, owe a balance to the College.

Registration Fees, Kit, Equipment and Supplies

A registration fee not to exceed \$250.00 for Associate of Nursing is a non-refundable item. Equipment, books, supplies, tools, uniforms, and any other items issued and received by the student would not be returnable. Once items are received by the student it will belong to the student and will represent a liability to the student. All extra costs such as books, equipment etc., that are not included in the tuition price are stated and any non-refundable items are identified.

Course Cancellation

If a course is cancelled subsequent to a student's enrollment and before instruction in the course has begun, the College shall, at its option:

- (a) Provide a full refund of all monies paid; or
- (b) Provide completion of the course or program at a College in the neighborhood.

All course schedules are subject to change in starting and completing dates. Students will be duly notified. Students will be offered the opportunity to consent as provided by law. In cases where such changes would cause an undue hardship, a refund will be offered. The College

reserves the right to withdraw a scheduled program if the registration is insufficient to make up a class. All monies paid will be refunded.

College Closure Policy

If the College closes permanently and ceases to offer instruction after students have enrolled, and instruction has begun, the College will make arrangements for students and

- a. They shall be entitled to a pro-rata refund of tuition.
- b. If the program is cancelled subsequent to the student's enrollment, and before instruction in the program has begun, then the student shall be entitled to a full refund of all monies paid.

At least 30 days prior to closing, the College shall notify the Bureau for Private Post-Secondary Education in writing of its intention to close and provide a closure plan. A list of all students who were enrolled at the time of college closure, including the amount of each pro rata refund, shall be submitted to our accreditation agency.

If the student is terminated or withdraws from College, the College shall inform the student of any balance owed. CCC does not sell or discount student promissory notes, enrollment agreements or contracts for tuition to any third-party agencies.

Verification Process

Federal regulations 34 C.F.R. Part 668, Subpart E, dated March 14, 1986, April 29, 1994, November 29, 1994 – executing legislation 20 U.S.C. 1094 governing the Title IV programs requires schools to be sure of certain applicant reported data. These regulations require schools to develop written policies and procedures for verification. The school is required to make these policies available to all applicants for financial aid, as well as prospective students upon request. This procedure is part of the Admissions and Counseling process.

To follow the regulations and achieve consistency governing this process, the following verification policies apply to all applicants for Title IV programs. Under the regulations, the school will not disburse FPELL or Campus-Based aid, nor certify Stafford/PLUS loan applications, until completion of verification process.

Who must be verified - The policy of this school shall be to verify those students selected by the need analysis (ISIR) system for verification.

Verification Exclusion - Applicants excluded from verification include:

- Death – Applicant dies during the award year or before the deadline for completing the verification.
- Incarceration – Applicant is incarcerated at the time the verification is to be performed.

- Certain spouse/parent status: Spouse or parent information is not required to be verified if the spouse or the parent is deceased, or physically incapacitated, or residing in a country other than the United States and cannot be contacted by normal means or cannot be located because the address is unknown and cannot be obtained by the applicant.
- No funds disbursed – The applicant will not receive federal aid funds until the verification process is complete.

Required Verification Items - Examine the data items listed in 34 C.F.R. 668.56.

Different data items apply to different applicants depending upon student dependency status and the Title IV programs used.

Data items include:

- Total number of persons in the household.
- The number of members of household enrolled at post-secondary institution at least on a half-time basis.
- Adjusted gross income or adjusted gross family income for the base year 2015.
- U.S. income tax paid for the base year 2015.

Certain untaxed income and benefits for the base year if certain conditions would apply include:

- Social security benefits.
- Child support.
- Untaxed payments to IRA or Keogh.
- Foreign income.
- Earned income credit.
- Interest on tax free bonds.

The school shall resolve inconsistent application information for all applicants, in agreement with requirements of 34 C.F.R. Part 688.16(f).

Documentation Required

The student, spouse, or parents (as applicable) signed income tax forms (IRS 1040, 1040A, or 1040EZ and W-2 forms). Applicants shall complete the appropriate sections of the Verification Worksheet 2014-2015. There are primarily two different worksheets: One for dependent students and one for independent students. The worksheets are used for verification of data. Applicants shall follow the instructions in the Verification Worksheet. The school's financial aid officer may require/provide other appropriate forms as necessary.

Time Period for Providing Documentation

Applicants must provide the required documentation within 60 days from the last date of attendance.

Applicant Responsibilities:

To be eligible to receive Title IV funds, we require applicants to provide requested information during the time period(s) specified in this Catalog. Applicants must certify that the following data items are correct as listed on the original application; or, if not correct, must update the data items, as of the date of verification:

- Number of family members in the household
- Number of family members in the household now enrolled in a post-secondary institution on at least half-time basis.
- Change in dependency status.

Federal PELL Grant applicants, whose dependency status changes during the Award Year must file a correction application. The process does not apply if the change occurs due to marriage. Campus-based award applicants whose dependency status changes during the Award Year must have their EFC recalculated. This process does not apply if the change occurs due to marriage.

The applicant must repay any over award, discovered during verification, for which he/she was not eligible.

Consequences of Failure to Provide Documents within the Specified Time Period(s)

If the student cannot provide all required documentation, the College cannot complete the verification process within 60 days from the date of the request. The College must then advise applicants that they are not eligible for financial aid funds. The College then gives the applicants the following options:

- The student may continue training on a cash payment basis.
- The applicant must repay any over award or any award for which he/she was not eligible, discovered during verification.

Interim Disbursements: The College may not make any interim disbursements. The student must complete verification before disbursement of any Title IV funds.

Notification of Results of Verification: The College shall notify the applicant of the results of the verification process within 30 days of the student's submission.

Referral Procedure: The College shall forward to the Secretary of Education, referral of fraud cases.

Additional Information:

Computerized exam is thru HESI/Evolve Software.

HESI/Evolve codes are provided to student during the first 4 weeks in the program

Will have 11 weeks to study/review information

Must evaluate before the 1 semester (15 weeks) is completed

Once veteran has successfully completed the computerized exam, he/she will be contacted to schedule for the psychomotor skill testing

SB466 - The Board of Registered Nursing shall deny the application for approval made by and shall revoke the approval given to any school of nursing that does not **give student applications credit in the field of nursing for Military education and experience** by the use of challenge examinations or other methods of evaluation.

Education Code

This institution 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.

Bankruptcy

CCC does not have a pending petition in bankruptcy and is not operating as a debtor-in-possession. Since its inception, a petition has never been filed by or against CCC which resulted in reorganization under chapter 11 of Title 26 of the United States Code

School Catalog Accuracy Statement

CCC certifies that the information contained in this publication is current and correct, but is subject to change without notice, and does not constitute a binding agreement on the part of CCC. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau of Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818; (916) 431-6959 or (888) 370-7589; <http://www.bppe.ca.gov>

As a prospective student, you are encouraged to review this Catalog prior to signing an enrollment agreement. Please note that the policies, rules, and regulations stated here applies to all programs offered by California Career College unless specifically stated otherwise. 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 website at: www.bppe.ca.gov.



Section 2: Bachelor of Science in Nursing RN to BSN Program

7003 Owensmouth Avenue, Canoga Park, CA 91303

Tel: (818) 710-1310 Fax: (818) 710-1329

www.californiacareercollege.edu

Program Information

School Code **039745**

CIP Code: **58.3801**

SOC Code: **29-1141**

Method of Delivery: *Full Distance Learning*

Program Offered in: *Only in the State of California*

Total inside clock hours: **1125**

Total recognized outside clock hours: **0**

Academic Credit Type: **Quarter**

Total Academic credits: **75**

Program Length: **50 Weeks**

All courses in this program are taught in English

Mission Statement, Philosophy, and Learning Outcome

California Career College Mission Statement

California Career College cultivates holistic, skilled, ethical, and compassionate nursing professionals through rigorous and personalized programs. Our programs are dedicated to fostering a supportive learning environment that empowers students to excel academically, embrace diversity, and contribute positively to the evolving landscape of healthcare. Our commitment is to graduate nurses who demonstrate clinical excellence, critical thinking, and a profound sense of empathy which together ensure they are well-prepared to meet the challenges of modern healthcare with unwavering integrity and dedication. Graduates of our programs enter the healthcare setting ready to provide competent care to meet the needs of the individual, family, and community in which they serve.

Bachelor of Science in Nursing RN to BSN Program Mission Statement

The Mission of the RN to BSN program is in accord with the Mission and Core Principles of California Career College. The Mission of the program is to prepare nurses as providers of care across the health/illness continuum. To achieve the mission, the program is responsive to the changing health care needs of the community, state, and nation. The curriculum provides a positive, innovative learning framework that fosters the development of critical thinking and problem-solving skills so that graduate nurses are equipped to deliver care to culturally diverse populations in a variety of healthcare settings. Graduates collaborate with other members of the health care team as effective communicators and demonstrate leadership, social consciousness, and commitment to lifelong learning.

Bachelor of Science in Nursing RN to BSN Program Philosophy

The nursing education program is based on philosophical beliefs inherent to the practice of nursing and education. Curriculum and courses progress from simple to complex knowledge

and skills with emphasis on the nursing process, problem-solving, and critical thinking. Educational outcomes facilitate the integration of information relevant to nursing and patient care.

The statement of philosophy adopted by the nursing faculty is consistent with and supportive of the mission of California Career College.

In addition, the nursing program's philosophy subscribes to the following beliefs which incorporate the nursing metaparadigm elements (person, environment, health, and nursing) and describes the teaching/learning process for the program.

A person refers to a complex individual with bio-psycho-social, cultural, developmental, and spiritual needs that are in constant interaction with the environment.

The environment consists of internal and external factors that impact individuals. The internal environment includes the physical, psychological, social, cultural, and spiritual realms within the person. The external environment includes social organizations and systems as well as the physical environment of communities. Health is a dynamic state of equilibrium that exists on the continuum between optimal functioning and wellness, and alterations in functioning, or illness.

Health is affected by lifestyle behaviors, developmental stage, culture, race, ethnicity, gender, and the ability to maintain basic human needs.

Nursing is an art and science integrating the biological and behavioral sciences as well as the humanities. Nurses value caring, integrity, ethical practice, diversity, education, service, and quality. The goal of nursing is to provide safe patient-centered care to promote effective outcomes and optimal health using the nursing process. Attainment of optimal health requires collaboration between nurse and client as well as with professionals from other disciplines. Professional nursing involves the provision of compassionate patient-centered care using the nursing process, employing evidence-based practice, applying quality improvement, working within interdisciplinary teams, establishing practice standards to provide a safe environment, and using informatics.

Nursing education is designed to promote the students' creative and critical thinking in a variety of learning environments using innovative approaches and evidence-based research. It is also believed that the purpose of education is to enlighten and enhance the quality of life for the student, the community, and patients for whom students and graduates provide care.

Therefore, students experience a curriculum that is current, reality-based, application-oriented, and sensitive to multicultural diversity. The faculty strive to be role models for the students by emphasizing leadership, responsibility, and effective communication which exemplify their educational commitment to the nursing profession and the communities they serve.

Education is a dynamic and synergistic process of sharing information between individuals resulting in a modification of behavior. Education must respect the individuality of students and recognize that each student has different educational, experience, cultural, spiritual, economic, and social backgrounds, and a unique support system. The aim of education is to develop critical thinking and problem-solving skills in a positive, innovative environment moving from the beginning (simple) to advanced competencies (complex).

Teaching/learning in nursing is built on evidence-based practice and the transfer of information from theory to practice utilizing the nursing process. Nursing education fosters critical thinking with the development of clinical reasoning and judgment to make clinical decisions.

Recognition of differences in individual needs, learning styles, ethnicity, and cultural backgrounds provides students an opportunity to develop to their fullest potential—personally and professionally. The learning sequence prepares the learner to function effectively as an entry-level registered nurse, provider of care across the health/illness continuum, and a member of the profession. Students are expected to bring to the nursing program a desire to learn, initiative and self-direction, a commitment to the profession, and a belief in the worth and dignity of all persons. Students are responsible for their own learning; the instructor's key role is to coach, facilitate, role model, and mentor. Differences in learning styles and in the rate of learning must be considered in the learning process.

California Career College Bachelor of Science in Nursing RN to BSN Program Learning Outcomes

The program outcomes for California Career College's BSN program are derived from standards defined by the American Association of Colleges of Nursing (AACN) in their publication: ***The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)*** and the Quality and Safety Education for Nurses (QSEN) competencies.

Graduates of the RN to BSN program are prepared to:

- Educational Excellence: Apply academic rigor to stay current with evidence-based practices, and fostering a dynamic learning environment with comprehensive nursing knowledge and skills that combine theoretical knowledge from the sciences, humanities, and nursing.

- **Clinical Competence:** Utilize clinical knowledge enhancements to provide care in diverse healthcare settings and trained with the skills to implement evidence-based quality improvement practices to improve patient safety and health outcomes for all.
- **Innovation in Healthcare:** Pursue and incorporate technological advancements and contemporary healthcare practices to adapt to the ever-evolving landscape of healthcare delivery.
- **Health Policy:** Critically analyze the roles healthcare policy, finance, and regulatory agencies play in the healthcare environment and understand the scope of nursing and other health professionals' practice.
- **Health Promotion:** Integrate health promotion and disease prevention at the individual patient and community level to improve overall health outcomes and population health.
- **Professionalism:** Utilize a strong sense of ethical behavior, cultural competence, and communication skills to promote collaboration within the healthcare team and with patients.
- **Community Engagement:** Participate and lead community health initiatives by fostering a sense of social responsibility and identifying opportunities to apply skills in real-world scenarios.
- **Leadership Development:** Utilize improved leadership qualities through empowerment of roles that contribute to the advancement of nursing practice, education, and healthcare policy.
- **Life-long Learning:** Apply a culture of continuous learning and professional development to adapt to new healthcare challenges and innovations throughout nursing career.
- **Nursing Practice:** Provide care for patients, families, and communities across the lifespan and the health-illness continuum in a variety of healthcare settings.

Program Overview

The Bachelor of Science in Nursing RN to BSN Program's primary focus will be to provide each student with concepts and principles that are basic to nursing and the provision of patient care.

The problem-solving appraisal of the Nursing Process (assessment, diagnosis, planning, implementation, and evaluation) has been integrated throughout the Program. The role of the

RN as she/he assists the health team with the steps in this process will be utilized throughout both the classroom and clinical curriculum.

Students experience a curriculum which is current, reality-based, and sensitive to multicultural diversity. The educational process occurs through a variety of methods such as mentoring, coaching, collaborative teaching and learning, discussion, case studies, and experiential learning.

The RN to BSN Program will include, but not be limited to, courses in the Role of the Registered Nurse and Communication techniques. The student population will be reflective of the cultural and ethnic diversity of the surrounding geographic community. The faculty will be receptive to the ethnic and cultural background of each student and the patient population served. The student will be guided in the application of knowledge and the delivery of nursing skills required for the care of persons of various ages, ethnicities, and cultures.

The emphasis of care, through the application of the Nursing Process, will be to maintain a state of wellness or in the case of the dying patient, to allow choice, always with respect, comfort, and dignity.

The faculty of California Career College will provide instruction based on the guidelines set by all Approving and Accrediting bodies. Instructions that have assessment data, course objectives, and the instructional (program) plans. The nursing faculty accepts the responsibility to maintain expertise in current nursing practice and the application of educational theory. The faculty is responsible for the development and evaluation of the curriculum.

The faculty will demonstrate leadership and assume responsibility for instruction, supervision, counseling, control, discipline, and evaluation of all students. The faculty will be role models for students. They are effective communicators and teachers, creative and innovative, and continually strive for excellence in the curriculum. The faculty at California Career College will exemplify an educational commitment to the nursing profession and the community it serves.

The structure of the curriculum uses the nursing process throughout the delivery of theory and clinical knowledge. This process is defined in our curriculum as a systematic method of identifying problems arising from needs and assisting the individual to recognize and cope with these problems throughout the life cycle.

The Nursing Process is a dynamic and ongoing means of addressing clinical problems. Components of the process include performing a nursing assessment, making nursing diagnoses, planning, writing outcome/goal statements, determining appropriate evidence-based nursing interventions, implementing care, and evaluating the nursing care that has been given. The Nursing Process involves:

- Assessing factors that influence the position of the client, group, community, or

- Population on a health-illness continuum.
- Determining actual or potential health problem(s)
- Establishing mutually acceptable goals.
- Intervening by promoting adaptation through modification of influencing factors or increasing the coping response:
- Evaluating outcomes to determine if the goals have been met, if not the nursing begins again, starting with an assessment.

Assessment is a process of discovering and making decisions about the nature of the individual's problems or needs. Effective assessment depends on the quality of communication with the client and family in the context of their culture and life experiences. The nursing students of the California Career College RN to BSN program will be instructed in the process of data gathering which includes a physical examination, a health history, and a psychosocial-cultural assessment. Students will be taught to cluster meaningful information and to critically analyze their assessment data.

Nursing Diagnosis is a clinical judgment about individual, family, or community responses to actual or potential health problems or life processes. The responses include psychological, cognitive, emotional, and social changes that influence how an individual functions. The RN to BSN student will be instructed in the three types of nursing diagnoses: wellness diagnoses, risk diagnoses, and actual diagnoses with etiologies and related factors identified.

