Diploma Programs
Certified Nurse Assistant
Massage Therapy
Medical Assistant
Medical Insurance Billing and Coding
Pharmacy Technician
Physical Therapy Aide

Certificate Programs
English as a Second Language (Beginning)
English as a Second Language (Intermediate)
English as a Second Language (Advanced)
Test of English as Foreign Language (TOEFL)
# Table of Contents

College Information ........................................................................................................... 6
  Mission ............................................................................................................................. 6
  Purposes ......................................................................................................................... 6
  Objectives ...................................................................................................................... 6
  Philosophy ...................................................................................................................... 6
  History ............................................................................................................................ 7
  College Facilities ........................................................................................................... 7
  Equipment ....................................................................................................................... 7
  Library and Other Learning Resources ........................................................................ 8
    Pearson Curriculum ...................................................................................................... 8
    Pearson Instructor Resource Center .......................................................................... 8
    Gale Cengage Learning ............................................................................................... 8
  Approvals, Accreditation, and Disclosure ..................................................................... 8
  English Proficiency ....................................................................................................... 9
  Administration, Faculty, and Staff ............................................................................... 9
  Class Location ............................................................................................................... 9
  Class Size ..................................................................................................................... 9

Admissions Information ................................................................................................. 10
  Admissions Requirements and Procedures ................................................................. 10
    International Students ............................................................................................... 10
  Transfer of Credit ......................................................................................................... 10
    Transfer or Articulation Agreements ....................................................................... 11
  Policy of Non-discrimination ....................................................................................... 11

Student Information & Services .................................................................................... 12
  Advising ......................................................................................................................... 12
    Student Advising ........................................................................................................ 12
    Academic Advising ..................................................................................................... 12
  Tutoring/Study Groups ............................................................................................... 12
  Changing Programs ...................................................................................................... 12
  Professional Conduct ................................................................................................. 12
  Probation, Suspension, and Termination .................................................................... 12
  Grievance Procedure ................................................................................................... 13
  Dress Code ................................................................................................................... 13
    Female Students ......................................................................................................... 13
    Male Students ............................................................................................................ 14
  Technology Usage ....................................................................................................... 14
  Eating in Classrooms ................................................................................................... 15
  Smoking ........................................................................................................................ 15
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Parking</td>
<td>15</td>
</tr>
<tr>
<td>Personal Property</td>
<td>15</td>
</tr>
<tr>
<td>Student Housing</td>
<td>15</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>15</td>
</tr>
<tr>
<td>Campus Visitors</td>
<td>15</td>
</tr>
<tr>
<td>Crime Awareness (Clergy Act)</td>
<td>15</td>
</tr>
<tr>
<td>Guidance Services</td>
<td>16</td>
</tr>
<tr>
<td>Career Services</td>
<td>16</td>
</tr>
<tr>
<td>Job Lead Exchange</td>
<td>16</td>
</tr>
<tr>
<td>Preparing for the Interview</td>
<td>16</td>
</tr>
<tr>
<td>Failed Interview</td>
<td>16</td>
</tr>
<tr>
<td>Student Interview</td>
<td>17</td>
</tr>
<tr>
<td>Waiver of Placement Services</td>
<td>17</td>
</tr>
<tr>
<td>Drug and Alcohol Abuse Awareness and Prevention</td>
<td>17</td>
</tr>
<tr>
<td>Student Records</td>
<td>18</td>
</tr>
<tr>
<td>Family Education rights and Privacy Act (FERPA)</td>
<td>18</td>
</tr>
<tr>
<td>Academic Information</td>
<td>19</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>19</td>
</tr>
<tr>
<td>Definition of a Unit of Credit</td>
<td>19</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>19</td>
</tr>
<tr>
<td>Make-up Standards</td>
<td>19</td>
</tr>
<tr>
<td>Leave of Absence Policy</td>
<td>20</td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>20</td>
</tr>
<tr>
<td>Externships or Clinical Experience</td>
<td>20</td>
</tr>
<tr>
<td>Certification, State Board, and National board Exams</td>
<td>20</td>
</tr>
<tr>
<td>Transcripts</td>
<td>20</td>
</tr>
<tr>
<td>Graduate Refresher Training</td>
<td>20</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>21</td>
</tr>
<tr>
<td>Grading System</td>
<td>21</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>21</td>
</tr>
<tr>
<td>Satisfactory Academic Progress Policy</td>
<td>21</td>
</tr>
<tr>
<td>Appeal Process</td>
<td>22</td>
</tr>
<tr>
<td>Reinstatement Procedures</td>
<td>22</td>
</tr>
<tr>
<td>Financial Information</td>
<td>23</td>
</tr>
<tr>
<td>Schedule of Charges</td>
<td>23</td>
</tr>
<tr>
<td>Student Tuition Recovery Fund**</td>
<td>23</td>
</tr>
<tr>
<td>Student’s Right to Cancel</td>
<td>24</td>
</tr>
<tr>
<td>Withdrawal from Course</td>
<td>24</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>25</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Hypothetical Refund Example</td>
<td>25</td>
</tr>
<tr>
<td>Tuition Payment Methods</td>
<td>25</td>
</tr>
<tr>
<td>TFC – Tuition Financing</td>
<td>26</td>
</tr>
<tr>
<td>Program Descriptions</td>
<td>27</td>
</tr>
<tr>
<td>Certified Nurse Assistant</td>
<td>27</td>
</tr>
<tr>
<td>CNA Curriculum</td>
<td>27</td>
</tr>
<tr>
<td>CNA Licensure</td>
<td>28</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>29</td>
</tr>
<tr>
<td>MT Curriculum</td>
<td>29</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>30</td>
</tr>
<tr>
<td>MA Curriculum</td>
<td>30</td>
</tr>
<tr>
<td>Medical Insurance Billing and Coding</td>
<td>31</td>
</tr>
<tr>
<td>MIBC Curriculum</td>
<td>31</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>32</td>
</tr>
<tr>
<td>PT Curriculum</td>
<td>32</td>
</tr>
<tr>
<td>PT Licensure</td>
<td>33</td>
</tr>
<tr>
<td>Physical Therapy Aide</td>
<td>34</td>
</tr>
<tr>
<td>PTA Curriculum</td>
<td>34</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>35</td>
</tr>
<tr>
<td>Test of English as Foreign Language (TOEFL)</td>
<td>36</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>37</td>
</tr>
<tr>
<td>Certified Nurse Assistant</td>
<td>37</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>39</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>41</td>
</tr>
<tr>
<td>Medical Insurance Billing and Coding</td>
<td>42</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>43</td>
</tr>
<tr>
<td>Physical Therapy Aide</td>
<td>45</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>46</td>
</tr>
<tr>
<td>Test of English as Foreign Language (TOEFL)</td>
<td>47</td>
</tr>
<tr>
<td>Administration, Staff, and Faculty</td>
<td>48</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>48</td>
</tr>
<tr>
<td>Faculty</td>
<td>48</td>
</tr>
<tr>
<td>Ownership</td>
<td>48</td>
</tr>
<tr>
<td>Board of Directors</td>
<td>48</td>
</tr>
<tr>
<td>Institutional Advisory Committee</td>
<td>48</td>
</tr>
</tbody>
</table>
College Information

Mission
Glen Oaks College is dedicated to providing quality educational programs that combine knowledge with professional know-how enabling students to attain their professional goals and prepare them for gainful employment.

Purposes
1. To provide academic and vocational curricula that meets the needs of students and prospective employers.
2. To provide students with skills that contributes to success in their careers and in their private lives.
3. To provide a learning atmosphere for students that enhances ethical and moral values in professional, personal, and business situations.
4. To provide placement assistance for graduates and students that guides them through the process of securing employment.
5. To maintain a process of communication with the community of employers to assure relevant curricula that meets the needs of the program-related industries.
6. To ensure economic stability enabling the institution to maintain updated curricula, equipment, personnel, and facility.

Objectives
To further advance students at Glen Oaks College, each educational program has individual objectives.

- Certified Nurse Assistant - To provide quality care for residents in long-term care environments, maintain residents’ dignity, and improve or maintain quality of life.
- Massage Therapy - To provide students with a varied and basic foundation of knowledge and skills through the study of anatomy, pathology, physiology, as well as massage and body therapies that enable them to pursue entry-level positions as massage therapists.
- Medical Assistant - To teach a wide variety of medical office skills, both administrative and clinical.
- Medical Insurance Billing and Coding - To provide an opportunity for students to explore and learn medical office skills, medical coding, and medical insurance billing.
- Pharmacy Technician - To involve the students in the technical knowledge and practical skills required for entry-level positions in retail, hospital or HMO pharmacies, health-care facilities, and pharmaceutical companies.
- Physical Therapy Aide - To assist in meeting the healthcare needs of the community by preparing competent, knowledgeable and caring individuals as entry-level physical therapy aides who administer physical therapy interventions through rehabilitation centers, hospitals, nursing facilities, clinics, home care, and athletic organizations.
- English as a Second Language (ESL) - To assist those for whom English is a second language to improve their English language communication skills in order to enhance future study, business, travel, and/or work endeavors.
- Test of English as Foreign Language (TOEFL) - To prepare students to pass the standardized TOEFL examination.

Philosophy
Programs at Glen Oaks College (GOC) are based on the “learning by doing” philosophy, otherwise known as “active learning”.

With active learning as the principle doctrine, the College strives to relate new learning to students’ existing knowledge and skills making learning more meaningful.
Another advantage of “active learning” is that it tends to relieve a great deal of stress and fear of failure associated with traditional, passive learning, where carry-over to the real world is a challenge. In order to maximize practical learning, our programs require students’ participation, rely heavily on case studies, and simulate role-playing, projects, and hands-on experience.

The College prides itself on being friendly and caring, a place where diversity is welcomed, and where students, faculty, and staff feel a strong sense of belonging. At GOC, no one is a mere number – everybody is accorded a special status. Our graduates leave feeling confident and prepared for the challenges that the medical work environment will bring. Our staff is comprised of highly trained individuals with years of clinical and “real world” experiences. Mutual respect between the faculty, students, and staff is of the utmost importance.

**History**

Glen Oaks College was founded in 2007 in Glendale, California for the purpose of offering certificate and diploma programs in allied health. Very shortly after its founding, the school ownership was changed and the school was relocated to Riverside, California where it has expanded its offerings.

The campus consists of 3,500 square feet facility consisting of administration offices, classrooms, lab facilities, a media center, and lounge/lunch room facility. Ample student and faculty parking is available around the entire campus.

Glen Oaks College was approved by the California Bureau for Private Postsecondary Education in December of 2011.

In March of 2013, the College received its authorization to enroll non-immigrant foreign students from the Student and Exchange Visitor Program (SEVP) which is administered by the U.S. Department of Homeland Security, Immigration and Customs Enforcement.

**College Facilities**

Glen Oaks College is located in the educational heart of Riverside, on the corner of Spruce and Chicago. The College is easily accessible from the 91 and the 215 Freeways as well as local mass transit. The College is within close proximity of local restaurants, banks, and other student related commercial outlets.

The campus consists of administrative offices, classrooms, medical labs, a media center, and lounge/lunch room facility. Ample student and faculty parking is available.

Glen Oaks College is in full compliance with all state and local ordinances and regulations, including those requirements regarding fire, building safety, and health.

**Equipment**

At Glen Oaks College, students are afforded the opportunity to develop knowledge and know-how of the field in which they enroll. The allied health programs at Glen Oaks College consist of a didactic component and a laboratory component. The didactic or classroom component requires the usual equipment found in a modern classroom, such as overhead projectors and DVD equipment. The practical, laboratory component, on the other hand, requires specialized equipment designed for hand-on skill development. The following is description of the equipment found in the laboratories of Glen Oaks College.

