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General Information

HISTORY
Cambridge Institute of Allied Health & Technology was established and licensed by the Commission for Independent Education in 2001 (license # 2453). The institution was nationally accredited by the Accrediting Bureau of Health Education Schools (ABHES) in 2004. Cambridge Institute changed ownership in October of 2009 to Cambridge Health Education I, LLC. In 2010 Cambridge Health Education I, LLC acquired two additional campuses; one in Delray Beach, Florida (a Main campus) and another in Atlanta, Georgia (Branch of main in South Florida).

CAMPUS LOCATIONS
Cambridge Institute of Allied Health & Technology
- 5150 Linton Blvd., Suite 340, Delray Beach, FL 33484
- 5673 Peachtree Dunwoody Rd. NE Suite 450, Atlanta, GA 30342
- 460 E. Altamonte Drive 3rd Floor Altamonte Springs, FL 32701

FACILITY
This campus consists of six large classrooms and three laboratories, administrative and education offices as well as a student library and break area. All the equipment used at Cambridge Institute of Allied Health & Technology is compatible with industry standards and effectively meets the objectives of the programs. Standard equipment includes reference books, journals and audiovisual aids, which complement curriculum objectives. This is a non-smoking facility.

STATEMENT OF OWNERSHIP
IAMP, LLC is a wholly owned subsidiary of Cambridge Health Education I, LLC d/b/a/ Cambridge Institute of Allied Health & Technology, a Florida Corporation. The Managing Member of Cambridge Health Education I, LLC is Dr. Terrence LaPier.

MISSION STATEMENT
The mission of Cambridge Institute of Allied Health & Technology is to improve the quality of people's lives by providing excellent training to traditional and nontraditional students in the healthcare field. Cambridge Institute’s desire is to develop students for lifelong and continued education and is dedicated to assisting adult students in their career opportunities.

GOALS AND OBJECTIVES
Cambridge Institute of Allied Health & Technology’s aim is to enrich the student’s education through comprehensive training, which is essential to meet the demands of medical offices, hospitals, medical centers and clinics. An integral part of achieving our goals is through:
• The promotion of self-discipline and self-motivation
• Attracting and retaining effective and qualified instructors
• Offering sound diploma and degree programs
• The development of students individual & professional growth which includes interpersonal communication, critical thinking and problem solving competencies

LICENSING
Cambridge Institute of Allied Health & Technology in Delray Beach, Florida is licensed by the Commission for Independent Education, Florida Department of Education (license # 2843). Additional information regarding this institution may be obtained by contacting the commission at 325 W. Gaines St., Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684.

ACCREDITATION
Cambridge Institute of Allied Health & Technology is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES), 7777 Leesburg Pike, Suite 314N, Falls Church, Virginia 22043, P(703) 917-9503, F(703) 917-4109 a national accrediting agency recognized by the United States Department of Education under provisions of Chapter 33, Title 38, U.S. Code, and subsequent legislation.

*The Computed Tomography Review does not fall under the grant of accreditation for the Accrediting Bureau of Health Education Schools (ABHES).

The Diagnostic Medical Sonography program is accredited by the Commission on Education Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, FL 33756, P (727) 210-2350, F (727) 210-2354, mail@caahep.org.

PROGRAM AND POLICY CHANGES
Cambridge Institute of Allied Health & Technology reserves the right to make changes in organizational structure, policies and procedures, equipment and materials, and modify the curriculum as deemed necessary. When size and curriculum permit, classes may be combined. Students are expected to be familiar with the information presented in this Catalog and applicable Student Handbooks. Cambridge Institute of Allied Health &
Technology obtains the right to make changes to the admissions requirements, tuition, fees and degree requirements. Students will be notified of any changes.

**INSURANCE**
The school does not provide personal, medical or liability insurance against fire, theft, or vandalism of students' personal property. Students are covered by professional liability insurance during the clinical courses of their program.

**HOURS OF OPERATION**
Cambridge Institute of Allied Health & Technology hours are 8:30 a.m. to 8:00 p.m.

**PARKING**
Student parking is available in parking lot adjacent to the campus.

**CLASS SIZE**

- 30:1 Lecture
- 20:1 Lab
- 10:1 Clinical (Practical Nursing Program)
**CREDIT HOURS**

Semester Credit Programs: The units of measure used are standard semester credit hours. One semester credit hour equals a minimum of 15 clock hours of lecture, or 30 clock hours of laboratory or 45 clock hours of clinical/externship. Additional time will be calculated for outside work.

The Practical Nursing, Advanced Medical Assistant, Phlebotomy, Patient Care Technician, and Electronic Medical Records programs are offered in clock hours.

A clock hour is defined as 60 consecutive minutes, of which a minimum of 50 minutes is dedicated to instruction.

**GRADE LEVEL PROMOTION**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-30</td>
</tr>
<tr>
<td>Sophomore</td>
<td>31-60</td>
</tr>
<tr>
<td>Junior</td>
<td>61 or more</td>
</tr>
</tbody>
</table>

**CLASS SCHEDULES**

- Residential Classes Meet Monday - Friday  8:30am – 10:00pm
- Distance Education taught through Blackboard®
- Externship Hours S M T W TH F S 6:00am – 11:59pm
- Actual times for externships are set by the externship sites.
- PN Evening Externship hours will be evening, All Day Saturday or Sunday

**PERSONAL APPEARANCE**

All students are expected to be neat, clean, and dressed in Cambridge uniform. The student’s footwear should consist of clean white sneakers or medical clogs. While assigned to an externship site, the student must adhere to that facility’s dress code in addition to the program’s policy. If such rules are not followed, the school will take disciplinary action. Please refer to your program handbook for more details on the dress code.

**HOUSING**

Cambridge Institute of Allied Health & Technology does not have dormitory or housing facilities.

**STUDENT HEALTH AND SAFETY**

Cambridge Institute of Allied Health & Technology will attempt to provide safe facilities and a workplace free of recognized hazards. Each program has specific guidelines that will be explained by the individual instructors. Students are expected to use common sense at all times to prevent injury to themselves and others. The school maintains first aid kits for emergencies. All accidents and injuries must be reported to a Program Director or Administrative Staff immediately.
CRIME AWARENESS AND CAMPUS SECURITY ACT
The Institute provides the following information to all of its employees and students as part of the institution’s commitment to safety and security pursuant to the requirements of the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The Campus Security Report is available on our web page to obtain the information is located on our web site. It should be noted that this report is updated annually. Information on Crime Statistics is also available on the National Center for Education Statistic’s College Navigator website. The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences.

TIMELY WARNINGS
In the event that a situation arises, either on or off campus, in the judgment of the Chief Operating Officer, constitutes a series and/or continuing threat, a campus wide “timely warning” will be issued. Notices will be posted in each common area. Students will be notified of locations for public notice during Orientation.

CONFIDENTIAL REPORTING PROCEDURES
If you are a victim of a crime and unsure if you want to pursue action within the Institute system or the criminal justice system, you may still make a confidential report. The Campus Director may be told of the details of the incident in confidence. The purpose of confidential reporting is to comply with your wish to keep the matter confidential, while taking steps to ensure you future safety and the safety of others. With such information, the Institute can keep accurate records of the number of incidents involving students, determine where there is a pattern of crime with regard to a particular location, method or assailant, and alert the campus community to potential danger. These incidents are counted and disclosed in the annual crimes statistics for the institution with no identifying information.

SMOKE FREE FACILITIES
Florida Statue 386.205 2(a) states that smoking is not permitted inside educational facilities where the public attends class. It is the policy of Cambridge Institute that it is smoke-free and that all designated smoking areas be located out-of-doors. Any member of the Institute community found to be in violation of this policy will be subject to suspension and/or permanent dismissal.

TRANSCRIPTS
Student transcripts are permanently maintained at the institution and are available from the Registrar. One copy of the official academic transcript is provided to each student upon program completion and satisfaction of all financial obligations to the school. Students may request, in writing, additional copies of transcripts from the Registrar for a fee
ACADEMIC HONESTY AND PLAGIARISM
Cambridge Institute strives for a spirit of honesty and integrity. All students are expected to do their own work and must never present other’s work as their own. (Examples may include the following as well as others not mentioned), looking on another student’s paper, talking during an exam, copying another student’s work, cheating during an exam, and unauthorized use of notes, books, tapes, and head-sets. Students found guilty of dishonesty or plagiarism are liable for sanctions up to and including dismissal.

GRADUATION REQUIREMENTS
In order to graduate from a program, students must meet the following requirements:
- CGPA of 2.0 or higher
- 90% didactic attendance 100% Clinical completed in clock hour program
- Fulfillment of all financial obligations

COURSE NUMBERING SYSTEM
The courses are numbered in sequence to ensure that all required classes are taught to provide students with necessary information for successful program completion.
Admissions Process

Admissions Requirements
Applicants must complete and submit an application for admissions that includes:

- Admission interview
- Personal statement
- **Proof of High School Graduation**
  - The requirements of High School Graduation (POG) consist of one of the following:
  - Diploma from high school
  - GED
  - Official college transcript confirming associate, bachelors or master’s degree
  - Evaluated and translated Foreign High School Transcripts (If Applicable)
- Application fee of $50.00
- Program Director Interview
- Drug Screen & Background Check Acknowledgment

Any student submitting proof of high school from a foreign country for consideration of admission is required to provide a translation and evaluation.

Any applicant who is under the age of 18 and applying for admissions to Cambridge Institute of Allied Health & Technology must acquire a parent or guardian’s signature on any contractual papers (i.e., Enrollment Agreement), and must verify that they will be 18 years or older at the time they begin their clinical rotations.

Practical Nursing Applicants must complete and pass a TEAS assessment in order to be considered for the Practical Nursing Program. A passing score on the TEAS assessments is as follows:
- Reading, English and Math combined score of 45%

Radiologic Technology, Radiation Therapy, and Diagnostic Ultrasonography, must complete a program director interview assessment in order to be considered for the program.
Acceptance is based on applicants achieving a minimum score of 6 out of 13 for the interview and completion of all other admission requirements.
Criteria for the program director interview are based on:
- Appearance
- Articulation and communication skills
- Knowledge of profession
- Scheduling availability
- Transfer of credits
NON-DISCRIMINATION AND AMERICANS WITH DISABILITIES ACT
Cambridge Institute of Allied Health & Technology is an Equal Opportunity Educational institution and does not discriminate in the recruitment and admission of students with respect to race, color, creed, sex, age, handicap, disability, national origin, or any other legally protected characteristic.

Applicants, prospective, or current students with disabilities who require academic adjustments and/or auxiliary aids in connection with the admissions process, the admissions test and/or their program of study, should contact the person responsible for coordinating our efforts to comply with Section 504. The Academic Dean will work with the applicant and/or prospective student to identify reasonable accommodations/adjustments necessary to enable him or her to fully participate in the admissions and educational processes.

TRANSFER OF CREDIT
Transfer of credit is always the decision of the individual college or university and is controlled by the receiving college. Accreditation does not guarantee transfer of credits.

Applicants requesting credit earned for previous training at another post-secondary institution must submit sealed official transcripts to the Registrar with 30 day of starting a program. In order to be considered, the institution where the credit was previously earned must be accredited by an agency recognized by the United States Department of Education and/or the Commission for Higher Education Accreditation (CHEA).

Transfer credit granted for CLEP must meet the following requirements:

- CLEP must be completed within 2 years of the start of the program.
- CLEP transcript must be received by Cambridge Institute prior to the start of the program.
- Only CLEP completed with College Board® will be accepted.
- Student must receive, at a minimum, the American Council on Education Recommended Credit-Granting Score of an accredited school

ADVANCED STANDING / PROFICIENCIES
The Institute does not award credit for Advanced Standing, nor does the Institute permit students to proficiencies out of courses.

Transfer of credit from prior education must meet the following requirements:

- College course must be completed within 20 years of admission to Cambridge Institute with a minimum grade of a C or higher.

Any student wishing to submit transcripts from a foreign country for consideration of transfer of credits is required to provide a translation and evaluation of such transcripts performed by a certified academic translator.

Reduction of tuition for transfer of credit is not to exceed 16 credits.
This entire policy excludes the Practical Nursing Program.

TRANSFERABILITY OF CREDIT TO OTHER INSTITUTIONS
Transferability of credit is at the discretion of the accepting institution, and it is the student’s responsibility to confirm whether or not credits will be accepted by another Institution of the student’s choice. Cambridge does not guarantee that any credits earned at Cambridge will be transferable or accepted by any other institution. Each institution has its own policies governing the acceptance of credit from other institutions. Students should inquire as to policies on credit transfer at any institution to which they seek admission.

BACKGROUND CHECK AND DRUG SCREENING
Cambridge Institute of Allied Health & Technology is committed to a drug free and safe learning environment for all students. The allied health professions are committed to providing excellence in patient care and services in a safe, productive and quality-conscious environment. As such, clinical and community agencies require students to meet standards, similar to employees, for criminal offenses and use of illegal substances. Therefore, all students will be required, at their own expense, to be screened for background checks, and substance abuse screens prior to clinical assignments. The program reserves the right to retest a student if there is reasonable suspicion of consumption of alcohol or drugs. Any student dismissed from Cambridge Institute of Allied Health & Technology because of violation of the alcohol/drug or illegal substances will not be considered for readmission to the school until the student has undergone drug counseling and/or treatment and recommendations from the appropriate agencies have been submitted to the school. It is the sole discretion of the school as to whether or not the student will be readmitted.

Felony Disclosure
Please be advised that if you have been convicted of a felony or DUI you may not be eligible for certain clinical experiences, externships or certifications associated with our educational programs. Those with non-felonious criminal backgrounds may also find it difficult to secure employment within a health care setting.
Grievance Procedures

GRIEVANCE DEFINED
A grievance is a claim, a complaint or an expression of concern made by a student regarding any aspect of his or her educational experience including misapplication of campus policies, rules, regulations, and procedures, or unfair treatment, such as coercion, reprisal, or intimidation by an instructor or other campus employee.

APPEALS FOR STUDENTS & ACADEMIC AFFAIRS
A student has the right to appeal all matters with respect to:

- Admissions decisions
- Tuition and fees matters
- Financial awards or policies, including satisfactory academic progress
- Educational policies, procedures, and grading concerns

Before the Student & Academic Affairs Committee meets for an appeal, due process must include:

Step 1: Any student with a grievance may request an individual conference with the instructor or administrative staff to address the matter.

Step 2: If unable to resolve the grievance, the student can request a conference with the Program Director or Department Manager.

Step 3: If still unable to resolve the grievance, the student is requested to schedule a conference with the Academic Dean. If the Academic Dean cannot reach an agreement with the student, the grievance is referred to the Registrar who then facilitates the scheduling of a meeting with the Student & Academic Affairs Committee.

Each conference will be scheduled within a reasonable timeframe, not to exceed 48 hours.

Procedures for the Student & Academic Affairs Committee include:

Step 1: The Registrar will schedule the meeting with the Committee within 5 business days and the student will be notified by phone or email of the date and time. The student will receive a copy of the policies and procedures process.

Step 2: The student must accept the invitation to meet with the committee within 48 hours via phone or email.
Step 3: At the end of the meeting the student will verbally receive the Committee’s decision. The Committee’s decision will be sent to the student by mail within 3 business days.

The decision made by the Student & Academic Affairs Committee shall be final and the complainant will not have the right to appeal this decision through Cambridge Institute of Allied Health & Technology.

If, in the judgment of the student, there is no satisfactory resolution, the student may contact:

Commission for Independent Education Florida
Department of Education
325 West Gaines St., Ste. 1414
Tallahassee, Florida 32399-0400
888-224-6684

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

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
Phone: 727-210-2350
Fax: 727-210-2354

GENERAL POLICY
The Academic Affairs Committee shall be responsible for evaluating the performance of a student in poor academic standing. The committee will recommend whether the student should be dismissed from the program. The committee is also responsible for recommending dismissal for poor attendance or for other grounds for dismissal as stated in this student handbook. The committee can consist of a combination of some or all of the following selected faculty & staff members.

STATEMENT OF POLICY AND PROCEDURE
*Purpose; Responsibilities and Mission of the Academic Affairs Committee*
The Academic Affairs Committee (hereinafter, the committee) is established for the purpose of and shall be responsible for evaluating the performance of students of Cambridge Institute of Allied Health & Technology in less than satisfactory academic standing. They are responsible for evaluating and recommending appropriate action including, but not limited to, disciplinary action (i.e., warning, probation, suspension or expulsion) with respect to such Cambridge Institute of Allied Health & Technology students. This could be for less than satisfactory academic performance or for any other reason and/or grounds which may be prescribed in this student handbook and/or Cambridge Institute of Allied Health & Technology’s catalogue. The Committee will consist of five members, and will not comprise individuals who are involved in the academic dispute or issue. Decisions of the academic affairs committee can be reviewed by the Academic Dean for other considerations. Otherwise, the Committee decision is final.

- **The Chairperson for the Academic Affairs Committee selects the Committee for any initiated meetings.**

- **An email will be sent to all faculty and administration to determine candidate availability.**

- **Five (5) staff members will be selected to represent the Committee.**

- **Student Initiation of an Academic Affairs Committee consists of:**
  - an email to Program Director stating the issue; if the issue is with the Program Director then the student will email the Academic Affairs Committee Chairperson and copy the Program Director in the email stating the case.
  - Student may bring one outside representative to the Hearing.