Planning is essential to providing nursing care that meets the needs of the individual in a timely manner because it will not only provide direction to nursing care but it will also help to identify nursing interventions that are logically expected to meet the goals of care. The RN to BSN student will be taught to include the individual in the planning process and together with that individual, set measurable, outcome-oriented goals. It is at this important stage of the Nursing Process that the student learns how to set priorities based on critical thinking, critical judgment, and a good knowledge base.

Nursing Intervention is any treatment based upon evidence, clinical judgment, and knowledge that a nurse performs to influence patient outcomes. The RN to BSN student will be instructed in the many types of independent nursing interventions that may be performed. These include teaching, counseling, providing comfort measures, offering emotional support, managing the environment, and assessing both the individual's progress toward attainment of expected/desired outcomes and the effectiveness of nursing care.

Evaluation involves data gathering to confirm that the problem has been resolved, and if the problem has not been resolved, a method for a reassessment of the cause, redefinition of the problem, and a change in the interventions are initiated. The RN to BSN student will be taught to recognize that the Nursing Process is implemented in a continuous and cyclic manner and

that although the patient's needs may change, the steps of the Nursing Process remain the same.

The program objectives are consistent in meeting the needs of a diverse student population with various cultural and ethnic backgrounds, and learning styles. The course objectives are included in the Program Syllabus which is submitted separately with this report.

The program is delivered by full distance education. All courses will be administered virtually utilizing asynchronous learning methods.

Conceptual Framework

The conceptual and structured framework for the curriculum optimizes integration of the nursing process using Gordon's Functional Health Patterns (FHP) as the practice model. The nursing process and competencies related to patient-centered care, teamwork and collaboration, safety, evidence-based practice, quality improvement, and information technology are interwoven with the educational outcomes that facilitate the integration of information relevant to nursing and patient care. The curriculum and course sequence progresses from simple to complex knowledge and skills with emphasis on caring, problem solving, and critical thinking. These philosophical values are critical to and inherent in nursing education that are the foundation on which learning experiences are structured.

Gordon's FHP enhances the facilitation with a focus on patients, families, or group problems and functional status that are important to clinical practice. FHP supports the bio-psycho-social needs of the patient and focuses the nurse on the desired outcomes. The use of the FHP drives the nurses' interpretation of data into information to formulate nursing diagnoses from identified dysfunctional patterns which are deviations from the patients' identified patterns. Applying nursing knowledge allows for the interpretation of the assessment which leads to the selection of the nursing diagnoses and assists students with developing a nursing plan of care. For example, a congestive heart failure patient may experience limitations in activity and unusual responses to activity (such as dizziness and/or shortness of breath). This would indicate a dysfunctional pattern or nursing diagnosis of activity intolerance (Johnson, 2000). Organizing the curriculum with Gordon's Functional Health Patterns as a framework can promote the emphasis on the evidence-based work of nursing to promote evaluation of outcomes, versus task-based work that focuses on interventions (Schuster, 2008).

The nurses' goal is to assist the client towards good health using the nursing process. As a health practitioner, the nurse assumes the supportive roles of provider of care, manager of care, advocate, and teacher by applying theoretical knowledge to their nursing practice. The curriculum is sequential, and each progression is based on previously acquired knowledge and skills. As an overriding concept, evidence-based clinical decision making is emphasized.

Categories of Functional Health Patterns
Biological and Physiologic • Nutritional-Metabolic Pattern • Elimination Pattern • Activity-Exercise Pattern • Sleep-Rest Pattern
Psychosocial • Role-Relationship Pattern • Self-Perception-Self-Concept Pattern • Coping-Stress Tolerance Pattern • Value-Belief Pattern
Physiological and Psychosocial • Health Perception and Health Management Pattern • Sexuality-Reproductive Pattern • Cognitive Perceptual Pattern

Program Timeline

RN to BSN Program Timeline

First Quarter (10 Weeks)

PHI 300 Ethics in the Health Professions

SCI 310 Human Nutrition

SCI 320 Pathophysiology

Second Quarter (10 Weeks)

MATH 330 Statistics

NSG 340 Physical Examination and Health Assessment

Third Quarter (10 Weeks)

NSG 350 Health Informatics

NSG 360 Issues and Trends in Contemporary Nursing

NSG 370 Population-Based Nursing

Fourth Quarter (10 Weeks)

NSG 380 Nursing Research and Evidence-Based Practice

NSG 390 Gerontology Nursing for the RN

Fifth Quarter (10 Weeks)

NSG 400 Leadership & Management in Nursing

NSG 410 Capstone Course

Admission Policy

This program is open to applicants who have earned one of the following:

- An Associate of Science in Nursing degree
- A Hospital Diploma in Nursing
- A Registered Nurse license from a foreign country with a nursing program that is accepted by the California Board of Registered Nursing (BRN) as enabling the student to take the NCLEX examination to obtain a California RN license.
- Unencumbered State of California RN License.

Applicants for the Bachelor of Science Degree in Nursing (RN to BSN) program must meet the following standards:

- Provide proof of a valid, active, and unencumbered State of California Registered Nurse license
- Submit official transcripts**from an Associate of Science in Nursing Degree or a Hospital Diploma in Nursing, or other educational program
- Applicants can be conditionally admitted to the program by providing unofficial transcripts or a copy of conferred nursing degree. Official transcripts which meet the requirements set forth must be received by 1st week to be admitted and remain in the program.

**All academic transcripts from countries other than the United States must be evaluated by an accredited transcript agency that has published standards for membership, affiliations with national international higher education associates, and are frequently linked to and used by federal agencies, state agencies, educational institutions and employers (e.g. National Association of Credential Evaluation Services or NACES: <http://www.naces.org/members.html> and Association of International Credential Evaluators, Inc. or AICE: <http://www.aice-eval.org/members/>).

Have an overall cumulative GPA of 2.5 or higher from the ADN Degree program or a Hospital Diploma program or equivalent and for any transfer credits to be applied to the BSN Degree.

Submit a completed Enrollment Agreement to the Nursing (RN to BSN) Program. Provide evidence of a current, active professional liability (malpractice) insurance policy. Note: The professional liability policy must be maintained throughout the program.

Provide evidence of a current American Heart Association (AHA) BLS CPR card. Note: The AHA CPR card must be renewed as necessary to maintain currently throughout the program.

Transfer Credit Policy

Transfer credit shall be granted to students who have successfully completed an equivalent course or courses within the previous five years from an accredited college or university with an earned GPA of 2.5 or better.

Only general education courses are eligible for transfer. All nursing courses must be taken at California Career College for successful completion of the program.

Program Computer Requirements

Students should be proficient in operating a personal computer, including:

- Competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents; Demonstrated knowledge of standard computer applications to include Microsoft Word, and Excel, and PowerPoint;
- Familiarity with using internet browsers and standard email systems.

Online courses give students access to their classes 24 hours a day, seven days a week. Once logged into the California Career College distance education platform, students can view their syllabus, course documents, assignments, and materials. All exams are taken online.

Requirements include access to a personal computer capable of providing graphical access to the Web, as well as appropriate Web and e-mail software.

Internet Delivery Expectations:

Hardware: You must have access to a computer for optimal learning. The computer should meet minimum college requirements.

You may also need certain software. Your course syllabus will list specific software you need. Good written communications via e-mail or discussion boards are essential.

Communicate early and often with your instructor and fellow classmates via email, board postings, and other online interaction formats.

Completion of a program orientation is mandatory for all students. Internet courses demand the most from you as an independent learner. You set your own schedule for studying and meeting assignment deadlines.

You will also have to manage your time to meet the course requirements. As you may be geographically more distant from the campus or the instructor, reliance on information posted

to the course website will be your first resource for knowing what to do, when to do it and how it should be done.

As part of the initial screening process, new students enrolling into the Distance Education program will receive an instructional email attached with the Enrollment Agreement and Orientation Packet from the Student Services Department. The student must download, complete, and send the files back to Student Services.

Informational Competency (D.E. Admission Requisite): In addition, distance education students are expected to have the computer skills necessary for online delivery method.

Students should be proficient in operating a personal computer and be able to:

- Start, shut down, and reboot a computer appropriately.
- Use a keyboard and mouse with accuracy and efficiency.
- Have the ability to gain access to the Internet.
- Access URLs (web addresses) on the Internet (World Wide Web) using familiar internet browsers.
- Use online search tools/engines to locate materials on the web.
- Troubleshoot a URL or link that is not working.
- Recognize when a “plug-in” is needed to view a particular web page element or file format.
- Print pages in the programs he or she uses, especially web browsers.
- Send, receive, reply to, and forward email.
- Send and receive email attachments (upload and download).
- Use a word processor, spreadsheet manager, or slide show presentation program to complete necessary assignments.
- Copy and paste text across documents and software applications.
- Save a document or other file to a particular location and/or in a particular format (doc/docx/pdf).
- Access files or document previously saved using computer file management systems (i.e., Windows explorer).
- Students need to ensure that they have reliable Internet connectivity at home.

Canvas Technical Requirements

Supported Browsers

Instructure products support the current and previous major releases of the following browsers:

- **Chrome** 122 | 123
- **Firefox** 123 | 124 (Extended Releases are not supported*)
- **Edge** 121 | 122
- **Respondus LockDown Browser** (supporting the latest system requirements)

- **Safari 16 | 17** (Macintosh only)

You can verify that the browser you are currently using is up to date by using the browser checker tool in the step below.

You should always use the most current version of your preferred browser. Your browser will notify you if there is a new version available.

Unsupported Browser Banner in Canvas

Some supported browsers may still produce a banner stating *Your browser does not meet the minimum requirements for Canvas*. If you have upgraded your browser but you are still seeing the warning banner, try logging out of Canvas and deleting your browser cookies.

Enterprise Extended Release Browsers in Canvas

Chrome and Firefox offer extended release versions for organization that manage client desktops. Chrome ESR can be kept up-to-date with the existing full version of Chrome at any time. However, Firefox ESR is only updated with every seventh major version, which causes Firefox ESR to overlap with outdated versions. The Firefox ESR webpage notes that ESR may not be supported in every web application because of this version release delay. Institutions who use Firefox ESR should consider deploying the latest release to ensure the best Canvas user experience.

* For extended release browser versions, the warning banner still applies and displays in Canvas for any browser below the minimum version requirement.

Known Browser Behaviors

Like all Instructure product features, contrary behaviors relating to browsers are prioritized by our product teams, and some behaviors in the previous version may not be resolved. If a behavior exists in the previous version of the browser that does not exist in the current version, the best solution is to update to the newest browser version.

Accessibility

Instructure is committed to W3C's Web Accessibility Initiative. To learn about supported screen reader and browser combinations, please see the Canvas accessibility standards, accessibility within Studio, and Mastery Connect accessibility options documents.

JavaScript

JavaScript must be enabled to run Canvas.

Browser Plugins and Extensions

Some browser plugins or extensions may conflict with Instructure products and affect functionality. If you experience behavior that does not allow you to view or participate in

Instructure products, please ensure you have disabled any extensions or plugins that interact directly with your web browser.

For troubleshooting, consider logging in to Instructure products using an incognito or private browser window, which provides a browser session without any prior browsing or search history, associated browser cookies, or other factors that may interfere with the browser. If you are able to view and participate in an Instructure product using an incognito or private browser window, the behavior you are experiencing is likely related to the browser and not the Instructure product.

Browser Privacy Settings

To ensure browser security, follow all browser security policies established by your institution, especially if you are using Instructure products on a computer provided by your institution.

When displaying content, Instructure products default to the preference set by a specific browser. Some browsers may occasionally make modifications to privacy settings to protect users from possible insecure content. Insecure content is identified with the prefix `http://` in the URL and can create mixed content in your product page. Secured content is identified with the `https://` prefix in the URL. For the best user experience, content should be secure to avoid browser conflicts.

If you are a Canvas admin, insecure content may be caused by hosting an insecure JS/CSS file outside of Canvas. If custom uploads are supported for your account, you can host your file in the Canvas Theme Editor, which will resolve any browser conflicts.

If you are a Canvas instructor who embeds Canvas lessons inside your course, you can prevent browser issues with mixed content using secured Canvas Guides URLs.

Known Browser Behaviors

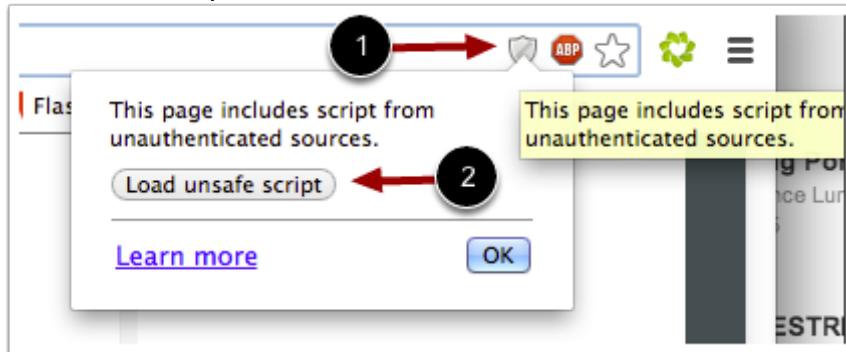
Chrome, Edge, Firefox, and Safari use HTML5 to display website content, promoting a faster, more secure browsing experience. For best performance in Instructure products, content should be designed to support HTML5.

In browsers such as Safari, insecure content never displays in the browser.

However, in Chrome and Firefox, you have the option to view insecure content. Please be aware of possible restrictions and view insecure content with caution.

The Safari browser does not support recording media.

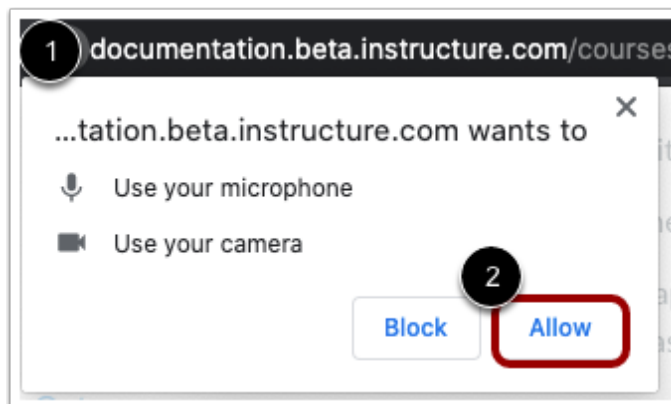
Chrome Security



Google Chrome verifies that the website content you view is transmitted securely. If you visit a page in your Instructure product that is linked to insecure content, Chrome displays a shield icon in the browser address bar [1].

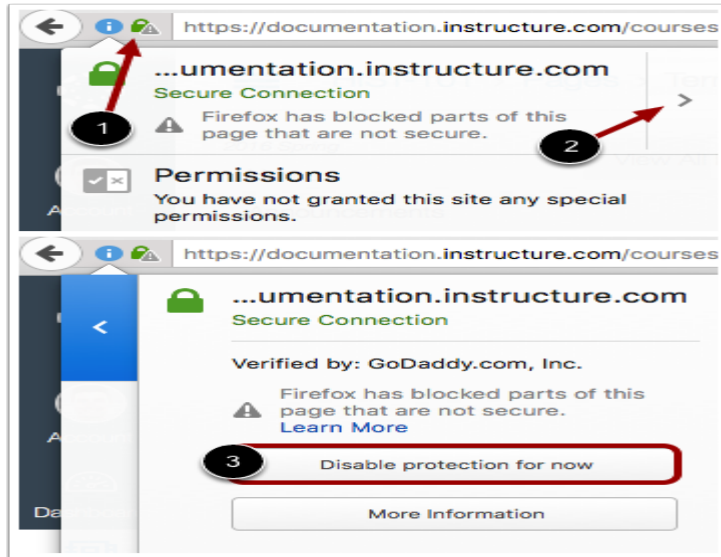
You can choose to override the security restriction and display the content anyway by clicking the shield icon and then clicking the **Load unsafe script** button [2].

Chrome Media Permissions



Chrome has its own media permission within the browser. To use your computer camera and microphone within any Instructure product feature, allow access to Instructure products via Chrome's media permission settings. This prompt appears just below the address bar [1]. To allow access, click the **Allow** button [2].

Firefox Security



Firefox verifies that the website content you view is transmitted securely. If you visit a page in your Instructure product that is linked to insecure content, Firefox displays a lock with a warning icon in the browser address bar [1].

You can choose to override the security restriction and display the content anyway by clicking the lock with a warning icon, clicking the arrow to expand your options [2], and selecting the **Disable protection for now** button [3].

Computer Specifications

For best performance, access Instructure products with a computer that supports the most recent browser versions. It is recommended to use a computer five years old or newer with at least 1GB of RAM.

Operating System

Instructure products require an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

Internet Speed

Along with compatibility and web standards, Instructure products have been carefully crafted to accommodate low bandwidth environments. It is recommended to have a minimum Internet speed of 512kbps.

Mobile Devices

Instructure products are optimized for desktop displays. However, if you are using a mobile device, you can access Instructure products using a mobile application (app) or mobile browser.

Mobile Apps

For the best user experience, please download the product mobile apps. Mobile apps are currently available for Canvas and Mastery Connect.