The Pharmacy Technician laboratory is a mock retail pharmacy that includes shelving for space for the top 200 drugs, empty bottles to be used in trial prescription filling and counter space for taking in prescriptions, filing and dispensing drugs. The laboratory also has a counter space area for compounding, computers, IV area, and mock retail pharmacy.
The Medical Assistant program provides training in clinical and computer labs. The equipment includes centrifuges, glucometers, microscopes, autoclaves, minor surgical instruments, electrocardiograph machines, ambulatory aids, sphygmomanometers, stethoscopes, microhematocrit readers, and support devices.

The Medical Billing and Coding Specialist program provides computers and printers that are readily accessible to students. Computers with installed software in the areas of word processing, billing, and coding are utilized in the program. Clinical equipment includes blood pressure arm, stethoscopes, teaching stethoscopes, and infant and upright weight scales.

**Library and Other Learning Resources**
The library at Glen Oaks College gives students, staff, and faculty full access to media resources including but not limited to textbooks, books related to the course offerings, reference books, periodicals, technical manuals and workbooks, audio-visual materials and equipment, computers connected to the Internet, and online learning resources.

**Pearson Curriculum**
We have contracted with Pearson Publishing to use their curricula for all our courses. Because of its history, size, and commitment to publish the latest in our field of service, we have chosen Pearson as our partner.

Pearson International is the world leader in education publishing and related services outside North America. Their portfolio includes innovative textbooks, digital learning solutions, online testing and assessment, professional development and a suite of integrated services. Their education business combines 150 years of experience in publishing with the latest learning technology and online support. They provide education and assessment services in more than 70 countries, and their courses and resources are available in print and digitally.

**Pearson Instructor Resource Center**
To supplement the Pearson curriculum used at Glen Oaks College, the College's faculty will be able to access the Pearson Instructor Resource Center. Returning users may sign in, new users may request access, or user may browse without signing into view titles. Instructors may search for Pearson titles through browsing by discipline or searching for resources by Author, Title, or ISBN.

**Gale Cengage Learning**
Students and faculty will also be able to access the Gale Cengage Learning. Cengage Learning is a leading provider of innovative teaching, learning and research solutions for the academic, professional and library markets worldwide. The company's products and services are designed to foster academic excellence and professional development, increase student engagement, improve learning outcomes and deliver authoritative information to people whenever and wherever they need it.

Students will be able to access Gale online resources through institutional access. Institution would subscribe to Gale resources. Students will be provided with URLs to access the databases and from there would enter their passwords. Students are able to subscribe separately through Cengagebrain.com, however there are a limited amount of resources available and Glen Oaks College will provide the required access code.

**Approvals, Accreditation, and Disclosure**
Glen Oaks College has approval to operate in the State of California by the Bureau for Private Postsecondary Education. This approval means that Glen Oaks College meets the standards established under the law for instruction by private postsecondary educational institutions for integrity, financial stability, and educational quality.
Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.

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

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

This institution does not have a pending petition in bankruptcy, and is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Glen Oaks College is not accredited by an agency recognized by the United States Department of Education (USDE) and students are not eligible for federal financial aid programs.

Glen Oaks College is authorized by the United States Customs and Immigration Services (USCIS) to enroll non-immigrant students. The institution can issue The Form I-20 leading to the M-1 Student Visa.

**English Proficiency**
Students are required to speak English when an instructional setting necessitates the use of English for educational or communication purposes. All classes are taught in English.

**Administration, Faculty, and Staff**
Glen Oaks College is proud of the faculty and staff who serve the student population and the community. The personnel of Glen Oaks College bring a variety of professional, educational, and life experiences that enhance the total growth experience at the campus. The catalog addendum includes a list of the administration, faculty, and staff.

**Class Location**
All instructional classes will be held at the main campus located at: 1660 Chicago Avenue, Suite N-1, Riverside, CA 92507.

**Class Size**
Glen Oaks College limits the size of the classes to maintain sound educational instruction. Maximum class size for any class is 20.
Admissions Information

Admissions Requirements and Procedures
All applicants must meet the following requirements and procedures prior to acceptance to Glen Oaks College:

- High school graduate, or
- General Education Development (GED) certificate, and
- Receive a passing score on standardized entrance exam (there are specific tests for the various programs).

The following requirements and procedures apply to all applicants after acceptance to Glen Oaks College:

- Complete an initial interview and tour the campus.
- Review Course Catalog and sign acknowledgment form of reviewing Course Catalog.
- Review Student Performance Fact Sheet and sign acknowledge form of reviewing Student Performance Fact Sheet.
- Sign an Enrollment Agreement (if applicant is under 18, a parent or guardian must sign the Enrollment Agreement).
- Complete admissions documents and submit a non-refundable registration fee of $75.00.
- Complete financial arrangements prior to the start of classes.
- High school graduates must provide a copy of their high school diploma or a copy of their high school transcript indicating all courses completed and a graduation date.

Note: Applicants who have a felony or misdemeanor conviction may not meet required licensure or certification requirements for certain programs, which could impact their employability in that industry. Applicants should review industry regulations.

International Students

Glen Oaks College is authorized by the United States Customs and Immigration Services (USCIS) to enroll non-immigrant students. The institution can issue The Form I-20 leading to the M-1 Student Visa.

To be admitted to any of the Allied Health Diploma programs, international students must:
1. Submit an application, along with a non-refundable fee of $75.
2. Submit proof of high school graduation or GED.
3. For applicants whose primary language is not English, applicants need to pass either the Test of English as a Foreign Language (TOEFL) (score of 450 or higher on the paper based or score of 45 or higher on the Internet Based is required) or International English Language Testing System (IELTS) (score of 4.5 or higher is required).
4. Provide a bank statement indicating that applicant has a minimum of $20,000 to cover all of expenses for one year while attending Glen Oaks College. This figure covers tuition, books, room and board, health insurance, transportation, and other personal expenses.

Transfer of Credit

Glen Oaks College does not accept coursework completed at other educational institutions.

Credits earned at Glen Oaks College will most likely not transfer to other post-secondary institutions. Each institution controls what credits are accepted from other colleges. Please check with specific institutions concerning their transfer policies.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION:
The transferability of credits you earn at Glen Oaks College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma or certificate you earn at Glen Oaks College is also at the complete discretion of the institution to which you may seek to transfer. If the credits, diploma, or certificate that you earn at Glen Oaks College are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Glen Oaks College to determine if your credits, diploma or certificate will transfer.

Transfer or Articulation Agreements
Glen Oaks College has no transfer or articulation agreements with any other college or university that provides for the transfer of credits earned in the program of instruction.

Policy of Non-discrimination
Glen Oaks College does not deny admission or discriminate against students currently enrolled on the basis of race, color, religion, sex, age, handicap, financial status, area of origin, residence, sexual orientation, from participation in any of the school's activities. Glen Oaks College complies with the Americans with Disabilities Act (ADA) of 1990 and with Section 504 of the Rehabilitation Act of 1973. The College will reasonably accommodate applicants and students with disabilities to the extent required by applicable law, and will appoint a Disabilities Coordinator to assist those who are seeking accommodation.
Student Information & Services

Advising
Student Advising
Students may experience educational, personal, or financial problems during their enrollment. Glen Oaks College welcomes the opportunity to assist students in working out solutions to these problems. Students experiencing difficulties in these areas are advised to contact the Student Services Department. Students requiring other types of professional assistance beyond that offered by the Institution will be referred to the appropriate agencies within the community.

Academic Advising
Students who may be experiencing academic challenges are advised to contact the Education Department.

Tutoring/Study Groups
Students, with the assistance of their instructors, are encouraged to form study groups. The study groups help to build a strong academic and professional rapport among the students while enhancing individual efforts for academic excellence.

Students needing academic assistance may arrange for tutoring through their instructors. The faculty and staff of Glen Oaks College are committed to assisting students through their academic experience, and the tutoring process is a valuable component.

Changing Programs
Students requesting to change programs must consult with the Executive Director and/or Program Chair, who retain the authority to allow or deny the request.

Professional Conduct
An important part of the training at Glen Oaks College includes the development of professionalism. Students are expected to conduct themselves in a manner conducive to learning and maintaining a professional business environment, which includes all campus facilities, classrooms, labs, and externships.

As a professional, students have the responsibility to interact with all faculty, staff, peers, and industry associates with respect and integrity. Developing communication skills is important, especially when dealing with a diversity of individuals. Students must develop problem-solving skills that deflect emotions that can arise from classroom or personal pressures and conflicts.

Specific grounds for disciplinary action include, but are not limited to, the following: (1) unsatisfactory academic progress; (2) unsatisfactory attendance; (3) unprofessional conduct; (4) use of drugs, narcotics, alcohol (or under the influence), gambling, profanity; (5) violations of the dress code; (6) failure to abide by the rules and regulations of the institution; (7) failure to maintain tuition payments; (8) breach of enrollment agreement; (9) cheating; (10) plagiarism; (11) falsifying school records; (12) carrying concealed or potentially dangerous weapons; (13) disorderly conduct; (14) solicitation that reflects unfavorably on the school or the students; (15) vandalism of school property; (16) gang related activity or identification; (17) fighting (physical or verbal); (18) verbal confrontations with any employee and/or student.

Probation, Suspension, and Termination
Glen Oaks College reserves the right to place on probation, suspend or terminate any student whose attendance, professional conduct, or academic performance does not meet the school’s standards and/or who fails to abide by the rules and regulations.
Students placed on probation will have specific criteria to meet, over a specified period, in order to be removed from probation status. Failure to meet the criteria of the probation could result in termination from the program and the institution.

Students may be suspended because of violations of conduct, attendance, or academic policies. Suspensions have a set time period, at which time the student may apply for reinstatement.

Students may be terminated for violation of any provision cited within this catalog including lack of academic progress, not meeting probation conditions, or violation of the professional conduct regulations.

**Grievance Procedure**

Glen Oaks College, in the administration of discipline, guarantees procedural fairness to an accused person, whether the person is a Glen Oaks College student or staff/faculty member. In pursuit of its policy of openness, accountability, and responsiveness to students, the institution's administration provides established grievance procedures. The Chief Executive Officer shall maintain a file on each grievance reported including the procedures followed and the final disposition of the case.

**Definition:** A grievance is a complaint arising out of any alleged, unauthorized, or unjustified act or decision by a student, faculty member, administrator, or staff person, which in any way adversely affects the status, rights, or privileges of a member of the student body.

**Process:**

Step 1: The student should first bring the grievance to the attention of the appropriate instructor or staff member.

Step 2: The student should next bring the grievance to the attention of a Program Director, if applicable.

Step 3: If the issue is not resolved through Steps 1 and 2, the student should bring the matter to the attention of the Executive Director.

Step 4: If the matter remains unresolved, following the decision by the Executive Director, the individual filing the grievance may appeal within 14 days to the Review Committee. The Review Committee consists of the Executive Director, Chief Executive Officer, Chief Operations Officer, Program Director (if applicable), a faculty member from an unrelated program, and a student representative from an unrelated program. The Review Committee has the responsibility of reaching a decision that is in the best interest of the student and the College.

Step 5: If the issue remains unresolved, the student may contact:

- Bureau for Private Postsecondary Education
  - P.O. Box 980818
  - West Sacramento California, 95798-0810
  - www.bppe.ca.gov
  - Tel (916) 431-6959 Toll free (888) 370-7589 Fax (916) 263-1897.