- **Faculty Initiation will be as follows: Instructor/Program Director/Clinical Coordinator will meet with the student as a conference indicating that he/she is initiating the Academic Affairs process.**
  - The student is informed to refer to the handbook as a reference of his/her rights during this process.
  - An email will then be sent to the Chairperson concerning the request for an Academic Affairs Committee Hearing.
  - The student will have the option to determine whether they would like two (2) students from other programs to be included in the Academic Affairs Committee.
    - If the student opts for student representation on the Committee, they will be selected from programs other than the program the student speaking before the Committee is enrolled.
    - All persons included in the Academic Affairs Committee must sign a FERPA Confidentiality Agreement concerning all discussions and information released in the hearing. The student presenting before the
Committee will also be required to sign a FERPA release recognizing that all members of the Committee will be allowed and held harmless for being presented with information concerning the student’s academic experience.
PROGRAMS

(All Programs are taught in English)

Associate of Science in Diagnostic Medical Sonography
2985 Hours
113 Credits
112 Weeks
Credential Awarded: Associate of Science Degree
Type of Instructional Delivery: Residential /Distance Delivery On-line courses are identified in the course title as on-line

PROGRAM DESCRIPTION
The Associate of Science Degree in Diagnostic Medical Sonography is an educationally broad based postsecondary full time program. This 112 week program is designed to provide the essentials of entry level sonographic medical imaging. The curriculum leads the student through primary sonographic education in the specialties of Abdominal/Small Parts and Obstetrics & Gynecology. The course also provides an introduction to the principles of echocardiography, the most effective non-invasive method for use in cardiac diagnosis. It also provides the application and techniques in cardiac imaging and cardiac Doppler studies, cardiac anatomy and function. The program requires general education courses in General Physics, Anatomy & Physiology, Algebra, Psychology, English, Speech, Medical Terminology, and Health Science. The core curriculum also devotes significant time to developing "hands-on" laboratory skills in basic nursing care and sonographic imaging techniques.

Students receive consistent sequential didactic and scheduled laboratory instruction throughout the program. Classes are scheduled from 9:00am -3:00pm Monday through Friday. Students complete one thousand five hundred thirty (1530) hours of clinical training within an approved clinical education center. Typical clinical hours are Monday through Friday 8:00am - 5:00pm. Assessments takes place at regular intervals throughout the program evaluating the student’s progress towards specific levels of competency. Students must complete each course with a 2.0 or higher to remain in the program.

Goals of the AS degree in the Diagnostic Medical Sonography Program

1. To provide transfer of general education credits to a four-year institution for baccalaureate degree completion.

2. Graduate students who successfully pass the ARDMS exam.
3. To provide the medical community with individuals qualified to perform sonographic procedures.

4. To instill in students a lifelong desire to achieve professional and academic excellence.

5. To provide education experiences designed to prepare students for entering a career as medical sonographers.

Note: BCLS Training will be provided to students prior to the first clinical rotation.

Diagnostic Medical Sonography Curriculum Includes:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1101</td>
<td>English Composition</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>HSC 1000</td>
<td>Introduction to Health Science</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>MAC 1105</td>
<td>College Algebra</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>MEA 1239</td>
<td>Medical Terminology</td>
<td>2</td>
<td>30</td>
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<tr>
<td>PHY 2053</td>
<td>General Physics</td>
<td>4</td>
<td>60</td>
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<tr>
<td>PSY 1012</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>45</td>
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<tr>
<td>SPC 1016</td>
<td>Fundamentals of Speech</td>
<td>3</td>
<td>45</td>
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<tr>
<td>BSC 1085</td>
<td>Anatomy &amp; Physiology I</td>
<td>3</td>
<td>45</td>
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<tr>
<td>BSC 1085L</td>
<td>Anatomy &amp; Physiology I Lab</td>
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<td>30</td>
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<td>BSC 1086</td>
<td>Anatomy &amp; Physiology II</td>
<td>3</td>
<td>45</td>
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<tr>
<td>BSC 1086L</td>
<td>Anatomy &amp; Physiology II Lab</td>
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<tr>
<td>DMSA 1002</td>
<td>Principles of Sonographic Physics and Instrumentation</td>
<td>5</td>
<td>90</td>
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<tr>
<td>DMSA 1003</td>
<td>Sonographic Anatomy with Lab</td>
<td>3</td>
<td>60</td>
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<td>DMSA 2001</td>
<td>Principles of Abdominal Sonography I with lab</td>
<td>4</td>
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<td>DMSA 2002</td>
<td>Principles of Abdominal Sonography II</td>
<td>2</td>
<td>30</td>
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<td>DMSA 2003</td>
<td>Principles of OB/GYN Sonography I with lab</td>
<td>4</td>
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<td>DMSA 2004</td>
<td>Principles of OB/GYN Sonography II</td>
<td>3</td>
<td>45</td>
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<td>DMSA 2005</td>
<td>Introduction to Cardiac and Vascular Sonography with Lab</td>
<td>3</td>
<td>60</td>
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<tr>
<td>DMSA 2009</td>
<td>Introduction to Echocardiographic Anatomy</td>
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<td>DMSA 2006</td>
<td>Echocardiographic Pathology I</td>
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<td>DMSA 2007</td>
<td>Echocardiographic Pathology I</td>
<td>6</td>
<td>120</td>
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<td>DMSA 2008</td>
<td>Pharmacology</td>
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<td>105</td>
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<td>DMSA 2010</td>
<td>Clinical Externship I</td>
<td>6</td>
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<tr>
<td>DMSA 2011</td>
<td>Clinical Externship II</td>
<td>8</td>
<td>360</td>
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<td>DMSA 2012</td>
<td>Clinical Externship III</td>
<td>10</td>
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<td>DMSA 2013</td>
<td>Clinical Externship IV</td>
<td>10</td>
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<tr>
<td>DMSA 2014</td>
<td>Seminar in Sonographic Interpretation and Professional Development</td>
<td>3</td>
<td>45</td>
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<tr>
<td>DMSA 2015</td>
<td>Clinical V</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>113</strong></td>
<td><strong>2985</strong></td>
</tr>
</tbody>
</table>
Course Descriptions:

ENC 1101 - English Composition 3 Credits 45 clock hours (on-line)
Students will learn grammar, punctuation and usage skills that are useful in everyday language. The goals of effective writing will be covered as well as essay preparation. Students will take several mastery and editing tests as part of the course. Students will review readings for writing to aid in essay preparation and completion.
Prerequisites: None

HSC 1000 - Introduction to Health Science 3 Credits 45 clock hours (on-line)
This course will examine the healthcare professionals and how they interact with patients. Professional organizations, OSHA standards, asepsis, and isolation techniques will be covered.
Prerequisites: None

MAC 1105 - College Algebra 3 Credits 45 clock hours (on-line)
Students in this course will explore college algebra through a detailed examination of practical applications. Students will calculate algebraic problems with linear equations, exponents, polynomials, factors, and rational expressions. Student will solve problems using graphs, slopes, inequalities, linear equations, roots, radicals and quadratic equations.
Prerequisites: None

MEA 1239 - Medical Terminology 2 Credits 30 clock hours (on-line)
This course provides instruction in how to decipher useful medical terminology into everyday language. Students analyze and learn prefixes and suffixes, spelling use and correct pronunciation. Medical abbreviations and symbols are included.
Prerequisites: None

PHY 2053 - General Physics 4 Credits 60 clock hours (on-line)
This course is designed to cover a broad range of physics topics. As these topics are applied to various problem situations, the student will develop critical thinking skills and through the use of group activities which the student will enhance cooperative attitudes. Topics include computer technologies, math calculations, mechanics, measurement, heat, fluid, and gas laws, as well as, atomic and nuclear physics, electromagnetic, light and sound.
Prerequisites: None

PSY 1012 - Introduction to Psychology 3 Credits 45 clock hours (on-line)
In this course, students learn basic principles of human behavior. Challenges, responsibilities, problems and satisfactions of being a health care provider are discussed. Theories of human behavior and personality development are included.
Prerequisites: None
SPC 1016 - Fundamentals of Speech 3 Credits 45 clock hours (on-line)
Students will learn the foundations of communications including public presentations and interviewing skills
Prerequisites: None

BSC 1085 - Anatomy & Physiology I 3 Credits 45 clock hours
In this course will explore the human body as a whole, its levels or organization, the terms used in describing body structure and directional terms, homeostatic mechanisms, the relationship of structure and function and how they relate to each other and homeostasis as directed by each body system involved. Anatomy and Physiology I will focus on the cells, cell metabolism, tissues and membranes, integumentary system and body temperature, skeletal system, muscular system, nervous system tissue and brain, nervous system spinal cord & peripheral nerves, autonomic nervous system and endocrine system.
Prerequisites: None

BSC 1085L - Anatomy & Physiology I Lab 1 Credit 30 clock hours (on-line)
In an online delivery students in this course will explore the human body as a whole, its levels or organization, the terms used in describing body structure and directional terms, homeostatic mechanisms, the relationship of structure and function and how they relate to each other and homeostasis as directed by each body system involved. Anatomy and Physiology I will focus on the cells, cell metabolism, tissues and membranes, integumentary system and body temperature, skeletal system, muscular system, nervous system tissue and brain, nervous system spinal cord & peripheral nerves, autonomic nervous system and endocrine system.
Prerequisites: None

BSC 1086 - Anatomy & Physiology II 3 Credits 45 clock hours
This course is a continuation of BSC 1085 lecture. Students will continue to will explore the human body as a whole, its levels or organization, the terms used in describing body structure and directional terms, homeostatic mechanisms, the relationship of structure and function and how they relate to each other and homeostasis as directed by each body system involved.
Prerequisites: BSC 1085 & BSC 1085L

BSC 1086L - Anatomy & Physiology II Lab 1 Credit 30 clock hours (on-line) Students will explore the structure and function of tissues and organs in a laboratory setting. This will include visiting the office of the Medical Examiner, Video web cast of dissections and autopsies.
Prerequisites: BSC 1085, BSC 1085L & MEA 1239

DMSA 1002 - Principles of Sonographic Physics and Instrumentation 5 Credits 90 clock hours
Presents in-depth training in the properties of ultrasound and Doppler physics, instrumentation, equipment operations, display systems, recording devices, image artifacts, biological effects of ultrasound and quality assurance methods.
Prerequisites: BSC 1085, BSC 1085L, MAC 1105, MEA 1239 & PHY 2053
DMSA 2001 - Principles of Abdominal Sonography I with lab 4 Credits 75 clock hours
Presents cross-sectional anatomy of the abdomen, normal and abnormal sonographic findings of the intra-abdominal organs, peritoneal spaces and retroperitoneal structures. The relationship of abnormal findings to patient history, physical examination and laboratory findings are stressed.
Prerequisites: BSC 1085, BSC 1085L, BSC 1086, BSC 1086L, MEA 1239, PHY2053, MAC1105, DMSA 1002, DMSA 1003, SPC1016

DMSA 2002 - Principles of Abdominal Sonography II 2 Credits 30 clock hours
This course, Principles of Abdominal Sonography II, is a continuation of Principles of Abdominal Sonography I comprehensive approach to in-depth studies of the organs contained within the human abdominal cavity in both normal and abnormal states. This course further explores small parts, breast, prostate, musculoskeletal, and interventional sonography.
Prerequisites: DMSA 2001, DMSA 1003, BSC 1085, BSC 1085L, BSC 1086, BSC 1086L, PHY 2053, MEA 1239, MAC 1005, DMSA1002

DMSA 2003 - Principles of OB/GYN Sonography I with lab 4 Credits 75 clock hours
Presents cross-sectional anatomy of the female pelvis, normal and abnormal sonographic features of the non gravid pelvis, as well as normal and abnormal anatomy of the first trimester. Embryology, early fetal development and the relationship of abnormal findings of the patient history, physical examination and laboratory findings are emphasized.
Prerequisite: BSC 1085, BSC 1085L, BSC 1086, BSC 1086L, MEA 1239, PHY 2053, MAC 1105, DMSA 1002, DMSA 1003, SPC 1016

DMSA 2004 - Principles of OB/GYN Sonography II 3 Credits 45 clock hours
Presents normal and abnormal anatomy and sonographic features of the second and third trimester pregnancies. The relationship of patient history, physical examination, and laboratory findings with abnormal fetal and maternal findings is emphasized.
Prerequisite: BSC 1085, BSC 1085L, BSC 1086, BSC 1086L, MEA 1239, PHY 2053, MAC 1105, DMSA 1002, DMSA 1003, DMSA 2003, SPC 1016

DMSA 2005 – Introduction to Cardiac and Vascular Sonography with Lab 3 Credits 60 clock hours
This section of the course provides hands on experience in the application of echocardiography and the two most common vascular examinations: the lower extremity venous exam and the carotid exam. The student will also participate in the application and technique studied in the didactic section of the course. The laboratory sessions also emphasize and encourage the student to recognize the normal anatomy and normal ultrasonic findings. After completion of the basic principles, the course focuses on pathology and dysfunction and the disease process. The student will achieve the skillful performance of motor acts that involve hand-eye coordination.
Prerequisite: BSC 1085, BSC 1085L, BSC 1086, BSC 1086L, MEA 1239, PHY 2053, MAC 1105, SPC 1016.
DMS A 2006  Echocardiographic Pathology 1  6 Credits  120 Hours
After the basic principles, the course will be focusing on pathology and dysfunction and the disease process. Cardiac pathology covered includes: left ventricular dysfunction, coronary artery diseases, valvular heart disease, Doppler-(Color, PW, CW), diseases of the aorta & pulmonary hypertension. Coordination of the patient’s history, physical findings and Sonographic images are evaluated for presentation. Discussions will be both detailed and concise for understanding and comprehension.
Prerequisite: BSC 1085, BSC 1085L, BSC 1086, BSC 1086L, MEA 1239, PHY 2053, MAC 1105, DMSA 1002, DMSA 1003, DMSA 2005, SPC 1016.
Lecture 60 hours, Lab 60 hours.

DMS2009  Introduction to Echocardiographic Anatomy  3 Credits  75 Hours
This course provides a foundation in the principle of echocardiography, the most effective non-invasive method for use in cardiac diagnosis. This course involves understanding of the normal cardiac anatomy, coronary anatomy, and the relationship of chambers and the great vessels. An understanding of EKG, Electrophysiology, conduction system and mechanical events of the cardiac cycle in relation to electrical events will be stressed. This course provides the application and techniques in 2D cardiac imaging, M-mode, cardiac studies, cardiac anatomy and function.
Prerequisite: BSC 1085, BSC 1085L, BSC 1086, BSC 1086L, MEA 1239, PHY 2053, MAC 1105 SPC 1016. Lecture 15 hours, Lab 60 hours.

DMS2007  Echocardiographic Pathology II  6 Credits  120 Hours
This course provides a foundation for cardiomyopathies and IHD, evaluation of pericardial and intracardiac tumors, anomalies of the aorta and great vessels, congenital heart diseases, pericardial pathologies, tumors and diseased valves. Each section of disease will be discussed in detail regarding causes, signs symptoms, echocardiographic findings and complications. This course also discusses wall motion abnormalities in relation to pathologic situation. Discussion is both detailed and concise for understanding and comprehension.
Prerequisite: BSC 1085, BSC 1085L, BSC 1086, BSC 1086L, MEA 1239, PHY 2053, MAC 1105, DMSA 1002, DMSA 1003, DMSA 2005, DMSA 2006, SPC 1016.
Lecture 75 hours, Lab 30 hours.
**DMS2008 Pharmacology**  
*6 Credits 105 Hours*

This Course involves understanding of clinical pharmacology. Theory, indications and contraindications of Drugs used in Cardiac patients. Adverse effects of drugs used in Echocardiography. Pharmacology of provocative stress agents and their uses and adverse effects. This course also discusses potential side effects of cardiac medications on the Echo findings. This course also involves understanding the indications, utility of advances in echocardiography such as Stress echocardiography, Tran’s esophageal echocardiography, Intraoperative echocardiography, & Contrast echocardiography.

**Prerequisite:** BSC 1085, BSC 1085L, BSC 1086, BSC 1086L, MEA 1239, PHY 2053, MAC 1105, DMSA 1002, DMSA 1003, DMSA 2005, DMSA 2006, DMSA 2007, SPC 1016.

Lecture 75 hours, Lab 30 hours.

**DMSA 2010 - Clinical Externship I**  
*6 Credits 270 hours*

This course Introduces students to the clinical setting and provides an opportunity for students to observe and participate in Sonographic procedures, at the clinical sites discretion. All activities of students are under the supervision of a designated site clinical instructor or designee. Emphasis is placed on the demonstration of proficiency in required competencies.

**Prerequisites:** BSC 1085, BCS 1085L, BSC 1086, BSC 1086L, HCS 1000, MAC 1105, MEA 1239, PHY 2053, DMSA 1002, DMSA 1003, DMSA 2001, SPC1016

**DMSA 2011 - Clinical Externship II**  
*8 credits 360 Clock hours*

This course encourages students to apply learned knowledge in the properties of ultrasound and Doppler physics, instrumentation, equipment operation, display systems, recording devices, image artifacts, biological effects of ultrasound and quality assurance methods. This course builds upon student’s involvement in the clinical setting and provides an opportunity for students to observe and participate in Sonographic procedures. All activities of students are under the supervision of a designated site clinical instructor or designee. Emphasis is placed on the demonstration of proficiency in required competencies. Students will continue building oral skills to communicate clearly, concisely, and intelligently to medical professionals and patients and will begin using written skills to communicate clearly, concisely, and intelligently. Student will begin to possess the ability to demonstrate critical thinking and problem solving skills. The course also supports student’s ability to understand and apply allied health occupational information as well as encourage occupational attitudes and work ethic desired of allied health employers and members of the specific profession.

**Prerequisites:** BSC 1085, BCS 1085L, BSC 1086, BSC 1086L, HCS 1000, MAC 1105, MEA 1239, PHY 2053, DMSA 1002, DMSA 1003 & DMSA 2010

**DMSA 2012 Clinical Externship III**  
*10 credits 450 Clock hours*

This course re-enforces the properties of ultrasound and Doppler physics, instrumentation, equipment operation, display systems, recording devices, image artifacts, biological effects of ultrasound and quality assurance methods. This course provides an opportunity for students to participate more in Sonographic procedures, at the clinical site discretion. All activities of students are under the supervision of a designated site clinical instructor or designee. Emphasis is placed on the demonstration
of proficiency in required competencies. The student will build upon proper oral skills and will have the ability to communicate clearly, concisely, and intelligently with medical professionals and patients. Also, the student will have the opportunity to build upon written skills to communicate clearly, concisely, and intelligently along with the ability to demonstrate critical thinking and problem solving. This course continues to support the student’s ability to demonstrate occupational attitudes and work ethic desired of allied health employers and members of the specific profession.