The Canvas mobile apps require Android 8.0 or later and iOS 15.0 or later. Canvas offers limited support for native mobile browsers on tablet devices. For additional details, please reference the limited-support mobile browser guidelines.

Mastery Connect mobile apps require Android 8.0 or later and iOS 15.0 or later. For additional details, please reference Mastery Connect Requirements.

Mobile Browsers

Visit the Apple store or the Play store to download mobile browsers. The following major browsers are compatible with mobile devices:

iOS

- Safari (default browser with limited Canvas support)
- Chrome

Android

- Chrome (default browser with limited Canvas support)*
- Internet
- Firefox

*Android default browser varies per mobile device.

Evolve Technical Support

Opening Hours:

Monday- Friday 6:00 am to 9:00 pm CST and Saturday and Sunday 9:00 am to 9:00 pm CST

Contact Number- 1-800-222-9570

Email: <https://service.elsevier.com/app/contact/supporthub/evolve/>

Degree Requirements

To receive a Bachelor of Science in Nursing (BSN), students must **complete 75 Quarter credit units at California Career College in addition to 105 quarter credits (or 70 Semester) Credit Units (ADN) taken at California Career College or at another institution and must have an unencumbered California RN License.**

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Prior to admission, the RN to BSN candidate must have completed the following nursing courses or its equivalent, (although the exact quarter credits will vary among different schools of nursing):

ADN Course #	Course Title	Lecture Hours	Lab Hours	Total Clock Hours	Lecture Credit	Lab Credit	Total Semester Credits Awarded	Equivalent Quarter Credits
ADN Gen Ed Courses								
BIO170	Human Anatomy	45	30	75	3	1	4	6
BIO 180	Microbiology	45	30	75	3	1	4	6
BIO 175	Human Physiology	45	30	75	3	1	4	6
ENG 200	Oral Communication	45	0	45	3	0	3	4.5
ENG 210	Written Communication	45	0	45	3	0	3	4.5
PSYCH110	Intro. To Psychology	45	0	45	3	0	3	4.5
PSYCH160	Developmental Psychology	45	0	45	3	0	3	4.5
SOC 100	Intro. to Sociology	45	0	45	3	0	3	4.5
NSG222	Pharmacology	45	0	45	3	0	3	4.5
ADN Nursing Courses								
NSG200	Foundations of Client Care	45	90	135	3	3	6	9
NSG220	Basic Client Care	45	90	135	3	3	6	9
NSG240	Intermediate Client Care	30	60	90	2	2	4	6
NSG 242	Maternal, Infant & Woman's Health	30	60	90	2	2	4	6
NSG 250	Child/Adolescent/Family	30	60	90	2	2	4	6
NSG 252	Community Psychiatric/Mental Health	30	60	90	2	2	4	6
NSG 254	Advanced Client Care	30	60	90	2	2	4	6
NSG 260	Complex Client Care	30	90	120	2	3	5	7.5
NSG 265	Transition to Professional to Practice	45	0	45	3	0	3	4.5
	Program Totals	720	660	1380	48	22	70	105

These courses, or their equivalent, must have been completed prior to admission and may not be made up at California Career College.

Students must submit official transcripts from the ADN program demonstrating successful completion of the program with a cumulative GPA of 2.5 or higher. The official transcripts will

be accepted only from an institution that is accredited by an agency approved by the US Department of Education, or from a foreign nursing school after the transcript has been subjected to a course-by-course evaluation by an approved transcript evaluation company. In this case, the file is retained as an "accepted student pending readmission."

RN to BSN PROGRAM						
QUARTER	COURSES	COURSE CATEGORY (GE or CORE)	WEEKS	TOTAL HOURS	CREDITS (15 HRS = 1 Credit)	UNRECOGNIZED OUTSIDE CLOCK HOURS (1 CREDIT = 2 hours)
1	PHI 300 Ethics in Health Professions	GE	10	75	5	150
	SCI 310 Human Nutrition	GE		75	5	150
	SCI 320 Pathophysiology	GE		75	5	150
2	MATH 330 Statistics	GE	10	135	9	270
	NSG 340 Physical Examination & Health Assessment	CORE		135	9	270
3	NSG 350 Health Informatics	CORE	10	75	5	150
	NSG 360 Issues and Trends in Contemporary Nursing	CORE		75	5	150
	NSG 370 Population-Based Nursing	CORE		90	6	180
4	NSG 380 Nursing Research & Evidence-Based Practice	CORE	10	90	6	180
	NSG 390 Gerontology Nursing for RN	CORE		75	5	150
5	NSG 400 Leadership & Management in Nursing	CORE	10	75	5	150
	NSG 410 Capstone	CORE		150	10	300
TOTAL 5 QUARTERS			50 WKS	1125	75 Qrt. CREDITS	2250 OUTSIDE CLOCK HOURS (unrecognized)

BREAKDOWN OF OUTSIDE CLOCK HOURS (Unrecognized)	150	180	270	300
Homework	40	45	70	75
Research	40	45	70	75
Reading	40	45	70	75
Group Work	30	45	60	75

Credit Transfer options: Students with an Associate of Science in nursing degree or hospital diploma will receive transfer credit for courses taken as part of the RN program. Students may

transfer up to a minimum of **105 Quarter units or 70 Semester** units to fulfill the requirements of the BSN degree.

Remedial courses may not be transferred to fulfill degree requirements.

Students must submit official transcripts from the ADN program demonstrating successful completion of the program with a cumulative GPA of 2.5 or higher. The official transcripts will be accepted only from an institution that is accredited by an agency approved by the US Department of Education, or from a foreign nursing school after the transcript has been subjected to a course-by-course evaluation by an approved transcript evaluation company. In this case, the file is retained as an "accepted student pending readmission."

Clinical Requirements and Placement

The RN to BSN program includes a capstone course which allows students to synthesize their knowledge of the concepts learned throughout the program and apply them to a chosen evidence-based project that is related to an area of interest in nursing. This course requires at least 40 clinical field experience hours. It is the student's responsibility to secure a clinical site and appropriate preceptor to implement the planned evidence-based project. Please note that CCC does not have clinical affiliate agreements with all healthcare facilities. Permission to implement the project must be obtained from the clinical site prior to the start of the project.

Course Descriptions

Ethics in the Health Professions

Course Description (PHI 300)

This course introduces the student to the foundation of ethics and eventually guides them through the application of ethical reasoning in professional roles, patient relationships, chronic and end-of-life care, and social context of healthcare. Whether focusing on confidentiality in the use of social media, the complexities of research for individuals with disabilities, or the role of the health professional in the policy decisions, emphasis throughout this course is places on health professionals' moral agents whose competency in ethical analysis and reflection supports best practice and delivery of quality care.

Credit Hour Designation: 5.00

Total Course Hours (5x15): 75.00

*Outside clock hours (75x2): 150.00

= ***unrecognized** outside clock hours (Homework 40.0, Research 40.0, Reading 40.0, Group work 30.0)

Human Nutrition

Course Description (SCI 310)

This course shall provide the student with knowledge of new discoveries in nutrition science and its application to human health and provide the foundation for the rapidly evolving protocols in public health and clinical care. Evidenced-based practice rather than dependence on custom or prior learning is the new standard of decision making.

Credit Hour Designation: 5.00

Total Course Hours (5x15): 75.00

*Outside clock hours (75x2): 150.00

= *unrecognized outside clock hours (Homework 40.0, Research 40.0, Reading 40.0, Group work 30.0)

Pathophysiology

Course Description (SCI320)

This course provides a study of variations in physiologic functioning and alterations in physiologic response of body systems. The course addresses physiologic changes that will help identify alterations in body systems and their relationship to the patient's state of health. Topics include altered cell functioning, genetic disorders, risk factors, health promotion, and disease prevention.

Credit Hour Designation: 9.00

Total Course Hours(9x15): 135.00

*Outside clock hours (135x2): 270.0

= *unrecognized outside clock hours (Homework 70.0, Research 70.0, Reading 70.0, Group work 60.0)

Statistics

Course Description (MATH 330)

The course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics and to enable them to conduct/participate in need-based research studies in various settings. Further the students will be able to utilize the research findings to provide quality-nursing care.

Credit Hour Designation: 5.00

Total Course Hours: 75.00

*Outside clock hours (75x2): 150.0

= *unrecognized outside clock hours (Homework 40.0, Research 40.0, Reading 40.0, Group work 30.0)

Physical Examination & Health Assessment for the RN

Course Description (NSG340)

This course provides the RN to BSN student with the opportunity to build on knowledge and skillsof performing and documenting a comprehensive health assessment of diverse individuals

acrossthe life span. Critical analysis and synthesis of assessment findings will be emphasized to aid in clinical judgment and decision-making for patient care.

Credit Hour designation: 9.00

Total Course Hours (9x15): 135.00

*Outside Clock hours (135x2): 270.00

= *unrecognized outside clock hours (Homework 70.0, Research 70.0, Reading 70.0, Group work 60.0)

Health Informatics

Course Description (NSG350)

This course introduces nursing informatics to the RN to BSN student as a blending of nursing care, computer, and information technology for the support of health care practices. It will familiarize practicing nurses with the optimal use of technology and its applications throughout all aspects of health care delivery.

Credit Hour Designation: 5.00

Total Course Hours (5x15): 75.00

*Outside clock hours (75x2): 150.00

= *unrecognized outside clock hours (Homework 40.0, Research 40.0, Reading 40.0, Group Work 30.0)

Issues and Trends in Contemporary Nursing

Course Description (NSG360)

This course provides a transition for professional nurses as they begin their studies to achieve a baccalaureate of science in nursing degree. The course addresses qualities that professional nurses need to be leaders in the complex and ever- changing global health care environment. Topics include role transition, nursing history, ethical and legal issues, nursing theory, professional roles of the nurse, cultural considerations, violence in society, and advanced practice roles.

Credit Hour Designation: 5.00

Total Course Hours (5x15): 75.00

*Outside clock hours (75x2): 150.00

= *unrecognized outside clock hours (Homework 40.0, Research 40.0, Reading 40.0, Group Work 30.0)

Population-Based Nursing

Course Description (NSG370)

This course focuses on an analysis of the nursing role as it relates to population-based health. The course addresses nursing theories, public health ethics, and nursing advocacy. Topics include the importance of health promotion and prevention across the lifespan, vulnerable populations, global health considerations, and the role of nursing in disaster settings.

Credit Hour Designation: 6.00

Total Course Hours (6x15): 90.00

*Outside clock hours (80x2): 180.00

= *unrecognized outside clock hours (Homework 45.0, Research 45.0, Reading 45.0, Group Work 45.0)

Nursing Research and Evidence-Based Practice in Nursing

Course Description (NSG380)

This course provides a study of variations in physiologic functioning and alterations in physiologic response of body systems. The course addresses physiologic changes that will help identify alterations in body systems and their relationship to the patient's state of health. Topics include altered cell functioning, genetic disorders, risk factors, health promotion, and disease prevention.

Credit Hour Designation: 6.00

Total Course Hours (6x15): 90.00

*Outside clock hours (80x2): 180.00

= *unrecognized outside clock hours (Homework 45.0, Research 45.0, Reading 45.0, Group Work 45.0)

Gerontology Nursing for the RN

Course Description (NSG390)

This course provides a foundation for nursing practice with older adults across the spectrum of health, illness, and care settings. The presentation of disease and the importance of functional and geriatric-specific assessment tools, as well as an interdisciplinary approach to care, is thoroughly discussed. There is an emphasis in this course on early recognition of the geriatric syndromes, preventing a downward spiral of disability, and facilitating function and quality of life for the older adult. ANA Gerontological Standards of Care, Institute of Medicine (IOM), and QSEN recommendations for improvements in quality and safety provide the framework for this course. Nurses successfully completing this course will be able to incorporate Best Practices for managing pain, falls, delirium, dementia, malnutrition, incontinence, and polypharmacy when caring for older adults.

Credit Hour Designation: 5.00

Total Course Hours (5x15): 75.00

*Outside clock hours (75x2): 150

= *unrecognized outside clock hours (Homework 40.0, Research 40.0, Reading 40.0, Group Work 30.0)

Leadership and Management in Nursing**Course Description (NSG400)**

This course provides an in-depth study of leadership and management principles as they apply to professional nursing practice. Students will explore teamwork, communication, the change process, and evidence-based practice. This course will also cover health care quality, legal policies, ethics, finance, and technology as they apply to leadership and management in nursing.

Credit Hour Designation: 5.00

Total Course Hours (5x15): 75.00

*Outside clock hours (75x2): 150

= *unrecognized outside clock hours (Homework 40.0, Research 40.0, Reading 40.0, Group Work 30.0)

Capstone**Course Description (NSG410)**

This Capstone course is designed for RN to BSN students at the end of their program of study. It provides students with an opportunity to synthesize their knowledge of the concepts learned throughout the RN to BSN program. The primary focus is on applying this knowledge to a chosen evidence-based project that is related to an area of interest in nursing and health care.

Credit Hour Designation: 10.00

Total Course Hours (10x15): 150.00

*Outside clock hours (150x2): 300.00

= *unrecognized outside clock hours (Homework 75, Research 75, Reading 75, Group work 75)

Standards of Academic Progress

In order to maintain satisfactory progress, a student must: (i) 75% or higher final exam score (ii) maintain a cumulative grade point average of 75% or higher; (iii) progress at a satisfactory rate toward completion of the Program; (iv) at the end of the evaluation period, the student must have successfully completed 95% of all attendance scheduled; and (v) complete the program within 100% of the published program length.

The rate of progress toward completion of the program is calculated by dividing the cumulative number of clock hours/semester credits the student has successfully completed in the program by the cumulative number of clock hours/semester credits attempted by the student in the program. The cumulative number of clock hours attempted in the program includes every repeated course. The cumulative number of clock hours/semester credits attempted in the program does not include remedial courses or courses taken that are prerequisites to the program. Transfer and proficiency/challenge exam credits are counted as both attempted and

successfully completed. Clock hours/semester credits for courses from which a student has withdrawn and received a (W/F) are counted as attempted and not successfully completed. Calculating SAP for students in the clock hour programs is as follows: “clock hours completed are divided by clock hours scheduled”. Calculating SAP for students in credit hour programs is as follows: “completed credits are divided by attempted credits”.

Monitoring progress:

The academic progress and success of students at the college are vital. The College monitors the academic progress of all students throughout the term. Further, the College has a plan in place to monitor the academic progress of all **distance education** students. If any instructor or school official has a concern about the progress of any student, an advisement appointment is scheduled with the student to explore barriers, challenges, and assist the learner a plan to success. Advisement appointment will be made with any student by the instructor and include the program director and/or assistant director for any student that misses assignments (DQ or exam) for one week or that scores 75-79 on any assignment or exam. The instructor will utilize email, and phone to reach out to the student to schedule the advisement appointment. In the event that there is no response from the student within 5 calendar days of the outreach, the instructor will notify the Program Director and/or Assistant Director. At this time, the Director or Assistant Director will initiate communication outreach attempts to the student. If three failed attempts have been made within seven calendar days, the student will be withdrawn from the course and will receive a grade of F in the course.

Grading Policy

The grading system outlined below is used for all courses. Only letter grades are posted to the student's official College transcript.

Bachelor of Nursing Grading Scale		1
A		90% -100%
B		80% - 89%
C		75% - 79%
F		74% or less
I		Incomplete
W		Withdrawal
W/F		Withdrawal/Failing

A "W/F" or Withdrawal/Failing grade will be given to students when it is determined by the faculty member that the student was failing the course at the time of withdrawal. Students will be permitted to re-enroll in the course from which they withdrew as long as they are able to complete the full Program within the 100% time frame (*i.e.*, 100% of the total Program length).

Faculty Roles to Support Student Learning

The members of the RN to BSN Faculty have various roles to support student learning.

Chief Nurse Administrator

The Chief Nurse Administrator of the RN to BSN Program is a faculty member who has overall responsibility for directing and coordinating the RN to BSN Program. S/he has an open door policy and welcomes students' questions and can help in all areas of the program.

Course Instructor

The instructor is responsible for writing and/or updating the syllabus (nursing course packet), conducting classes, assigning grades to all assignments, projects, and course work, and submitting grades to Admissions and Records at the end of each course. Questions regarding theoretical content and/or requirements for a given class should be directed to the course instructor.

Communication Guidelines with Faculty, Students and Staff

Faculty members will use campus e-mail to provide information related to specific courses, course assignments, FAQs, web links, class announcements and schedule changes. Students are required to check their e-mail.

Tuition and Fees Policy

Tuition	\$ 9,000.00
Registration fee	\$ 500.00
LMS Access inclusive of eBooks and simulations	\$ 1,500.00
TOTAL	\$11,000.00

Method of Payment

Students are expected to contribute from their own resources toward the student's cost of attendance. Payment plans are available from CCC. Federal student financial aid is available to those that qualify to cover educational expenses. Financial aid may be in the form of student loans (must be repaid). It is the policy of this institution to request from the student whenever possible, to contribute toward their school charges by making monthly or weekly installments in accordance with their means. It is also our policy to discourage students from borrowing loan funds unless necessary. All estimates of available funds from financial aid will first be used to cover institutional charges; if funds remain available, they will be disbursed directly to the

student. For information on the aid programs, please contact the Financial Aid Office. The entire educational expenses need to be included in planning the student's ability to meet those expenses. All school charges must be paid in full before graduation.