**Dress Code**

Professional dress is essential at all times, and for most programs, specific uniforms are required. Policies related to professional dress enable the students to become familiar and comfortable with the expectations of the employers who hire Glen Oaks College graduates. Administration and faculty are responsible for enforcing the dress code. Students who violate the dress code will be sent home and must make-up the time missed from class. The following detail the dress code:

**Female Students**
- Clean scrubs with student ID badge to be worn each day.
- When scrubs are not required, students may wear pants or slacks which do not extend below the rim of the shoe.
- Shorts, sweat pants, stretch pants, and jeans are not permitted
• Tee shirts with any type of writing, logo, or silkscreen (other than the College logo) are not permitted.
• Clothing must fit properly.
• Program specific scrubs are to be worn on the campus; a white uniform with the Glen Oaks patch sewn on the left sleeve, one inch below the shoulder, is to be worn in the clinical area; turtleneck garments are not to be worn in the clinical areas.
• Knee length or pantyhose of natural color may be worn with pants; white socks (not athletic type) may be worn with pants in either the clinical or classroom area.
• Open toe, open heel, flip-flops, sandals, high heels, slippers, or colored tennis shoes are not permitted.
• Shoes must be all white (leather or synthetic) with closed-toe and heel for clinical and classroom area.
• One stud earring in each ear (worn in earlobe) is permitted; hoop or multiple earrings, necklaces, or bracelets are not permitted.
• Wedding and/or engagement ring may be worn on ring finger.
• Facial jewelry is not permitted.
• Acrylic nails are not permitted; natural nails must be no longer than the tip of the fingers; brightly colored nail polish is not permitted.
• Extreme hair color or styles are not permitted.
• Perfumes are not permitted; scents in hairspray, hand lotion, and cigarette smoke may be offensive to patients.
• Light make-up is permitted.
• Facial jewelry is not permitted.
• Acrylic nails are not permitted; natural nails must be no longer than the tip of the fingers; brightly colored nail polish is not permitted.
• Extreme hair color or styles are not permitted.
• Perfumes are not permitted; scents in hairspray, hand lotion, and cigarette smoke may be offensive to patients.
• Light make-up is permitted.
• Facial jewelry is not permitted.

Male Students
• Clean scrubs with student ID badge to be worn each day.
• When scrubs are not required, students may wear pants or slacks which do not extend below the rim of the shoe.
• Shorts, sweat pants, and jeans are not permitted.
• Tee shirts with any type of writing, logo, or silkscreen (other than the College logo) are not permitted.
• Clothing must fit properly.
• Program specific scrubs are to be worn on the campus; a uniform with the Glen Oaks patch sewn on the left sleeve, one inch below the shoulder, is to be worn in the clinical area; turtleneck garments are not to be worn in the clinical areas.
• Open toe, open heel, flip-flops, sandals, slippers, or colored tennis shoes are not permitted.
• Shoes must be all white (leather or synthetic) with closed-toe and heel for clinical and classroom area.
• Wedding ring may be worn on ring finger.
• Facial jewelry is not permitted.
• No earrings are permitted.
• Nail polish is not permitted; nails should not extend beyond the end of the finger.
• Extreme hair color or styles are not permitted.
• Cologne is not permitted; scents in hairspray, hand lotion, and cigarette smoke may be offensive to patients.
• Beards and/or mustaches are to be cleanly shaven daily.
• When possible, tattoos will be covered in clinical areas.
• Clean clothes and daily bathing, use of deodorant, and proper oral hygiene is expected.

Technology Usage
Digital devices, such as laptops, are allowed in the classroom. Students are permitted to carry their cell phones, but they should not have them out at any time unless there is an emergency.
Eating in Classrooms
Eating and/or drinking are not permitted in classrooms. Students are free to eat and drink in the lounge or in designated areas outside the building.

Smoking
Smoking is not permitted anywhere inside the school facilities. Please smoke outside the building in the designated areas and use the appropriate disposal containers for all used cigarettes. There is a covered smoking area on the east side of the building. Smoking in front of any entrance to the building is prohibited.

Student Parking
While the campus is located in a safe area, students are still encouraged to remove all valuables from the auto or from sight and carefully lock their automobiles. Glen Oaks College is not responsible for parking violations, property theft, or property damage.

Personal Property
Glen Oaks College assumes no responsibility for loss or damage to a student’s personal property or vehicle.

Student Housing
Glen Oaks College does not have dormitory facilities. Although it is the student’s responsibility to find living accommodations, the Institution will help locate lodging for any student needing assistance. Available lodging may include rooms in private homes, apartments, and rental houses.

Glen Oaks College maintains a notebook of available housing located reasonably near the campus in its Education office, and estimates that this housing will cost approximately $1,000 per month.

Student Health Services
The College does not provide health services for students. In cases of medical emergency, students should notify a staff member who will call 911 for medical services. Costs associated with medical services will be the responsibility of the student.

Health insurance is required for international students. While the College does not provide health insurance for its students, the College can assist international students in finding a health provider if requested.

Campus Visitors
To maintain a safe and professional learning environment, children and other non-authorized individuals are not permitted on the school premises. All vendors and those conducting business with Glen Oaks College must report to the front desk upon entering and leaving the building.

Crime Awareness (Clergy Act)
Students, staff, and faculty are all encouraged to be vigilant and immediately report any acts of crime to the College administration. The administration will prepare a report of the incident and inform the local police. The campus will comply with the requirements of the Jeanne Clergy Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Each year, the College will distribute to all current students and employees a campus security report that includes campus statistics and crime activity in the local area surrounding the campus. All prospective students and employees will receive a notice regarding the campus crime report and the instructions for requesting a copy.
Guidance Services
The staff of Glen Oaks College makes every effort to maintain close communication with the students. Students have access to faculty and administrative staff for financial assistance, vocational and academic advising. Students experiencing personal problems, which require professional counseling, and is requested by the student, will be referred to the appropriate agencies.

Career Services
Glen Oaks College Placement Assistance Department provides direct assistance as students near their completion date and beyond graduation. Glen Oaks College cannot and does not guarantee employment upon successful completion. However, the College placement staff will make every effort to place all graduates.

Upon graduation from Glen Oaks College, the following programs are available to assist graduates in placement:

Job Lead Exchange
GOC Staff will share all job leads. Sharing job leads means that all students will have access to lead information.
   1. The Staff will develop leads per student by networking with healthcare or business companies in the immediate area.
   2. Seek assistance from instructors for job leads and informal best job fit assessments.
   3. Jobs leads will be posted on the College’s information board for students to access or students will be able to view job leads in binder at Student Services.

Preparing for the Interview
Students will be assisted in preparation for an interview.
   1. One month prior to graduation, the Staff gives each student formal instructions in preparing the student for his/her job search.
   2. The instruction is given by the Staff to include, but is not limited to:
      a. Preparation for the interview.
      b. Sources of job leads.
      c. Proper dress.
      d. Interviewing techniques.
      e. Post-Interview procedures.
      f. Resume preparation.
      g. Time management.
      h. Motivational training.
      i. Starting pay guidance
      j. Resume design and layout
   3. Staff documents job interview results by tracking the student's contact, resume, and date of company visit, contact persons, and interview data. The results of the interview are also recorded in the individual student record file.
   4. When a graduate is successfully placed, a Graduate's Placement Record form is completed and filed.

Failed Interview
The ultimate criterion for determining interview effectiveness is whether or not the prospective candidate is hired. Therefore, criteria are established to evaluate the causes of failed interviews.

These criteria must include:
   1. Student's grasp of course material.
   2. Effectiveness of student's interview preparation instruction.
3. Student's ability, or lack thereof, to communicate effectively using oral English in an interview situation.
4. Student's compliance with an attitude and acceptance of interviewing coaching and instructions.

**Student Interview**

All students being referred to companies for job interviews are evaluated as follows:

1. All students who fail to secure a job after their fourth consecutive interview or after thirty (30) days since their graduation date are referred to Supervising Staff for further evaluation and retraining.
2. The supervisor will discuss and explore reasons for the failed interview with a student.
3. If additional training is need, the supervisor will consult the instructor and set up an appointment between the instructor and the student. The instructor meets with the student to provide job seeking skills necessary for the perspective field.
4. A copy of the job description which the student is applying for, and a copy of the student's resume are given to the instructor so that the student can be taught those areas necessary for the job that may not have been covered in the last class.
5. The Placement staff meets weekly with the school administration to review and discuss pending cases of students who have not been placed.
6. The procedure outlined above will be repeated if the student again fails to become employed after completing an additional four interviews or after sixty (60) days have passed since graduation.
7. If the student fails to gain employment after having completed twelve (12) job interviews, a placement committee, consisting of all the GOC Administrative staff will convene to evaluate the student's situation and determine a viable course of action, which will lead to successful placement of the student in question. The committee will convene at the discretion of the GOC School Director, no more than 10 working days from the student's twelfth unsuccessful job interview. The committee will prepare a memorandum of its findings and recommendations, which will become a part of the student's academic record. Willful disregard of the committee's recommendations by the student in question is grounds for termination of the student's placement privileges.

**Waiver of Placement Services**

Students who obtain vocational training seek employment after completing a course(s) of study.

1. Some students may choose to decline placement. Under the following circumstances placement is not provided:
   - Continuing education
   - Leave the country
   - Death, illness or pregnancy
   - Disability
   - Military service or participation in the Peace Corps or Domestic Volunteer Service
2. If a student does not accept placement for any of the above reasons, he/she must complete a Waiver of Placement Services Form, and submit it to the student records administrator.
3. For students who do not seek employment within three (3) months of completing the course of study, they will also have to complete a Waiver of Placement Services Form.
4. Retain the completed form in the student's academic file for future reference or verification.

**Drug and Alcohol Abuse Awareness and Prevention**

The Drug-Free Workplace Act of 1988 (Public Law 101-690) and the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226) describe the legal sanctions under local, state, and federal law for unlawful possession, use, or distribution of illegal drugs and alcohol. Conviction for violating these laws can lead to imprisonment, fines, probation, and/or assigned community service.

Glen Oaks College is a drug-free workplace, and fully subscribes to and cooperates with local, state, and federal authorities in the enforcement of all laws regarding the unlawful possession, use, or distribution of illicit drugs and alcohol. The use or distribution of drugs and alcohol in class, on the campus, or in the
clinical sites by students or staff will result in termination. Those individuals terminated for violating the drug-free policies of Glen Oaks College will not be re-admitted.

The prohibition of drugs and alcohol includes, but is not limited to the use or distribution of: alcohol, marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, barbiturate, abuse of glues, aerosol products, improper use of over-the-counter drugs, or other chemical substances.

**Student Records**

Glen Oaks College maintains all pertinent student records for 5 years from the student’s date of completion or withdrawal. A record is considered current for 3 years following a student’s completion or withdrawal. Records are kept in hard copy as well electronically. The hard copy files are stored in fireproof and lockable cabinets. In addition to the hard copies of the student records, Glen Oaks College stores digitized copies of transcripts and issued diplomas indefinitely.

For all student records, Glen Oaks College can immediately reproduce exact, legible printed copies of the digitized records. The digitized record can be accessed with any Internet connected computer at any time by the administrative staff with access code. Glen Oaks College also has administrative staff that can access the digitized student records to be present at all times during normal business hours, 9:00 AM to 5:00 PM.

Any person authorized by the Bureau for Private Postsecondary Education (BPPE) or other pertinent governmental agencies has immediate access to the digitized student records in order to copy, inspect, and investigate records during normal business hours, 9:00 AM to 5:00 PM.

If Glen Oaks College closes, it and its owners will store and safe keep, in California, all records required to be maintained by BPPE. The repository of the records will make these records immediately available for inspection and copying, without charge during normal business hours by any entity authorized by law to inspect and copy records.