**Prerequisites:** BSC 1085, BCS 1085L, BSC 1086, BSC 1086L, HCS 1000, MAC 1105, MEA 1239, PHY 2053, DMSA 1002, DMSA 1003 & DMSA 2011.

**DMSA 2013 - Clinical Externships IV**  
*10 credits  450 Clock hours*  
During this course, student’s will understand and apply the properties of ultrasound and Doppler physics, instrumentation, equipment operation, display systems, recording devices, image artifacts, biological effects of ultrasound and quality assurance methods. It also provides an opportunity for students to participate more in-depth with Sonographic procedures, at the sites discretion. All activities of students are under the supervision of a designated site clinical instructor or designee. Emphasis is placed on the demonstration of proficiency in required competencies. The course continues to encourage the student’s to communicate clearly, concisely, and intelligently with medical professionals and patients as well as continuing to build upon critical thinking and problem solving skills in an independent manner. This course will present to the student the correct way to function as a productive team member. The course will facilitate the ability to understand and apply allied health occupational information and build upon the student’s ability to demonstrate occupational attitudes and work ethics.

**Prerequisites** BSC 1085, BCS 1085L, BSC 1086, BSC 1086L, HCS 1000, MAC 1105, MEA 1239, PHY 2053, DMSA 1002, DMSA 1003 & DMSA 2012

**DMSA 2014 - Seminar in Sonographic Interpretation and Professional Development**  
*3 Credits  45 clock hours*  
Seminar in Sonographic Interpretation and Professional Development expands on the advanced ultrasound studies such as Neonatal Brain, Neonatal Spine and Neonatal Hip. Additionally, the student is prepared for the real world of work via assistance with resume writing, interviewing techniques and job placement. These studies will contribute to the development of the following Associate Degree outcome.


**DMSA2015 Clinical V**  
*2 Credits  90 Hours*  
Clinical V presents in-depth application in the properties of ultrasound and Doppler physics, instrumentation, equipment operation, display systems, recording devices, image artifacts, biological effects of ultrasound and quality assurance methods. It provides a more in-depth opportunity for students to observe and participate in Sonographic procedures, at the clinical sites discretion. All activities of students are under the supervision of a designated site clinical instructor or designee. Emphasis is placed on the demonstration of proficiency in the required competency. Using oral &
written skills, the student will enhance the proficiency necessary to communicate clearly, concisely, professionally and intelligently to all they encounter in the clinical setting. The course will provide the student with the capability to improve upon critical thinking and problem solving and to function as a productive team member. The course will continue to build upon the ability to understand and apply allied health occupational information and finalize the understanding of attitudes and ethics necessary to become an allied health professional.

Associate of Science in Radiologic Technology

2640 Hours
99 Credits
90 Weeks
Credential Awarded: Associate of Science Degree
Type of Instructional Delivery: Residential / Distance Delivery

PROGRAM DESCRIPTION
The program is 90 weeks in length. The program is designed to provide a well-planned didactic and clinical education experience to enable students to become competent, entry-level professionals upon graduation.

The curriculum has been developed in accordance with the guidelines established by the American Society of Radiologic Technologists (ASRT). The clinical competency requirements have been developed in accordance with ARRT (American Registry of Radiologic Technologists) guidelines.

During the first semester of the program, students attend classes and receive laboratory instruction. Beginning with the second semester of the program, students begin clinical externships. During their first year of training, clinical externships will be assigned two days per week. During the second year of training, clinical externships will be assigned three days per week. Clinical hours range weekdays from 7:00 am to 11:00 pm. Clinical sites are within a 100 mile radius from the campus.

Note: BCLS Training will be provided to students prior to the first clinical rotation.
Radiologic Technology Curriculum Includes:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CTS 1050</td>
<td>Introduction to Computers</td>
<td>3</td>
<td>45</td>
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<tr>
<td>ENC 1101</td>
<td>English Composition</td>
<td>3</td>
<td>45</td>
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<tr>
<td>HSC 1000</td>
<td>Introduction to Health Science</td>
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<tr>
<td>MAC 1105</td>
<td>College Algebra</td>
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<td>MEA 1239</td>
<td>Medical Terminology</td>
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<tr>
<td>PSY 1012</td>
<td>Introduction to Psychology</td>
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<tr>
<td>SPC 1016</td>
<td>Fundamentals of Speech</td>
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<td>BSC 1085</td>
<td>Anatomy &amp; Physiology I</td>
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<td>RTE 1025</td>
<td>Principles of Image Production I</td>
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<td>RTE 1026</td>
<td>Principles of Image Production II</td>
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<td>RTE 1030</td>
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<td>RTE 1202</td>
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<td>RTE 1204</td>
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<td>RTE 2005</td>
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<td>RTE 2015</td>
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<td>RTE 1201</td>
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**Total** 99 2640
Course Descriptions:

CTS 1050 - Introduction to Computers 3 Credits 45 clock hours (on-line)
Students will learn the basic operation of Microsoft Word, Excel, and PowerPoint. Student will learn proper techniques for business letter writing and resume writing.
Prerequisites: None

ENC 1101 - English Composition 3 Credits 45 clock hours (On-line)
Students will learn grammar, punctuation and usage skills that are useful in everyday language. The goals of effective writing will be covered as well as essay preparation. Students will take several mastery and editing tests as part of the course.
Prerequisites: None

HSC 1000 - Introduction to Health Science 3 Credits 45 clock hours (on-line)
Students will examine the following topics: The healthcare professions and teams, interactions between and reactions of patients in altered physical &/or mental states including gerontology and diverse cultures, professionalism and professional organizations, vital signs, OSHA standards, asepsis and isolation techniques including universal precautions, ethics and legal concerns of the healthcare provider, lifting/moving/body mechanics, patient and environmental emergency assessment and response, and Basic Cardiac Life Support (BCLS). The student will possess the aptitude to comprehend and use information in both written and oral formats.
Prerequisites: None

MAC 1105 - College Algebra 3 Credits 45 clock hours (on-line)
Students in this course will explore college algebra through a detailed examination of practical applications. Students will calculate algebraic problems with linear equations, exponents, polynomials, factors, and rational expressions. Student will solve problems using graphs, slopes, inequalities, linear equations, roots, radicals and quadratic equations.
Prerequisites: None

MEA 1239 - Medical Terminology 2 Credits 30 clock hours (on-line)
This course will provide students with instruction in how to decipher useful medical terminology into everyday language. Students analyze and learn prefixes and suffixes, spelling use and correct pronunciation. Medical abbreviations and symbols are included.
Prerequisites: None

PSY 1012 - Introduction to Psychology 3 Credits 45 clock hours (on-line)
In this course, students learn basic principles of human behavior. Challenges, responsibilities, problems and satisfactions of being a health care provider are discussed. Theories of human behavior and personality development are included.
Prerequisites: None

SPC 1016 - Fundamentals of Speech 3 Credits 45 clock hours (on-line)
Students will learn the foundations of communications including public presentations and interviewing skills
Prerequisites: None
BSC 1085 - Anatomy & Physiology I    3 Credits    45 clock hours
Students in this course will explore the human body as a whole, its levels or organization, the terms used in describing body structure and directional terms, homeostatic mechanisms, the relationship of structure and function and how they relate to each other and homeostasis as directed by each body system involved. Anatomy and Physiology I will focus on the cells, cell metabolism, tissues and membranes, integumentary system and body temperature, skeletal system, muscular system, nervous system tissue and brain, nervous system spinal cord & peripheral nerves, autonomic nervous system and endocrine system.
Prerequisites: None

BSC 1085L - Anatomy & Physiology I Lab1 Credit    30 clock hours (on-line)
In an online delivery students in this course will explore the human body as a whole, its levels or organization, the terms used in describing body structure and directional terms, homeostatic mechanisms, the relationship of structure and function and how they relate to each other and homeostasis as directed by each body system involved. Anatomy and Physiology I will focus on the cells, cell metabolism, tissues and membranes, integumentary system and body temperature, skeletal system, muscular system, nervous system tissue and brain, nervous system spinal cord & peripheral nerves, autonomic nervous system and endocrine system.
Prerequisites: None

BSC 1086 - Anatomy & Physiology II    3 Credits    45 clock hours
This course is a continuation of BSC 1085 lecture. Students will continue to will explore the human body as a whole, its levels or organization, the terms used in describing body structure and directional terms, homeostatic mechanisms, the relationship of structure and function and how they relate to each other and homeostasis as directed by each body system involved.
Prerequisites: BSC 1085

BSC 1086L - Anatomy & Physiology II Lab (on-line) Students will explore the structure and function of tissues and organs in a laboratory setting. This will include visiting the office of the Medical Examiner, Video web cast of dissections and autopsies.
Prerequisites: BSC 1085, BSC 1085L & MEA 1239

RTE 1025 - Principles of Image Production I    2 Credits    30 clock hours
This course is about the knowledge of the factors that govern and influence the production of radiographic images. Content establishes a knowledge base in radiographic and mobile equipment requirements and design. Content imparts an understanding of the components, principles and operation of digital imaging systems.
Prerequisites: BSC 1086, BSC 1086L, RTE 1030, RTE 1203L, RTE1203

RTE 1026 - Principles of Image Production II    2 Credits    30 Clock Hours
This course continues with the knowledge of the factors that govern and influence the production of radiographic images. Image-intensified and digital fluoroscopy will be discussed. Image quality and the technical factors that affect it will be covered in this course. Content provides a basis for analyzing radiographic images. Included are the
importance of optimal imaging standards, discussion of a problem-solving technique for image evaluation and the factors that can affect image quality. Factors that impact image acquisition, display, archiving and retrieval are discussed. Principles of digital system quality assurance and maintenance are presented. Grids and grid applications will be presented as well as the calculations of technique problems.

Prerequisites: RTE 1025, RTE 1030, RTE 1204 & RTE 1204L.

RTE 1030 - Radiographic Physics 4 Credits  60 clock hours Students in this course will receive a working knowledge of radiologic physics as it relates to the field of radiography. This will include the make-up of the Bohr atom, electromagnetic radiation, electricity and magnetism and electromagnetism. They will become familiar with equipment used in medical imaging for general x-rays and their production, as well as for special procedures. The student will understand how the x-ray beam is produced as well as the radiographic image. They will also be introduced to the equipment utilized for film processing and the equipment needed to improve the quality of the x-ray image. Students will learn about the components involved in quality improvement, assessment and assurance regarding all aspects of the radiology department. Equipment quality control is included, as well as tests to evaluate specific components of radiographic imaging systems.

Prerequisites: BSC 1085, BSC 1085L & MAC 1105

RTE 1202 - Radiographic Procedures I 3 Credits  45 clock hours This course will cover the discovery of x-rays and the use of radiation in medicine. The course provides an introduction to radiological science and familiarizes students with the different terms that are used within the profession. Students will learn the anatomic structures and topographic landmarks of the abdomen, chest, and parts of skeletal assigned for the semester. Students will learn the synopsis of radiation protection and exposure. Students will learn and practice how to communicate effectively with patients regardless of existing barriers. Pathology and disease as they relate to various radiographic procedures are discussed. Students will also learn how different pathology affects the radiographic image and technique.

Prerequisites: None

RTE 1202L - Radiographic Procedures I Lab 1 Credit  30 clock hours This course is designed to provide instruction in the proper positioning methods in the laboratory setting to prepare the student to perform these methods competently in the clinical setting. This course will include positioning terminology of abdomen and chest radiography as well as positioning terminology of the upper extremity and lower extremity (foot and ankle). Students will master practical experience in positioning patients, exercising independent judgment, creativity, and problem solving in the clinical laboratory. Students will learn the synopsis of radiation protection and exposure. Students work in teams, role-playing and simulating patient and technologist. Student will learn and practice how to communicate effectively with patients and family members regardless of existing barriers. Pathology and disease as they relate to various radiographic procedures are discussed. Students will also learn how different pathology affects the radiographic image and technique.

Prerequisites: None
RTE 1203 - Radiographic Procedures II 3 Credits 45 clock hours
This course is designed to expand students’ knowledge and understanding of the ARRT Code Ethics. Students will learn the different types of consent and its appropriate use. The course will cover the anatomic structures and topographic landmarks of various parts of the skeletal system assigned for the semester. Students will learn the synopsis of radiation protection and exposure. Students will learn and practice how to communicate effectively with patients regardless of existing barriers. Pathology and disease as they relate to various radiographic procedures are discussed. Students will also learn how different pathology affects the radiographic image and technique.
Prerequisites: BSC 1085, BSC 1085L, RTE 1202 & RTE 1202L

RTE 1203L - Radiographic Procedures II Lab 1 Credit 30 clock hours
This course is designed to allow students to conduct simulations on radiographic positions covered in the didactic course. The goal is to make students more competent and confident within the clinical setting. Students will simulate radiographic positions for areas of the skeletal system covered in the didactic course for the semester. Students use an energized x-ray laboratory to master practical experience in positioning patients, exercising independent judgment, critical thinking, and patient care. Students will learn the synopsis of radiation protection and exposure. Students work in teams, role-playing and simulating patient and technologist. Student will learn and practice how to communicate effectively with patients and family members regardless of existing barriers. Pathology and disease as they relate to various radiographic procedures are discussed. Students will also learn how different pathology influences radiographic image and technique.
Prerequisites: BSC 1085, BSC 1085L, RTE 1202 & RTE 1202L

RTE 1204 - Radiographic Procedures III 2 Credits 30 clock hours
The course will cover the anatomic structures and topographic landmarks of various parts of the skeletal system assigned for the semester. Students will learn the synopsis of radiation protection and exposure. Students will learn and practice how to communicate effectively with patients and family members regardless of existing barriers. Pathology and disease as they relate to various radiographic procedures are discussed. Students will also learn how different pathology affects the radiographic image and technique.
Prerequisites: BCS 1086, BCS 1086L, RTE 1203, RTE 1203L & RTE 1030

RTE 1204L - Radiographic Procedures III Lab 1 Credit 30 clock hours
This course is designed to allow students to conduct simulations on radiographic positions covered in the didactic course. The goal is to make students more competent and confident within the clinical setting. Students will simulate radiographic positions for areas of the skeletal system covered in the didactic course for the semester. Students use an energized x-ray laboratory to master practical experience in positioning patients, exercising independent judgment, critical thinking, and patient care. Students will learn the synopsis of radiation protection and exposure. Students work in teams, role-playing and simulating patient and technologist. Student will learn and practice how to communicate effectively with patients and family members regardless of existing barriers. Pathology and disease as they relate to various radiographic procedures are discussed. Students will also learn how different pathology influences radiographic image and technique.
Prerequisites: BSC 1086, BSC 1086L, RTE 1203, RTE 1203L & RTE 1030

RTE 1205 - Radiographic Procedures IV 2 Credits 30 clock hours
This course will include positioning terminology and radiographic positioning and procedures for fluoroscopy studies. The course will cover several patient care topics that are important to the profession. Pathology and disease as they relate to various radiographic procedures are discussed. Students will also learn how different pathology affects the radiographic image and technique. Pharmacologic terminology, drug classifications, pharmacokinetics, and drugs used in imaging are also studied. It also offers comprehensive coverage of diagnostic contrast agents, along with drug administration procedures, emergency responses to drug reactions, and legal and ethical aspects of medication administration. The theory and practice of basic venipuncture techniques and the administration of diagnostic contrast agents are also practiced and mastered.
Prerequisites: BSC 1086, BSC 1086L, RTE1204, RTE 1204L & RTE1025.

RTE 1205L - Radiographic Procedures IV Lab 1 Credit 30 clock hours
This course is designed to provide instructions on proper positioning methods within the laboratory setting so students are prepared to perform these methods competently in the clinical setting. The course will include fluoroscopy studies. Image critique covering the elements of diagnostic radiographs is emphasized. Students will master practical experience in positioning patients, critical thinking, and problem solving in the clinical laboratory. Students will learn the synopsis of radiation protection and exposure. Students work in teams, role-playing patient and technologist. Pathology and disease as they relate to various radiographic procedures are discussed and viewed on radiographs or images viewed on power points. Students will also learn how different pathology affects the radiographic image and technique.
Prerequisites: BSC 1086, BSC 1086L, RTE1204, RTE 1204L & RTE1025

RTE 1206 - Radiographic Procedures V 2 Credits 30 clock hours
The course will include positioning terminology, radiographic positioning, and procedures of the skull and facial structures. Students will learn the synopsis of radiation protection and exposure. Students will learn and practice how to communicate effectively with patients regardless of existing barriers. The course also reviews avenues for professional within the profession and continuing education requirements. Pathology and disease as they relate to various radiographic procedures are discussed. Students will also learn how different pathology affects the radiographic image and technique.
Prerequisites: RTE 1205, RTE 1205L, RTE1026 & RTE1030

RTE 1206L - Radiographic Procedures V Lab 1 Credit 30 clock hours
This course is designed to allow students to perform simulations on radiographic positions covered in the didactic course. By the end of the course students will be more competent and confident within the clinical setting. Students use an energized x-ray laboratory to master practical experience in positioning patients, exercising independent judgment, critical thinking, and patient care. Students will learn the synopsis of radiation protection and exposure. Students work in teams, role-playing and simulating patient and technologist. Student will learn and practice how to communicate effectively with patients and family members regardless of existing barriers. Pathology and disease as
they relate to various radiographic procedures are discussed. Students will also learn how different pathology influences radiographic image and technique. 