Program Completion

To graduate from the CCC RN to BSN Program, all required courses must be passed.

Graduation

When a student has completed the graduation requirements for his/her program with a Grade of 75% or better, he/she receives a corresponding degree certifying his/her graduation from the program.

Graduation and Pinning Ceremony

At CCC, we celebrate the culmination of the hard work and success of our students at the graduation ceremony. Upon successful completion of the program requirements, graduates, along with their family and friends are encouraged to attend the ceremony.



Section 3: Associate Degree in Nursing Program

7003 Owensmouth Avenue, Canoga Park, CA 91303

Tel: (818) 710-1310 Fax: (818) 710-1329

www.californiacareercollege.edu

Program Information

School Code **1943151**

SOC Code **29-1141**

CIP Code **51.3801**

Method of Delivery: **Residential**

All courses in this Program are taught in English

Mission Statement, Philosophy, and Learning Outcomes

California Career College Mission Statement

California Career College cultivates holistic, skilled, ethical, and compassionate nursing professionals through rigorous and personalized programs. Our programs are dedicated to fostering a supportive learning environment that empowers students to excel academically, embrace diversity, and contribute positively to the evolving landscape of healthcare. Our commitment is to graduate nurses who demonstrate clinical excellence, critical thinking, and a profound sense of empathy which together ensure they are well-prepared to meet the challenges of modern healthcare with unwavering integrity and dedication. Graduates of our programs enter the healthcare setting ready to provide competent care to meet the needs of the individual, family, and community in which they serve.

Associate Degree in Nursing Program Mission Statement

The Mission of the CCC ADN Program is in accord with the Mission and Core Principles of California Career College. The Mission of the program is to prepare entry-level registered nurses as providers of care across the health/illness continuum and as members of the progression.

The program is 6 semesters (total of 24 months) 90 Weeks with 70 Credits.

In order to achieve the mission, the program will be responsive to the changing health care needs of the community, state, and nation. The curriculum provides a positive, innovative learning framework that fosters the development of critical thinking and problem-solving skills so that graduate nurses are equipped to deliver care to culturally diverse populations in a variety of health care settings. Graduates will collaborate with other members of the health care team, be effective communicators, and demonstrate leadership, social consciousness, and commitment to life-long learning.

Associate Degree in Nursing Program Philosophy

The nursing education program is based on philosophical beliefs inherent to the practice of nursing and education. Curriculum and courses progress from simple to complex knowledge and skills with emphasis on the nursing process, problem-solving, and critical thinking.

Educational outcomes facilitate the integration of information relevant to nursing and patient care.

The statement of philosophy adopted by the nursing faculty is consistent with and supportive of the mission of California Career College.

In addition, the nursing program's philosophy subscribes to the following beliefs which incorporate the nursing metaparadigm elements (person, environment, health, and nursing) and describes the teaching/learning process for the program.

A person refers to a complex individual with bio-psycho-social, cultural, developmental, and spiritual needs that are in constant interaction with the environment.

The environment consists of internal and external factors that impact individuals. The internal environment includes the physical, psychological, social, cultural, and spiritual realms within the person. The external environment includes social organizations and systems as well as the physical environment of communities. Health is a dynamic state of equilibrium that exists on the continuum between optimal functioning and wellness, and alterations in functioning, or illness.

Health is affected by lifestyle behaviors, developmental stage, culture, race, ethnicity, gender, and the ability to maintain basic human needs.

Nursing is an art and science integrating the biological and behavioral sciences as well as the humanities. Nurses value caring, integrity, ethical practice, diversity, education, service, and quality. The goal of nursing is to provide safe patient-centered care to promote effective outcomes and optimal health using the nursing process. Attainment of optimal health requires collaboration between nurse and client as well as with professionals from other disciplines. Professional nursing involves the provision of compassionate patient-centered care using the nursing process, employing evidence-based practice, applying quality improvement, working within interdisciplinary teams, establishing practice standards to provide a safe environment, and using informatics.

Nursing education is designed to promote the students' creative and critical thinking in a variety of learning environments using innovative approaches and evidence-based research. It is also believed that the purpose of education is to enlighten and enhance the quality of life for the student, the community, and patients for whom students and graduates provide care. Therefore, students experience a curriculum that is current, reality-based, application-oriented, and sensitive to multicultural diversity. The faculty strive to be role models for the students by emphasizing leadership, responsibility, and effective communication which exemplify their educational commitment to the nursing profession and the communities they serve.

Education is a dynamic and synergistic process of sharing information between individuals resulting in a modification of behavior. Education must respect the individuality of students and recognize that each student has different educational, experience, cultural, spiritual, economic, and social backgrounds, and a unique support system. The aim of education is to develop critical thinking and problem-solving skills in a positive, innovative environment moving from the beginning (simple) to advanced competencies (complex).

Teaching/learning in nursing is built on evidence-based practice and the transfer of information from theory to practice utilizing the nursing process. Nursing education fosters critical thinking with the development of clinical reasoning and judgment to make clinical decisions. Recognition of differences in individual needs, learning styles, ethnicity, and cultural backgrounds provides students an opportunity to develop to their fullest potential—personally and professionally. The learning sequence prepares the learner to function effectively as an entry-level registered nurse, provider of care across the health/illness continuum, and a member of the profession. Students are expected to bring to the nursing program a desire to learn, initiative and self-direction, a commitment to the profession, and a belief in the worth and dignity of all persons. Students are responsible for their own learning; the instructor's key role is to coach, facilitate, role model, and mentor. Differences in learning styles and in the rate of learning must be considered in the learning process.

California Career College Associate Degree in Nursing Program Learning Outcomes

Student Learning Outcomes describe graduate behaviors based on the goals of the program. They are derived from the program mission, philosophy, and beliefs, organizing framework, curriculum threads, and scope of competent performance issued by the Board of Registered Nursing, nursing theory and skills. Student learning outcomes are the culmination of nursing education in the ADN program. Leveled Outcomes describe the student knowledge, skills, and attitude measured at the end of each semester. Course outcomes are leveled describing the expected progression of the student in meeting the program outcomes.

The following student learning outcomes have been identified as a requirement for student completing the Associate Degree Nursing Curriculum.

1. *The graduate will integrate bio-psycho-social concepts and theories, critical thinking, and clinical decision making to apply the nursing process to promote quality patient-centered care.*

First Year Outcomes:

- The student will utilize bio-psycho-social concepts and principles of critical thinking, critical reasoning, and clinical judgment to apply the nursing process for beginning level clinical decision making, and

- The student will apply the nursing process and principles of health teaching, health promotion, illness prevention, and end of life care to provide quality nursing care to the individual client.

Second Year Outcomes:

- the student will integrate bio-psycho-social concepts and theories, critical thinking, clinical reasoning, and clinical judgment to apply the nursing process to make clinical decisions for managing the care of individuals, families, and groups, and
 - the student will synthesize the nursing process with principles of health teaching, health promotion, illness prevention, and end of life care to provide quality nursing care to individuals, families, and groups across the life span.
2. *The graduate will promote and maintain a safe environment by integrating current evidence-based practice, the nursing process, and skill competency to deliver quality health care.*

First Year Outcome:

- the student will apply evidence-based nursing principles to safely provide nursing care and skills.

Second Year Outcome:

- the student will apply evidence-based nursing principles to safely provide comprehensive nursing care for patients and families in acute and complex circumstances.

3. *The graduate will communicate effectively with patients, families, groups, and the inter-professional health care team to achieve quality patient care.*

First Year Outcomes:

- the student will utilize communication skills (including verbal, nonverbal, interpersonal, and information technology) while learning to establish therapeutic communication in the professional nursing role, and
- the student will apply beginning principles of time management, organization, delegation, and priority setting to provide care in collaboration with members of the inter-professional health care team.

Second Year Outcomes:

- the student will integrate therapeutic communication skills (including verbal, nonverbal, interpersonal, and information technology) into the practice of the professional nursing role,
- the student will utilize information technology to communicate, manage knowledge, and support decision making, and

- the student will collaborate with the inter-professional health care team to manage and coordinate care for patients, families, and groups across the health/illness continuum.

4. *The graduate will demonstrate the knowledge, skills, and attitudes required of the professional nurse as defined by the California Nurse Practice Act and standards of nursing practice.*

First Year Outcomes:

- the student will demonstrate accountability for learning and nursing actions as s/he learns the role of the registered nurse,
- the student will utilize developmental theories, concepts of diversity and culturally competent care when applying the nursing process to individuals, families, and groups,
- the student will act as an advocate for health care consumers, and
- the student will recognize and appropriately apply ethical/legal frameworks to report potential barriers to safe quality care.

Second Year Outcomes:

- the student will assume responsibility and accountability for lifelong learning,
- the student will demonstrate accountability for individual decisions and actions in nursing practice as s/he takes on the role of the registered nurse,
- the student will continuously improve the quality and safety of health care by recognizing and reporting potential areas of harm, and
- the student will make clinical decisions that support patient, family, and group advocacy.

Program Overview

The ADN Registered Nursing (RN) Program primary focus will be to provide each student with concepts and principles that are basic to nursing and the provision of patient care.

The problem-solving appraisal of the Nursing Process (assessment, diagnosis, planning, implementation, and evaluation) has been integrated throughout the Program. The role of the RN as she/he assists the health team with the steps in this process will be utilized throughout both the classroom and clinical curriculum.

Students will experience a curriculum, which is current, reality based, and sensitive to multicultural diversity. The educational process occurs through a variety of methods such as role-playing, mentoring, coaching, collaborative teaching and learning, lecture/discussion, case studies, and experiential learning. The RN Program will include, but not be limited to, courses in the Role of the Registered Nurse, Communication techniques, Anatomy and Physiology, medical terminology, Nutrition, Nursing skills and procedures, Gerontology, Maternal-Child Health, Pharmacology, Oral Communication, Microbiology, Written Communication, Basic Client Care,

Psychology, Sociology, Intermediate Client Care, Developmental Psychology, Child/Adolescent, Family Nursing, Acute and Psychiatric Nursing, Advance Client Care and Complex Client Care. Health promotion concepts will be integrated throughout the courses.

The student population will be reflective of the cultural and ethnic diversity of the surrounding geographic community. The faculty will be receptive to the ethnic and cultural background of each student and the patient population served. The student will be guided in the application of knowledge and the delivery of nursing skills required for the care of persons of various ages, ethnicities, and cultures. The emphasis of care, through the application of the Nursing Process, will be to maintain a state of wellness or in the case of the dying patient, to allow choice, always with respect, comfort, and dignity.

The faculty and education department of California Career College will provide instruction based on the guidelines set by the Board of Registered Nursing, needs assessment data, course objectives, and the instructional (program) plans. The nursing faculty accepts the responsibility to maintain expertise in current nursing practice and the application of educational theory. The faculty is responsible for the development and evaluation of the curriculum.

The faculty will demonstrate leadership and assume responsibility for instruction, supervision, counseling, control, discipline, and evaluation of all students. The faculty will be role models for students. They are effective communicators and teachers, creative and innovative, and continually strive for excellence in the curriculum. Faculty at California Career College will exemplify an educational commitment to the nursing profession and the community it serves. The structure of the curriculum uses the nursing process throughout the delivery of theory and clinical knowledge. This process is defined in our curriculum as a systematic method of identifying problems arising from needs and assisting the individual to recognize and cope with these problems throughout the life cycle.

The Nursing Process is a dynamic and on-going means of addressing clinical problems. Components of the process include performing a nursing assessment, making nursing diagnoses, planning, writing outcome/goal statements, determining appropriate evidence-based nursing interventions, implementing care, and evaluating the nursing care that has been given. The Nursing Process involves:

- Assessing factors that influence the position of the client, group, community, or population on a health-illness continuum
- Determining actual or potential health problem(s)
- Establishing mutually acceptable goals
- Intervening by promoting adaptation through modification of influencing factors or increasing the coping response:

- Evaluating outcomes to determine if the goals have been met; if not the nursing process is begun again, starting with assessment.

Assessment is a process of discovering and making decisions about the nature of the individual's problems or needs. Effective assessment depends on the quality of communication with the client and family in the context of their culture and life experiences. The nursing students at the California Career College ADN program will be instructed in the process of data gathering which includes a physical examination, a health history, and a psychosocial-cultural assessment. Students will be taught to cluster meaningful information and to critically analyze their assessment data.

Nursing Diagnosis is a clinical judgment about individual, family, or community responses to actual or potential health problems or life processes. The responses include psychological, cognitive, emotional, and social changes that influence how an individual function. The ADN student will be instructed in the three types of nursing diagnoses: wellness diagnoses, risk diagnoses, and actual diagnoses with etiologies and related factors identified.

Planning is essential to providing nursing care that meets the needs of the individual in a timely manner because it will not only provide direction to nursing care, but it will also help to identify nursing interventions that are logically expected to meet the goals of care. The ADN student will be taught to include the individual in the planning process and together with that individual, set measurable, outcome-oriented goals. It is at this important stage of the Nursing Process that the student learns how to set priorities based on critical thinking, critical judgment, and a good knowledge base.

Nursing Intervention is any treatment based upon evidence, clinical judgment, and knowledge that a nurse performs to influence patient outcomes. The ADN student will be instructed in the many types of independent nursing interventions that may be performed. These include, teaching, counseling, providing comfort measures, offering emotional support, managing the environment, and assessing both the individual's progress toward attainment of expected/desired outcomes and the effectiveness of nursing care.

Evaluation involves data gathering to confirm that the problem has resolved, and if the problem has not been resolved, a method for reassessment of the cause, redefinition of the problem and a change in the interventions is initiated. The ADN student will be taught to recognize that the Nursing Process is implemented in a continuous and cyclic manner, and that although the patient's needs may change, the steps of the Nursing Process remain the same.

Conceptual Framework

The conceptual and organizing framework for the curriculum optimizes integration of the nursing process using Gordon's Functional Health Patterns (FHP) as the practice model. The nursing process and nursing competencies related to patient centered care, teamwork and collaboration, safety, evidence-based practice, quality improvement, and information technology. Educational outcomes facilitate the integration of information relevant to nursing and patient care. Curriculum and course sequence progress from simple to complex knowledge and skills with emphasis on caring, problem solving, and critical thinking. These are philosophical values critical to and inherent in nursing education that should be the foundation on which learning experiences are structured.

Gordon's FHP facilitates an assessment with a focus on patients,' families, or group problems and functional status that are important to clinical practice. FHP considers the bio-psycho-social needs of the patient and focuses the nurse on the desired outcomes. Use of the FHP supports the nurses' interpretation of data into information to formulate nursing diagnoses from identified dysfunctional patterns. Dysfunctional patterns are deviations from the patient's identified patterns. Applying nursing knowledge allows for the interpretation of the assessment and leads to selection of the nursing diagnosis and assists the student with developing a nursing plan of care. For example, a congestive heart failure patient may experience limitations in activity and unusual responses to activity (such as dizziness and/or shortness of breath); this would indicate a dysfunctional pattern or nursing diagnosis of activity intolerance (Johnson, 2000). Thus, organizing the curriculum with Gordon's Functional Health Patterns as a framework can promote the emphasis on the evidence-based work of nursing to promote evaluation of outcomes, versus task-based work that focuses on interventions (Schuster, 2008).

The nurse's goal is to assist the client towards good health with the use of the nursing process. As a health practitioner, the nurse assumes the supportive roles of provider of care, manager of care, advocate, and teacher by applying theoretical knowledge into their nursing practice. The curriculum is sequential, and each progression is based on previously acquired knowledge and skills. As an overriding concept, evidence based clinical decision making is emphasized.

Categories of Functional Health Patterns
Biological and Physiologic • Nutritional-Metabolic Pattern • Elimination Pattern • Activity-Exercise Pattern • Sleep-Rest Pattern
Psychosocial • Role-Relationship Pattern

• Self-Perception-Self-Concept Pattern • Coping-Stress Tolerance Pattern • Value-Belief Pattern
Physiological and Psychosocial • Health Perception and Health Management Pattern • Sexuality-Reproductive Pattern • Cognitive Perceptual Pattern

Admission Policy

In addition to the General Admission Requirements for CCC, applicants applying to the ADN Program must:

- Submit \$100 non-refundable application fee (HESI Entrance Exam 1st Try – 2nd Try \$100)
- Submit a copy of their High School Diploma or GED certification or 12th grade proficiency of degree from a foreign school of higher education *with a minimum GPA of 2.5 or higher.*
- Submit proof of having a physical examination which attests to the individual's ability to meet the physical and mental requirements necessary to perform nursing practice functions.
- Advanced English proficiency is required for admission to CCC's ADN Program. To meet this requirement applicants are required to pass HESI Entrance Exam, which includes English and sciences, with a score of 75% or more before enrollment.
- Applicants who do not pass the HESI exam with the required score must wait at least 7 calendar days before retaking the exam. (1st Exam \$100 – 2nd Exam \$100)
- Applicants who do not pass the HESI exam with the required score (75%), on the second attempt may reapply to the program a year from the date of the last failed HESI exam.
- CCC does not accept ability-to-benefit students

The following criteria will be considered during the admission process that may enhance the students' ability to be selected when the number of qualified admission candidates is greater than openings available:

- a. Academic degrees from an accredited college program
- b. Relevant work or volunteer experience with direct patient care within the past 5 years at time of application (examples are listed here)
 - i. LVN, PSYCH TECH, CNA, EMT, Paramedic, Registered Respiratory Therapist, Occupational Therapy Assistant, Physical Therapy Assistant, Medical Military Experience (with work experience totaling more than 1000 hours)

ii. Non-Acute Ancillary Personnel Experience: Phlebotomist.