**Family Education rights and Privacy Act (FERPA)**

At Glen Oaks College (GOC), student records are maintained for a minimum of five years from the student’s last date of attendance. The Family Educational Rights and Privacy Act of 1974, affords eligible students and their parents certain rights with respect to their education records including:

- The right to inspect and review the student’s education records during normal business hours with an appointment within 45 days of the college receiving a written, dated request for access. GOC does not permit students to inspect or review confidential student guidance notes maintained by the College, or financial records of their parents or guardians.
- The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or a violation of privacy. Students requesting amendment of an education record should submit a written, dated request to the College, clearly identifying the specific area they want changed, and why it is inaccurate, misleading, or a violation of privacy. The student will be notified if GOC decides not to amend the record, thus allowing the student to request a hearing.
- The right to not have the College release nor disclose personal information contained in the student’s education records to outside employers, agencies, or individuals without first securing a written release from the student or parent, unless permitted by FERPA. One exception to the student record release policy allows College officials, with a legitimate educational interest or professional responsibility, to review the student’s record.
- The right to file a complaint with the U.S. Department of Education concerning alleged violations by the College in complying with FERPA requirements. The USDOE office that administers FERPA:
  Family Compliance Office
  U.S. Department of Education
  400 Maryland Ave, SW
  Washington, D.C. 20202-4605
Academic Information

Academic Calendar
Glen Oaks College observes the following Holidays:

- Dr. Martin Luther King, Jr. Day 2014: Monday 1/20 2015: Monday 1/19
- President’s Day 2014: Monday 2/17 2015: Monday 2/16
- Independence Day 2014: Friday 7/4 2015: Saturday 7/4
- Labor Day 2014: Monday 9/1 2015: Monday 9/7

Students have a Winter Break that will vary slightly from year to year beginning prior to Christmas and continuing through New Year’s Day. Glen Oaks College reserves the right to modify this schedule with a reasonable advance notice to students.

Definition of a Unit of Credit
Glen Oaks College measures student progress in semester hours. One (1) semester credit hour equals:

- At least 15 clock hours of lecture
- At least 30 clock hours of lab
- At least 45 clock hours of externship

A clock hour is a minimum of 50 minutes of instruction within a 60-minute period of time involving lectures, lab activity, demonstrations, and other class activities.

Attendance Policy
Attendance in all scheduled classes is essential for success in the program and is an important criterion for employers. Attendance is taken daily. To receive a passing grade in any course, students must maintain 80% attendance or greater. Students should strive for perfect attendance – no absences, no late arrivals, and no early departures. Students are expected to be on time to class every day.

When students must be absent from class, they should call the school prior to the start of class, noting the class they are in, an explanation of why they will not be in class that day, and when can we expect their return. There is an allowance of three (3) excused absences in a module for reasons such as medical or court-ordered events, given provided documentation.

Students who have three (3) consecutive unexcused absences from school or five (5) absences from school in a given module, not including school holidays, will be dropped from the program.

Note: In specific classes, the attendance requirement may be higher. Students need to check with their instructor for specific requirements.

Students enrolled in the CNA Program are not permitted to miss any clinical days. Students who miss theory days/hours must make up the time hour-for-hour with the instructor’s consent.

Make-up Standards
Make-up work is the responsibility of the student with the cooperation and guidance of the instructor. Some programs have specific criteria for make-up work thus, it is important to communicate with the
instructor. Hours of make-up work are designed to learn material and competencies but cannot be accepted as hours of class attendance.

**Leave of Absence Policy**
Written requests for a Leave of Absence (LOA) will be considered by the administration of Glen Oaks College. Leaves of Absence may be granted over a 12-month time period, not to exceed a total of 180 days. During the LOA, the student must continue to make her/his normally scheduled loan responsibilities.

**Medium of Instruction**
Glen Oaks College conducts classes in English only.

**Externships or Clinical Experience**
All externships, where required, are to be performed by the student as part of the course and without compensation. In some cases, such externships may be secured outside the student's general area.

All students must sign a Clinical Training Release and Hold Harmless Agreement prior to the start of a practicum.

All students must satisfy all financial obligations to the school before they can be sent on externship/practicum.

**Certification, State Board, and National board Exams**
Students are not automatically certified by any agency upon completion of a program. It is the responsibility of the student to understand the process that leads to certification, including any required exams administered by various boards. Even though a student has completed a course of study, Glen Oaks College cannot guarantee that the student will pass a given licensing exam. The College will make a reasonable effort to provide accurate information regarding eligibility, requirements, and examination dates and fees.

Students are urged to inquire with the appropriate board or agency about the requirements for licensure prior to enrolling in a program.

The Certified Nurse Assistant and Pharmacy Technician programs at Glen Oaks College lead to licensure in the state of California. Specific requirement and eligibility information for obtaining a license can be found in the respective program description:
- Certified Nurse Assistant (page 28)
- Pharmacy Technician (page 33)

**Transcripts**
Transcripts will be available for students for up to 50 years. Students must submit a written request to the school for an official or unofficial copy of the transcript and satisfy all financial obligations to the school. A processing fee will be charged.

**Graduate Refresher Training**
Graduates who desire refresher training may be admitted to retake a desired module within 1 year of graduation. The charge for such training is prorated to the total tuition of the program. Admittance is based on space availability.
Academic Standards

Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

I  Incomplete; not calculated in GPA*

P  Passing; not calculated in GPA

R  Designation means a class was repeated; “R” grade is not calculated into the GPA

The hours attempted for an “R” class compute into the 1.5 maximum timeframe to complete the program

*Incomplete (I) occurs at the discretion of the instructor and, in most cases, must be resolved within five (5) class days following the end of the class, with a final grade submitted. Note: the instructor has the discretion to allow more time to resolve an Incomplete, with the approval of the Program Director (if applicable) or the Executive Director.

Graduation Requirements

To be eligible for graduation and receive a diploma the student must complete each module in the program with a minimum grade point average of 2.0, meet the attendance requirements for the in-school training as stated in the attendance policy, successfully complete all elements of externship, if required, and satisfy all financial obligations to the school.

Satisfactory Academic Progress Policy

To maintain satisfactory academic progress toward a diploma or certificate, a student must maintain (1) a specified grade point average and (2) proceed through the program at a specified minimum pace. For determining satisfactory academic progress, a grade is assigned at the end of each module or course (evaluation period). The following outlines the CGPA requirements at each evaluation period:

<table>
<thead>
<tr>
<th>Evaluation period one:</th>
<th>Remaining evaluation periods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 minimum CGPA</td>
<td>2.0 minimum CGPA</td>
</tr>
</tbody>
</table>

If the student has a CGPA lower than specified above, he/she will be placed on Academic Probation. If the student fails to achieve the required CGPA at the end of the next evaluation period, she/he may be withdrawn from the program. Glen Oaks College reserves the right to accelerate the SAP policy to include immediate termination, if determined to be warranted.

In addition to the GPA requirements, students must progress toward the completion of the program within a specified time. The completion rate is measured at the end of the evaluation period. If the student has not completed two-thirds of the cumulative credit hours to date, the student will be placed on probation. If at the end of the next evaluation period, the student has not increased the completion rate to two-thirds of the cumulative hours attempted, she/he may be dismissed.
Students are expected to complete the requirements for all coursework in the scheduled time frame, not to exceed 1.5 times the length of the program. Individual cases will be evaluated should the 1.5 standard appear unattainable.

**Appeal Process**
A student may appeal the determination of the Satisfactory Academic Progress process. In such cases, a committee of program and executive directors may determine that the student is making satisfactory progress despite the failure to conform to the SAP time frame or GPA requirements.

**Reinstatement Procedures**
A student requesting to be reinstated as an active student, based on whatever reasons or circumstances, should do so in writing. Supportive documentation and/or information concerning any mitigating circumstances should be noted in the request. The Reinstatement board shall consist of (3) three school administrators.

Students who have been dismissed for lack of Satisfactory Academic Progress and who have been approved to re-enter must (1) re-enter the same program; (2) will be placed on probation for one evaluation period; and (3) must follow the current curriculum, which may involve additional classes in order to meet program requirements.
## Financial Information

### Schedule of Charges
Tuition includes textbooks, scrubs, and other fees or materials.

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Cost Breakdown</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Registration</td>
<td>Tuition (Domestic Students)</td>
</tr>
<tr>
<td></td>
<td>Non-Refundable</td>
<td>Refundable</td>
</tr>
<tr>
<td>Certified Nurse Assistant*</td>
<td>$75</td>
<td>$1,850</td>
</tr>
<tr>
<td>Medical Assistant*</td>
<td>$75</td>
<td>$9,000</td>
</tr>
<tr>
<td>Medical Insurance Billing &amp; Coding*</td>
<td>$75</td>
<td>$9,000</td>
</tr>
<tr>
<td>Pharmacy Technician *</td>
<td>$75</td>
<td>$9,000</td>
</tr>
<tr>
<td>Massage Therapy *</td>
<td>$75</td>
<td>$9,000</td>
</tr>
<tr>
<td>Physical Therapy Aide *</td>
<td>$75</td>
<td>$6,000</td>
</tr>
<tr>
<td>ESL, Beginning</td>
<td>$75</td>
<td>$1,800</td>
</tr>
<tr>
<td>ESL, Intermediate</td>
<td>$75</td>
<td>$1,800</td>
</tr>
<tr>
<td>ESL, Advanced</td>
<td>$75</td>
<td>$1,800</td>
</tr>
<tr>
<td>Test of English as Foreign Language (TOEFL)</td>
<td>$75</td>
<td>$1,800</td>
</tr>
</tbody>
</table>

*Not refundable after the seven day cancellation period.

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

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

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

1. You are not a California resident or are not enrolled in a residency program.
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.
The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

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

An itemization of all fees charged for goods and services, equipment and supplies not included in tuition charges. For each degree and certificate program, the following is an overview of fees charged for goods; services, equipment and supplies not included tuition and registration charges.

**Student’s Right to Cancel**

You have the right to cancel the enrollment agreement you signed for a course of instruction including any equipment, such as books, materials, and supplies, or any other goods and services included in the agreement, and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. Cancellation shall occur when you give written notice of cancellation at the address of the School shown on the top of the front page of the enrollment agreement. You can do this by mail, hand delivery, or telegram. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with postage prepaid. The written notice of cancellation need not take any particular form, and, however expressed, it is effective if it shows that you no longer wish to be bound by your enrollment agreement. You will be given notice of cancellation form with this enrollment agreement and on the first day of class, but if you choose to cancel, you can use any written notice that you wish. If the school has given you any equipment, including books or other materials, you shall return it to the school within 30 days following the date of your notice of cancellation. If you fail to return this equipment, including books, or other materials, in good condition within the 30 day period, the school may deduct its documented cost for the equipment from any refund that may be due you. Once you pay for the equipment, it is yours to keep without further obligation. If you cancel the agreement, the school will refund any money that you paid, less any deduction for equipment not timely returned in good condition, within 45 days after your notice of cancellation is received.

**Withdrawal from Course**

The institutional refund policy for students who have completed 60 percent or less of the course of instruction shall be a pro rata refund. After the end of the cancellation period, you have a right to terminate your studies at this school at any time, and you have the right to receive a refund for the part of the course or program you have paid for and did not receive. You have the right to withdraw from the course of instruction at any time. If you withdraw from the course of instruction after the period allowed for cancellation, the school will remit a refund, less a registration fee $100.00, within 45 days following your withdrawal. You are obligated to pay only for educational services rendered and for unreturned books or equipment.

(A) Deduct a registration fee ($75.00) from the total tuition charge.
(B) Divide this figure by the number of days in the program.
(C) The quotient is the daily charge for the program.
(D) The amount owed by you for purposes of calculating a refund is derived by multiplying the total days attended by the daily charge for instruction.
(E) The refund would be any amount in excess of the figure derived in (D) that was paid by you.
(F) The refund amount shall be adjusted for equipment, if applicable.

**Refund Policy**

Cancellation shall occur when you give written notice of cancellation at the address of the School shown on the top of the front page of this Agreement. You can do this by mail, hand delivery, or telegram. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with postage prepaid.

If the School has given you any equipment, you should return it to the School within 20 days following the date of your notice of cancellation. If you fail to return this equipment in good condition within the 20-day period, the School may deduct its documented cost for the equipment from any refund that may be due to you. Once you pay for the equipment, it is yours to keep without further obligation.