**Prerequisites:** RTE 1205, RTE 1205L, RTE 1026 & RTE 1030

**RTE 2015 - Radiographic Biology and Protection**  
3 Credits 45 clock hours  
The course is designed to educate students on the principles of radiation protection. Students will be lectured on the responsibilities of the radiographer to patients, other personnel, and the public. Radiation health and safety requirements of federal and state regulatory agencies are incorporated. The course is also designed to provide students with an overview of the principles of the interaction of radiation to the body systems. Fundamental principles of molecular and cellular responses to radiation will be learned, including acute and chronic effects of radiation. 

**Prerequisites:** BSC 1086 & 1086L, RTE 1205 & 1205L, RTE 1026

**RTE 2025 - Cross Sectional Anatomy/Advanced Modalities**  
3 Credits 45 clock hours  
Students will learn sectional anatomy to develop a realistic understanding of 3-dimensional sense of anatomy of the head, neck, thorax, abdomen, and pelvis. Students will acquire basic principles, image appearance and education/certificate for Ultrasound, MRI, Nuclear Medicine/PET, Angiography and Radiation Therapy. Students will also acquire a basic understanding of Computed Tomography. 

**Prerequisites:** RTE 1206, RTE 1206L, RTE 1026 & RTE 1030

**RTE 1270 – Clinical I**  
5 Credits 240 clock hours  
Introduces students to the clinical setting and provides an opportunity for students to observe and participate in radiographic procedures, with emphasis on specific structures. All activities of students are under the supervision of a designated site clinical instructor or designee. Emphasis is placed on the demonstration of proficiency in required and elective competencies in the area of abdomen, chest and upper extremity. 

**Prerequisites:** BSC 1085, BSC 1085L, RTE 1202 & RTE 1202L

**RTE 1280 - Clinical II**  
5 Credits 240 clock hours  
Introduces students to the clinical setting and provides an opportunity for students to observe and participate in radiographic procedures, with emphasis on specific structures. All activities of students are under the supervision of a designated site clinical instructor or designee. Emphasis is placed on the demonstration of proficiency in required and elective competencies in the content covered in the prior semester. 

**Prerequisites:** BSC 1086, BSC 1086L, RTE 1270, RTE 1030, RTE 1203 & RTE 1203L

**RTE 2005 - Clinical III**  
8 Credits 360 clock hours  
Introduces students to the clinical setting and provides an opportunity for students to observe and participate in radiographic procedures, with emphasis on specific structures. All activities of students are under the supervision of a designated site clinical instructor or designee. Emphasis is placed on the demonstration of proficiency in required and elective competencies in the area covered in the prior semester. 

**Prerequisites:** BSC 1086, BSC 1086L, RTE 1204, RTE 1204L, RTE 1280 & RTE 1025
RTE 2010 - Clinical IV 8 Credits 360 clock hours
Introduces students to the clinical setting and provides an opportunity for students to observe and participate in radiographic procedures, with emphasis on specific structures. All activities of students are under the supervision of a designated site clinical instructor or designee. Emphasis is placed on the demonstration of proficiency in required in the content covered in the prior semester.
Prerequisites: BSC 1086, BSC 1086L, RTE 1205, RTE 1205L, RTE 2005 & RTE 1026

RTE 2020 - Clinical V 8 Credits 360 clock hours Introduces students to the clinical setting and provides an opportunity for students to observe and participate in radiographic procedures, with emphasis on specific structures. All activities of students are under the supervision of a designated site clinical instructor or designee. Emphasis is placed on the demonstration of proficiency in required and elective competencies in the prior semester.
Prerequisites: BSC 1086, BSC 1086L, RTE 1206, RTE 1206L, RTE 2010 & RTE 2015

RTE 2500 - Senior Registry Review 3 Credits 45 Clock Hours
This Course provides a review of basic knowledge from previous courses and helps the student prepare for national certification examination for radiographers. Topics include: principles of radiographic exposure, radiographic procedures, anatomy, physiology, pathology, terminology, radiographic equipment, radiation protection, and patient care techniques.
Prerequisites: RTE 1206, RTE 1206L, RTE 1000, RTE 2015 & RTE 1026

RTE 1201 Introduction to Radiologic Sciences 3 Semester Credits 45 Lecture hours
Content provides a foundation in ethics and law related to the practice of medical imaging. An introduction to terminology, concepts and principles will be presented. Students will examine a variety of ethical and legal issues found in clinical practice. Content provides an overview of the foundations of radiography and the practitioner’s role in the health care delivery system. Principles, practices and policies of health care organizations are examined and discussed in addition to the professional responsibilities of the radiographer. Content provides the concepts of optimal patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures are described, as well as infection control procedures using standard precautions. The role of the radiographer in patient education is identified
Prerequisites: None
Associate of Science in Radiation Therapy Program
2655 Hours
105 Credits
98 weeks
Credential Awarded: Associate of Science Degree
Type of Instructional Delivery: Residential/Distance Delivery

PROGRAM DESCRIPTION
The Radiation Therapy Program is 98 weeks in length. It is designed to provide a well-planned didactic and clinical education experience to enable students to become competent, entry-level radiation therapists upon graduation. The curriculum has been developed in accordance with the guidelines established by the American Society of Radiologic Technologists (ASRT). The clinical competency requirements have been developed in accordance with ARRT (American Registry of Radiologic Technologists) guidelines.

During the first semester of the program, students attend classes and receive laboratory instruction. Beginning with the second semester of the program, students will start their clinical externship assignments. During their first year of training, clinical externships will be assigned two days per week. During the second year of training, clinical externships will be assigned three days per week.
Radiation Program Curriculum Includes:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Lec</th>
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<td>CTS 1050</td>
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<td>45</td>
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<tr>
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Course descriptions:

CTS 1050 - Introduction to Computers 3 credits 45 clock hours (on-line)
In this course students will learn the basic operation of Microsoft Word, Excel and Power Point. Students will learn proper techniques for business letter-writing and resume-writing.
Prerequisites: None

ENC 1101 - English Composition 3 credits 45 clock hours (on-line)
Students will be taught the proper use of grammar, punctuation and usage skills that are used in everyday language. The goals of effective writing will be covered as well as essay preparation. Students will take several mastery and editing tests as part of the course. Students will review readings for writing, to aid in essay preparation and completion.
Prerequisites: None

HSC 1000 - Introduction to Health Science 3 credits 45 clock hours (on-line)
Students will examine the following topics: The healthcare professions and teams, interactions between and reactions of patients in altered physical &/or mental states including gerontology and diverse cultures, professionalism and professional organizations, vital signs, OSHA standards, asepsis and isolation techniques including universal precautions, ethics and legal concerns of the healthcare provider, lifting/moving/body mechanics, patient and environmental emergency assessment and response, and Basic Cardiac Life Support (BCLS). The student will possess the aptitude to comprehend and use information in both written and oral formats.
Prerequisites: None

MAC 1105 - College Algebra 3 Credits 45 clock hours (on-line)
Students in this course will explore college algebra through a detailed examination of practical applications. Students will calculate algebraic problems with linear equations, exponential functions, polynomials, factors and rational expressions. Students will solve problems using graphs, slopes, inequalities, linear equations, roots, radicals and quadratic equations.
Prerequisites: None

MEA 1239 - Medical Terminology 2 credits 30 clock hours (on-line)
This course will provide students with instruction in how to decipher useful medical terminology into everyday language. Students analyze and learn prefixes and suffixes, spelling use and correct pronunciation. Medical abbreviations and symbols are included.
Prerequisites: None

PSY 1012 - Introduction to Psychology 3 credits 45 clock hours (on-line)
This course offers students the basic principles of human behavior. Students will discuss challenges, responsibilities, problems and satisfaction of being a health care provider and relate this to the theories of human behavior and personality development.
Prerequisites: None
**SPC 1016 - Fundamentals of Speech**  3 credits  45 clock hours (on-line)

Students will learn the foundations of communication including public presentations and interviewing skills. Emphasis will be placed on motivational speaking.

**Prerequisites:** None

**BSC 1085 - Anatomy & Physiology I**  3 credits  45 clock hours

This course will offer students the opportunity to learn about the structure and function of the human body. The concepts of cells, tissues, organs and systems are presented to form the framework for a comprehensive study of anatomic structures and basic functions of each body system. In addition, the concepts of biochemistry will be discussed. Also provided will be the concepts of structural anatomy as students analyze the complex functions of each system.

**Prerequisites:** None

**BSC 1085L - Anatomy & Physiology I Lab**  1 credit  30 clock hours (on-line)

In an online delivery students in this course will explore the human body as a whole, its levels or organization, the terms used in describing body structure and directional terms, homeostatic mechanisms, the relationship of structure and function and how they relate to each other and homeostasis as directed by each body system involved. Anatomy and Physiology I will focus on the cells, cell metabolism, tissues and membranes, integumentary system and body temperature, skeletal system, muscular system, nervous system tissue and brain, nervous system spinal cord & peripheral nerves, autonomic nervous system and endocrine system.

**Prerequisites:** None

**BSC 1086 - Anatomy & Physiology II**  3 credits  45 clock hours

This course is a continuation of BSC 1085 lecture. Students will continue to will explore the human body as a whole, its levels or organization, the terms used in describing body structure and directional terms, homeostatic mechanisms, the relationship of structure and function and how they relate to each other and homeostasis as directed by each body system involved.

**Prerequisites:** BSC 1085

**BSC 1086L - Anatomy & Physiology II Lab**  1 credit  30 clock hours (on-line)

Students will explore the structure and function of tissues and organs in a laboratory setting. This will include visiting the office of the Medical Examiner, Video web cast of dissections and autopsies.

**Prerequisites:** BSC 1085, BSC 1085L & MEA 1239

**RAD 1000A - Orientation to Radiation Therapy & Medical Ethics**  3 credits  45 clock hours

This course is designed to provide the student with an overview of the foundations in radiation therapy and the therapist’s role in the health care delivery system. The principles, practices and policies of the CIAHT educational program, health care organizations, principles of radiation and health safety and professional responsibilities of the radiation therapist will be covered in this course. This course also provides sequential development, application, analysis, integration, synthesis and evaluation of concepts and theories in radiation therapy. Concepts of team practice,
Patient-centered clinical practice and professional development shall be discussed, examined, and evaluated. Problem-solving will be utilized along with critical thinking skills in discussion of the source of law, causes of action and litigation processes related to the professional practice of radiation therapy. The ethical stands and standards of law will be compared and examined.

**Prerequisites:** None

**RAD 1001A - Introduction to Clinical Radiation Therapy & Operations** 4 credits 60 clock hours
This course will introduce the students to the clinical setting. Personnel and responsibilities will be discussed with regard to each person involved with patients and their care. Equipment utilized and safe operation of equipment will be discussed. The proper and ethical behaviors of students and personnel in the clinical setting will be demonstrated via role play and discussion groups. The psychological aspects of patient reactions and fears will be discussed with regard to the waiting room, treatment room and personnel they will meet. This course will prepare students for clinical externships beginning the second semester of the program.

This course also focuses on various Radiation Therapy operational issues. Continued quality improvement issues are discussed and evaluated and assessment techniques will be emphasized. Human resource regulations impacting the radiation therapist will be examined. Accreditation agencies and the radiation therapist’s role in the accreditation process will be discussed. Billing and reimbursement issues pertinent to the radiation therapy department will be presented.

Basic Cardiac Life Support for the Health Care Provider will also be provided involving training in risk factors of heart disease, recognition of a heart attack and choking victim. Activating the emergency medical services system and managing the unconscious victim with rescue breathing using airway adjuncts/ventilation devices along with the automated external defibrillator educational course. Adult, child and infant cardio pulmonary resuscitation and obstructed airway instruction for the one-rescuer and two-rescuer team will be covered.

**Prerequisites:** None

**RAD 1002A - Radiation Therapy Patient Care** 3 credits 45 clock hours
The student will be provided with concepts in assessment and evaluation of the patient for delivery of radiation therapy. Psychological and physical needs and factors affecting treatment outcome will be presented and examined. Routine and emergency care procedures will be presented.

**Prerequisites:** BSC 1085, BSC 1085L, MEA 1239, RAD 1000A & RAD 1001A

**RAD 1003A - Radiation Physics I** 4 credits 60 clock hours
This course provides students with an understanding of the concepts of general physics. It then develops into an understanding of radiations used in the clinical setting. Fundamental physical units, measurements, principles, atomic structure and types of radiation are emphasized. Also presented are the fundamentals of x-ray generating equipment, x-ray production and its interactions with matter.

**Prerequisites:** MAC 1105, RAD 1000A & RAD 1001A
RAD 1004A - Radiation Physics II & Quality Management  4 credits  60 clock hours
This course is a continuation of RAD 1003A and is designed to review and expand concepts and theories in the radiation physics I course. Detailed analysis of the structure of matter, properties of radiation, nuclear transformations, x-ray production and interactions of ionizing radiations are emphasized. The student is also presented with treatment units used in external beam radiation therapy, measurement and quality of ionizing radiation produced, absorbed dose measurement, dose distribution and scatter analysis.

This course is also designed to focus on the evolution of quality management programs and continuing quality improvement in radiation oncology. Students will examine the need for quality assurance checks, quality assurance of the clinical aspects and chart checks, film checks, the various types of evaluations and tests performed on simulators, megavoltage therapy equipment and therapy planning units, the role of radiation therapists in quality management programs. Legal and regulatory implications for maintaining appropriate quality management guidelines as well as the role of computers and information systems are discussed as they serve within the radiation oncology department. As part of this course, students will be required to document competency in performing daily treatment machine checks as part of their clinical competency requirements.

Prerequisites:  MAC 1105, CTS 1050, RAD 1000A & RAD 1003A

RAD 1005A - Radiation Biology & Protection  3 credits  45 clock hours
This course will present the basic principles of radiation protection and safety for the radiation therapist. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and health care organizations are included. The specific responsibilities of the radiation therapist are discussed, examined, performed and evaluated. The student will also be presented with basic concepts and principles of radiation biology; the interactions of radiation with cells, tissues and the body as whole and resultant biophysical events will be presented. Discussion of the theories and principles of tolerance dose, time-dose relationships, fractionation schemes and the relationship to the clinical practice of radiation therapy will be discussed, examined and evaluated

Prerequisites:  BSC 1085, BSC 1086, HCS 1000, MEA 1239, MAC 1105, RAD 1002A & RAD 1003A

RAD 1008A - Sectional Anatomy & Principles of Imaging 3 credits  45 clock hours
The student is introduced to a knowledge base in factors that govern and influence the production and recording of radiographic images for patient simulation, treatment planning and treatment verification in radiation oncology. Radiation oncology imaging equipment and related devices will be emphasized. This course will also provide the student the opportunity to study normal sectional anatomy utilizing diagrams and radiologic images. Guest speakers will be invited to demonstrate the different imaging modalities utilized for diagnosis

Prerequisites:  BSC 1085, BSC 1086, HCS 1000, MEA 1239, RAD 1001A, RAD 1002A ,RAD 1004A & RAD 1005A
RAD 1009A - Principles and Practice of Radiation Therapy I 4 credits 60 clock hours
In this course the student is provided with an overview of cancer and the specialty of radiation therapy. The medical, biological and pathological aspect as well as the physical and technical aspects will be discussed. The role and responsibility of the radiation therapist, the treatment prescription, the documentation of treatment parameters and delivery will also be discussed.
**Prerequisites:** RAD 1002A, RAD 1008A & RAD 1009A

RAD 1010A - Principles and Practice of Radiation Therapy II 3 credits 45 clock hours
This course is a continuation of RAD 1009A. The course is designed to examine and evaluate the management of neoplastic disease while promoting critical thinking skills and the basis of ethical clinical decision-making. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis of neoplastic disease will be presented for each organ and system. This will be discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The radiation therapist’s role in the management of neoplastic disease will also be examined and linked to the skills required to analyze complex issues and make informed decisions while appreciating the character of the profession.
**Prerequisites:** RAD 1002A, RAD 1008A & RAD 1009A

RAD 2000A - Treatment Planning I 3 credits 45 clock hours
The content of this course is designed to establish factors that influence and govern clinical treatment planning of patient treatment. Encompassed are isodose distributions, patient contouring, and radiobiologic considerations.
**Prerequisites:** BSC 1085, BSC 1086, MAC 1105, RAD 1000A, RAD 1001A, RAD 1002A, RAD 1003A, RAD 1004A & RAD 1009A

RAD 2001A - Treatment Planning II 3 credits 45 clock hours
This is a continuation of RAD 2000A. Students will be required to make dosimetric calculations, utilizing compensating filters, blocking considerations and other treatment accessories. Clinical application of treatment beams will be taken into consideration and optimal treatment planning will be emphasized along with particle beams. Stereotactic and emerging technologies will also be presented. Coincidental with this course, students will be provided with a clinical rotation in the radiation dosimetry department to work with radiation physicists to observe and participate in the computerized treatment planning process.
**Prerequisites:** BCS 1085, BCS 1086, MAC 1105, RAD 1000A, RAD 1001A, RAD 1002A, RAD 1003A, RAD 1004A, RAD 1005A, RAD 1009A, RAD 1010A & RAD 2000A

RAD 2002A - Oncologic Pathology 3 credits 45 clock hours
This course provides the student with an introduction into the general pathology of cancer. It introduces the basic disease concepts, theories of disease etiology and the pathologic disorders of each system most frequently encountered in clinical practice. Also provided to the student is an in-depth study of new and abnormal development of cells in the cancer process. The student is introduced into the processes involved in the development and classification of both benign and malignant tumors and site-specific
information on malignant tumors.

**Prerequisites:** BSC 1085, BSC 1086, HCS 1000, MAC 1105, MEA 1239 & RAD 1005A

**RAD 2006A - Radiation Therapy Seminar** 3 credits 45 clock hours

Course is designed to synthesize previous coursework and integrate didactic and clinical concepts. Various Instructors will present interactive lectures, reviews and comprehensive exams based on all course topics and materials covered throughout the two year program. Instructors will emphasize the application process, completion of the programmatic requirements and practice computerized simulations of the registry exam based on the outline in the Radiation Therapy Certification Handbook.