The level of English language proficiency required of students and the kind of documentation of proficiency, such as the Test of English as a Foreign Language (TOEFL), that will be accepted; and (b) whether English language services, including instruction such as ESL, are provided and, if so, the nature of the service and its cost; (5) Whether any instruction will occur in a language other than English and, if so, the level of proficiency, such as the United States Foreign Service Language Rating System, that will be accepted. (b) (4) Language proficiency information, including (A) the level of English language proficiency required of students and the kind of documentation of proficiency, such as the Test of English as a Foreign Language (TOEFL), that will be accepted.

RNs from Other Countries

Registered Nurses educated in a foreign country, and who are required by the California Board of Registered Nursing to complete nursing courses to qualify for the NCLEX-RN exam in California, may apply to the CCC ADN program. Admission is determined on a space-available basis. Admission is classified as a non-matriculating student and the ADN degree is not awarded.

Potential applicants must attend an Information Session and meet ADN Program Application and Entrance Requirements.

Specific requirements for admission include:

- Meeting CCC ADN admission requirements and applying according to published procedures.
- Submit letter from the California Board of Registered Nursing regarding specific requirements for eligibility to take the NCLEX-RN licensing exam.
- Meeting with Director of the ADN Program to determine clinical and theoretical

placement based on an evaluation of prior coursework, experience and State Board of Nursing recommendations.

Following admission, RNs from other countries follow the Policy and Procedures for Returning/Transfer Students. To facilitate orientation to program logistics and to evaluate overall nursing performance, a challenge for NURS 200 is required for theory and as well as clinical. Additional courses may be taken as requested by the student or as determined necessary through evaluation.

Transfer Student Policy

Students previously enrolled in a state-accredited registered nursing program within the last 5 years and in good standing may transfer into the CCC ADN Program on a space available basis. The application process entails:

- Meeting CCC ADN admission requirements and applying according to published procedures.
- Provide a letter from the Director of the previous nursing program(s) verifying performance and placement in theoretical and clinical levels.
- Providing official transcripts of prior coursework from nursing programs to Admission Office.
- Providing course descriptions from school catalog from corresponding years of attendance and course syllabus as requested.
- Transfer students are required to sign a contract indicating understanding of these requirements at the time of transfer to the program.
- Students who transfer or return to the CCC ADN Program from another nursing program will be required to challenge NURS 200 for theory and evaluation of clinical skills in the Nursing Lab.
- Students are required to complete at least 60% of courses in CCC.
- Transfer students who do not demonstrate safe and satisfactory performance within the time parameters specified on the Contract for Returning/Transferring Student or who do not meet other program requirements as specified in the ADN Handbook will be withdrawn from the ADN Program.

Transfer Credit Policy

- Transfer credit shall be granted to students who have successfully completed an equivalent course or courses within the previous five years from an accredited college or university with an earned GPA of 2.5 or better. CCC will accept up to 10

credits as transfer following an evaluation of the official transcripts. Student must have received a grade of C or better to transfer course.

- Students may apply transferable credits and credits earned through challenge examination to the ADN Program. However, a minimum of 60% of nursing course's must be earned at CCC within a two-year period to be awarded an Associate Degree in Nursing.
- In the Associate Degree Nursing Program competency-based credit shall be granted for knowledge and/or skills acquired through experience and education. Credit shall be determined by written and, when appropriate practical examinations. Advanced placement may be granted for experienced licensed vocational nurses and veterans with medical training (i.e. corpsmen or medic). Advance placement admission requires the student to pass the HESI entrance exam **(\$450.00)** at 75%, complete NSG 200 with a grade of C or better, and evaluation of clinical skills in the Nursing Lab **(to obtain 6 credits = \$6,822* tuition credit (* amount subject to change))**

Credit by Evaluation / Examination

In accordance with CCC credit by examination policy, a student may challenge the clinical and/or academic portion of a course or be waived on certain requirements of the class, with the permission of the Course Instructor and/or Director. The student should schedule an appointment with the course instructor for course(s) s/he is eligible to challenge.

The student should be prepared to submit evidence and/or demonstrate mastery of content for which credit is requested. This may include:

1. demonstrating clinical competence with course objectives
2. completing written assignments successfully
3. passing the written exam

Each student's experience is evaluated individually by the course instructor. A recommendation will be made to the Program Director regarding any waiver of program requirements.

Tuition and Fees Policy

Institutional charges for tuition are posted to the student tuition account on the basis of payment period. Subsequent charges for repeat courses or clinical makeup courses will be posted to the student account as needed.

Tuition

Associate Degree of Nursing (ADN Program) = \$75,018= \$71,000 Tuition charges plus Additional Fees

Detailed Charges and Expenses: You are responsible for the following fees and charges pertaining to the program requirements.

Entrance Exam/Application Fee	\$100.00 (1 st Exam) \$100.00 (Exam retake)	Non-refundable
Tuition	\$71,000.00	Based on current tuition.
Professional Liability Insurance (Price is depending if Self Employed/ Student/Part Time/Full Time)	\$300.00	Fee paid to third-party provider. Must be renewed after one year. (www.nso.com)
Background Check (www.mybackgroundcheck.com)	\$60.00 (plus applicable court fee)	Fee paid to third-party service provider. There will be a \$5.00 extra charge if a student has ever lived in LA county.
STRF (non-refundable)	Not required effective 4/1/24	Student Tuition Recovery Fund. \$2.50 per \$1000 of institution charges
Enrollment fee:	\$3,800.00	items include: Textbooks, eBooks, 2 sets of uniforms, 1 ID, LIRN, computer programs (e.g.).
Maximum Total Charges Calculation	\$75,018	Assumes Student Does Not Repeat HESI Exam or Fundamental Challenge Exams.
Fundamental Challenge (see school catalog for details)	\$450.00	If a student is challenging Fundamentals (NSG200), Official Transcripts must be evaluated

Program Requirements

Health Requirements

Students are required to meet the following program health requirements prior to entry at a specified time frame. If a student does not meet the deadline, they will not be allowed to enter the program.

- Rubeola (measles) vaccine or Rubeola titre
- Rubella vaccine or Rubella titre
- Tuberculin skin tests* (for a positive PPD- see policy below)
- Hepatitis B Immunization series is strongly recommended. Students who choose not to receive this series will be required to sign a declination form indicating an understanding of the risks involved for those who are not immunized.
- Polio vaccine (3 doses)
- Mumps vaccine (1 dose) NOTE: The MMR vaccine immunizes for measles, mumps, and rubella.
- Tetanus-diphtheria (3-dose primary series with a Tdap booster every ten years)

- Influenza (annual immunization each fall)
- Flu vaccine – if the vaccine is declined, then a mask may be required to be worn while in the clinical facility.

Student health requirements and CPR certification must be maintained and up to date throughout the program. Students may not attend clinical if out of compliance with required CPR and health documents. Students are restricted from attending clinical risk failing the course due to excessive absences.

***TB Requirements:** All hospitals require proof of "freedom from tuberculosis." **Each student must have a Tb skin test yearly, with results given to the Admission Office.** Clinical experience is not permitted without a current TB test. **TB Testing/Screening Policy:** This policy meets the requirements of all clinical facilities used by California Career College.

- If the Tb skin test is positive, a chest x-ray is required, and documented as "negative" for active disease, with results given to the Admission Office.
- Thereafter, yearly written documentation is required by a physician that there is no evidence of active tuberculosis. Chest x-ray must be repeated every 3 years, with results given to the Admission Office.
- If the chest x-ray is "positive" for active disease, medical treatment must be started. A student cannot be in a clinical setting when positive for active disease.
- Report any positive TB test or x-ray to the ADN Program Director.

To prevent personal infection as well as the transmission of infection to others, students are expected to consistently practice Standard Precautions according to guidelines from The National Center for Disease Control.

Maintenance of Student Health Records

The CCC Health Application creates a file for each student following the receipt of a completed application to the ADN Program. This file includes the program application and supporting documents submitted to the Admission Office as part of the application process. It is retained in the Admission Office until the student either completes or withdraws from the ADN Program. Files of students who entered the program and then withdrew will be retained for five (5) years following withdrawal before being destroyed unless they have submitted a formal application for readmission to the program. In this case, the file is retained as an "accepted student pending readmission."

Criminal Background Checks and Urine Drug Screening

The Joint Commission, the major accreditation body for hospitals, requires that all staff members, including students, meet standards relating to criminal background checks and

freedom from drugs. Should a clinical agency refuse to allow the program to place a student based on the outcome of either the background check or drug screen, the program is not responsible for arranging an alternate clinical placement. The student must agree that all results are available to the nursing program and the clinical sites associated with the program. Students are responsible for costs associated with the criminal background check and drug screen.

Urine Drug Screen

The nursing program maintains a no tolerance policy regarding substance abuse. Upon acceptance in the nursing program, all students must clear a urine drug test within a specified time frame. Failure to undergo this test will result in dismissal from the program. If the drug screen test indicates that the sample has been diluted, the student will be allowed one (1) retest. If the student fails the second test, the student will be dismissed from the program. If a student takes a leave for an entire semester or longer, a drug screen will need to be repeated.

Individuals Convicted of a Crime

In the event that an applicant for RN licensure has been convicted of a crime, the Board of Registered Nursing may deny licensure. (See policy statement of Denial of Licensure). Investigation of the crime will determine the extent to which the crime is related to the qualifications, functions, and duties of the licensee. Students are encouraged to speak with the Program Director regarding potential problems immediately after the occurrence, so that appropriate action may be taken. If the incident occurred prior to entering the program, students must speak to the Director prior to or at the time of admission. This information is kept confidential by the Director.

Admission Policy for Applicants with Felony Convictions

Prospective students should be aware that certain misdemeanors and/or convictions may prevent them from successfully completing the program due to clinical site requirements. CCC, therefore, reserves the right to deny admissions to anyone under these circumstances. CCC believes that students should not invest substantial time and money if the ability to secure employment in the field of nursing is unlikely. If you have a felony conviction, please disclose that information to the admissions coordinator who can provide further assistance.

Impaired Student Policy

The nursing faculty requires that nursing students provide safe, effective, and supportive client care. To achieve this goal, nursing students must be free of chemical impairment and the effects of emotional or physical illness during participation in every part of the Nursing Program including classroom, and clinical settings. Out of concern for the impaired student,

the nursing faculty has developed the following policy, which is consistent with the Board of Registered Nursing (BRN) Guidelines.

A student who, in the opinion of the instructor, is exhibiting impaired behaviors will be removed from any classroom, laboratory or clinical setting. These behaviors may include, but are not limited to:

- Physical impairment
- Impaired judgment
- Mental or emotional impairment
- Disruptive actions
- Inconsistent behavior patterns

The following actions will be taken in the classroom, laboratory, or clinical setting:

- The student shall be removed from the classroom, laboratory, or clinical patient area. The student and instructor, when possible, will meet in a private location and the instructor will inform the student of the observed sign(s) and/or behavior(s). The student will be allowed to provide a brief verbal explanation. A report of the observed student behaviors indicative of impairment will be prepared by the involved faculty member, signed by the student, and submitted to the Nursing Program Director.
- The student will immediately report to the ADN Nursing Program Director for investigation pursuant to college regulations.
- Confidentiality will be strictly maintained at all times.
- The CCC ADN Program is required to follow facility policy when students are in clinical.

Additional Program Requirements

CPR and Fire Card: Students must provide evidence of current CPR and Fire card certification to the Admission Office, by the deadline in order to enter the program, and maintain certification throughout the program. Students are expected to obtain Basic Cardiac Life Support (BCLS) certification for health care providers or professional rescuers. This includes adult, child, and infant, one- and two-person rescue, and AED guidelines.

Patient Safety: To ensure patient safety, students are expected to consistently adhere to the CCC ADN Program's Basic Standards for Safe Clinical Practice in this Handbook and to practice Standard Precautions. Students who violate Program standards for patient safety are subject to disciplinary action, including termination from the Program.

Program, Faculty and Clinical Evaluation

ADN students are expected to participate in program and faculty evaluations. Student feedback is important to continue to provide a responsive and successful ADN program to the students and the community. Each semester, evaluation forms will be distributed and collected.

Audio/Video Recording Policy

Students are not permitted to record or videotape a class without prior expressed authorization of the faculty member. These recordings are for personal use only. It is, for example, never permissible to copy, file-share, sell, distribute, or Web-serve such recordings. Violation of this rule may be deemed a violation of the Student Conduct Code

Attendance Policy

CCC believe regular preparation, attendance and participation are prerequisites for effective learning. If a class is missed, students remain responsible for learning course material presented during absence. The faculty believe that attendance in all nursing courses is conducive to each student's learning. The learning that results from the interaction and sharing with other students is an important and integral aspect of the learning process. Attendance is required for at least 90% of the course hours. If attendance falls below the standards, the course grade will be lowered proportionately. ADN students must consult faculty for make-up opportunities/methods. Theory and Clinical make up depends on the faculty discretion.

Clinical Attendance

Student attendance at hospital orientation day(s) is mandatory before entering the clinical setting. This includes required computer training.

Regular attendance in the clinical lab is necessary for students to meet the stated clinical objectives of the nursing program and in order to receive a passing grade. Clinical absences may make it impossible for a student to meet clinical course objectives. Students are required to make up all missed clinical days through activities selected in conjunction with assigned clinical faculty. Clinical make-up can include remediation time in the Simulation Lab, community-based experiences, available conferences related to course objectives, and other faculty approved activities. Make-up activities must be completed by the assigned due date, or the student is at risk of failing the course. Greater than 10% total absent hours results in a "*No-Credit*" grade for the course. Students who are absent from clinical must notify their clinical faculty member and the assigned hospital unit (when directed by clinical faculty to do so) prior to the clinical lab time and according to the instructions given by the clinical instructor.

The clinical instructor will counsel students who are not attending clinical regularly and complete an Absence Action form. An Advisement Flow sheet form may also be needed if

absences are placing the student in jeopardy for not meeting the clinical objectives. Areas to be considered in counseling are:

- Type of absences & reasons for them
- Student's previous achievements in the nursing program
- Specific objectives the student has not met

Tardy Policy

Students must be on the assigned clinical unit on time and in full professional attire (per dress code). Students who are late to clinical must notify their clinical faculty member and the assigned hospital unit (When directed by clinical faculty to do so) prior to the beginning of the shift. Students are tardy when they are late for the clinical (no grace period; late is late). First time a student is late an alternative assignment will be provided by the clinical faculty. For the second tardy, the student will be sent home and must make up clinical hours. All missed hours will be made up prior to the end of course (make up activity and timeframe are at the discretion of the clinical faculty member) in order to fulfill the course requirements. The third tardy exceeds the 10% total absent hours and student must repeat the clinical.

Students who have been terminated for violating the attendance policy may be re-admitted through the appeal process. To be eligible for readmission, students must wait for the next enrollment period. Normally, approval for readmission will be granted only once. (Refer to readmission policy).

If a student is going to be absent from a clinical lab, they are responsible for notifying their clinical instructor as soon as possible prior to the clinical lab time & according to the instructions given by the clinical instructor.

Personal and/or Health Problems

- Problems arising in clinical laboratory or in the classroom should be discussed first with the instructor immediately involved at the time of the incident. Each faculty member is available by appointment to discuss student problems, including those of a personal nature. Office hours are posted, and individual appointments may be scheduled. Your advisor and the Director are also available to discuss issues or concerns.
- Instructors may ask a student to go to a physician for a physical check-up or re-evaluation of health status. If a health problem (physical or mental) interferes with a student's ability to perform effectively, s/he may be asked to leave the program until the problem is resolved.
- Student Services are available on campus to assist with personal problems (e.g., exam anxiety, coping with stress, etc.). Make an appointment in the Student Services office. They are an excellent resource.

- For any student considering withdrawal from the program, it is recommended that they make an appointment to discuss this with his/her nursing advisor and/or the Program Director.

Leave of Absence (LOA)

- If a student experiences a situation which interferes with his/her successful progression through the program, it may be necessary to petition for a leave of absence. Valid reasons for requesting a leave of absence include medical problems, and personal or family problems.
- For **Medical Leaves**, a letter from a health care provider supporting the medical basis of the request for the leave must be given to the Program Director with the written request for a LOA.
- Students who have been on a Medical Leave will be required to submit a release signed by their health care provider, prior to returning.

Personal Leaves are granted one time only to students who are in "good standing." To be in "good standing," it is expected that the student:

- Attends classes regularly and is earning a passing grade
- Consistently attends and performs satisfactorily in clinical
- Keeps scheduled appointments in the NL
- The maximum length of time granted for a leave of absence for **personal** reasons is one semester. The length of a **medical** leave will be determined according to individual circumstances and generally do not exceed one semester.
- Following discussion of the situation with his/her nursing advisor, a letter stating the reason for requesting a leave and the period for which the leave is requested should be sent to the Program Director.
- The written request will be presented to the ADN faculty for review. All decisions pertaining to granting leaves of absences are up to the discretion of the ADN faculty. The student will be notified by the Program Director regarding the decision of the faculty.
- Following the leave of absence, the student will return to the ADN Program under provisions specified in the "Students returning to the ADN Program" under the "Advanced Placement Policies" section of the ADN Handbook.