If you cancel this Agreement, the School will refund any money that you paid, less any deduction for equipment not timely returned in good condition, within 10 days after your notice of cancellation is received. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that you no longer wish to be bound by this Agreement. You will be given two notice of cancellation forms to use at the first day of class, but you can use any written notice that you wish.

**Hypothetical Refund Example**

Assume that a student, upon enrollment in a 400-hour course, pays $2000.00 for tuition, plus $75.00 for registration, and withdraws after completing 100 hours. The pro-rata refund to the student would be $1500.00 based on the calculation stated below.

$2,075.00 amount paid for instruction ($2000 tuition plus $75 registration)  
- $75.00 registration fee (amount school may retain)  
/ 400 clock hours of instruction for which the student has paid  
X 300 clock hours of instruction paid but not received  
= $1,500 actual refund amount

For the purpose of determining the amount you owe for the time you attended, you shall be deemed to have withdrawn from the course when any of the following occurs:

a. You notify the school of your withdrawal or the actual date of withdrawal.

b. The school terminates your enrollment.

c. You fail to attend classes for a three-week period. In this case, the date of withdrawal shall be deemed to be the last date of recorded attendance.

If any portion of your tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of refund will first be used to repay any student financial aid benefits, and any balance will be paid to you.

**Tuition Payment Methods**

Please note that the College does not participate in federal and state financial aid programs.

The College accepts payment for tuition, books, equipment and other fees through VISA, MasterCard, or personal or third party checks.

At the school's discretion, installment payments may also be arranged. Students assume the responsibility for payment of the tuition costs in full, either through direct payment or through a third party financial plan. All financial arrangements must be made before the beginning of classes. The school will contact students who are delinquent in paying tuition and fees. They will then be counseled and
encouraged to make specific arrangements with the college in order to remove their delinquency and remain in good financial standing.

**TFC – Tuition Financing**

Through partnering with Glen Oaks College, TFC can help students with affordable payment plans.

TFC Tuition Financing offers services including:
- Flexible Payment Options
- Simple Application Process
- Credit-Building Financing Plans
- Toll-Free Student Services

For more information, pick up a brochure at Glen Oaks College or visit [www.TFCtuition.com](http://www.TFCtuition.com)
Program Descriptions

Certified Nurse Assistant
The objective of the Certified Nurse Assistant Program is for students to learn to provide quality care for residents in long-term care environments, maintain residents’ dignity, and improve or maintain quality of life.

The program is designed to prepare students to sit for the California Certification Examination for Certified Nurse Assistants. Students also learn how to take care of patients’ basic needs, including bathing and feeding. Students learn to be proficient in technical skills, such as taking vital signs, tracking patient progress through charts, and performing certain emergency procedures.

The program also addresses the complex social, legal, and ethical issues that result from prolonged care. Good bedside manner is covered through interpersonal communication practice and knowledge of patients’ rights, resident care procedures, and rehabilitation.

Within this course the student will also receive CPR training and take required examinations for certification. HIPPA and OSHA certifications will also be issued.

Certified Nurse Assistant: Three-month program (12 weeks)
Clock hours: 240

CNA Curriculum

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Name</th>
<th>Theory Hours</th>
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<td>Module 3</td>
<td>Communications and Interpersonal Skills</td>
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<td>Module 4</td>
<td>Prevention and Management of Catastrophe and Natural Occurrence</td>
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<td>Body Mechanics</td>
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<td>Module 6</td>
<td>Medical and Surgical Asepsis</td>
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<td>Module 7</td>
<td>Weights and Measurements</td>
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<td>Patient Care Skills</td>
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<td>Nutrition</td>
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<td>Rehabilitative Nursing</td>
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<td>Module 15</td>
<td>Observation and Charting</td>
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CNA Licensure
To obtain a California Certified Nurse Assistant (CNA) certificate you must:

- Be at least 16 years of age
- Meet the health screening and conviction screening
- Submit fingerprints through the live scan method to ATCS upon enrollment in an ATCS-approved training program.
- Complete a minimum of 150 hours of training in an ATCS-approved program taught by ATCS-approved instructors
- Successfully complete a competency evaluation conducted by an ATCS approved testing vendor.

OR

- Be eligible through an equivalent training program. Be at least 16 years of age
- Be eligible through reciprocity from another state.

For more information, please visit The California Department of Public Health: [http://www.cdph.ca.gov/](http://www.cdph.ca.gov/)
Massage Therapy
The objective of the Massage Therapy program is to provide students with a varied and basic foundation of knowledge and skills through the study of anatomy, pathology, physiology, as well as massage and body therapies that enable them to pursue entry-level positions as massage therapists.

The program is designed to present, through lecture/discussion and lab experiences, the myriad of avenues that students may take in the Massage Therapy industry. The massage industry is changing and growing in response to public interest in healthcare options that promote well-being and a better quality of life.

This program is designed to prepare graduates to pursue entry-level employment in the industry. Employment opportunities for Massage Therapists include physical therapy clinics, massage therapy clinics, chiropractor offices, physician offices, holistic health clinics, health clubs, fitness centers, day spas, nursing homes, hospitals, athletic teams, sports medicine facilities, and self-employed practitioners.

Massage Therapy: Nine-month program (36 weeks)
Clock hours: 720
Semester credit hours: 36

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<th>Module I</th>
<th>Course Number</th>
<th>Course Name</th>
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<td>Intro to Anatomy and Physiology for the Massage Therapist</td>
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<td>MT 130</td>
<td>Working with Special Populations</td>
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<td>MT 140</td>
<td>Massage, Business Administration and Ethics</td>
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<td>Spa Service and Wellness</td>
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<td>Module VI</td>
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<td>Assessment and Clinical Massage Therapy</td>
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<td>Module VII</td>
<td>MT 170</td>
<td>Deep Tissue and Other Therapeutic Techniques</td>
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<td>Sports Massage and Introduction to Traditional Chinese Medicine</td>
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<td>Energetic and Non Traditional Massage Techniques</td>
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Medical Assistant
The objective of this program is to teach a wide variety of medical office skills, both administrative and clinical. Graduates of the program may have the skills and knowledge to pursue entry-level positions in physician offices, HMO facilities, clinics, urgent care, rehabilitation centers, and other allied healthcare facilities.

The Medical Assistant has in front and back office responsibilities, and combines the roles which could include updating patient files, charting histories, arranging lab services, taking vital signs, administering injections, sterilizing medical instruments, and assisting physicians during examinations. Graduates will generally perform their duties under the supervision of a physician in a medical office, HMO practice, clinics, or other medical facilities.

The program is intended to provide entry-level employment opportunities in the Medical Assistant Field. The College assists students with job placement, but ultimately it is the responsibility of the individual student. The College does not guarantee placement.

Medical Assistant: Eight-month program (32 weeks)
Clock hours: 720
Semester credit hours: 31

MA Curriculum

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<th>Course Name</th>
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<td>MA 120</td>
<td>Introduction to Health Care</td>
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Medical Insurance Billing and Coding
The objective of the Medical Insurance Billing and Coding program is to provide an opportunity for students to explore and learn medical office skills, medical coding, and medical insurance billing. Graduates from the program may qualify for entry-level positions in medical offices, clinics, hospitals, and medical insurance companies.

Students will become proficient in completing and processing a variety of health claim forms using correct coding information. Students will also become familiar with industry-based reference materials such as the Physicians' Current Procedural Terminology (CPT), Health Care Common Procedure Coding Systems (HCPCS), and the International Classification of Diseases (ICD.9.CM).

The program involves the use of computer software that is associated with the coding and billing industry. Students will process insurance claim forms as well as use case studies to determine if and how a claim would be accepted and coded.

Medical Insurance Billing and Coding: Eight-month program (32 weeks)
Clock hours: 
Semester credit hours: 

MIBC Curriculum

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<td>MB 141</td>
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<td>MB 142</td>
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<td>MB 143</td>
<td>Medical Billing and Financial Management</td>
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<td>MB 145</td>
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<td>MB 146</td>
<td>Health Information and Record Management</td>
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<td>MB 147</td>
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Pharmacy Technician
The objective of the Pharmacy Technician program is to involve the students in the technical knowledge and practical skills required for entry-level positions in retail, hospital or HMO pharmacies, health-care facilities, and pharmaceutical companies.

The Pharmacy Technician program will cover areas such as: assisting the pharmacist in collecting, organizing, and providing information for direct patient care; receiving and screening prescription/medication orders for completeness and authenticity; preparing medications for dispensing; verifying the measurements, preparation, or packaging of medication produced by other technicians; dispensing medications; assisting the pharmacist in monitoring medication therapy; and maintaining confidentiality of patient and proprietary business information.

This program is designed to help students prepare for the Pharmacy Technician Certification Exam (PTCE) sponsored by the Pharmacy Technician Certification Board (PTCB).

Pharmacy Technician:  Eight-month program (32 weeks)
Clock hours:  720
Semester credit hours:  31

PT Curriculum

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<td>Lecture</td>
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<td>PT 110</td>
<td>Pharmacy Law and Regulations</td>
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<td>PT 111</td>
<td>Pharmacy Business Applications</td>
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<td>PT 112</td>
<td>Hospital and Retail Pharmacy</td>
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<td>PT 120</td>
<td>Pharmacology and the Vascular Systems</td>
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<td>PT 130</td>
<td>Pharmacology and the Apocrine Systems</td>
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<td>PT 131</td>
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<td>Pharmacology and the Motor Systems</td>
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<td>Computer Applications and Career Development</td>
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PT Licensure

To be licensed as a pharmacy technician in California, you must qualify under A, B, or C as listed below and be a high school graduate or possess a general educational development (GED) certificate:

A. If you are qualifying by one of the following methods, the Affidavit of Completed Coursework or Graduation for Pharmacy Technician (page 4 of the application) must be submitted with your application.
   - An Associate Degree in Pharmacy Technology;
   - Any other course that provides a minimum of 240 hours of instruction as specified in Title 16 California Code of Regulation section 1793.6(c);
   - A training course accredited by the American Society of Health-System Pharmacists (ASHP);
   - Graduation from a school of pharmacy accredited by the Accreditation Council for Pharmacy Education (ACPE).

B. If you are certified by the Pharmacy Technician Certification Board (PTCB), you must submit a certified true copy of your PTCB certificate or the original certificate with your application. (A certified true copy is a copy that has been notarized as a true copy.)

C. If you are qualifying by training provided by a branch of the federal armed services, you must submit a copy of your DD214 with your application.

For more information, please visit The California Department of Consumer Affairs – Board of Pharmacy: www.pharmacy.ca.gov
Physical Therapy Aide
The objective of the Physical Therapy Aide program is to assist in meeting the healthcare needs of the community by preparing competent, knowledgeable and caring individuals as entry-level physical therapy aides who administer physical therapy interventions through rehabilitation centers, hospitals, nursing facilities, clinics, home care, and athletic organizations.

Students will learn basic medical terminology, as well as being introduced to the anatomy and physiology procedures outlined in this course. Students will have the ability to work with the Physical Therapist in a medical facility assisting with patient recovery.

The following outcomes are associated with graduates from the Physical Therapy Aide Program: demonstrate effective communication skills; exhibit behaviors and conduct that reflect sensitivity and respect according to physical therapy practice standards; function under the supervision of a physical therapist in a safe, legal, and ethical manner; integrate administrative and operational practices of physical therapy service in a variety of settings; and implement a self-directed plan for career development, credentialing, and life-long learning.

Physical Therapy Aide: Five-month program (22 weeks)
Clock hours: 480
Semester credit hours: 23

PTA Curriculum

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<th>Course Name</th>
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English as a Second Language (ESL)
The objective of the English as a Second Language program is to assist those for whom English is a second language to improve their English language communication skills in order to enhance future study, business, travel, and/or work endeavors.