**Prerequisites:** RAD 1000A, RAD 1002A, RAD 1003A, RAD 1004A, RAD 1005A, RAD 1008A, RAD 1009A, RAD 1010A & RAD 2000A

**RAD 1006 - Clinical Externship I** 5 credits 240 clock hours

The student will rotate through nursing, simulation and treatment. The student will participate in routine procedures under the direct supervision of a registered radiation therapist. The student will develop competence in basic patient care skills as well as basic simulation and treatment setups.

**Prerequisites:** BSC 1085, BSC 1085L, HSC 1000, MEA 1239, RAD 1000A & RAD 1001A

**RAD 1007 - Clinical Externship II** 5 credits 240 clock hours

The student will rotate through nursing, simulation and treatment. The student will participate in routine procedures under the direct supervision of a registered radiation therapist. The student will develop competence in basic patient care skills as well as basic simulation and treatment setups.

**Prerequisites:** RAD 1000A, RAD 1001A, RAD 1002A, RAD 1003A & RAD 1006

**RAD 2003 - Clinical Externship III** 8 credits 360 clock hours

The student will be introduced to the general operations of a radiation oncology department including equipment used for simulation and treatment, patient flow, and roles and responsibilities of the healthcare team that comprises the staff.

**Prerequisites:** RAD 1000A, RAD 1001A, RAD 1002A, RAD 1003A, RAD 1004A, RAD 1005A & RAD 1007

**RAD 2004 - Clinical Externship IV** 8 credits 360 clock hours

The student will be introduced to the general operations of a radiation oncology department including equipment used for simulation and treatment, patient flow, and roles and responsibilities of the healthcare team that comprises the staff. The student will develop competence in basic patient care skills, as well as, dosimetry, simulation and treatment setups.


**RAD 2005 - Clinical Externship V** 8 credits 360 clock hours

The student will be introduced to the general operations of a radiation oncology department including equipment used for simulation and treatment, patient flow, and roles and responsibilities of the healthcare team that comprises the staff.
Practical Nursing
1350 Hours
52 Weeks Day / 85 Weeks
Evening Credential Awarded:
Diploma
Type of Instructional Delivery: Residential / Distance Delivery

PROGRAM DESCRIPTION
This diploma program is designed to prepare graduates the knowledge base, technical skills and clinical competency required to pass the state examination and practice as a Licensed Practical Nurse. These objectives will be accomplished through class instruction to achieve the academic and clinical practice to function as a practical nurse. Testing takes place at regular intervals throughout the program to evaluate levels of student achievement and progress.

Goals of the Practical Nursing Program

- To provide education experiences designed to prepare students for entry level positions in the practical nursing profession.
- Graduate students who are satisfied with their academic and clinical preparation.
- To provide employers with practical nurses who are competent in knowledge, skills and ability.
- To instill in students a lifelong desire to achieve professional and academic excellence.

Note: BCLS Training will be provided to students prior to the first clinical rotation.

Practical Nursing Curriculum Includes:

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<tr>
<td>PN 200</td>
<td>Fundamentals of Nursing Clinical I</td>
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<tr>
<td>PN 210</td>
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<tr>
<td>PN 215</td>
<td>Fundamentals of Nursing Clinical II</td>
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<tr>
<td>PN 220</td>
<td>Basic Pharmacology</td>
<td>68</td>
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<tr>
<td>PN 300</td>
<td>Medical Surgical Nursing I</td>
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<tr>
<td>PN 305</td>
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<tr>
<td>PN 310</td>
<td>Nutrition and Nursing</td>
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<td>PN 400</td>
<td>Medical Surgical Nursing II</td>
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</table>
PN 405 Medical Surgical Clinical II 135
PN 410 Mental Health 35
PN 420 Communications II 14
PN 500 Medical Surgical Nursing III 45
PN 505 Medical Surgical Clinical III 120
PN 510 Geriatric Theory 30
PN 515 Geriatric Clinical 45
PN 600 Obstetrical Nursing 30
PN 605 Obstetrical Clinical 45
PN 610 Pediatric Nursing 30
PN 615 Pediatric Clinical 45
Total Hours 1350

COURSE DESCRIPTIONS

PN 100 - Anatomy and Physiology 60 clock hours
This is a core course in the nursing program that is designed to study the human structure and function. Emphasis is placed upon normal structure and function so that the abnormal conditions will be better understood. Topics include the human body systems to include the skeletal systems, muscular systems, blood, cardiovascular, lymphatic, respiratory, digestive, sensory, endocrine, nervous, urinary, reproductive, genetics, heredity and chemistry Prerequisites: PN 105, PN 110, PN 120, PN 220 & PN 310

PN 105 - Dosages and Drug Calculations 30 clock hours
This course is designed to enhance the student’s knowledge and skill in Basic mathematics relevant to the administration of medications in a clinical setting. The student will become familiar with fractions, decimals, whole numbers, conversions and pharmacological calculations as well as the metric system, apothecary and household conversions. Mathematics is intended to enhance the student's ability to calculate and administer medications safely and effectively. Prerequisites: PN 128, PN 110 OR PN 100, PN 115, PN 205, PN 300 & PN 510

PN 110 - Growth and Development 15 clock hours
The course is a study of normal growth patterns across the life span from infancy to older adulthood. The study will introduce the student to the stages of development throughout the life span. The focus will be on an individual's developmental needs and expectations as an individual progress through the different life span stages. Various theorists such as Maslow, Freud, Erikson, Havighurst and Piaget will be explored. The influence of gender, culture stress & adaptation, grief and loss will be approached in the study. Prerequisites: PN 120 and/or PN 115, PN 205, PN 300 & PN 510
PN 115 - Fundamentals of Nursing I
This course is designed to introduce the student to basic to intermediate fundamentals of nursing. The student will learn the historical views of nursing, legal and ethical issues and the health care environment. The course will develop knowledge and skills in therapeutic communication and basic nursing procedures. It serves as a foundation for the student to learn concepts related to physiological and psychosocial integrity. Additional topics include OSHA, HIPAA, HIV/AIDS, CPR and domestic violence. The role of the practical nurse is discussed, in documentation, client teaching, safety and health & wellness. This course will reintroduce the student to Maslow theory and the nursing process.
Prerequisites: PN 100 and/or PN 120, PN 110 & PN 105

PN 120- Communications I
The course is designed to introduce the student to therapeutic communication techniques in verbal and non-verbal communication. The study will assist the student in performing therapeutic communicative activities and establishing appropriate patient relationships.
Prerequisites: None

PN 200 - Fundamentals of Nursing Clinical I
This clinical is designed to provide the student with hands on experience in performing basic to intermediate fundamentals of nursing. The student will have the opportunity to apply theoretical principles in a clinical setting.
Prerequisites: PN 100, PN 115 and/or PN 120, PN 110, PN 105, PN 310 & PN 220

PN 210 - Fundamentals of Theory II
This course builds on Fundamentals of Nursing Theory I. The course is designed to develop the student’s knowledge and skills in intermediate and advanced nursing skills. This course prepares the student to progress in the practical nursing program as well as develop readiness for courses such as pharmacology and medical surgical nursing. This course focuses on the physiological and psychological integrity within the nursing process. Topics include infection, body's reaction to illness, fluid and electrolyte imbalance, promoting rest, sleep and the body's response to pain.
Prerequisites: PN 100, PN 115 and/or PN 120, PN 110, PN 105, PN 310 & PN 220

PN 215 - Fundamentals of Nursing Clinical II
The course is designed for the student to develop intermediate and advanced nursing knowledge, skills & concepts that are fundamental to understanding the nursing practice in relation to the psychosocial and physiological integrity of man.
Prerequisites: PN 120, PN 110, PN 105, PN 310, PN 220, PN 100, PN 205, PN 300, PN 510 & PN 210

PN 220 - Basic Pharmacology
The course is designed to provide an understanding of pharmacology in relation to the effect on the various body systems. The student will gain an understanding of the legal implications of drug administration and prevention of
medication errors. Additional topics will include writing nursing care plans and engaging the nursing process in drug administration. The student will consider factors of age, gender, culture and alternative therapy in drug therapy.

**Prerequisites:** PN 120, PN 110, PN 105, PN 310 and/or PN 100, PN 115, PN 205, PN 300 & PN 510

PN 300 - Medical Surgical Nursing I
54 clock hours
The course is designed to introduce the student to nursing principles in the care of the adult patient. The student will study patient care problems that are specific to altered body systems. The focus will be on the cardiovascular, respiratory, lymphatic and neurological systems. The student will study the essential nursing considerations for total patient care.

**Prerequisites:** PN 100, PN 115, PN 205 and/or PN 120, PN 110, PN 105, PN 310 & PN 220

PN 305 - Medical Surgical Clinical I
135 clock hours
The clinical rotation is designed to provide hands on, simulated and observatory experiences in the role of the practical nurse. The student will receive the opportunity to apply the theoretical principles' in the clinical setting.

**Prerequisites:** PN 120, PN 110, PN 105, PN 310, PN 220, PN 100, PN 115, PN 300, PN 510, PN 210 & PN 215

PN 310 - Nutrition and Nursing
28 clock hours
The course is designed to introduce the student to nutritional therapy in the clinical setting. The student will acquire knowledge and skills in nutritional principles and therapeutic regime based on medical treatment and wellness.

**Prerequisites:** PN 120, PN 110, PN 105, and/or PN 100, PN 115, PN 205, PN 300 & PN 510

PN 400 - Medical Surgical Nursing II
60 clock hours
The course is a continuation of Medical Surgical I. Further study will include the endocrine, urinary, reproductive, integumentary & musculoskeletal systems. The student will study essential nursing considerations for total patient care management and the formulation of nursing care plans.

**Prerequisites:** PN 120, PN 110, PN 105, PN 310, PN 220, PN 100, PN 115, PN 205, PN 300, PN 510, PN 305 & PN 515

PN 405 - Medical Surgical Clinical II
135 clock hours
The course is a continuation of Medical Surgical Clinical I.

**Prerequisites:** PN 120, PN 110, PN 105, PN 310, PN 220, PN 100, PN 115, PN 205, PN 300, PN 510, PN 210, PN 215, PN 305, PN 515, PN 400, PN 500 & PN 420

PN 410 - Mental Health
On-line 35 clock hours
The course is designed to introduce the student to study of mental health in nursing practice. The student will learn normal and abnormal functioning, health assessment, pharmacology and nursing care plans in managing mental health.
problems. Mental health will be discussed in context of the life span. Theories surrounding abnormal behavior, defenses, stress and anxiety, community services and therapeutic responses will be covered.

**Prerequisites:** PN 120, PN 110, PN 105, PN 310, PN 220, PN 100, PN 115, PN 205, PN 300, PN 510, PN 210, PN 215, PN 305, PN 515, PN 400, PN 500, PN 420, PN 405 & PN 505.

**PN 420 - Communications II  On-line  14 clock hours**
The course is designed to introduce the student to the various communication methods used in nursing practice such as electronic systems (EMR), charting, patient information materials, PowerPoint presentations. The student will become familiar with communication sources for meeting qualitative and quantitative measures in nursing practice.

**Prerequisites:** PN 120

**PN 500 - Medical Surgical Nursing III  45 clock hours**
The course continues meeting the objectives learned during Medical Surgical Nursing II. The student will benefit from understanding the nurses role in the management of more complex cases. Leadership principles will be introduced to the student.

**Prerequisites:** PN 120, PN 110, PN 105, PN 310, PN 220, PN 100, PN 115, PN 205, PN 300, PN 510, PN 210, PN 215, PN 305, PN 515 & PN 400

**PN 505 - Medical Surgical Clinical III  120 clock hours**
The course is a continuation of Medical Surgical II Clinical. The clinical will provide an opportunity for the student to manage a group of patients with complex clinical needs. The student will be encouraged to develop leadership skills in a clinical setting.

**Prerequisites:** PN 120, PN 110, PN 105, PN 310, PN 220, PN 100, PN 115, PN 205, PN 300, PN 510, PN 210, PN 215, PN 305, PN 515, PN 400, PN 500, PN 420 & PN 405

**PN 510 - Geriatric Theory  30 clock hours**
The course is designed to introduce the student to the aging process. The student will gain knowledge and skills on the physiological and psychosocial needs of the aged patient. Relevant topics such as pharmacology, nutrition, body disorders & changes will be included to prepare the student in meeting the special needs of the older patient and end of life issues.

**Prerequisites:** PN 100, 115, 205, 300, AND/OR 120, 110, 105, 310, 220

**PN 515 - Geriatric Clinical  45 clock hours**
The clinical is designed to provide the student with hands on, simulated and observatory experiences in caring for a geriatric client. The student will have an opportunity to apply theoretical principles in the clinical setting.

**Prerequisites:** PN 120, PN 110, PN 105, PN 310, PN 220, PN 100, PN 115, PN 205, PN 300, PN 210, PN 215 & PN 305

**PN 600 - Obstetrical Nursing  30 clock hours**
The course is designed to introduce the student to obstetrical nursing. The student
will gain knowledge and skills on the physiological and psychosocial needs of the obstetrical patient. Relevant topics such as pharmacology, nutrition & body changes will be included to prepare the student in meeting the patient needs. The course will include the nursing process during stages of pregnancy, labor & delivery, postpartum, and care of the newborn. The study will include abnormal condition that may occur during stages of pregnancy, fetal development, labor & delivery, postpartum, and care of the newborn.

**Prerequisites:** PN 120, PN 110, PN 105, PN 310, PN 220, PN 100, PN 115, PN 205, PN 300, PN 510, PN 210, PN 215, PN 305, PN 515, PN 400, PN 500, PN 420, PN 405, PN 505 & PN 410.

**PN 605 - Obstetrical Clinical**  
45 clock hours  
The clinical rotation is designed for the student to have hands on, simulated and observatory experience in maternal child health nursing. The focus will be applying theoretical principles in interacting with patients and families from pregnancy to postpartum and newborn care.

**Prerequisites:** PN 120, PN 110, PN 105, PN 310, PN 220, PN 100, PN 115, PN 205, PN 300, PN 510, PN 210, PN 215, PN 305, PN 515, PN 400, PN 500, PN 420, PN 405, PN 505, PN 410 & PN 600

**PN 610 - Pediatric Nursing**  
30 clock hours  
The course is designed to introduce the student to the pediatric patient. The student will gain knowledge and skills on the physiological and psychosocial needs of the pediatric patient. Relevant topics include pharmacology, communicable diseases, and immunization, nutrition & body changes. The student will utilize their knowledge of growth and development in the study. School health issues will be addressed.

**Prerequisites:** PN 120, PN 110, PN 105, PN 310, PN 220, PN 100, PN 115, PN 205, PN 300, PN 510, PN 210, PN 215, PN 305, PN 515, PN 400, PN 500, PN 420, PN 405, PN 505, PN 410, PN 600 & PN 605

**PN 615 - Pediatric Clinical**  
45 clock hours  
The clinical rotation is designed for the student to have hands on and observatory experiences in pediatric nursing. The student will apply theoretical principles in the clinical and community settings.

**Prerequisites:** PN 120, PN 110, PN 105, PN 310, PN 220, PN 100, PN 115, PN 205, PN 300, PN 510, PN 210, PN 215, PN 305, PN 515, PN 400, PN 500, PN 420, PN 405, PN 505, PN 410, PN 600, PN 605 & PN 610.
Electronic Medical Records Management
900 Clock Hours
Diploma Program
37.5 Weeks
Method of Delivery: Residential

Program Objective: In a residential setting, the Electronic Medical Records Management program aims to provide an interactive, robust educational program that prepares graduates for entry level positions in the electronic medical records division of medical facilities.

Program Description: This course is designed to prepare students to perform all of the tasks required of an Electronic Medical Records Manager. This is accomplished in a residential setting through theory courses designed to prepare students with the knowledge and skill needed to perform EHR processes. The program provides theoretical and laboratory-based training in foundational skills, including medical terminology, anatomy and physiology, pathology, another health sciences, as well as computer sciences. The program builds upon this knowledge base with more advanced and specific processes and procedures in medical coding and billing, computerized practice management, electronic health records and systems management. Students will learn laws and codes of regulation pertaining to healthcare records privacy, archival requirements and privacy laws.