Clinical Policy

The clinical experience is particularly important to your progression in the program. It provides an opportunity to apply theory to clinical experience. Patient safety is always paramount, so all care is based on the Basic Standards for Safe Nursing Practice. These are guidelines that must be followed at all times while providing patient care. Your clinical experience is also

guided by your course objectives—theoretical and clinical—of the current course and any courses you have already completed. The following guidelines will help provide the information needed to be successful in clinical.

1. Students are expected to arrive at the assigned clinical unit at least 10 minutes before the shift begins (i.e., at 6:50 for the 7:00 a.m. shift and 5:50 for the 6:00 am shift) and stay the entire shift assigned. Students may not take charts between 0650 and 0730.
2. Students must listen to report with the primary nurse(s). Students are expected to report to their assigned primary nurse(s) and Patient Care Tech(s) at the beginning of the shift.
3. Staff has priority for computers, charts, MARs between 6:50 and 7:30 a.m. or until hand-off shift report is complete.
4. At the nurses' station, students are to be collecting patient data, reading a chart, charting, or consulting with the instructor and/or other members of the health care team.
5. Each nursing unit has the hospital Policy and Procedure Manual online. Additional reference materials vary by unit.
6. Charting varies from one agency to another. Students must familiarize themselves with each hospital's method during preclinical preparation. The instructor will review all documentation. Follow facility policies regarding documentation.
7. Computer charting classes or instruction must be completed prior to receiving a password per facility protocol.
8. Every chargeable item must be charged to the patient. Be sure you follow the policy for charge items.
9. Students are expected to monitor and answer their assigned patient call lights. Assisting other patients and hospital staff is allowed with clinical instructor's permission.
10. One half hour (1/2 hour) is allowed for lunch and two fifteen-minute (15 minute) breaks are allowed during the shift. Plan lunch and breaks with the supervising nurse, to ensure continuity of care for assigned patients. The student is not to leave the clinical facility for lunch or dinner. Eating and drinking is to be done in designated areas of the hospital only and never in the nurses' station or in patients' rooms.
11. Each student must inform the clinical instructor when s/he is leaving the clinical area at the end of the clinical shift. The instructor will check documentation. It is the student's responsibility to complete all aspects of his/her assignment.
12. Do not bring unneeded books, backpacks, or purses into the hospital. Storage space is limited, and it is not safe to leave valuables on the units or in your car.
13. Post-conferences are held after clinical every day. Students are expected to be on time to post- conferences.
14. Follow Guidelines for Calling Clinical Instructor.

Planning Ahead in Clinical

When your clinical instructor makes rounds at the beginning of the shift, quickly review your plan of care, and tell her/him when you expect to need their direct supervision. For example, at 0730 tell her/him, "I have an I.V. that should be changed at 0930, and sometime during the shift I'll need to do a dressing change on Mrs. T." Clarify with her/him when she/he expects you to page her/him.

Consult the agency procedure manual or your skills guides to review procedural steps and verify the physician's order and/or the nursing care plan before calling your instructor. Be prepared when the instructor arrives to assist/observe you with performing a procedure or providing care.

Be sure to review what you will be doing with the instructor before getting to the patient's bedside. This will save time for you and will help the instructor be on time for appointments with other students.

After completing a procedure or some element of patient care, evaluate your own performance and share your evaluation with the instructor. Also ask for instructor feedback. Remember that the instructors are here to help you to become the best nurse you are able to be! Tell us when you are especially unsure of how something is done, if this is the first time you have done something in the hospital, or if you feel confident and do not want much assistance.

Specialty Rotations

Students will have the opportunity for a variety of clinical experiences in specialty areas including operating room, gastrointestinal lab, psychiatric facilities, obstetrics, pediatrics, intensive care units, outpatient clinics and home agencies. The expectations for these experiences are described in detail for each specialty rotation in the specific course syllabus.

Additional ADN Clinical Policy (Retention Policy)

Clinical Performance Problems

Several options are available to support student success in the clinical area and theory:

- Nursing Lab Referrals
- Clinical Notifications
- Probation
- Students who experience difficulty with demonstrating mastery of clinical objectives in the allotted time will be counseled by the individual clinical instructor and/or Faculty Advisor in any of the options listed above.
- Clinical Make up

Advising/Tutoring Assistance

- At CCC, faculty and staff are readily available to assist students. Students are encouraged to meet with their instructors to discuss any academic concerns. CCC provides tutoring assistance for students experiencing academic difficulties, and such students may be required to participate in skill reinforcement sessions outside of regular class time. Instructors make every effort to identify students in need of assistance. Students, however, are urged to take the initiative to seek out-of-class help and to discuss their difficulties with their instructors, the Program Director, or the Student Services Office. Virtual HESI simulation self study are readily available to all the students to help them progress in academic. For Clinical students having difficulty in content area will be provided a green ticket to practice in simulation lab and excel in that content area.

Referrals to Nursing Laboratory “Green Ticket”

Students who have difficulty in the clinical setting may be referred to the Nursing Laboratory (NL) to practice specific skills. The clinical instructor will call the NL and notify them on the day the student is referred. The student is also expected to call the NL that day to make an appointment to develop a plan for practice and evaluation. It is prudent for the student to refer themselves informally to the lab and to practice any skills that need strengthening. If the performance continues to be a problem, a remediation plan will be developed in consultation with the clinical instructor, course instructor and the director. This may include a semester evaluation by another faculty member or the director.

Clinical Notification Policy

- If a student violates the CCC Basic Standards for Safe Nursing Practice, fails to demonstrate safe and satisfactory performance of a previously mastered skill, does not notify clinical instructor and unit of absence, or seriously jeopardizes a patient's safety, a clinical instructor may give the student a Clinical Notification.
- A Clinical Notification is completed and signed by the clinical instructor and student. This form describes the incident and if an NL Referral is indicated. The student must make an appointment to see their Advisor and the Director to discuss the Clinical Notification.
- A copy of the Clinical Notification form is given to the student and to the student's ADN Faculty Advisor. The ADN faculty are informed of the clinical notification at the next faculty meeting; however, no other formal faculty action is taken unless the incident has occurred repeatedly or has seriously jeopardized patient safety.

Clinical Probation Policy

- Students whose performance is determined to be unsafe will be presented to the ADN faculty for discussion.
- The decision whether or not to place a student on clinical probation will be made following discussion by the entire ADN faculty.
- The length of probation will be individually determined by the faculty.
- Specific requirements for probation will be outlined in a letter to the student from the Program Director. A meeting will be scheduled between the student, Advisor, and/or Program Director, to review plans for the probationary period.
- In order to successfully complete probation, the student must be safe according to the CCC ADN Program Basic Standards for Safe Nursing Practice and perform satisfactorily at the Level expected for a student at that point in the program. At the completion of probation, the student will resume his/her progression through the ADN Program.
- The decision to require a Semester Evaluation will be determined by the entire faculty and performed by the ADN Program Director or Designee.
- If at any time during the probationary period, the student's clinical practice is evaluated by the clinical instructor as not being "safe and satisfactory" (*as specified in the Basic Standards for Safe Nursing Practice*), the student may be immediately withdrawn from the ADN program.
- If probation is not successfully completed, the student will receive a grade of "F" for the course in which he / she was enrolled and will be dismissed from the ADN Program.

Basic Standards for Clinical Practice

Throughout the program the student will be required to demonstrate professional behavior and safe nursing care. Professional standards must be maintained at all times, whether in the classroom, on-line, or clinical settings.

Professional conduct

The student must:

- Be able to reason morally and practice nursing in an ethical manner.
- Be willing to learn and abide by professional standards of practice.
- Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance.
- Be able to engage in patient care delivery in all settings, under all conditions, within the full scope of nursing practice, to all patient populations including but not limited to children, adolescents, adults, elders, developmentally disabled, medically compromised, and vulnerable populations without judgment and preconceptions.

- Be able to maintain professional conduct attributes in all student-client, student-student, and student-faculty interactions.

Unsafe conduct

Students are expected to be familiar with all information that is published in the course syllabi, course supplements, and student guidelines. The student will in no instance demonstrate any unsafe or potentially unsafe behavior that could endanger not only the physical well-being, but also the emotional well-being of any client, family member, faculty, staff, or peer. Unsafe behavior includes, but is not limited to;

- being under the influence of drugs or alcohol,
- failing to use Standard Precautions at all times,
- failing to apply basic safety rules, such as leaving side rails on beds and cribs down,
- failing to report an abnormal finding,
- failing to safeguard the client and the public,
- failure to perform in the manner that any prudent student nurse, at the same level of preparation, would perform in a particular clinical situation,
- failure to submit required clinical immunization, background check, and drug testing data in a timely manner.

Professional behavior and personal accountability must be exhibited at all times

- Students in the nursing program are expected to adhere to professional standards in their experiences and relationships with nursing faculty, agency staff, clients, and family members.
- Unprofessional behavior includes, but is not limited to, use of abusive language, substance abuse—alcohol and drugs, and other behavior indicating loss of emotional control, not following directions, inadequate preparation for clinical, tardiness, inappropriate dress, and falsification of documentation.
- A student who demonstrates unprofessional or unethical behavior, or unsafe practice may be denied progression or may be dismissed from the program.

Criteria of Basic Standards in Clinical Practice are as follows:**Safety**

- Demonstrates safe clinical performance skills.
- Notifies the instructor or agency immediately if an error has been made or safety has been violated.
- Protects the patient from environmental hazards and provides for the safety of the patient, self, and others.

Personal/Professional Accountability

- Communicates online and in person, in a manner that maintains and promotes professional relationships with co-workers, patients, and faculty.
- Seeks faculty consultation and supervision as indicated in the classroom and clinical setting.
- Performs patient assessment; seeks assistance as needed.
- Identifies and organizes data; uses data to develop plan of care.
- Communicates important patient problems identified during the clinical experience to the appropriate persons accurately and without delay.
- Performs all aspects of clinical assignments; informs the instructor if unable to complete in a timely manner or if assistance is needed.
- Demonstrates organizational skills and priority setting.
- Demonstrates appropriate clinical decision-making, judgment, and leadership skills.
- Demonstrates honesty at all times.
- Reports to the agency prepared for his/her clinical assignment on time and is dressed appropriately.
- Notifies faculty of a pending late arrival or absence.
- Respects the human dignity and the uniqueness of each client, unrestricted by consideration of social or economic status, personal attributes, or the nature of the health problem.
- Maintains the client's right to privacy by judiciously protecting all confidential information assumes responsibility of one's own actions
- Demonstrates ethical behavior as outlined in the American Nurses Association ANA Code of Ethics (2015).

Unsafe Patient Care

If at any time the student's conduct or physical or emotional health is such that s/he is a potential threat to the well-being of patients or others, the student will be dismissed from the nursing program.

The faculty will notify and meet with the student who has failed to meet any of the above critical behaviors. If a student fails to meet the same behavior more than once, the student will not be allowed to continue the clinical experience. The student will receive a no credit or failure grade.

When a client has been placed in jeopardy because of a failure to meet a professional standard (for example, unsafe practice), the student will be immediately dismissed from the clinical unit. Clinical faculty, at her or his discretion, may assign a failing grade for the course, depending upon the seriousness of the student's error.

Nursing Laboratory

The Nursing Laboratory is structured to enhance the process of teaching and learning of nursing students and as RNs who desire to update their nursing skills and knowledge. It is an integral part of the nursing programs at CCC and is organized for the following purposes:

1. To provide a supportive, caring, and well-organized environment in which to assist the student in becoming a responsible and successful learner.
2. To provide a variety of instructional media to support the different learning styles of students.
3. To provide access to current multimedia materials and a variety of resources to enrich and expand the student's knowledge of communication, health services, social and ethical concepts and nursing skills and theory.
4. To provide the support and assistance for guided practice that reinforces previously learned concepts and principles of nursing theory and related physical and behavioral sciences.
5. To provide simulated patient care experiences which promote critical thinking, problem solving and the integration of technical skills with nursing process.
6. To verify each student's skill performance as part of a patient care scenario to ensure that the student is able to perform that skill in a safe, competent, and timely manner.
7. To provide a setting for assessing and reviewing previously acquired nursing knowledge and experience.
8. To assist faculty in providing optimal instruction to students.
9. To continually update and improve the resources and utilization of the NL and develop methods to assist the students achieve their educational goals.

Guidelines for Using Nursing Laboratory

The Nursing Laboratory provides a comprehensive learning environment with a focus on nursing skills practice. It is utilized by students throughout all Six semesters of the ADN Program. The NL has simulated patient care units, a computer/media lab, and a simulation lab. Learning through scenario-based simulation provides an opportunity to integrate concepts and carry out the entire nursing process working as a member of a health care team in a risk-free environment. Students are oriented to the NL during the first week of the ADN Nursing Semester.

The following guidelines are provided to assist students in using the NL:

1. The NL is open Monday through Saturday. It usually opens before the semester begins and remains open for a couple of weeks after the semester ends. The schedule is

posted on the NL door. Students must show their CCC identification cards to be in and out of the NL. Food and drink are allowed in the lounge room only.

2. Students will be instructed on use of the computers and multimedia equipment during orientation. NL staff are available for help with use of any of the equipment. Students using the computer lab must comply with the College Policies for Student Use of Computers and Networks.
3. Students will be oriented to the practice equipment and supplies for nursing skills. Because most supplies are recycled, students are urged to repackage supplies, when appropriate, and return everything to the storage areas in proper order. After practicing, patient care units are to be left clean and tidy as one would in the hospital. New skills require practice. The more students practice their skills in the NL, the better the student usually does in the clinical setting.
4. When learning how to perform a skill, read the required materials and view pertinent multimedia before practicing the skill. Manikins and models are available. NL staff will provide guided practice. Appointments may be made for skills performance feedback by NL staff. However, if unable to keep the appointment, the student must cancel in advance. Skills evaluations by Faculty will be posted.
5. A separate orientation will be provided for the simulation lab. To provide a safe environment for the simulation experience, students, staff, and faculty are asked to sign an agreement to ensure that what happens in the simulation and debriefing session remains confidential.
6. The NL has latex allergy guidelines. There are non-latex gloves available in the NL. There is an emergency response protocol. A more complete description is found in the NL and in the ADN Handbook.

College Resources

We want you to succeed in the ADN Program. To help you do this, we encourage you to ask for help when you need it. CCC has many resources for you, and the only thing you need to do is ask for the assistance you need. The following is a partial list of what is available for you.

Learning Resource Center (LRC)

This center has a variety of learning resources for students, including: a Writing Lab, a skills laboratory simulation lab, and a Computer Lab.

Dress Code

Students are to be in uniform whenever providing patient care. It is important to remember that your personal appearance and behavior reflect on the California Career College ADN Program, the profession of nursing, and on you personally. Dress and behave professionally.

To ensure that all students present a professional image to hospital staff, patients, and the public, it is important that students follow the CCC ADN Program Dress Code.

Students must also comply with the dress code policy of the clinical facilities.

Student Uniform

- Students must purchase school uniforms through approved uniform vendor. It is suggested that students purchase 2 uniforms.
- Students will be informed regarding nursing school uniforms. The company will come to campus on a designated date for fitting and purchasing.
- White Lab Coat—Conservative attire is required under lab coat for non-acute care observations, including simulations in Nursing Lab.

Shoes

- White with no logos or colors.
- Shoes appropriate for nursing with closed toes and heels, giving a firm base of support

Identification Pin—Style C

- White plastic name tag with California Career College Logo.

Hair

- Clean and off the collar at all times. Long hair must be worn up in a bun and must be kept in a manner that it does not fall forward when providing patient care. Bangs must be kept out of the eyes.
- No flowers or large hair adornments. Only bobby pins and clips to keep hair in place.
 - Men are to be clean shaven or facial hair closely trimmed and neat in appearance.
 - When in uniform, professional appearance, including hair, must be maintained at all times.

Nails

- Clean and short—to tips of fingers. Neutral polish in good repair (If polish is worn).
- No artificial nails are allowed.

Make-Up

- Conservative—no artificial eyelashes or excessive make-up.
- No perfumes, scented lotions, colognes, or scented hairspray.

Jewelry

- Rings—engagement and/or wedding rings only

- One pair of earrings—small, stud-type (no larger than 1/4"), no hoops or dangling earrings.
- No bracelets or necklaces
- "Excessive jewelry" is not allowed—according to the Hospital Policy. Piercings on the upper pinna and tragus are not allowed.

Body Piercing

- Visible body piercings are not allowed in the hospital including eyebrow, nose, tongue, lip, or any others. Piercing rings must be removed during clinical time.

Tattoos

- Visible tattoos must be covered with make-up, band-aids, or clothing.

Sweaters

- May not wear sweaters while giving direct patient care.