More than two out of every three speakers of English in today’s world are non-native speakers. This fact has profound implications for English language instruction. Learners today are more likely than ever to use English to communicate with other non-native speakers in travel, business, study, and work. For that reason, in addition to presenting the traditional cultural-linguistic features of English and preparing students to communicate with native speakers of English, the program deliberately helps students build cultural literacy. Numerous activities in the text prepare students to communicate with people from different cultures in formal and informal situations.

The 12-month program consists of three 4-month courses with 2 levels each. Each level, Beginning, Intermediate, and Advanced meets 20 hours per week over 8 weeks for a total of 160 hours of instruction. The entire program is a dynamic six-level program of international communication with emphasis on cultural literacy.

English as a Second Language: Twelve-month program
Clock hours: 320
Semester credit hours: 7

Beginning Level
English as a Second Language I A
English as a Second Language I B

Intermediate Level
English as a Second Language II A
English as a Second Language II B

Advanced Level
English as a Second Language III A
English as a Second Language III B
Test of English as Foreign Language (TOEFL)
The objective of the TOEFL program is to prepare students to pass the standardized TOEFL examination. Many students who take the TOEFL exam are planning to study at a college or university where instruction is in English. In addition, many government agencies, scholarship programs, and licensing or certification agencies use TOEFL scores to evaluate English proficiency.

TOEFL Preparation provides three (3) hours of contact time per week and gives students the skills, strategies, practice, and confidence they need to increase their scores on all sections of the TOEFL.

Test of English as Foreign Language: Sixteen-week program
Clock hours: 320
Semester credit hours: 7

A variety of methods are used. These include, but are not limited to, lecture, small groups, and one-on-one tutorials.

Expected Learner Outcomes:
The learner will be able to improve his/her score on the Listening Section, Structure Section, Reading Section, and Essay Writing Section of the TOEFL.
Course Descriptions

Certified Nurse Assistant

Module 1: Orientation-unit 1/Introduction unit 2
In this unit the student will learn the history, basic responsibilities of the CNA and the duties performed by them on the job. The student will get basic understanding of state and federal laws governing healthcare facilities, Title 22, OBRA and HIPAA. Student will learn the basics of medical law and ethics and the importance of documentation in the workplace. The student will be instructed about the nursing assistant scope of practice, requirements for certification, professionalism, ethics, confidentiality as well as job performance limitations. The student will demonstrate understanding of this module, by making informed decisions and successfully passing all quizzes and exams.

Module 2: Patient Rights
The purpose of this unit is to introduce the student to patient/resident rights. Student will learn their role in maintaining or improving the quality of life, health, and safety of each residents/patients and receive basic understanding of the rights of the dying patient. The student will be instructed of the fundamental foundation of these rights as initiated and regulated by American Hospital Association (AHA) and enforced by Patient Self-Determination Act (PSDA), Health and Safety Code, Title 22 and Omnibus Budget Reconciliation Act (OBRA) including the role of the Ombudsman. The student will demonstrate ways for the resident/patient to exercise their rights free from abuse and interference. The student will describe ways to assist the resident/patient in making choices, participate in their plan of care, and be treated with respect and dignity while ensuring confidentiality, and privacy.

Module 3: Communication and Interpersonal Skills
In this module the student will be introduced to the concepts of communication and interpersonal skills required to communicate and interact appropriately with the resident/patient, family members, visitors and the healthcare team. Communication and its effect on the resident/patient are studied, as well as the five body senses and Maslow's Hierarchy showing how they tie into communication. The student will be instructed on verbal, non-verbal and written skills to assist with communicating and overcoming barriers that interfere with proper communicate to ensure health, safety and well-being of the resident/patient. Student will also gain knowledge of aids to effective communication, observations skills and documentation. The student will demonstrate communication skills learned effectively and efficiently in class, on campus, and at the clinical site.

Module 4: Prevention and Management of Catastrophe and Unusual Occurrence
This module describes the role and procedures performed by the CNA to create and maintain a safe environment for the resident/patient. The purpose of this module is to teach the student safety

Module 5: Body Mechanics
This module covers the proper/protective body mechanics to take during the positioning, moving, and transporting of patients to avoid fatigue and injury. There is a firm focus on keeping the resident/patient safe as well as nursing assistant safety during turning, transferring and lifting. This module helps the student structure ways to maintain proper body alignment, secure base of support, and ergonomics. The student will practice the related concepts of body mechanics and safety in class as well as at the clinical site.

Module 6: Medical and Surgical Asepsis
This module will describe the effects of contamination on the body, as well as the effects on the patient, the nursing assistant, and the health care team. The purpose of this module is to teach the student safety
against viruses and/or dangerous bacteria. Student will learn the relationship between microorganisms and infection, preventative aseptic technique, chain of infection, isolation precautions, and instruction tools for a healthy workplace. The student will practice the acquired skills at the clinical site when caring for residents, as well as computer skills regarding keyboarding, on campus and in skills lab during daily activity. Student will successfully pass OSHA exam.

Module 7: Weights and Measurements
This module covers the significance of fluid balance and the unit of measurements in maintaining homeostasis as well as the critical events of hospital admissions, transfers and discharges. There is also a firm description that further informs the student on the quantities used in the medical field to measure in cubic centimeters or milliliters. The module helps the student better understand the metric system, weight, length and liquid volume as well as documenting in military time. The student will practice measuring and recording intake and output, height and weight, and proper recording of results.

Module 8: Resident Care Skills
This module provides the student with the knowledge and nursing skills needed to establish a personal care schedule to provide daily care for residents/patients. Students will learn restorative and psychosocial skills, means of data collection, importance of recording and reporting findings and the Physical Therapist, Occupational Therapist, and Restorative Aide role in increasing the functional ability of the resident in performing ADL care. This includes giving and/or assisting with Am and HS care, oral hygiene, bathing, perineal care, care of nails and feet, back rub, dressing and undressing, hair care, shaving, and elimination needs. Other skills included in this module are bowel and bladder retraining, use of prosthetic devices, weighing and measuring height, and care of residents/patients who are incontinent. The student will demonstration skills learned and discuss how they promote safety, health, comfort and well-being for elderly residents residing in skilled and long-term care nursing facilities.

Module 9: Patient Care Procedures
The module covers topics to assist the student in caring for residents/patients requiring additional special procedures to promote health. This module helps the student expand their skills and responsibility in medical care and the admission, transfer and discharge procedures provided in different health care settings. The student will learn how to care for residents receiving IV therapy, and Enteral Nutrition. Student will gain knowledge on indwelling and condoms catheters as well as monitoring intake and output, obtain specimens for further diagnosis, and application of enemas and suppositories as relief of constipation and bowel training. The student will also be instructed on the application of non-legend topical ointments, dressings application, bed-making, applying and removing antiembolic hose and binders. The student will demonstrate related concepts learned effectively and efficiently in skills lab, and at the clinical site and will document practiced skills.

Module 10: Vital Signs
In this module the student will learn how to take vital signs, measurements that reflect the physical well-being of a person. Student will learn vital signs which are routinely measured on every resident/patient which include temperature, pulse, respiration, and blood pressure also pain which is referred to as the fifth vital sign. Vital signs are often the first indicator that something adverse is going on with the patient. The student will be introduced to the normal ranges for vital signs to be able to detect abnormalities as well as factors that affect vital signs. The student will practice these skills at the clinical site and in skills lab, and will adequately document and report findings.

Module 11: Nutrition
This module is designed to provide the student with the guidelines for evaluating the patient's nutritional needs and delivering a well-balanced diet. Nutrition and its benefits on the patient are studied, as well as diet therapy, the effects of a poor diet and hydration. Many patients/residents require alteration to their diet and the student will learn about special diet requirement related to disease and disorders and equipment to promote independence. The student will also be introduced to meal preparation, feeding the resident/patient, delivering water and nourishment, monitoring for declines in abilities as well as improvements and feeding techniques. Student will learn their role as well as the role and responsibilities of the Speech Therapist, Occupational Therapist, and Restorative Aide in rehabilitation of the resident's
ability to consume adequate nutrition and hydration safely. The student will practice related concepts, document and report food, and water and nourishment intake alone with any decline in resident ability to receive adequate hydration and nutrition.

Module 12: Emergency Procedures-CPR
This module provides the student with an overview of common emergencies that require immediate action and the guidelines to follow for each. Student will learn the procedures to follow for emergencies such as shock, chest pain, and heart attack, cardiac and respiratory arrest, stroke, seizure, hemorrhage, burns, choking and poisoning. Student will learn the skills of CPR for victims of all ages, how to use an automated external defibrillator (AED) and how to relieve choking, as well as First Aid for hemorrhaging and burns, and what to do if poisoned. The skills learned in this module will enable the student to recognize emergencies and how to respond to them. The student will demonstrate the knowledge and skills learned and successful pass the CPR practical and written examinations.

Module 13: Long-Term Care Resident
This module covers the Geriatric Care provided for adult’s ages 65and older. Student will learn how to holistically care for residents in the long-term care setting. There is a firm description that further informs the student of common diseases and the pathologic behaviors associate as well as the physical changes that occur as a person grows older. This module helps the student better understanding the psychosocial, psychological, recreational changes and needs of the aging. The student will be taught the signs and effects of common diseases such as Alzheimer’s, Dementia, Retardation, and Cerebral palsy with focus on behaviors related to the loss of independence, and will inform the student of community resources available for assistance. In order to provide a full understanding of these changes the student will study anatomy and physiology. The student will demonstrate genuine respect for the older adults residing in long-term care facilities and value each resident/patient by proving each with quality care.

Module 14: Rehabilitative Nursing
In this module the student will learn the vital role of the nursing assistant as part of the rehabilitation team. As a nursing assistant you will help Physical Therapy, Occupational Therapy and the Restorative Aide in the maintenance or regaining of self-care abilities that may have been lost through illness, disease and disorder, or injury. The student will be introduce to the functions of each member of the rehabilitation team and services provided as well as the CNA function as part of the team. The student will demonstrate their role in helping the resident/patient care for themselves, rebuild muscle strength, identify change in ability, document and report any decline as well as improvements.

Module 15: Observation and Charting
In this module the student will learn the basic rules for reporting and recording observations and care rendered to residents/patients. Students will learn how to collect subjective and objective information, and document their findings using medical terminology and appropriate abbreviations by writing it down in long hand or in a computerized system. The student will get a basic understanding of resident care plan, and how to sort out, report, and document information in compliance with HIPAA regulations. The student will practice charting techniques learned on forms, records, and documenting systems using proper medical terminology and abbreviations.

Module 16: Death and Dying
In this course the student will be instructed on how to care for the dying resident/patient holistically as directed by the Patient Self-Determination Act of 1991 (PSDA) and with dignity and respect. The effect of death and dying on the resident/patient and loved ones will be studied, as well as physical, psychological, and spiritual support required to minimize suffering and promote dignity. Ways to allay fear such as comfort measures, spending time and listening to the resident/patient will be discussed. This module also includes behaviors of the dying patient, advance directive and living wills, as well as organ and tissue donation. The student will explain and/or demonstrate related concepts, ADL assistance required during the dying process, and postmortem care in class skills lab and clinical.

Massage Therapy
MT 110  History of Massage Therapy and Introduction to Swedish Massage  
In this course, students learn the application and effects, as well as the indications and contraindications of many Swedish Massage therapy techniques. Students explore the ease of their own movement and body mechanics while performing these techniques to promote wellness and longevity as future massage therapists. Students learn the origins of massage therapy in healing and medicine. The course also introduces the students to a variety of skills and clinic situations that are necessary to move forward in the program and the massage therapy profession. Interwoven in the course work students begin to comprehend numerous pertinent business and career management skills in support of continued success.