Program Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Clock</th>
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<tbody>
<tr>
<td>HSC100</td>
<td>Health Science Core Fundamentals I</td>
<td>45</td>
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<tr>
<td>HSC120</td>
<td>Anatomy &amp; Physiology I with Lab</td>
<td>60</td>
</tr>
<tr>
<td>HSC130</td>
<td>Anatomy &amp; Physiology II &amp; Pathophysiology</td>
<td>75</td>
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<tr>
<td>HSC140</td>
<td>Medical Terminology</td>
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<td>HSC101</td>
<td>Health Science Core Fundamentals II</td>
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<tr>
<td>MCB110</td>
<td>Electronic Medical Office Procedures</td>
<td>75</td>
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<tr>
<td>COM100</td>
<td>Computer Applications</td>
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<tr>
<td>COM120</td>
<td>Computerized Practice Management</td>
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<td>MCB120</td>
<td>CPT 4</td>
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<td>MCB140</td>
<td>ICD 9/HCPCS</td>
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<td>MCB180</td>
<td>ICD10</td>
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<td>MCB200</td>
<td>Medicare &amp; Medicaid</td>
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<tr>
<td>EMR120</td>
<td>Records Management Systems</td>
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<td>Electronic Medical Records I</td>
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<td>EMR150</td>
<td>Electronic Medical Records II</td>
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<tr>
<td>HSC160</td>
<td>Professional Development and Career Preparation</td>
<td>15</td>
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<td>Grand Total</td>
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</table>
Course Descriptions

COM100 Computer Applications
60 Clock Hours
This course is designed to prepare students to become proficient at using Microsoft Office software. Students will be familiar with and know how to use at least 75% of the features and capabilities of Microsoft Office Word & Excel 2010. They will also learn how to effectively utilize PowerPoint and Outlook for creating presentations and managing email.
Prerequisites: None

HSC120 Anatomy & Physiology I with Lab
60 Clock Hours
This course provides a strong foundation in principles of anatomy and physiology for medical professionals. Emphasis in this course is placed upon the organization of the body, structure and function, the origins of biomedical sciences, body systems, histology, general terminology and the contextual preface of the language of medicine.
Prerequisites: None

HSC130 Anatomy & Physiology II with Pathophysiology
75 Clock Hours
This course provides a strong foundation in principles of anatomy and physiology for medical professionals. Emphasis in this course is placed upon the structure and function of human physiology and anatomy, as well as special emphasis on the pathology of diseases.
Prerequisites: None

HSC140 Medical Terminology
45 Clock Hours
This course provides instruction in how to decipher useful medical terminology into everyday language. Students analyze and learn prefixes and suffixes, spelling use and correct pronunciation. Medical abbreviations and symbols are included. The student will possess the aptitude to comprehend and use information in both written and oral formats. The student will possess the ability to demonstrate critical thinking and problem solving appropriate to his/her program of study.
Prerequisites: None

HSC 100 Health Science Core Fundamentals I
45 Clock Hours
This course describes health care delivery system and health occupations communication interpersonal skills, computer literacy, infection control and recognition and response to emergency situations. This course also includes safety and security, ethical and legal issues, employability skills, basic math and science, and wellness and disease concept, CPR, 4 hours of HIV/AIDS education, Domestic Violence and OSHA are also included.
Prerequisites: None

HSC 101 Health Science Core Fundamentals II
45 Clock Hours
This course describes health care delivery system and health occupations communication
interpersonal skills, computer literacy, infection control and recognition and response to
emergency situations. This course also includes safety and security, ethical and legal issues,
employability skills, new healthcare regulation, and basic math and science.
Prerequisites: None

MCB110 Electronic Medical Office Procedures
75 Clock Hours
This course is a foundational and critical structure in the development of medical office
professionals, and health information technicians. Emphasis in this course is placed upon
the medical office tasks, customer service, limiting liability and the relationship of these
tasks to revenue collection.
Prerequisites: None

COM120 Computerized Practice Management
45 Clock Hours
In this course, students develop knowledge of the revenue models for healthcare facilities,
their respective cycles, report generation, medical office management software, patient
appointment and scheduling management.
Prerequisites: None

MCB120 CPT 4
60 Clock Hours
This course provides students with the knowledge base, and skill to perform CPT-4 coding
procedures. In an online environment this course will emphasize the rules and guidelines of
the CPT – 4 manual. The course is designed to help the beginner coder learn and understand
the concept of coding using the CPT-4 coding manual.
Prerequisites: None

MCB140 ICD-9/HCPCS
75 Clock Hours
This course provides an introduction for beginning coders to develop an understanding of
ICD-9-CM characteristics, terminology, and conventions. The focus is to orient the student
to the coding requirements of the prospective payment system in order to correctly code
disorders to obtain reimbursement from insurance companies. Special emphasis is placed
on level II (HCPCS).
Prerequisites: None

MCB180 ICD10
60 Clock Hours
Students will learn the procedures for conducting ICD 10 diagnosis coding and mapping. In
an online environment, students will be able to adapt ICD-9 principles, and information to
an ICD 10 universe. This course places special emphasis on CM and PCS systems,
reimbursement mapping, applied conversion mechanisms, medical record coding, analytics,
and interpretation.
Prerequisites: None

MCB200 Medicare & Medicaid
30 Clock Hours
This course provides students with an understanding of the publicly financed health insurance system in our country that impacts virtually all aspects of the rest of the American health care system. The history and growth of each program will be explored, with a particular emphasis on political, social, and economic factors that have influenced this development. Students will learn present coding procedures of these programs under law.

Prerequisites: None

EMR120 Records Management Systems
60 Clock Hours
Students develop skill and knowledge of records management techniques, procedures and methodology for medical offices. Students will be able to create, develop, document and archive records using common systems and codifications.

Prerequisites: None

EMR140 Electronic Medical Records I
75 Clock Hours
This course will cover the usage and management of health information and the electronic health record (EHR). This course will introduce the students to the use of health information and the electronic health record for any setting within the health care industry from acute, ambulatory, long term, home health, specialty, population health, and personal health that encompass the continuum of care. This course will provide students with a practical understanding of what an electronic health record specialist is and how important they are in the job market today.

Prerequisites: None

EMR140 Electronic Medical Records II
75 Clock Hours
This course continues with skills practice of usage and management of health information and the electronic health record (EHR). This course will introduce the students to the use of health information and the electronic health record for any setting within the health care industry from acute, ambulatory, long term, home health, specialty, population health, and personal health that encompass the continuum of care. This course will provide students with a practical understanding of what an electronic health record specialist is and how important they are in the job market today.

Prerequisites: None

HSC 160 Professional Development & Career Preparation
15 Clock Hours
This course is designed to prepare the students for career transition. Students in this course will be able to study career pathways, learn more about certifications, receive introductory information concerning professional societies, and the importance of achieving certifications and credentials. Students in this course learn more about the career pathway in terms of academic opportunities, and develop leadership skills and knowledge in order to learn the creation of value for employers.

Prerequisites: None
Program Objective
The program objective is to provide students with career training for employment as a Medical Assistant with additional skill sets in imaging, specifically Basic X Ray. More and more medical offices desire to hire medical assistants who possess diverse skill sets. Graduates of the program who choose to take the BXMO may do so, and if the successfully pass this program; they may perform limited x rays in multiple healthcare settings. (Under their BXMO licenses). Other settings in which an Advanced Medical Assistant and Imaging Specialist can seek employment include physician’s offices, outpatient medical facilities, hospital, clinics, and other related health care settings. Specific course objectives relate to administrative procedures that include use of computerized practice management software, medical billing, and insurance codes, office supplies, collections, correspondence, knowledge and appointment scheduling. Course objectives relative to clinical procedures include: anatomy & physiology, medication administration, injections, EKG, assisting with minor surgical procedures, phlebotomy and lab procedures in a physician’s office, outpatient medical facility, hospital and other related healthcare settings. Student must complete a 140 hour externship in an ambulatory care medical facility. Students are required to present a negative TB report from a doctor before attending clinical externship. Phlebotomy procedures are practiced on training arms and injections practiced on manikins, and once student demonstrates skill proficiency, skills are performed on humans. Evening students are encouraged to attend their 160 clock-hour externship during the day when most doctors’ offices are available. Program graduates are eligible to take the following credentialing examinations: Registered Medical Assistant (RMA) through the American Medical Technologists (AMT) or Certified Medial Assistant exam (CMA through the American Association of Medical Assistants. The National Certification for Phlebotomy Technician examination may be taken (not required by the state) when the applicable number of venipuncture’s and capillary sticks have been obtained and documented by an employer. Students may also sit for the BXMO exam with the state of Florida. A criminal record may keep a student from obtaining a license or certification. A criminal record may affect the student’s ability to gain employment in the field of training.

PROGRAM OUTLINE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
<th>Clock Hours</th>
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<tr>
<td>XR 101</td>
<td>Basic Radiograph and Principals</td>
<td>8</td>
<td>120</td>
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<tr>
<td>XR 102</td>
<td>PACS Picture Archiving Communication System/Processing</td>
<td>5</td>
<td>80</td>
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<tr>
<td>XR 103</td>
<td>Terminologies &amp; Positioning for Chest and upper body</td>
<td>7</td>
<td>120</td>
</tr>
<tr>
<td>XR 104</td>
<td>Terminology &amp; Positioning for Abdomen &amp; Lower Body</td>
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<td>120</td>
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<tr>
<td>XR 105</td>
<td>Anatomy &amp; Positioning of the Spine &amp; Skull</td>
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<td>60</td>
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<tr>
<td>XR 106</td>
<td>Radiology – Imaging Specialist</td>
<td>3</td>
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</table>
COURSE DESCRIPTION

XR101 Basic Radiographic and Principles 120 Residential hours/ 8 Semester Credits
This course instructs students in basic radiographic exposure, principles of radiation projection, patient and self-protection, and patient care and management.
Prerequisites: None

XR102 PACS (Picture Archiving Communication System)/Processing 80 Residential hours/ 5 Semester Credits
This course includes image receptors, x-ray darkroom, film critique, standards of professionalism and ethics. Emphasis in this course is placed on PACS (Picture Archiving and Communications Systems)
Prerequisites: None

XR103 Terminology & Positioning for Chest & Upper Body 120 Residential hours/ 7 Semester Credits
This course includes radiological and positioning terminology for the chest and upper extremities, and includes anatomy of the chest, limbs, thorax, ribs and sternum.
Prerequisites: None

XR104 Terminology & Positioning for Abdomen & Lower Body 120 Residential hours/ 7 Semester Credits
This course includes radiological and positioning terminology for the abdomen and lower extremities.
Prerequisites: None

XR105 Anatomy & Positioning of the Spine & Skull 60 Residential hours/ 3 Semester Credits
This course includes radiological and positioning terminology for the spine and skull segments.
Prerequisites: None

XR106 Radiology – Imaging Specialist 60 Residential hours/ 3 Semester Credits
This course includes radiological and positioning terminology for additional diagnostic procedures such as pediatrics, geriatrics and various modalities.
Prerequisites: None

XR107 Pathology 30 Residential Hours/2 Semester Credits
An overview of the disease process, common diseases, and their appearance on medical images. Radiographic pathology is the study of disease processes visualized radiographically. The purpose of this course is to provide the student with a basic working knowledge of pathology as it pertains to diagnostic medical radiography. This course presents those pathologic conditions that are most commonly encountered in radiography and the medical terminology associated with those pathologic conditions.
Prerequisites: None

XR108 BXMO Review 30 Residential Hours/2 Semester Credits
Provides a comprehensive review of limited radiography in preparation for the ARRT administered state examination.
Prerequisites: None

C101 Heath Core and Body Systems 100 Residential Hours/5 Semester Credits
This course includes health care delivery system, health occupations, communication, interpersonal skills, computer literacy, infection control, and recognition and response to emergency situations. This course also includes safety and security, ethical and legal issues, employability skills, basic math and science, and wellness and disease concepts. In addition, students receive instruction and certification in HIV/AIDS, Domestic Violence, and OSHA. Students in this course become familiar with Basic X Ray machine operations.
Prerequisites: None

MA101 Medical Office Process 40 Residential Hours/1.5 Semester Credits
This course is designed to introduce the student to the Medical office environment and responsibilities of the Medical Assistant. Included are safety, office design, communication, personal characteristics, and professionalism. Computer entry of data and appointments will be introduced.
Prerequisites: None

MA102 Financial & Insurance Office Process 60 Residential Hours/2 Semester Credits
In an online and on campus mode of delivery, this course is designed to introduce the student to the patient’s medical record. Included is knowledge of insurance, preparing claims, billing, coding, basic bookkeeping, and accounting. Transcription and documentation are introduced. Computer software is introduced and used in the computer lab.
Prerequisites: None

MA103 Anatomy & Physiology 80 Residential Hours/4 Semester Credits
This course includes fundamental anatomy and physiology of the human body. The student is introduced to selected body systems as well as common diseases related to each. Included are nervous, senses, skin, skeletal, muscular, and immune system.
Prerequisites: None

MA104 Electrocardiography 80 Residential hours/3 Semester Credits
This course is designed to teach the student how to perform a 12-lead Electrocardiogram.
Included are basic anatomy and electrophysiology of the heart. The student will be able to identify sinus rhythms as well as life-threatening dysrhythmias. Lab included.
Prerequisites: None

MA105 Pharmacology/ Medication Administration  80 Residential hours/ 3.5 Semester Credits
This introduces the student to basic pharmacology and medication administration. Included are drug classifications, calculations, abbreviations, and safety. The student is instructed in preparation and administration of medications including injections.
Prerequisites: None

PH101 Phlebotomy  100 Residential/ 5 Semester Credits
This course includes an introduction to phlebotomy, equipment, safety, and specimen collection techniques. The student receives instruction in anatomy, infection control, special procedures and documenting competency skills.
Prerequisites: None

MA106 Clinical Procedures for Medical Assisting  120 Residential/4 Semester Credits
This course instructs the students in the following clinical duties and responsibilities:
clinical duty
preparation, medical database, exam preparation and related clinical procedures, laboratory & specimen collection, diagnostic tests and procedures, minor surgical procedures, acute illness, accidents, and emergencies.
Prerequisites: None

MA107 Medical Assisting Externship  160 externship hours/3.5 Semester Credits
Required classes: All theory and lab classes
The medical assistant externship will be completed in a physician’s office, outpatient medical facility, hospital, or other relative healthcare setting.
Prerequisites: None
Phlebotomy Technician
220 Clock Hours
Diploma Program
10 Weeks
Method of Delivery: Residential

PROGRAM OBJECTIVE
The program objective is to provide students with career training for employment as basic Phlebotomists in a physician’s office, hospital, outpatient center, laboratory, or other healthcare facility. Phlebotomy procedures are practiced on a training arm. The national Phlebotomy Technician certification examination through NCCT may be taken (not required by the state) when the applicable number of venipuncture’s and capillary sticks have been obtained and documented by an employer.

PROGRAM OUTLINE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Clock hours</th>
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<tbody>
<tr>
<td>HC 101</td>
<td>Health Care &amp; Body Systems</td>
<td>100</td>
</tr>
<tr>
<td>PH101</td>
<td>Phlebotomy</td>
<td>120</td>
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</table>

HC101 Heath Core and Body Systems 100 clock hours
This course describes health care delivery system and health occupations communication interpersonal skills, computer literacy, infection control and recognition and response to emergency situations. This course also includes safety and security, ethical and legal issues, employability skills, basic math and science, and wellness and disease concept, HIV/AIDS, Domestic Violence and OSHA are also included.
Prerequisites: None

PH101 Phlebotomy 120 clock hours
This course includes an introduction to phlebotomy, equipment, safety, and specimen collection techniques. The student receives instruction in anatomy, infection control, special procedures and documenting competency skills.
Prerequisites: None
Distant Education
Cambridge Institute of Allied Health & Technology strives to provide students with the ability to adapt their skills and knowledge to meet the demands of a dynamic, team-based environment. The online Distance Education Division focuses heavily on concept formation and skill development through collaborative learning. Our online courses offer flexibility to students.

The following courses may be offered on campus, on-line or a combination of both:

- Anatomy & Physiology I
- Anatomy & Physiology II
- College Algebra
- English Composition
- Medical Terminology
- Introduction to Health Sciences
- Fundamentals of Speech
- Introduction to Computers
- General Physics

Course Delivery Structure
Cambridge Institute of Allied Health & Technology is pleased to offer a user friendly learning platform. Our courses offer diverse learning methodologies that enable students of all backgrounds to enjoy their experience online. Students are able to interact with instructors and peers in diverse learning experiences that facilitate the acquisition and application of knowledge. Our courses are offered in an asynchronous format but there are synchronous discussions for which students must be prepared to participate.

Security
Students are assigned a secure username and password for Blackboard.

Student Support Resources
Each Cambridge Institute of Allied Health & Technology course contains access to the following supportive resources:

Syllabus
Each course syllabus includes the course description, course outcomes, course materials list, general course policies, the grading scale, instructor contact information and other pertinent course level information.

Discussion Boards
Discussions are tied to specific course Learning Events for each course.

Integrated Content
Some Distance Education courses include integrated electronic content from a text companion web site, CD-ROM or other delivery device. This content is fully integrated into the related course of instruction or Learning Event with instructions for its use and purpose.
Online Course Survey
Students are given an opportunity to provide feedback on the courses taken online. These surveys are designed to assess the online content, learning management system, ease of access, student services and faculty. Students are encouraged to complete online surveys at the completion of a course.

Web Resources
Every course includes links to additional web resources that serve as supplemental resources for the subject matter. These links are provided by the instructor and are not tied to a specific Presentation or Learning Event, but are identified as extra resources for the student’s own use.

Technology Requirements
If your computer does not have the proper hardware, Blackboard™ Learn Release 9.1 may run slowly or may not run at all. Prior to using Blackboard™ Learn Release 9.1 on your computer, compare your current system configuration with the system requirements below.

Hardware Minimum Requirements
- 1.5 GHz CPU or greater with minimum of 1GB RAM
- Network adapter: LAN (Ethernet) or wireless (WiFi)
- DSL or cable broadband Internet (Dial up not compatible)
  - 3G & 4G connections not recommended when taking tests
- CD/DVD drive and speakers may be required; refer to course requirements

Software Requirements:
- Microsoft Office Word
- Microsoft Office Excel
- Microsoft Power Point
- Operating Systems, Web Browsers & Plugins
  - Windows XP, Vista or 7
  - MAC OS X 10 or later
    - OS x 10.4 Tiger not supported
- JAVA Runtime Environment 6
  - Blackboard Learn requires the latest version of Sun JRE 6.