Professional Supplies (Available at uniform stores)

- Watch with a second hand
- Stethoscope
- Bandage scissors
- Haemostat
- Penlight
- Med tray (must be able to fit in a pocket)
- Black Sharpie

General Uniform Requirements

- Good oral care is essential. Avoid strong odors (garlic, tobacco). No gum chewing on duty.
- Students must be personally clean and well groomed. The habit of a daily bath or shower plus the use of a deodorant is essential in a setting where close contact occurs.
- Uniforms should be freshly laundered, ironed, and in good repair.
- Shoes are to be polished, and laces washed as needed to be clean and white.
- Fanny packs are not allowed.

Special Uniform Situations

- Uniforms must be worn for pre-clinical preparation.

- For Community Based clinical experience such as clinics, dialysis center, physician office, Community Home Health, dress in regular student uniform unless directed otherwise by the course instructor.
- Students in the Professional Nursing Practicum may choose to wear a white uniform. However, all other rules of dress code continue to apply.

An ADN student may not wear the uniform in public except when arriving for clinical and leaving from clinical.

Confidentiality of Information

Any discussion about a patient is to be of a professional nature and is to be held during teaching time and only with those who are directly concerned with a patient's care. Written assignments should not contain any identifying information. Avoid any discussion of patients in the cafeteria or other public areas. (Refer to Basic Standards for Safe Nursing Practice and ANA Code of Ethics.)

Nursing students are legally bound by the Standards for Privacy of Individually Identifiable Health Information (HIPAA Guidelines), which are a set of nationally recognized standards for the protection of certain health information.

Clinical Assignments

Clinical instructors will assign patients to best meet the course objectives. Wear uniform and follow the dress code. Introduce yourself to staff and patient when doing patient research. Instructor phone numbers are located on the top of the master assignment sheet.

If a patient is discharged or transferred to another unit, students are expected to select another patient with a medical diagnosis (and/or nursing problems) that fit the focus of the course being studied. Phone the clinical instructor for assistance if necessary. If the instructor is not available, consult with the charge nurse of the unit to find an appropriate assignment. Be sure that the patient selected has not been assigned to another student. Write the name and room number of the patient on the green ADN student assignment sheet on the nursing unit.

Agency Contracts and Student Responsibilities

The ADN Program and nursing students are legally bound by the contract the program has with each facility. It is important to remember that we are guests at each facility. Students have responsibilities outlined in the contract which include:

- Abiding by policies, procedures, and regulations of the facility
- To follow the HIPAA requirements related to patient information
- Working with staff to provide safe and competent nursing care

- To only be at the clinical site for scheduled class activities
- Carry malpractice insurance (included in course registration)
- Physical examination and evidence of freedom from Tb and other contagious diseases
- Influenza immunization is required each Fall
- Complete a criminal background check (at the student's expense) prior to placement in the clinical area
- Current CPR Certification
- May be held personally responsible for damage to or destruction of hospital property
- To maintain high level of standards related to safe patient care
- Other responsibilities as added in contract

Grading Policy

The grade received is a composite of the student performance in theory and clinical learning areas. A student must achieve a passing grade in each area (Theory and Clinical) to successfully pass the course, if a student fails either one component of the course, they must repeat the entire course. ADN students may only repeat one nursing course and one non-nursing course during the completion of the program.

Theory Grade

- Students must achieve a cumulative theory grade of 75% or higher at the end of the course according to the criteria established by the faculty for that course.
- Any student who fails to achieve a minimum grade of “C” (75%) in the **final exam** (theory segment) of a course may not progress to the next course may not progress to the next course in the program.
- Students will be provided the opportunity to repeat a theory course **one time only**. A student who is not successful in the course a second time will not be allowed to continue re-entry into the CCC ADN Program.

Clinical Grade

The clinical grade is based on objective criteria as described on the Clinical Performance Evaluation Tool (CPET).

- By the end of the course, a student must earn the minimum “Assisted Rating” for each clinical objective and receive a cumulative minimum score of 75% on daily ratings to pass the clinical portion of the course.
- If a student is in jeopardy of not meeting the objectives, the clinical instructor will notify the student, the advisor, and the Program Director.
- Unsatisfactory performance will result in a failing grade for the course.

- If a student is not successful in meeting the clinical objectives on the CPET, they will be placed on Clinical Probation.
- Students will be provided the opportunity to repeat a clinical course **one time only**. A student who is not successful in the course a second time will not be allowed to continue re-entry into the CCC ADN Program.

The grading system outlined below is used for all courses. Only letter grades are posted to the student's official College transcript.

Associate Degree of Nursing Grading Scale	
A	90% - 100%
B	80% - 89%
C	75% - 79%
F	74% or less
I	Incomplete
W	Withdrawal
W/F	Withdrawal/Failing

A "W/F" or Withdrawal/Failing grade will be given to students when it is determined by the faculty member that the student was failing the course at the time of withdrawal. Students will be permitted to re-enroll in the course from which they withdrew so long as they are able to complete the full Program within the 150% timeframe (*i.e.*, 150% of the total Program length). Withdrawal grade will be given to students who attend at least one day of theory class, miss at least two other class sessions, and withdraw prior to completing the course. This grade is used only if the faculty member can determine that the student was passing the course at the time of the withdrawal.

Exam Policy

1. Be prepared for testing. Students may not leave the room after exams have been distributed
2. Bring a scantron answer sheet and two sharpened #2 pencils with erasers to each examination.
3. All cell phones must be turned off and not on your person when exam is distributed.
4. All personal belongings are to be placed at the front of the room.
5. Students must return scantron and the exam at the end of the exam and before leaving the room.
6. Students may only have a scantron or the paper supplied by faculty during the exam. All scratch paper is to be turned in with the exam.
7. Questions directed to the faculty will be answered in a manner dependent on the testing environment.
8. When exams are completed, students are requested to leave quietly and not distract those still taking the exam. Faculty reserve the right to ask students to remain in the room.

9. Make up exams will be arranged with the instructor and given at an agreed upon time. The test format may be different and is at the discretion of the instructor.
10. Exam grades will be given by the faculty at an agreed time for test results.
11. If it is apparent to the instructor that a student has cheated, the student will receive a grade of zero for the exam, which may result in failing the course and may be subject to dismissal from the program.
12. The nursing faculty will follow the College protocol for academic dishonesty as reflected in the current College catalog.
13. Policy on program completion objective: Written Comprehensive Exam must pass with minimum of 75%
14. Comprehensive Computer Exam must pass with minimum of 75%

Clinical Performance Evaluation Tool (CPET)

The clinical grade is based on objective criteria as described on the Clinical Performance Evaluation Tool (CPET) in each clinical course. All students must achieve a rating of “Assisted” in all areas to pass the clinical (laboratory) component of each nursing course.

At the end of each clinical week, the clinical instructor will evaluate each student by assigning an earned score for each clinical objective. The weekly score is to be entered under the corresponding date. Students having difficulty meeting the objective performance will be provided a referral or remediation aimed at providing the student every opportunity to be successful. It is important to remember that students are required to be self-motivated and must be accountable for their learning.

By the end of the course, a student must earn the minimum “Assisted Rating” for each clinical objective and receive a cumulative minimum score of 75% on daily ratings to pass the clinical portion of the course.

Clinical assessment of student performance is designated as:

(I) [5] Independent: Performs accurately and safely each time without supportive cues from the instructor.

(S) [4] Supervised: Performs accurately and safely each time; requires supportive or directive cues occasionally.

(A) [3] Assisted: Performs accurately and safely each time; requires frequent supportive cues; takes longer; occasionally late.

(M) [2] Marginal: Performs safely under supervision; not always accurate; requires continuous supportive and directive cues; wastes time due to ineffectiveness.

(U) [1] Unsafe: Performs in an unsafe manner; unable to demonstrate behavior; requires continuous and supportive directive cues.

(N/O) No opportunity: Not observed or does not apply

HESI Computerized Testing

HESI offers a revolutionary Assessment-Driven Review (ADR) program designed to increase student pass rates on the nursing licensing exam and lower program attrition. Used as a comprehensive program alongside the ADN curriculum, the ADR tools can help students prepare more efficiently, as well as increase confidence and familiarity with content.

Each student will be provided a package of books and CDs prior to the start of the program.

These materials do not replace your textbooks but, will help you prepare for HESI Assessment testing and the licensing (NCLEX) exam. This complete package of student assessment and review materials is offered to students.

Non-proctored Practice Exams: For each content area, the Assessment Driven Review program provides a non-proctored, Internet-based exam reflecting the NCLEX test plan. In addition to the reference materials, the student will be provided unlimited online access to practice assessment tests as additional resources for study. Assessment ID numbers and passwords are unique to each entering group. These exams identify any remaining areas of content weakness for directed study. The interactive style provides the student with immediate feedback on all response options. A performance report summarizes the student's knowledge of content areas and use of the critical thinking phases, nursing process, and cognitive levels

Proctored Content Mastery and Review

The heart of HESI's Assessment Driven and Review program is the Content Mastery Series. This program aids students in the review and remediation process for the state licensing exam in nursing. Each student will be required to complete HESI-proctored assessment tests throughout the program. The specific tests and test schedule will be outlined in the course syllabus. The goal is to achieve a minimum of a Proficiency Level 2 on each of the exams.

Focused Review

The purpose of completing a Focused Review is to assist the student in further strengthening content knowledge and test taking strategies. The Course Instructor supervises the Focused Review.

Initial Appointment (individual student or small group):

- Student(s) brings printout of HESI results.
- Focused Review process is discussed (e.g., proficiency levels, interpretation of HESI results, content review process, etc.).
- Required documentation is explained (e.g., note taking, flash cards). The student is instructed to bring this documentation to the next appointment.

Second Appointment (individual appointment only):

- Student's documentation is reviewed.

- Learning outcomes of the process are discussed. Additional resources may be recommended (e.g., test taking workshops, counseling for test taking anxiety, etc.)
- Additional appointments may be necessary to successfully complete the process.

Completion of Focused Review:

- The Course Instructor determines when the student has successfully completed the Focused Review.
- Only after clearance from the Course Instructor will a student be able to retake a HESI Exam.
- Upon successful completion of a Focused Review and clearance from the Course Instructor, it is the responsibility of the student to schedule a retake with the Program Director.
- A student may only retake a HESI Exam one time.

Course Descriptions

General Education Courses

BIO 170 -- Human Anatomy 4 semester credits

The course provides an introduction to the structure of human anatomy with emphasis on the organ and systems levels. The study of anatomy is presented with lecture and a laboratory component that emphasizes the concepts presented during class lecture. *75 Hours [Theory 3 units/45 hrs. Lab 1 unit/30hrs. Outside Clock hours 120]*

BIO 175 – Human Physiology 4 semester credits

This course is an overview of human physiology. The foundations of physiology are explored utilizing the basic principles of physics, chemistry, cell biology and biochemistry. The laboratory component of the course emphasizes the concepts presented during class lecture. *75 Hours [Theory 3 units/45 hrs. Lab 1 unit/30hrs. Outside Clock hours 120]*

BIO 180 – Microbiology 4 semester credits

This course is an overview of microbiology. The foundations of microbiology are presented beginning with the relationship of microbes and daily life, through the pathologic disease processes. Environmental and Industrial applications for microbiology are explored as new areas of development. The laboratory component of the course emphasizes the concepts presented during class lecture. *75 Hours [Theory 3 units/45 hrs. Lab 1 unit/30 hrs. Outside Clock hours 120]*

ENG 200 -- Oral Communication 3 semester credits

Oral Communication is a survey course designed to introduce the student to the basic concepts and theories in the field of communication. The course combines theoretical approaches with applied activities to provide the student with communication skills that are required in the job market. Active participation in class discussions, group and individual activities, and oral presentations are required for successful completion of this course. *45 hours [Theory 3 units/45 hrs. Outside Clock Hours 90]*

ENG 210 -- Written Communication 3 semester credits

This course includes composition and revision of essays, critical thinking, critical reading, and documentation. Proper spelling, grammar and form will be reinforced. Research methods and library skills are introduced and a research paper using the APA format is required. *45 hours [Theory 3 units/45 hrs. Outside Clock Hours 90]*

PSYCH 110 -- Introduction to Psychology 3 semester credits

This course provides the student with a general overview of the field of psychology including the scientific approach to basic principles of human behavior. Emphasis is placed on such topics as learning motivation, perception, feeling and emotion, intelligence, and personality. *45 hours [Theory 3 units/45 hrs. Outside Clock Hours 90]*

PSYCH 160 -- Developmental Psychology 3 semester credits

This course explores the psychological developments throughout the entire lifespan from prenatal development through the end of life. Emphasis is placed on the physical, cognitive, emotional, and social developments that occur in each phase of the lifespan. The course introduces both classic and current modalities of research. *45 hours [Theory 3 units/45 hrs.]*

SOC 100 -- Introduction to Sociology 3 semester credits

This course introduces contemporary sociology as a science and explores the relationships between individuals and recognized intuitions. Research methodology is explored as well as established scientific methods. Globalization and multiculturalism are introduced as newer perspectives in sociology. *45 hours [Theory 3 units/45 hrs. Outside Clock Hours 90]*

Nursing Arts and Science Courses

NSG 200 – Foundations of Client Care 6 semester credits

This course provides an introduction to nursing and the roles of the nurse, the nursing process using the Functional Health Patterns as foundation, critical thinking, knowledge, and basic skills necessary to administer beginning level assessment and interventions (procedures) for adults. The emphasis is on health promotion in wellness settings. The six competencies of Quality and Safety Education (QSEN) for pre-licensure Knowledge, Skills and Attitudes (KSAs) will be introduced in both the classroom and clinical experiences. The student will provide

opportunities to participate in therapeutic activities in a variety of health settings that focus on health maintenance and promotion. *135 hours [Theory 3 units/45 hrs. Clinical/Lab 3 units/90 hrs. Outside clock hours 100]*

NSG 222 – Pharmacology 3 semester credits

The course will focus on drug classifications, actions, interactions and on the safe administration of medications, the nursing process, patient care and teaching associated with medication administration. Emphasis will be placed on nursing responsibilities with medication administration including communication with the patient/family for safe quality care. 45 hours [Theory 3 unit/45 hrs. Outside Clock Hours 90]

NSG 220 – Basic Client Care 6 semester credits

Introduction to concepts and practices as they relate to the non-critical young adult through older adult in the medical surgical environment. Through utilization of the nursing process, the student will begin to recognize alterations in functioning or illness and formulate age-appropriate nursing interventions. Selected psychomotor skills associated with the basic needs, medication administration and intravenous therapy will be studied and practiced. Basic Client Care introduces the nursing student to concepts and practices as they relate to the adult patient in the Medical Surgical environment. *135 hours [Theory 3 units/45 hrs. Clinical/Lab 3 units/90 hrs. Outside clock hours 100]*

NSG 240 – Intermediate Client Care 4 semester credits

This course focuses on the nursing care of the adult experiencing selected pathophysiological processes affecting body regulatory mechanisms and functional health patterns. These mechanisms are related to endocrine, sensory-perceptual, gynecological, and genitourinary functions. Emphasis is placed on health restoration, maintenance, and support as well as the continued development of the nurse-client relationship, critical thinking processes, and research/evidenced-based nursing practice. Students will develop their knowledge of scientific methods, clinical expertise while addressing patient and family values while delivering care. *90 hours [Theory 2 units/30 hrs. Clinical/Lab 2 units/60 hrs. Outside clock hours 70]*

NSG 242 – Maternal, Infant and Women’s Health Nursing 4 semester credits

This course focuses on the childbearing family and women's reproductive health, pregnancy, labor and birth, postpartum care and fetal development and care of the neonate, including family dynamics. Health promotion, protection, maintenance, and restoration are covered in experiences that include hospital and community settings. Health care policy and systems as relevant to these populations are included. Knowledge, skills, and attitudes necessary to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care will

be addressed in inpatient and outpatient settings. *90 hours [Theory 2 units/30 hours Clinical/Lab 2 units/60 Outside clock hours 70]*

NSG 250 – Child/Adolescent/Family Nursing 4 semester credits

This course focuses on integration and application of the nursing process as it relates to the nursing care of children and their families. Emphasis is on the concepts and skills related to age-appropriate family centered care to include family dynamics, growth and development and communication with children and their families. Health promotion, protection, restoration, maintenance, and support concepts are covered in experiences that include hospital and community settings. Health care policy and systems are studied as relevant to this population. Knowledge, skills, and attitudes necessary minimize risk of harm to patients in the health care facility; community and home will be addressed. *90 hours [Theory 2 units/30 hours Clinical/Lab 2.0 units/90 Outside clock hours 70]*

NSG 252 – Community Psychiatric/Mental Health Nursing 4.0 semester credits

The course provides an introduction to Psychiatric/Mental Health Nursing using the nursing process to promote psychosocial integrity within the context of the health illness continuum across the life span. This course emphasizes topics of stress and coping, mood and affect, addiction behaviors, cognition, self, violence, and grief and loss. Within these areas, students will develop knowledge; skills and attitudes promote health/wellness, use professional behaviors, and provide caring interventions safely across the lifespan. Clinical experience will be achieved in acute psychiatric facilities, private and or public, and in the community. Emphasis is on therapeutic interactions and communication, bio-psychosocial rehabilitation, and therapeutic use of self. *90 hours [Theory 2.0 units /30 hrs. Clinical/Lab 2.0 units/60 hrs. Outside clock hours 70]*