MT 120  Introduction to Anatomy and Physiology for the Massage Therapist  
This module is designed to provide the student with an overall comprehension of anatomy, physiology, histology, kinesiology, and pathology as it relates to massage therapy. The topics start at the chemical level and progress into the various cell structures, tissue types, structure and functions of the organs, and the organization of various body systems. An emphasis is directed on both the anatomical structures and the physiological functions of how these systems work together to maintain homeostasis. In addition to study of the normal functioning of the body's systems, the course integrates a study of numerous pathologies associated with these structures and systems. An additional focus is upon how the knowledge of anatomy and physiology benefit the student in the practical aspects of learning and applying the various techniques and effects of therapeutic massage.

MT 130  Working with Special Populations  
This module is designed to provide the student with a general overview of the categories and applications of massage and bodywork modalities. Detailed review of the structure and function of the lymphatic and reproductive systems, the common pathologies, contraindications, and unique considerations for special populations are identified including pregnancy and infant massage, geriatric and hospice massage, and HIV/AIDS. In addition, the guidelines and components of self-care for the massage therapist that contribute to the longevity of a successful professional practice are included.

MT 140  Massage Business Administration and Ethics  
This dynamic module covers a broad spectrum of business topics vital to creating a successful career in the massage therapy field. Topics including marketing, policies and procedures, setting fees, business plan components and finances will prepare students to establish and maintain a thriving massage therapy practice. The keys to successful employment are covered in resumes, cover letters and interviewing. Professionalism, confidentiality, time management, goal setting and state and local regulations are thoroughly reviewed. Focus is placed on ethical practices, boundaries, scope of practice and techniques to resolve ethical dilemmas. Upon completion, students will possess the tools to become successful employees and/or business owners. Clinical practice in Swedish massage, chair massage and integrated techniques continue to build the massage therapists' practical skills.

MT 150  Spa Service and Wellness  
This module provides the student with an overview of the history and development of the spa industry and identifies the specific skill sets and guidelines for a professional practice in contemporary spa settings. With detailed review of the structure and function of the cardiovascular and integumentary systems, the benefits and physiological effects of hydrotherapy techniques that manipulate soft tissue and blood flow are explored. Strategies to enhance good health and wellness common in the spa setting are covered including the various uses of aromatherapy, stone massage, therapeutic exercise, and nutrition.

MT 160  Assessments and Clinical Massage Therapy  
This course is designed to provide the student with an overall comprehension of assessment and clinical massage therapy. The structures and functions of the respiratory system and skeletal system are covered, including the pathologies of both systems and the joints of the skeletal system. Foundations of clinical massage and the processes of injury, inflammation, and pain—causes and classifications are included. The development of quality assessment and subsequent treatment skills in relationship to clinical massage therapy is the primary focus of this class. In addition, anatomy of the head and jaw, the
neck, and the chest and shoulder regions along with their most common injuries, pathologies, signs, symptoms, and treatments are considered, explored, and learned.

**MT 170 Deep Tissue and other Therapeutic Techniques**
This course is designed to provide the student with an in depth knowledge and understanding of the structure and function of the muscular system, from the chemical and cellular levels of muscle contraction to the pathologies and treatment techniques related to muscular dysfunction. From a preceding study of the anatomy and physiology of the muscular system, this class advances to the most common pathologies and dysfunctions along with effective treatment techniques for those dysfunctions of the system including, myofascial release techniques, connective tissue massage, trigger points, and neuromuscular therapy. From the underlying foundational knowledge of the muscle system, pathologies, and treatment techniques, the class emphasizes the practical application of these techniques to clinical pathologies and injuries of the vertebral column, low back, hip, thigh, knee, and foot. This class provides the student with the knowledge and skills to assess and effectively treat these common musculoskeletal pathologies.

**MT 180 Sports Massage and Introduction to Traditional Chinese Medicine**
This course is designed to introduce the student to the theory and hands-on skills involved in adapting basic massage techniques to athletes and performing artists. The specific timing and application of pre-event, inter-event, post-event, and remedial massage protocols will be addressed. Students will learn basic self-care activities to assist with recovery, rehabilitation, and performance. In addition the student will explore the principles and therapies associated with traditional Chinese medicine with an emphasis on Asian bodywork modalities. This course also integrates an in-depth look at the basic structure, function, and pathological conditions associated with the endocrine system.

**MT 190 Energetic and Nontraditional Massage Techniques**
This module explores specialized therapies in massage and bodywork, with attention given to the concept of energy and energy bodywork modalities. The student will be introduced to concepts, theories, and hands-on skills related to Polarity Therapy, Reiki, Craniosacral Therapy, Therapeutic Touch, and other non-traditional forms of bodywork. In addition students will investigate the concepts and application of meditation in massage therapy as well as complementary healthcare. There will also be student comprehension and review of anatomy, physiology, and the nervous system with relationship to nontraditional massage therapies.

**Medical Assistant**

**MA 110 Medical Terminology and Anatomy Physiology**
The course introduces the student to medical office procedures and concepts of medical law and ethics. Topics will include medical specialties and providers, medical law and ethics, patient medical records, and management of files and charts. Student will be able to compare AMA and AAMA code of ethics, discuss the pros and cons of bioethical issues and triage of patients while ensuring the retrieval of patient medical records once in the office.

**MA 120 Introduction to Healthcare**
This course will provide the students with the knowledge involving the core concepts of the health care delivery system and health occupations. It will discuss various aspects of communication, interpersonal skills, legal and ethical responsibilities, as well as, safety and security procedures. The course also covers wellness and diseases, quality assurance and safety, emergency (first aid and CPR) responses and aseptic techniques. Skills in computer literacy, basic math and science, employability and professionalism in health care are also discussed in this course. Professionalism in dress, behavior, and attitude are presented and monitored throughout the program.

**MA 130 Medical Office Administration**
This module will discuss the concepts related to the medical office management, including interpersonal relationships, and communication. The lesson also covers descriptions of the patient reception, office facility, equipment and supplies. The course also illustrates appointment scheduling, medical records
management and its components, and medical office management. Concepts of managing medical records, billing collections, financial management, medical insurance and claims, as well as medical coding will also be discussed in this module. Professionalism in dress, behavior, and attitude are presented and monitored throughout the program.

MA 140 Clinical Medical Assisting Duties
This course is designed to provide concepts and skills involved in clinical medical assisting duties including assisting with vital signs, physical examinations, medical specialties, eye and ear care, pediatrics and minor surgery. The course also covers other minor treatments involving orthopedics and rehabilitation. Professionalism in dress, behavior and attitude are presented throughout the program.

MA 150 Medical Laboratory
This course will provide students with the necessary skills and concepts involving the basic laboratory and clinical diagnostic procedures. It will also cover the practice of accepted procedures of transporting, accessioning and processing specimens. The course will also cover collection procedures, supplies and equipment used in the medical laboratory, as well as phlebotomy procedures. Professionalism in dress, behavior and attitude are presented throughout the program.

MA 160 Pharmacology
This course will provide students with the necessary skills and concepts involving the pharmaceutical principles, as well as, administering medications. Professionalism in dress, behavior and attitude are presented throughout the program.

MA 170 Electrocardiogram
This course presents the theory and procedures of electrocardiogram "EKG" applications, as well as the legal and ethically responsibilities related to EKG. A brief review of the heart structures, blood vessels and the blood flow through the heart is presented. The module further covers basic radiological concepts as they relate to contrast media and procedures. Professionalism in dress, behavior and attitude are presented throughout the program.

MA 180 Externship
This course is designed to provide the student hands on experience in the field working as an extern in healthcare facility. Professionalism in dress, behavior and attitude are presented throughout the program.

Medical Insurance Billing and Coding

MB 140 Introduction to Health Care
This module will discuss the concepts of medical terminology, including prefixes, suffixes and word roots, as well as, abbreviations and symbols. This course, students will learn anatomy and physiology of the body systems, including vocabulary, pathology, diagnostic and therapeutic procedures. Infection control, vital signs and measurements, as well as handling office emergencies are also covered in this course.

MB 141 Concepts in Healthcare
This course will provide the students with the knowledge involving the core concepts of the healthcare delivery system and health occupation. It will discuss various aspects of communication, interpersonal skills, legal and ethical responsibilities, as well as, safety and security procedures. The course will also describe wellness and diseases, quality assurance and safety, emergency (First Aid and CPR) response aseptic techniques. Skills in computer literacy, basic math and science and employability are also discussed in this course.

MB 142 Medical Office Administrations
This module will discuss the concepts related to the to the medical office management, including interpersonal relationships, and communication. The lesson also covers descriptions of the patient reception, office facility, equipment and supplies. The course also illustrated appointment scheduling, medical records management and its components, and medical office management. Concepts of professionalism in healthcare will also be discussed.
MB 143  Medical Billing and Financial Management
The course is designed to provide students concepts and skills in financial management including accounting systems, payroll procedures, fees, credit and collection, as well as check writing and banking procedures. Students are also introduced to the medical billing procedures and its components such as CMS-1500 and UB-92 forms. Students are presented concepts of clinical records and medical documentation and abstracting, billing and coding from medical reports.

MB 144  Insurance Processing
This course will assist the student to develop proficiency in preparing and processing insurance claims. Types of healthcare plans will be reviewed. Students will also become familiar with essential medical terminology used in medical insurance processing, as well as, with the different claim forms. Electronic claims billing and submission will also mentioned.

MB 145  Medical Coding Systems
This course will provide students with the necessary skills and concepts required to perform medical billing using the medical coding systems. It will cover diagnostic coding/ICD-9 codes, CPT and HCPCS and its correct applications as they relate to describing diagnoses, procedures, services, supplies, and injection. The course will describe the external regulating agencies and their impact on the coding systems.

MB 146  Health Information and Record Management
This course is designed to provide the student with an understanding of the concepts and skills involved in working with health information and medical records. Students will demonstrate the proper techniques involved in maintaining patient records, indexing and filing, as well as, charting and documentation. The course will also cover clinical records and medical documentation.

MB 147  Practicum
The course is designed to ensure that the skills acquired throughout the program are strong and applicable to the current employment opportunities. In addition, the students will expand their skills in specific areas as they prepare for specific employment demands.

Pharmacy Technician

PT 110  Pharmacy Law and Regulations
This course orients students to the work of pharmacy technicians and the context in which their work is performed. Students learn the concept of direct patient care and the technicians’ general role in its delivery, with particular emphasis on the complementary roles of pharmacists and technicians. Students are introduced to the profound influence that medication laws, standards, and regulations have on practice. Upon successful completion of the course, students should be able to explain the concept of quality assurance and its procedures while noting the laws and regulations that govern the practice.

PT 111  Pharmacy Business Applications
In this course, students learn to assist the pharmacist in collecting, organizing, and evaluating information for direct patient care, medication use review, and departmental management. Emphasis will be placed on securing information from the patient medical chart, record, and patient profile. Students also learn to interview patients, their representatives, caregivers, and healthcare professionals for needed information. Upon successful completion of the course, students should have the ability to adapt patient care to meet the needs of diversity while using basic math skills to evaluate information for direct patient care. Finally, students learn confidentiality issues regarding patient-specific information while handling health insurance billing including federal- and state-funded insurance programs.

PT 112  Hospital and Retail Pharmacy
In this course, students learn the preparation of sterile products, the hospital drug delivery system, unit dose packaging systems, ward stocks, narcotic disposal, and community pharmacy operations. The preparation IV of admixtures and TPN solutions will be introduced under sterile conditions. Emphasis is
also placed on the proper use of the laminar flow hood using quality control. Upon successful completion of the course, students should be able to develop proper manipulative techniques as well as the interpretation and evaluation of hospital orders and technical duties related to dispensing over-the-counter drugs in a retail pharmacy.

PT 120 Pharmacology and the Vascular Systems
In this course, the students will understand the principal structural features of the heart and lymphatic system and its role in the circulatory process while discussing the use of cardiovascular drugs for treatment of its pathologies. Students will also be trained in the use of methods and equipment in CPR. Emphasis will be placed on trade and generic drugs of the cardiovascular system and their therapeutic effects. Upon successful completion of the course, students should be able to identify and discuss trade, generic, use, action, dosage form, route, and classification of cardiovascular drugs in the top 200 lists and interpret prescriptions using the correct dosage equation while dispensing the drug in the correct delivery system.