Microsoft Windows Operating System

<table>
<thead>
<tr>
<th>Windows Vista (32-bit)</th>
<th>Internet Explorer</th>
<th>Firefox 3.6</th>
<th>Chrome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows XP</td>
<td>Unsupported</td>
<td>Compatible</td>
<td>Recommended</td>
</tr>
<tr>
<td>Windows Vista (32-bit)</td>
<td>Recommended</td>
<td>Compatible</td>
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<td>Recommended</td>
<td>Recommended</td>
<td>Compatible</td>
</tr>
</tbody>
</table>

57
### Windows Vista (64-bit)
- Compatible
- Recommended
- Compatible
- Recommended
- Compatible
- Recommended

### Windows 7 (32-bit)
- Recommended
- Compatible
- Recommended
- Compatible
- Recommended
- Compatible

### Windows 7 (64-bit)
- Compatible
- Recommended
- Compatible
- Recommended
- Compatible
- Recommended

#### Recommended - fully tested and supported
#### Compatible - partially tested but should function properly
#### Unsupported - either impossible or not tested

### Apple Mac OS Operating System

<table>
<thead>
<tr>
<th></th>
<th>Safari 5.0</th>
<th>Safari 4.0</th>
<th>Firefox Latest</th>
<th>Firefox 3.6</th>
<th>Chrome Latest Release</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mac OS X 10.5</td>
<td>Compatible</td>
<td>Compatible</td>
<td>Compatible</td>
<td>Recommended</td>
<td>Compatible</td>
</tr>
<tr>
<td>Mac OS X 10.6 &quot;Snow&quot;</td>
<td>Recommended</td>
<td>Compatible</td>
<td>Recommended</td>
<td>Compatible</td>
<td>Recommended</td>
</tr>
</tbody>
</table>

#### Recommended - fully tested and supported
#### Compatible - partially tested but should function properly

### The following technologies are not supported:
- Internet Explorer 6 and Internet Explorer 7
- Firefox 1.x, 2.0, 3.0, and 3.5
- Safari 2.0, 3.x (or any version on Windows)
- Mac OSX 10.4 "Tiger"
- Java 5

If the computer you are using has a different browser than those indicated above, you still may be able to use parts of Blackboard™ Learn Release 9.1. However, you may also experience problems, especially when completing quizzes and tests or using chat and the virtual classroom. Blackboard™ Learn Release 9.1 advises that your web browser conform to certain standards. If you have an out-of-date or unsupported browser, it is suggested you either download a certified version of your current browser or a different certified browser before attempting to log into Blackboard™ Learn Release 9.1.

### Note (AOL) users:
The AOL browser is not compatible with Blackboard™ Learn Release 9.1. However, you can use your AOL Internet connection with one of the web browsers listed above for your operating system to access Blackboard 9.1.

### Browser Configuration
Your browser must be configured properly as follows:
• JavaScript must be enabled.
• Cookies must be enabled.
• Pop-up windows must be enabled.

Browser Plug-ins
At a minimum, you will need three browser plug-ins to use Blackboard™ Learn Release 9.1: Adobe Reader, Adobe Flash Player, and the Java Runtime Environment plug-in. You may need additional plug-ins if the course you are taking includes multimedia elements such as QuickTime; your instructor will provide you with any additions you may need.

To download and install the current versions of Adobe Reader and Adobe Flash Player:
• Go to http://www.adobe.com/.
• Click the “Get Adobe Reader” button.
• Return to http://www.adobe.com/.
• Click the “Get Adobe Flash Player” button.

You will also need the correct version of the Java plug-in (note this is not the same thing as JavaScript). Blackboard™ Learn Release 9.1 will not run properly if you are using an incompatible version of Java or if you have multiple versions of Java installed. Verify your Java plug-in is functioning properly by visiting: http://www.java.com/en/download/help/testvm.jsp

Connection Speed
Once you have ensured that your computer has the proper operating system and hardware to run Blackboard™ Learn Release 9.1, you should verify that your Internet connection is fast enough to support Blackboard™ Learn Release 9.1. Online courses may require you to download/upload large files and often include streaming audio and video, both of which require faster connections.

• Dial-up – you should not be relying on dial-up while taking a course through eLearning. You may still use Blackboard™ Learn Release 9.1. However, you will encounter difficulties when loading pages, especially during peak usage times. You will also find that both audio and video playback can be very choppy. Additionally, downloading or uploading assignments may take a long time.
• Cable modems (Time Warner – CableVision) – this is the preferred connection to use when accessing Blackboard.
• Digital Subscriber Line (DSL) – this is a good quality connection to use.
• Satellite (such as Hughes Net) will work however you will encounter latency (a delay) between the satellite connection and Blackboard Learn.

LIBRARY/VIRTUAL LIBRARY
The campus has a fully functioning library that is open each day. The mission of the library is to provide academic support to students and to create a stimulating environment that will
encourage academic achievement. Students have access to a collection of books and electronic resources available for use in the building or remotely.

The link to the Virtual Library is found in our online learning management system. Students have access to research the library when logged into the online learning management system.

The Virtual Library contains full-text articles from thousands of major newspapers, trade journals, academic periodicals, magazines and international publications. Discipline-related databases furnish valuable industry information useful for course-related projects and job search opportunities as related to each program major. The library is an online learning resource center that is a web-enabled information center offering Microsoft Word, Excel and Power Point 2007, 2010, committed to facilitating lifelong learning and achievement of Cambridge Institute of Allied Health & Technology student and faculty community.

CAREER SERVICES
It is the policy of Cambridge Institute of Allied Health & Technology to provide job search assistance to all graduates in the field for which they are trained. Although Cambridge Institute of Allied Health & Technology provides employment assistance, it cannot guarantee employment upon graduation.

Recognizing that career development is an ongoing process, the Career Services team strives to help students understand the importance of self-assessment, occupational exploration, decision making, goal setting, networking, the job search, and developing productive connections in the workplace. Career Services offers a collaborative link between students, faculty, and prospective employers within the global employment community. Career Services fosters a welcoming, accessible environment where diversity is celebrated and the uniqueness of each individual is valued and respected.

The Career Services staff will assist students in their job searches. Many students choose to work on a part-time basis during their training to help with their education costs. Additional services include assistance with job search planning, resume and cover letter review, interview preparation, decision making, job offer negotiations, and various other job search and career-related issues.
STUDENT SERVICES

Orientation of New Students
Orientation is conducted prior to the beginning of each program. Members of the administration and education department familiarize students with Cambridge Institute of Allied Health & Technology’s academic policies and procedures. Participation in orientation is mandatory.

Academic Advising
Cambridge Institute of Allied Health & Technology provides individual assistance and advisement to students with academic problems in particular subjects. Students are encouraged to schedule an appointment with their instructors to work on any specific problem they may be having in their program. All academic advisement is provided by instructors and program staff.

The staff and faculty on each campus are available to assist students in academic and career guidance. The Program Team is available to answer questions concerning the student’s individual major, provides academic advising and may also provide referral services to external agencies as necessary.

Resource Center
Cambridge Institute of Allied Health & Technology Resource Center provides current reference materials, journals, computers with internet access and virtual resources, as well as other supplemental learning resources for student use. A librarian is available on campus during specific Resource Center hours.

TUTORING
Instructors are available by appointment to students who feel they need additional assistance outside normal class hours. Tutoring assistance is available at no charge and we urge those who desire this service to take advantage of this assistance.

Students who experience difficulty in their coursework and have a need for academic support should first contact their Instructor to determine an academic success plan. If further support is required, the instructor or the student should notify the Program Director to arrange for tutoring.

INDIVIDUALS WITH DISABILITIES
Reasonable Accommodations Policy – Individuals with Disabilities
Cambridge Institute of Health & Technology does not discriminate against individuals on the basis of physical or mental disability and is fully committed to providing reasonable accommodations, including appropriate auxiliary aids and services and academic adjustments, to qualified individuals with disabilities, unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by Cambridge Institute of Health &
Technology. To request an auxiliary aid or service or academic adjustment please contact the Campus ADA/504 Coordinator, at the campus. Applicants for admission or current students requesting an auxiliary aid or service or academic adjustment will need to complete an Application for Auxiliary Aid. The Application and information about the accommodation process is available from the Campus ADA/504 Coordinator. To enable Cambridge Institute of Health & Technology to evaluate the student’s needs and provide appropriate reasonable accommodations in a timely fashion, Cambridge Institute of Health & Technology requests that applicants or students to complete and submit all required forms and documentation at least four (4) weeks before the first day of classes, or as soon as practicable. No applicant or student shall be prohibited from receiving auxiliary aids or services for failure to submit the required forms and documentation within the above requested timeframe. Disagreements regarding an appropriate auxiliary aid and alleged violations of this policy may be raised pursuant to Cambridge Institute of Health & Technology’s Grievance Procedures.

STUDENT RIGHTS AND RESPONSIBILITIES

All students have the right to know:
- The School's accrediting and licensing agencies
- The School's programs, facilities and faculty
- Curriculum Content
- The right to receive an Institutional Catalog
- The Program’s accrediting agencies
- The cost of attending Cambridge Institute
- The financial assistance available
- How to submit appeals under various school policies
- The School's method of determining satisfactory academic progress and how it affects the student's financial aid eligibility

All students have the following responsibilities:
- To maintain professional behavior and conduct at all times
- To review and consider all aspects of the School programs before enrolling
- To provide additional documentation, verification, correction, etc. as requested by the School or agency
- To read, understand and keep copies of all forms received
- To notify the School of a name or address change
- To understand the School's Institutional Policies

Retake Course Policy and Fees:

- Each Course failed will have a $50 Retake Fee assessed to the student’s ledger card
- If a failed course is not offered to retake in the next semester the student will be dropped and re-entered at the appropriate time to retake the course
• Retake fee is assessed when the student is scheduled and starts repeating the failed course

• For the semester credit programs the repeat course can be counted in the credits attempted in the semester for one repeat only (i.e…. the student has two attempts to pass a course)

• For clock hour programs the hours in the repeated course can only be counted for one repeat (i.e…. the student has two attempts to pass a course)

**Payment Policy**
Tuition and fees are due at the start of the program. The Institute reserves the right to remove any student from class that has not satisfied his or her financial obligations. Students are welcome to make payments on tuition and fee charges using checks, money orders, or credit cards. Cambridge offers institutional payment plans to students during their enrollment.

**School Uniform**
Most programs include the cost of one uniform. Additional uniforms may be purchased at the Bursar’s office for $30. Students are required to wear closed-toe shoes.

**Period of Obligation**
The length of the program shall determine the period of financial obligation for all courses. An application fee of $50.00 is due on the first day of school. A predetermined initial payment is due on the first day of class in some programs. A student must pay his/her tuition payment according to an agreed upon financial schedule. A student that does not meet his/her financial schedule obligation may be withheld from attending class until all financial payments are current. Cambridge Institute reserves the right to change tuition and fees without notice. Students who are actively attending class will not be affected by any tuition changes. Cambridge Institute will withhold a student’s diploma and official transcript until all academic and financial obligations are met. A student that fails or withdraws from his/her class, if re-instated, will be charged tuition and fees as stated in the current catalog. A student that drops from his/her class or is terminated from the school is obligated to pay for tuition and fees according to the refund policy.
STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

Definition and Purpose of Satisfactory Academic Progress (SAP)
Satisfactory Academic Progress (SAP) is measure in both qualitative and quantitative components. SAP is defined as a method of determining student eligibility for assistance under a Title IV, HEA program, and applies reasonable standards for measuring whether an otherwise eligible student is maintaining satisfactory progress in his or her educational program.

Qualitative Measurement
The Qualitative Measurement is the method by which the school determines how well a student is performing academically. The established standards stipulate that the student must:
- Achieve a minimum semester grade point average (GPA) of 2.0 or higher.

Quantitative Measurement for Credit Hour Programs
Students enrolled in 12 hours or more per semester will be allowed five academic years in which to complete a degree. Less than full-time students will be extended on a pro-rated basis not to exceed the equivalent of 10 semesters of full-time enrollment. If it is found that a student will not meet quantitative standards, and may exceed 150% of the length of the program, the student will be terminated from the program.

Quantitative Measurement for Clock Hour Programs
The chart below outlines and example of the maximum hours, measured in weeks that a student can have at each checkpoint in order to progress to graduation. This chart helps students calculate the maximum pace at which they must progress to complete the program within the maximum timeframe.

<table>
<thead>
<tr>
<th>Length of program (weeks)</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
<th>Total Program Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Nurse</td>
<td>1012.5</td>
<td>1350</td>
<td>1687.5</td>
<td>2025</td>
<td>1350</td>
</tr>
</tbody>
</table>

Procedures for Measuring SAP and the Status of Probation
Cambridge Institute uses the following procedures and frequency in order to evaluate SAP:
- Credit Hour Programs
  - Qualitative- In order to ensure that students are meeting the qualitative component, report cards will be issued to students at end of each semester. If the student is identified to have a GPA of less than 2.0, the student will be placed on SAP Warning. The student will remain on SAP Warning until the end of the next semester.
  - Quantitative- Students enrolled in 12 hours or more per semester will be allowed 5 academic years in which to complete a degree. Less than full-time students will be extended on a pro-rated basis not to exceed the equivalent of 10 semesters of full-time enrollment.
enrollment. If it is found that a student will not meet quantitative standards, and may exceed 150% of the length of the program, the student will be terminated from the program.

- Upon completion of each semester cumulative work must be equal to or greater than 67% of the courses scheduled during each semester.

<table>
<thead>
<tr>
<th>Example of Semester Completion (applicable to semester credit hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>DMS A 1002</td>
</tr>
<tr>
<td>DMS A 1003</td>
</tr>
<tr>
<td>PSY 1012</td>
</tr>
<tr>
<td>PHY 2053</td>
</tr>
</tbody>
</table>

This student has been scheduled to start 4 courses for a total of 15 credits. To ensure student is successfully progressing during each semester the student much successfully complete 67% of the scheduled courses. Example student must successfully complete 10 credits scheduled in this semester. Failure to successfully complete 10 credits would result in a SAP Warning. The SAP Warning will continue through the following semester. If student fails to meet this measurement during the subsequent semester the student will be moved to SAP Probation. Please see Process for SAP Warning for procedures with regard to SAP Warning and Probation statuses.

Clock Hour Programs

- Qualitative- In order to ensure that students are meeting the qualitative component, report cards will be issued to students at midpoint and end of each academic year. If the student is identified to have a CGPA of less than 2.0, the student will be placed on probation. The student will remain on probation until the end of the academic year or until the student achieves a CGPA of 2.0.

- Quantitative- In order to ensure that students are meeting the quantitative component, report cards will be issued to students at the midpoint and end of each academic year. If the student has exceeded the maximum number of hours allowed at the midpoint, then the student will be terminated from the program. If it is identified at the midpoint that the student is nearing MTF, they will receive a graduation plan outlining what is necessary to achieve quantitative measures and project a new graduation date.

Procedures for Measuring SAP, and the Status of Probation, Cambridge Institute use the following procedures and frequency in order to evaluate SAP:

- In order to ensure that students are meeting the qualitative component, report cards will be issued to students at the 25%, 50%, and 75% point of the program for the Practical Nursing program.

- If the student is identified to have a Semester GPA of less than 2.0, or a CGPA of 2.0 in the Practical Nursing program, at that time a student is placed on SAP
Warning. The student then receives academic counseling and a graduation plan which outlines how the student can successfully graduate from the program.

- Students remain on SAP Warning until the next evaluation point or the next semester. If the student is unable to achieve the requirements specified at the next grading point, the student is placed on Probation Status.
  - Financial Assistance is suspended for students placed on a Probation Status

- If a student achieves success, and meets SAP in the proceeding semester, then the student’s status reverts to a normal status for both the SAP Warning and SAP Probation.
- Any failing grade triggers academic counseling. The registrar will also mail the student a counseling form reminding the student of the SAP policy and evaluation points.

Process for SAP Warning / SAP Probation and Financial Aid

- The Financial Aid Office is notified by the Registrar when any student is placed on SAP Warning. Students who are placed on SAP Warning will continue to receive financial assistance
  - Financial Aid Office will receive a copy of all academic counseling and graduation plans in order to track the student’s progress in the program.
- If a student is placed on SAP Probation all financial assistance is suspended.
  - A student has the right to appeal in order to reinstate financial assistance

Appeals Policy for Unsatisfactory Progress (SAP) – Academic and Financial Aid

Students may submit in writing an appeal in reference to meeting satisfactory progress policy requirements to the Associate Campus Director. If the appeal is regarding Financial Aid, the student must start the request in the Financial Aid Office. The Campus Director will review the appeal and respond to the student in writing within 10 business days, with Federal and State of Florida holidays excluded. The student is advised to submit copies of all documents which support their position with their letter of appeal.

If the decision from the Associate Campus Director is not accepted by the student, then he/she may appeal the decision to the Vice President of Compliance and Regulatory. The Vice President of Compliance and Regulatory will appoint an Appeals Committee. The committee will conduct a review of all information. The student may choose to appear before the committee to answer any questions. The appeals committee will submit a recommendation to the Vice President of Compliance and Regulatory and a response will be sent to the student in writing within 10 business days, excluding Federal and State of Florida holidays, and this decision is final.

All students must maintain Satisfactory Academic Progress (SAP) in order to remain enrolled in Cambridge Institute of Allied Health and Technology. SAP must be maintained in order to remain eligible to continue receiving Federal Financial
Assistance. SAP is determined by measuring the student’s cumulative grade point average (CGPA) and the student’s rate of progress toward completion of the academic program.

<table>
<thead>
<tr>
<th>Grade Quality Points</th>
<th>Equivalent</th>
<th>96 -100</th>
<th>4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>equivalent</td>
<td>92 - 95</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>equivalent to</td>
<td>89 - 91</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>equivalent</td>
<td>85 - 88</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>equivalent</td>
<td>82 - 84</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>equivalent to</td>
<td>78 - 81</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>equivalent</td>
<td>75 - 77</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>equivalent</td>
<td>74 and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

P – Pass; Satisfactory completion of course work where no letter grade is given. It is equivalent to a grade of C or higher and carries no quality points.

IP – In Progress; required work in the course is in progress. The method and time for completion of the work must be agreed upon, in writing, by student and instructor. IP work not completed by the end of the agreed upon time period will automatically change to a grade of F.

-If a student does not complete the requirements by the scheduled end date of the course, the student may receive a grade of In Progress (IP). The method and time for the completion of the requirements must be agreed upon, in writing, by the student and the Program Director, not to exceed two weeks beyond the completion of the course or the end of the following course; whichever comes first. Requirements not completed by the end of the agreed upon time period will automatically change to a grade of F.