NSG 254 – Advanced Client 4 semester credits I

Advanced Nursing Care, the student will synthesize and correlate nursing knowledge and skills in providing care to multiple patients who have complex, multi-system illnesses. Utilizing the nursing process, the student will focus on patient needs and priorities, to deliver safe appropriate care and evaluate outcomes of care. Associated psychomotor skills will be integrated and practiced. *90 hours [Theory 2 units/30 hrs. Lab/Clinical 2 units/60 hrs. Outside clock hours 70]*

NSG 260 – Complex Client Care 5 semester credits

This course focuses on advanced application of the nursing process in the care of critically ill adult patients noting Functional Health Patterns with this population. Care of patients, families, groups, and communities undergoing multiple stressors such as cardiopulmonary surgery, neurosurgery, multiple traumas, and complex health problems emphasizing bio-psycho-social adaptation. Students will use data to monitor the outcomes of care processes and use

improvement methods to design and evaluate changes to continuously improve the quality and safety of health care systems. Clinical experiences involve care of acute and critically ill patients and their families in Medical/Surgical Intensive Care Unit, Coronary Care Unit, and Intermediate Coronary Care Unit. *90 hours [Theory 2 units/30 hrs. Lab/Clinical 3 units 60 hrs. Outside clock hours 70]*

NSG 265 Transition to Professional Practice

This course will use problem-based clinical case studies to critically analyze approaches to selected problems in nursing practice. Includes application of test-taking strategies, the nursing process, use of evidence-based practice concepts, and analysis of clinical practice issues. A focused review of all content areas will be presented with a goal to assist the students to be better prepared to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). *45 hours [Theory 3 units/45 hrs. Outside clock hours 90]*

Example Class Schedule

Term 1	Wednesday	Thursday	Friday	Saturday
Human Anatomy		9am-1pm		
Human Physiology			9am-1pm	
Oral Communication		2-5pm		
Intro to Psych			2-5pm	
Term 2				
Microbiology		9am-1pm		
Written Communication		2-5pm		
Development Psych			9am-1pm	
Foundation of Client Care			2-5pm	Clinicals (as scheduled)
Term 3				
Basic Client Care		9am-1pm		Clinicals (as scheduled)
Intro to Sociology		2-5pm		
Pharmacology			9am-1pm	
Term 4				
Intermediate Client Care		9am-1pm	Sim Lab (as scheduled)	Clinicals (as scheduled)

Community Psych Mental Health		2-5pm	Sim Lab (as scheduled)	Clinicals (as scheduled)
Term 5				
Child / Adolescent Nsg		9am-1pm	Sim Lab (as scheduled)	Clinicals (as scheduled)
Advance Client Care		2-5pm	Sim Lab (as scheduled)	Clinicals (as scheduled)
Term 6				
Maternal Health		9am-1pm	Sim Lab (as scheduled)	Clinicals (as scheduled)
Complex Client Care		2-5pm	Sim Lab (as scheduled)	Clinicals (as scheduled)

(This is an example schedule and not an actual schedule. It is subject to change)

Withdrawal from Program

Withdrawal from the ADN Program may be related to:

- Violation of Basic Standards for Safe Nursing Practice
- Failure of Semester Clinical Expectations if required during probation
- Failure of theoretical examinations or inadequate progress in theoretical course
- Failure to meet clinical objectives
- Clinical practice evaluated as "unsafe" at any time in the Program
- Any violation of the CCC Standards of Student Conduct
- Stealing from any health care facility
- Drug or alcohol issues that interfere with the safety of patients or others
- Mental health issues that interfere with the safety of patients or others
- Personal reasons (health, family/work responsibilities etc.)
- Clinical difficulties (inadequate progress or unsafe performance)

A student who is experiencing difficulty is encouraged to meet with the Faculty Advisor to discuss the difficulty and to identify sources of assistance (NL, counseling, study skills, financial aid, etc.) or to explore other alternatives (LOAs, other career options, etc.).

Students who voluntarily withdraw from the ADN Program must notify the advisor and/or the Program Director in writing of their intent to withdraw. The advisor (or Program Director) will assist the student with determining student options.

When a student is withdrawn from the program for either academic failure or inadequate clinical performance, the grade of "F" will be assigned for the course in which the failure occurred.

Readmission Policy

Nursing students will be only allowed to repeat one general education and one nursing course throughout their admission. Students are disqualified from the program if they fail a repeated course or another course. A student will be allowed readmission the ADN program one time within one academic year of departure. A student, who transfers to or enters the CCC VN Program after unsuccessful completion of the ADN Program and fails out of the VN Program, will not be eligible for readmission to the CCC ADN Program.

Access to Student Records

Student files in the Admission Office are accessible only to college personnel (faculty and staff), and the individual student or graduate (with proper identification). Files are to be reviewed by students under supervision of a faculty and may not be removed from the admission Office.

A student wishing to access his/her file in the Admission Office must submit a request in writing to the ADN Director and make an appointment in advance. A student who wishes to obtain a copy of his/her record will be charged the current duplicating rate for all copies made.

Following program completion, files of graduates are thinned by the Program Director (or designee) to include the following items:

- Photo of the student (taken at time of program completion)
- Selected clinical progress records. Skills Verification checklist are completed and stored electronically. (for writing letters of reference)

Thinned files are retained in the Admission Office for a minimum of five (5) years

- ADN Faculty Advisor Records
When students enter the ADN Program, the assigned faculty advisor prepares a notebook file on each advisee. This file is used to maintain an ***unofficial record*** of the Student Advisor Information Sheet and student's program progress. At the time of program completion or withdrawal, the advisor file is transferred to the Admission Office.
- A file on each student is kept in the Admission office that contains completed Clinical Performance Evaluation Tools. At the time of completion or withdrawal, the file is transferred in to the main file. A portion of the student file will be filed electronically.
- CCC Office of Admissions and Records
Permanent student records are maintained by the CCC Office of Admissions and Records in the form of a student transcript

Articulation Agreements

The College does not currently have transfer or articulation agreements in place with other institutions.

Faculty Roles to Support Student Learning

The members of the ADN Faculty have various roles to support student learning.

Nursing Advisor

One of the most important roles for nursing faculty is Nursing Advisor. The advisor is the student advocate and resource. Each student is assigned to one faculty member who will be his/her advisor. Advisors meet with advisees prior to entry to orient them to the program. Advisors are available to meet with advisees throughout the semester, as needed.

Advisors will assist with:

1. orientation to program policies and procedures
2. clarifying program logistics
3. counseling regarding program progress
4. evaluating overall clinical and theoretical progress and status in the ADN program at end of each semester
5. serving as a resource for general nursing information and ADN Program updates
6. referrals to college and/or community resources as requested or needed

Course Instructor

The instructor is responsible for writing and/or updating the syllabus (nursing course packet), conducting classes, and submitting grades to Admissions and Records at the end of each semester. Questions regarding theoretical content and/or requirements for a given class should be directed to the class instructor.

Clinical Instructor

The clinical instructor assists student's integration of classroom concepts in the clinical experience and evaluates mastery of clinical objectives. Questions regarding clinical assignment or performance should be directed to the clinical instructor. There are several important clinical situations when the clinical instructor must be called. Refer to the section in this Handbook titled "When to Call Your Clinical Instructor" for policy. Some of the Clinical Instructors are hourly teachers who do not teach on campus, and therefore are not available for regular office hours. Appointments with part-time faculty need to be made either before or after clinical. Photographs of all full-time instructors are in the admission office for your reference.

Program Director

The Director of the ADN Program is a faculty member who has overall responsibility for directing and coordinating the ADN Program. She has an open-door policy and welcomes students' questions and can help in all areas of the program. If her door is open, she is available, but appointments may be made by signing up with admission office. Her job is to ensure students and faculty are getting what they need to be successful in the ADN Program.

Communication Guidelines with Faculty and Staff

E-mail

Faculty members will use campus e-mail to provide information related to specific courses, course assignments, FAQs, web links, class announcements and schedule changes. Students are required to check their e-mail.

Faculty Office Hours

Full-time faculty members schedule one (1) office hours each week to meet with students. Faculty have office hours posted outside their office. Drop-in visits during office hours will be handled on a first-come, first-served basis. Faculty are best contacted via their pipeline e-mail.

Part-time faculty are not required to be on campus for office hours. However, they are available for consultation at the clinical agencies and/or may be contacted by phone.

Phone Calls to Faculty

Messages may be left for full-time faculty members via voice mail that is accessed by calling their campus extension. Messages may be left on that system. If it is necessary to phone an instructor at home, do not call after 8 p.m.

Students need to keep their families and/or significant others informed regarding weekly clinical placement so that they may be located in the event of an emergency. Emergency calls should go through the admission office, who in turn will contact the clinical instructor. No personal phone calls in the clinical setting. If the admission office is closed, please call the hospital, and ask to speak with the Nursing Supervisor.

Cell Phones

Cell phones must be turned off during class. Cell phones must be turned off and not on your person when testing. If this occurs, the student may be asked to leave, and the exam is considered failed.

Guidelines for When to Call Your Clinical Instructor

Preparing to become a Registered Nurse requires critical thinking and personal accountability. It involves applying knowledge and performing skills in a consistently safe,

competent, efficient, and professional manner. It also involves a gradual transition from close instructor observation to a more independent/collaborative level of practice. To assist students in determining when to give patient care without direct instructor observation and when to call the instructor, the following guidelines have been developed.

Call your instructors for any of the following:

1. When in doubt, call. Always let instructors decide if they need to come. Don't make that decision for them.
2. Doing something for the first time in the hospital or with that instructor.
3. Giving medications, even though you have passed the course exam. After discussing this with the instructor (type of medication, dosage, route, intended action, etc.), s/he may give permission to administer the meds without his/her being present. However, it is your responsibility to notify him/her each time.
4. Any time you are signing out a controlled medication.
5. Doing any sterile nursing procedures (e.g., dressing change, catheterization).
6. Doing anything with an I.V. (e.g., changing bottles, changing tubing, etc.), IV administration, IV push, etc.
7. Whenever you have the opportunity to perform an invasive procedure (e.g., N/G tube insertion, enema) or a diagnostic procedure (e.g., collection of sputum for culture), even if you have done it before.
8. You are not perfectly clear on what to do or how to do it (e.g., turning a patient who has had orthopedic surgery, infectious disease...).
9. You need help or have a question after review of Policies/Procedures.
10. If patient is discharged or transferred.
11. If patient condition changes. Notify your primary nurse and instructor immediately.
12. If you are getting behind in your assignment and feel you may not finish on time, let your instructor know ASAP, or if you finish everything and have "nothing to do." It is expected that the student will complete all required patient care.
13. Anything unsafe happens to your patient (e.g., a fall).
14. You are having difficulty with a patient, the family, the nursing staff, or any ancillary department.
15. You injure yourself in any way (e.g., needle puncture, back strain).
16. If you need to leave the hospital or facility before the end of the shift for any reason.
17. Or any other time you feel you need assistance or have questions.

SPECIAL NEEDS/SITUATION

Clinical Injury Procedure

Any Nursing Student who is injured or exposed to any infectious or hazardous materials must report to their clinical instructor immediately. From 8:00 to 4:30, the clinical site

Employee Health Department should be notified. After hours, the clinical instructor should take the student to the Emergency Room (ER). The student may choose to see their own physician. The clinical unit is also to be notified and a Notification Report form completed. CCC Injury forms must be completed, and the student is to follow the procedure described on the form. The instructor is to notify the Director as soon as possible

Student Health Insurance

Registered Nursing students are required to carry their own health insurance

Program Completion

To graduate from the CCC ADN Program, all required nursing courses must be passed. All general education courses required by the Board of Registered Nursing must be completed with a grade of C or higher (Anatomy, Physiology, Microbiology, English, Communications, Psychology, and Sociology).

Graduation

When a student has completed the graduation requirements for his/her program with a GPA of 75% or better, he/she receives a corresponding certificate or degree certifying his/her graduation from the program. The school assists the students in completing the necessary documents to file for their state licensing or certification examinations.

Graduation and Pinning Ceremony

At CCC, we celebrate the culmination of the hard work and success of our students at the graduation ceremony. Upon successful completion of the program requirements, graduates, along with their family and friends are encouraged to attend the ceremony.

Pinning Ceremony

Students who have completed all courses may participate in the college graduation and pinning ceremony. The finishing class will meet with the designated faculty member to plan the pinning ceremony.

Section 5: Appendix

Officers and Faculty

Haleh Naimi / CFO

LL.M. (Taxation), New York University (2005); J.D., Southwestern University (1998); Master of Arts, Economics, Georgetown University (1995); Bachelor of Science, Mathematics and Economics, University of California, Los Angeles (1993). Adjunct Professor of Law, Irvine University (2009 to present).

Susan Naimi / CEO/President

Master of Science, Nursing, University of Phoenix (1999); Bachelor of Arts, Biology, Kean College of New Jersey (1981) & CSUN. Registered Nursing License (1983); Advisory Board Member, TLC Home Hospice. President and Director of the VN Program, Clinical and Theory Instructor of Fundamentals of Nursing, Medical Surgical Nursing I and II, Pediatric and Maternity.

Dr. Gregory Rogers/Programs Assistant Director/BSN and ADN Theory and Clinical Instructor

Doctor of Nursing Practice, Capella University (2019); Master of Science, Business Administration, Western Governors University (2016); Master of Science, Nursing Leadership and Management, Western Governors University (2014); Bachelor of Science, Nursing, South University (2011); Associate of Science, Nursing, Columbus Technical College (2007).

Dr. Michele Boucher/BSN Instructor

Doctor of Nursing Practice, Azusa Pacific University (2021), Master of Science, Northeastern University (2001), Bachelor of Science in Nursing, Northeastern University (1996), Diploma in Nursing, New England Deaconess hospital School of Nursing (1987)

Sara Ballout/ BSN Instructor

Masters of Science in Accounting, American University of Science and Technology (2017); Bachelors of Science in Accounting, American University of Science and Technology (2014)

Dr. Janet Baghoomian/ ADN Program, Theory Instructor

Doctor of Education, Organizational Leadership, Pepperdine University (2014); Master of Science, Nursing, University of Phoenix (2006); Master of Science, Business Administration, LaVerne University (2004); Master of Science, Health Administration, LaVerne University (2003); Bachelor of Arts, Health Administration, LaVerne University (2002); Associate Degree, Nursing, Glendale Community College (1986).

Lourdes Argame / ADN Program Clinical Instructor

Master of Science, Nursing Education, University of Phoenix (2012); Bachelor of Science, Nursing, University of Phoenix (2010); Registered Nursing, LA Trade Technical College (1989).

Karen Kilpatrick / ADN Program, Theory Instructor

Master of Science, Nursing with Academic Honors, University of Phoenix (2007); Bachelor of Science, Nursing with Academic Honors, University of Phoenix (2005); Associate of Science, Nursing with Administrative Honors, Pasadena City College (1997); Associate of Science, Liberal Arts with Administrative Honors, Pasadena City College (1995).

Saloumeh Rahbarvafaei / ADN Program, Clinical & Theory Instructor

Master of Science, Nursing, Azusa Pacific University (2013); Bachelor of Science, Nursing, Azusa Pacific University (2012); Bachelor of Science, Health Care Management, Medical Science of Iran University (2000).

Maria Burgos / Faculty – Clinical

Bachelor of Science, Nursing, Capitol Medical Center College of Nursing, Philippines (1982); Major in psychology, University of Santo Tomas, Philippines (1978)

Katayoun Pasha / ADN Program General Education Instructor: English

Master of Arts, English with an Emphasis on American Literature, San Diego State University (2014); Master of Fine Arts, English with an Emphasis on Creative Writing: Fiction, San Diego State University (2012); Bachelor of Arts, English with an Emphasis on Creative Writing, California State University Channel Islands (2008); Associate of Arts, English, Los Angeles Pierce College (2005).

Staff Roster

Accounting Department:

Andrew Smith
Sarah Brenner

Admissions Coordinator:

Armineh Telime

Financial Aid:

Haleh Naimi
FAME

Student Services:

Haleh Naimi

Office Clerk:

Manijeh Kangeravi
Krishan Gill

Computer Services:

Khasha Roholahi
Northpeak

2025 Tentative Academic Holiday Schedule (*Dates Subject to Change*)

January 1, 2025	New Year's Day
January 20, 2025	Martin Luther King, Jr. Day
February 17, 2025	President's Day
May 26, 2025	Memorial Day
June 19, 2025	Juneteenth
July 4, 2025	Independence Day
September 1, 2025	Labor Day
October 13, 2025	Indigenous People/Columbus Day
November 11, 2025	Veterans Day
November 27-28, 2025	Thanksgiving Break
December 24, 2025 - January 1, 2026	Winter Holiday Break
**Every 6 months instructor in-service takes place (dates yet to be determined)	

2026 Tentative Academic Holiday Schedule (*Dates Subject to Change*)

January 1, 2026	New Year's Day
January 19, 2026	Martin Luther King, Jr. Day
February 16, 2026	President's Day
May 25, 2026	Memorial Day
June 19, 2026	Juneteenth
July 3&4 2026	Independence Day
September 7, 2026	Labor Day
October 12, 2026	Indigenous People/Columbus Day
November 11, 2026	Veterans Day
November 26-27, 2026	Thanksgiving Break
December 24, 2026 - January 1, 2027	Winter Holiday Break
**Every 6 months instructor in-service takes place (dates yet to be determined)	