PT 130 Pharmacology and the Apocrine Systems
In this course, students learn the uses and side effects of prescription medications, nonprescription medications, and alternative therapies commonly used to treat diseases affecting the endocrine and integumentary systems. To achieve this, students comprehend an understanding of basic anatomy and physiology of the endocrine and integumentary systems. For each medication studied, students learn the brand and generic name, standard pronunciation, abbreviation, dosage forms, and routes of administration. Upon successful completion of the course, students should be proficient in therapeutic treatment alternatives for diseases of the apocrine system, demonstrating this by interpretation, dosage calculation, and delivery method of brand and generic medication distribution.

PT 131 Sterile Product Preparations
In this course, students learn the preparation of sterile products, including extemporaneous compounding. The preparation of IV admixtures and TPN solutions will be introduced under sterile conditions. Emphasis is also placed on the proper use of the laminar flow hood using quality-control measures. Upon successful completion of the course, students should be able to develop proper sterile manipulative techniques, IV preparation, and extemporaneous compounding skills to prepare a drug product according to a drug formula.

PT 140 Pharmacology and the Motor Systems
This course will provide students with an understanding of the generalized functions and support mechanisms of the human body while introducing them to pharmacology that deals with the musculoskeletal system. Topics discussed will include muscle relaxants, non-narcotic analgesics, and drugs for arthritis. Emphasis will focus on causes, cures, and treatment of common ailments using both prescription and OTC drugs. Upon successful completion of the course, students should be able discuss to pathologies of the musculoskeletal system and generic and trade drugs that are used for treatment. Students should be aware of the side effects, dosage form, route, and proper use of these drugs while determining the correct delivery system.

PT 141 Prescription Order Processing
This course will teach students to receive and screen prescriptions and medication orders. Initially, students learn how state laws and regulations determine what activities associated with receiving and screening prescriptions/medication orders for completeness and authenticity can be delegated by pharmacists to technicians. Upon successful completion of the course, students should be able to demonstrate the proper method for receiving a prescription or medication order for authenticity and be proficient in adding any missing information. Students should be able to communicate in a clear, logical manner at the appropriate level when performing this job responsibility.

PT 150 Pharmacology and the Nervous System
This course will provide students with an introduction to pathologies of the nervous system and drugs for treatment of these pathologies in prescription and nonprescription form. Drug classes presented will include stimulants, depressants, psychotropic, anxiolytic, antianxiety, pain management, anticonvulsants,
anesthetics, analgesics, and narcotics. Emphasis will be to correlate the connection between the physiological systems and the related drugs. Students should demonstrate competency with the different drug trade names, generic names, and their classification. Upon successful completion of the course, students should be able to distinguish between the brand and generic name, standard pronunciation, dosage form, and routes of administration of medications used to treat the nervous system including psychiatric disorders. Students should be able to demonstrate this knowledge by interpreting prescription and medication orders using the correct dosage equation and delivery system.

PT 160 Pharmacology and the Absorption Systems
This course will allow students to review and differentiate the drugs linked to the respiratory system, gastrointestinal system, and the urinary system while studying the anatomy and physiology of these systems. Emphasis will be placed on pathologies and drug treatment involving essential and accessory organs. Upon successful completion of the course, students should be able to identify and discuss trade and generic names, standard pronunciation, dosage forms, abbreviations, and routes of administration for each medication studied that relates to the absorption systems.

PT 170 Hospital Policy and Procedures
This course will allow students to develop familiarity with the hospital drug delivery systems, inventory controls, unit dose packaging, ward stock, pyxis, crash carts, compounding, and IV admixture preparations. Emphasis will be placed on hospital policies and procedures, narcotic stock disposal, compounding math, practical application of the metric system, and general hospital pharmacy duties. Upon successful completion of the course, students should be able to demonstrate competencies in general compounding while following the policy and procedures of a hospital facility under JCAHO commendations.

PT 171 Computer Applications and Career Development
In this course, students learn the components of commonly used computer hardware and software. Keyboarding skills are practiced to enhance speed and accuracy. Microsoft Office is introduced and used for the purpose of building proficient operation of computer software. Emphasis is placed on the practical application of entering patient information and prescription data. Upon successful completion of the course, students should have a basic understanding of career management in pharmacy while using Microsoft Office applications to assist with managerial duties. Students should also be proficient in prescription processing system software.

PT 172 Inventory, Equipment, and Asepsis
In this course, students learn to control the inventory of medication and equipment, and how to maintain pharmacy equipment and devices according to an established plan. Emphasis will be placed on inventory control of pharmaceuticals, devices, and supplies including handling their receipt, storage, removal, and infection control. Students learn to identify items that should be ordered, and how to clean laminar airflow cabinets. Upon successful completion of the course, students should understand the concept of troubleshooting and the maintenance and repair of pharmacy equipment and devices while maintaining the security of the inventory.

PT 180 Externship
This course provides students with skills training developed in the didactic and laboratory phases of their training in the practice environment of an ambulatory clinic that provides infusion services. The externship will be completed at a pharmacy, hospital, or other appropriate healthcare facility under the supervision of a qualified medical personnel. At the completion of the externship, students should have performed all duties designated to a pharmacy technician in an ambulatory setting. The preceptor at the extern facility completes a written evaluation of each student's performance. Prerequisites: All pharmacy technician program courses

Physical Therapy Aide

PTA 170 Introduction to Healthcare
This course contains lessons that will provide the students with the knowledge involving the core concepts of the health care delivery system and health occupations. It will discuss various aspects of communication, interpersonal skills, legal and ethical responsibilities, as well as, safety and security procedures. The course will also describe wellness and diseases, quality assurance, safety and security emergency responses and aseptic techniques. Skills in computer literacy, basic math and science and employability are also discussed in this course.

PTA 180  Introduction to Physical Therapy
This course covers the introductory concepts of the physical therapy practice. It also discusses the ADA law, medical and legal issues, medical record and documentation. This module will also cover the concepts of medical terminology, including prefixes, suffixes and word roots, as well as, abbreviations and symbols. The students also learn basic anatomy and physiology of the body systems, including vocabulary and its pathologies.

PTA 190  Scientific, Principles, Medical Disorders and Safety Issues
This course covers body mechanics, safety and infection control. The module also discusses the basic anatomy and physiology of the musculoskeletal system, including vocabulary and its pathologies.

PTA 200  Patient Preparation and Physical Therapy Modalities
This course covers the concepts in preparation for patient care, which includes draping and positioning. The module also covers patient transfers, ambulation and proper equipment/devices used in these procedures.

PTA 210  Specialized Clinical Procedures
This course covers the concepts of the different procedures used in physical therapy, which includes ultrasound, electrical stimulation and traction. The module covers planes of the body, joint motions and range of motion exercises.

PTA 220  Externship
This course is designed to provide the student hands-on experience in the field working as an extern in a health care facility.

English as a Second Language

ESL (Beginning):  IA:  The objective of the course involves the use of certain language and cultural literacy skills; namely vocabulary, social language, grammar, speaking activities, pronunciation, listening, reading and writing in the following content areas: getting acquainted, going out, talking about families, coping with technology, and eating in, eating out. Prerequisite: None

ESL (Beginning) IB: The objective of the course involves the use of certain language and cultural literacy skills; namely vocabulary, social language, grammar, speaking activities, pronunciation, listening, reading and writing in the following content areas: staying in shape, finding something to wear, getting away, taking transportation, shopping smart. Prerequisite: ESL IA

ESL (Intermediate) IIA: The objective of the course involves the use of certain language and cultural literacy skills; namely vocabulary, social language, grammar, speaking activities, pronunciation, listening, reading and writing in the following content areas: greetings and small talk, movies and entertainment, staying in hotels, cars and driving, and personal appearances. Prerequisite: ESL IB

ESL (Intermediate) IIB: The objective of the course involves the use of certain language and cultural literacy skills; namely vocabulary, social language, grammar, speaking activities, pronunciation, listening, reading and writing in the following content areas: eating well, psychology and personality, enjoying the arts, living with computers, ethics and values. Prerequisite: ESL IIA

ESL (Advanced) IIIA: The objective of the course involves the use of certain language and cultural literacy skills; namely vocabulary, social language, grammar, speaking activities, pronunciation, listening, reading
and writing in the following content areas: cultural literacy, health matters, getting things done, life choices, holidays and traditions, disasters and emergencies, books and magazines, inventions and technology, controversial issues, and enjoying the world. Prerequisite: ESL IIB

ESL (Advanced) IIIB: The objective of the course involves the use of certain language and cultural literacy skills; namely vocabulary, social language, grammar, speaking activities, pronunciation, listening, reading and writing in the following content areas: cultural literacy, health matters, getting things done, life choices, holidays and traditions, disasters and emergencies, books and magazines, inventions and technology, controversial issues, and enjoying the world. Prerequisite: ESL IIIA

Test of English as Foreign Language (TOEFL)

The objective of the TOEFL program is to prepare students to pass the standardized TOEFL examination. Many students take the TOEFL exam are planning to study at a college or university where instruction is in English. In addition, many government agencies, scholarship programs, and licensing or certification agencies use TOEFL scores to evaluate English proficiency.
## Administration, Staff, and Faculty

### Administrative Staff
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saied H. Jacob, Ph.D.</td>
<td>Chief Administrative Officer</td>
</tr>
<tr>
<td>Saied H. Jacob, Ph.D.</td>
<td>Director of Education</td>
</tr>
<tr>
<td>Thao Phi, BS</td>
<td>Director of Admissions</td>
</tr>
<tr>
<td>Shirley Arriola, BA</td>
<td>Director of Student Services</td>
</tr>
<tr>
<td>Saied H. Jacob, Ph.D.</td>
<td>Registrar</td>
</tr>
<tr>
<td>Maria Prescott, BA</td>
<td>Career Services Coordinator</td>
</tr>
<tr>
<td>Mac Nehoray, Esq.</td>
<td>Fiscal Officer</td>
</tr>
</tbody>
</table>

### Faculty
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cesar Hernandez</td>
<td>Pharmacy Technician</td>
</tr>
<tr>
<td>Maria Prescott</td>
<td>Medical Assistant</td>
</tr>
<tr>
<td>Shirley Arriola</td>
<td>Medical Insurance Billing &amp; Coding</td>
</tr>
<tr>
<td>Andrea Howarth</td>
<td>Massage Therapy</td>
</tr>
<tr>
<td>Dolores Rachal, LVN</td>
<td>Certified Nurse Assistant</td>
</tr>
<tr>
<td>Isaac Jacob</td>
<td>ESL/TOEFL</td>
</tr>
</tbody>
</table>

### Ownership
Glen Oaks College is owned by Glen Oaks College, LLC.

### Board of Directors
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mac Nehoray, Esq.</td>
<td>Chair</td>
</tr>
<tr>
<td>Yousef Bukhari</td>
<td>Member</td>
</tr>
<tr>
<td>Saied H. Jacob, Ph.D.</td>
<td>Member</td>
</tr>
<tr>
<td>Khaled Allam</td>
<td>Member</td>
</tr>
</tbody>
</table>

### Institutional Advisory Committee
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saied H. Jacob, Ph.D.</td>
<td>President/CEO, Founder</td>
</tr>
<tr>
<td>Mac Nehoray, Esq.</td>
<td>CFO, Corporate Counsel</td>
</tr>
<tr>
<td>Yousef Bukhari</td>
<td>VP, Campus Development</td>
</tr>
<tr>
<td>Arash Jacob, D.O.</td>
<td>Director of Original Osteopathy</td>
</tr>
<tr>
<td>Augustin Lin, D.O.</td>
<td>Director of Family Specialty Care Medical Group</td>
</tr>
</tbody>
</table>