W – Withdrawal; Official withdrawal from the course, no credit earned. If a student's last date of attendance is at the 20% point of attendance of a course, they will receive a grade of F. If a student's last date of attendance is before the 20% point of attendance of course, they will receive a grade of W.

• A student is allowed to repeat a course, but each repeated course is counted in the quantitative measurements. The student can replace one failing grade per course, as long as the student is found to be within the maximum timeframe to graduate.
  ➢ If a student obtains a successful repeated grade, the failing grade is replaced with the successful grade and the cumulative grade point average recalculated.

Process for Incompletes, Withdrawals, Repeats & Transfer of Credits

• Students may be given a final grade of “I” (Incomplete) and granted up to two weeks after the end of a course or the end of the next course, whichever comes first, to make up all hours and assignments missed for the course. An “I” is only used the for the purpose of make-up time and cannot be used for grading purposes.
If the student has not met this requirement within the specified timeframe the faculty in conjunction with the Registrar’s office will rescind the “I” and award a final grade of “F” for the course.

- Students with 20% or less attendance in a course will receive a letter grade of W. The grade of W is calculated in the quantitative measurement.
- Transfer of credits from an outside institution and from re-entry into the program, count in quantitative measurements of SAP.

**Termination**

Students may be terminated from a program for excessive absenteeism. Students may also be terminated for unsatisfactory academic progress, non-payment of tuition or fees, or failure to comply with the institution’s rules and policies.

**Re-Entry**

- Termination actions based on lack of Satisfactory Academic Progress are considered for re-entry. When the student is given permission to reenter the program, the determination is first made that the student will complete the program within the 150% timeframe. If a student is allowed to re-enter into a program, the student will be re-entered with a status of SAP Warning. SAP Warning will remain until the next evaluation point.

- A student that has been dismissed for disciplinary reasons must make application to the Associate Campus Director of the school to be re-enrolled and is responsible for payment of all applicable re-enrollment tuition and fees.

- If a student exceeds the 150% of the program they will be dismissed with no re-entry possible.

**Non-Credit or Remedial Courses**

The institution’s policies does not offer any non-credit or remedial courses, therefore, there would be no effect on satisfactory academic progress.

**Non-Punitive Grades (Pass / Fail)**

A non-punitive grade or pass / fail will not have an effect on the CGPA, but will be assessed for quantitative measurements.

**Proficiency Credit**

The institution does not accept Proficiency Credits; therefore, there would be no effect on the CGPA.

**COMPUTATION OF CGPA**

The cumulative Grade Point Average (CGPA) is computed by assigning every course a percentage based on its portion of the total hours comprising the student's program. Quality points are assigned to each grade given. The CGPA will be calculated by totaling the assigned quality points.
CGPA REQUIREMENTS
Students are required to achieve a cumulative grade point average (CGPA) of at least 2.0 to graduate from the program. Additionally students are required to maintain a cumulative grade point average of at least 2.0 as measured at the end of each grading period.

GRADUATION WITH HONORS
Highest Honors - Students who have completed program requirements with a CGPA of 4.0. High Honors - students who have completed program requirements with a CGPA of 3.75 - 3.99. Honors - Students who have completed program requirements with a CGPA of 3.50 - 3.74.

REPEATING A COURSE
Students must repeat any course in which a passing grade is not earned when the course is offered by Cambridge Institute of Allied Health & Technology. A student may repeat a course once. The grade of the repeated course is considered in the computation of the student's GPA and credited toward graduation requirements. Students who fail a course a second time will be terminated from the program and can appeal to the Academic Affairs Committee.

Change of Program:
Satisfactory Academic Progress starts over when a student enrolls in a new program.

LEAVE OF ABSENCE
In the event of an emergency, Cambridge Institute of Allied Health & Technology may grant a leave of absence. However, when students are not in regular attendance, they jeopardize the quality of their education. Therefore, a leave of absence is discouraged.

A leave of absence must be requested in writing on an official Leave of Absence Form obtainable from the administrative office of Cambridge Institute of Allied Health & Technology prior to the beginning of the proposed requested leave. A leave of absence must be approved by the Program Director and/or the Academic Dean and may not exceed 180 days or the start of the next available class at the current location, whichever event shall first occur.

FINANCIAL ASSISTANCE
Financial Aid
Cambridge Institute of Allied Health & Technology believes that students and their families have the primary responsibility for educational costs. However, we realize that many families are unable to immediately fund the entire cost of education. To that end, Cambridge Institute of Allied Health & Technology participates in Federal Title IV financial assistance programs to aid students who qualify in meeting the cost of attending school. Many Cambridge Institute of Allied Health & Technology students supplement Title IV aid with other financial assistance programs such as employer reimbursement, veteran benefits, agency sponsorship, and other educational financing sources. A student can enlist the help of the financial aid department if assistance is needed to obtain supplemental aid.

Cambridge Institute participates in the Federal Financial Aid (Title IV) Program which is available for those students who qualify. Some of the frequently used financial aid programs are:

- Pell Grants
- FSEOG
- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS loans for parents of qualified dependent students
- Florida Student Assistance Grant (FSAG)
- Florida Bright Futures Grant
- Workforce Investment Act (WIA)
- 529 Prepaid College Plans
- Veteran Benefits
- Scholarships

Financial Aid Eligibility Requirements
A complete list of student eligibility standards and conditions may be found in The Student Guide, as published by the following U.S. Department of Education Financial Aid website at www.studentaid.ed.gov.

Application to Receive Financial Aid
All students must apply for financial assistance by completing a Free Application for Federal Student Aid (FAFSA) at FAFSA.ed.gov and by submitting appropriate documentation to the institution and financial aid department.

The Financial Aid Department maintains adequate records to ensure proper administration of aid funds through use of the Campus Management software system. This includes ensuring that aid given is not in excess of need and or the cost of attendance, annual and aggregate limits, limited to enrollment status and satisfactory academic progress.

When a student completes the FAFSA and submits any required documents, the Financial Aid Officer will send the student an estimated award letter.

Selection of students to receive financial aid will be made without regard to age, sex, race, color, religion, sexual orientation, national origin, disability or marital status.
Participation Requirements for the Federal Direct Loan Program
In order to participate in the FDSLP or FDPLP programs students must:
- Complete a Free Application for Federal Student Aid (FAFSA)
- Meet general eligibility requirements
- If a Dependent student fill out a Parent Loan Certification Form and Credit Check
- Parent must agree to amount of Plus Loan by sending and electric response and agreement to amount
- Sign award letter
- Submit a Master Promissory Note (MPN)
- Complete Entrance Counseling at studentloans.gov

Veteran Scholarship Program
Cambridge offers an Institutional Scholarship which is available for veterans accepted to Cambridge Institute. This scholarship award is granted in the amount of $3,500 towards tuition in all programs. This scholarship may be used in conjunction with other funding sources. The Cambridge Institute Veteran Scholarship Program is not a cash scholarship directed to students, but a scholarship that pays down the cost of tuition for those who apply and are awarded this scholarship. There are a limited number of scholarships available annually. Determination of award is based on a first come first served basis, contingent upon proving Veterans status and acceptance to Cambridge Institute.

Attendance Policy for Veterans
Excused absences will be granted for extenuating circumstances only. Excused absences will be substantiated by entries in student files. Early departures, class cut, tardiness, etc., for any portion of an hour will be counted as one clock-hour of absence. Students exceeding three days unexcused absences in a calendar month will be terminated from their VA benefits for unsatisfactory attendance. Regardless, all excused absences MUST be made up within the course period. Students with absences will be given a final grade of “I” (Incomplete) and granted up to two weeks after the end of a course to make up hours missed for the course. If the student has not met this requirement within the specified time frame the faculty in conjunction with the Registrar’s office will rescind the “I” and award a final grade of “F” for the course.

Veterans Attendance Record Maintenance
The student’s attendance record will be retained in the veteran’s file for USDVA and SAA audit purposes.

Mandatory Entrance and Exit Loan Counseling
All Borrowers are must participate in Entrance Counseling at www.studentloans.gov. All first time borrowers must complete an entrance counseling session on the Department of Education web site before any loan funds can be disbursed.
All students nearing program completion, leave the Institution, or drop below half time and who have borrowed (an) educational loan(s) are required to complete the exit loan counseling session on the Department of Education’s web site www.nslds.ed.gov.

Financial Aid Verification
The federal government has established an application review process called, Verification, to ensure that all data provided on the Federal Application for student Aid (FAFSA) is correct and complete. All students are encouraged to use the IRS Data Retrieval Tool when originally completing the FAFSA. Students who fail to link with the IRS Data Retrieval Tool will be asked to return to the FAFSA.ed.gov website and link. If the student is unable to link to the IRS, the student is required to submit an IRS Tax Transcript as mandated by the Department of Education. Applicants must comply with the requests for documentation within specified times or applicants may lose financial aid eligibility.

Cost of Attendance
A school's cost of attendance figures can help in financial planning for your education by providing an estimate of what it costs to attend a specific school for a year. When awarding financial aid, schools must take this cost of attendance into account. Federal, state and institutional aid awarded to a student cannot exceed a school's cost of attendance. The official cost of attendance includes:

- Tuition and Fees
- Books and Supplies
- Room and Board
- Transportation
- Miscellaneous Expenses

Federal Direct Loans
Federal Direct loans, available through the Federal Direct Loan Program, are low- interest loans that are made to the student by a lender, such as a bank, credit union, or savings and loan association. The loan must be used to pay for direct and/or indirect educational expenses. Subsidized loans are based on financial need while unsubsidized loans are not. Repayment begins six months after the student graduates, withdraws from school, or falls below half-time enrollment status.

<table>
<thead>
<tr>
<th>Undergraduate Annual Loan Limits</th>
<th>Dependent Student</th>
<th>Independent Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>$5,500 (Up to $3,500 Sub)</td>
<td>$9,500 (Up to $3,500 Sub)</td>
</tr>
<tr>
<td>2nd Year</td>
<td>$6,500 (Up to $4,500 Sub)</td>
<td>$10,500 (Up to $4,500 Sub)</td>
</tr>
<tr>
<td>3rd, 4th, and 5th Year</td>
<td>$7,500 (Up to $5,500 Sub)</td>
<td>$12,500 (Up to $5,500 Sub)</td>
</tr>
<tr>
<td>Undergraduate Aggregate Loan Limits</td>
<td>$31,000 (Up to $23,000 Sub)</td>
<td>$57,500 (Up to $23,000 Sub)</td>
</tr>
</tbody>
</table>
Federal Direct Parent Loan for Undergraduate Students (PLUS)
The Federal Direct PLUS loan, another Direct loan program, is available to parents of
dependent undergraduate students. These loans are not based on financial need but when
combined with other resources, cannot exceed the student’s cost of education. A credit
check is required and either or both parents may borrow through this program. Repayment
begins within 60 days of final disbursement of the loan within a loan period.

Florida Bright Futures
The Florida Bright Futures Scholarship Program establishes three lottery-funded
scholarships to reward Florida high school graduates for high academic achievement.
The Florida Bright Futures Scholarship Program is comprised of the following three
awards:

*Florida Academic Scholars (FAS) award (including Academic Top Scholars (ATS) award
*Florida Medallion Scholars (FMS) award
*Florida Gold Seal Vocational Scholars (GSV) award

WITHDRAWAL

Policies for Withdrawal
A student who wishes to withdraw from a program must follow the withdrawal procedures
described below:

A student who wishes to officially withdraw from Cambridge Institute of Allied Health &
Technology must notify the office of the Registrar via email, certified mail or in person.
Students who wish to withdraw must complete the appropriate paperwork.

If a student misses eight (8) consecutive class days, the student will be automatically
terminated from Cambridge Institute of Allied Health & Technology without any
entitlement to appeal such termination to the Academic Affairs Committee.

Official withdrawal from the course, no credit earned. If a student's last date of
attendance is at the 20% point of attendance of a course, they will receive a grade of F. If
a student's last date of attendance is before the 20% point of attendance of course, they
will receive a grade of W.

The add/drop period for a course that is 16 weeks in length is two weeks from the start of
the course. The add/drop period for a course that is less than 16 weeks in length is one
week from the start of the course.

Determined Date of Withdrawal
The withdrawal date used to determine when the student is no longer enrolled at
Cambridge Institute of Allied Health & Technology is:
• The date the student began the official withdrawal process, either by submitting an official withdrawal form to School Director or by verbally communicating the student’s intent to School Director, and has ceased to attend classes. A student who submits a completed official withdrawal form or verbally communicates his/her intent but who continues to attend classes or other school activities will not be considered to have officially withdrawn from school.

• If a student does not complete the official withdrawal process, the School will determine the student’s withdrawal date based upon Federal regulations and institutional records.

For Federal student loan reporting purposes, the student’s last date of attendance will be reported as the effective date of withdrawal for both official withdrawals and those who do not complete the official withdrawal process.

Please note that the above policy may result in a reduction in school charges that is less than the amount of Title IV financial aid that must be returned. Therefore, the student may have an outstanding balance due the School that is greater than that which was owed prior to withdrawal. Accordingly, Students who are considering withdrawal from school are strongly advised to see a financial aid advisor to become familiar with the financial consequences of withdrawal.

**Last Day of Attendance**
The last day of attendance for refund computation purposes is the last date of activity or attendance by a student in a class. The determined date of withdrawal is the date the School made a determination that a student had withdrawn. All refunds due to or on behalf of a student will be refunded within 45 days of the determined date of withdrawal. If a student is less than 18 years of age, notice of withdrawal may be given only by the purchaser, parent or guardian.

**Financial Aid –Returning Title IV Funds after a Student is Dropped or Withdrawn**
The law specifies how to determine the amount of Title IV assistance earned at the time you withdraw or are dropped from a program. Title IV programs include Grants and Direct Loans. Cambridge Institute will calculate the amount of Title IV aid that you have earned based on the period of enrollment using a specific formula. The student will be obligated for any tuition or fees not covered by Title IV funds.

**REFUND POLICY for CREDIT GRANTING PROGRAMS**
The amount of assistance earned is credited to your student account and is determined on a pro rata basis. For example, if you complete 30% of the semester, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the semester, you earn all assistance you were scheduled to receive for that period.
Cambridge Institute must return the unearned aid for which the school is responsible by repaying funds to the following sources, in order, up to the net amount disbursed from each source: Unsubsidized Direct Loans, Subsidized Direct Loans and Pell Grants. Loan amounts are returned in accordance with the terms of the promissory note.

Once the amount of Title IV financial aid that was not earned has been calculated, Federal regulations require that the school return Title IV funds disbursed for the payment period or period of enrollment and used for institutional costs in the following order:

- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal PLUS Loans
- Direct PLUS Loans
- Federal Pell Grants
- Federal SEOG
- Federal Work Study

If the amount of unearned Title IV financial aid disbursed exceeds the amount that is returned by the School, then the student (or parent, if a Federal PLUS Loan) must return or repay, as appropriate, the remaining grant and loan funds. The student (or parent, if a Federal PLUS Loan) will be notified of the amount that must be returned or repaid, as appropriate.

REFUND POLICY for CLOCK HOUR PROGRAMS
Cambridge Institute of Allied Health & Technology charges students tuition and fees by academic year. A detailed schedule of fees and charges associated with the programs offered are included in the catalog. An academic year is defined as 900 clock hours. Students do not incur second year charges until they have completed their first academic year. Withdrawal after completing 60% of the academic year will result in no refund.

CANCELLATION POLICY

- Cancellation must be made in writing within 3 business days of signing this enrollment agreement. In this case, all monies will be refunded and the application fee will be retained.

- If a student is not accepted to the school or does not meet admissions requirements, the student’s enrollment will be cancelled and the application fee will be retained.

- If a student is unable to meet their tuition obligation prior to beginning the program, the student’s enrollment will be cancelled and the application fee will be retained.
Terms and Conditions for Federal Loan Deferments

A Deferment is a temporary suspension of payments on a student loan. Deferments are entitlements. As long as a student is eligible for a Deferment, and provides the necessary documentation, their lender is required to grant one. If a student is granted a Deferment the Federal Government will pay all interest on any subsidized loan. However, the student is responsible for any interest that accrues on an unsubsidized loan, and should they decide not to pay the interest while they are in a Deferment that interest will be capitalized. Deferments can be granted for students that are in-school, unemployed, experiencing economic hardship, or active duty in the military.

For more information or to obtain a Deferment form you can go to your Financial Aid office, or contact FA Help department at 1-888-730-6924 and FAHelp@edaff.com. When a new student enrolls at our school, with loans from a school prior to ours, the Financial Aid office will assist the student in applying for an In-School Deferment. This deferment will postpone any federal financial aid loan payments while the student is enrolled at our school at least half-time. Once the form is completed by both the student and the school’s Registrar, the Financial Aid office will forward the form to all the student’s previous lenders and follow up with them to ensure it was received and processed.

For more information on Cambridge Institute and its campuses and programs please visit our website at www.cambridgehealth.edu.
RULES AND REGULATIONS

SEXUAL HARASSMENT
It is the policy of Cambridge Institute of Allied Health & Technology that conduct by any of its employees or students which may be interpreted as sexual harassment is prohibited and shall not be tolerated in the workplace or classroom. Additionally, any form of harassment based on age, race, religion, disability, national origin, color, marital status, sexual orientation or any protected class by or toward any employee or student of Cambridge Institute of Allied Health & Technology is prohibited. No one has the right to harass employees or students. Violations of this policy may result in severe disciplinary action and/or legal proceedings and may result in termination which shall not be subject in any manner whatsoever to any review by the Academic Affairs Committee. Cambridge Institute of Allied Health & Technology wants to provide a work/study environment which ensures that all employees and students are treated with dignity and respect.

DEFINITION
Broadly defined sexual harassment constitutes unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature. This harassment can take two (2) forms, i.e., quid pro quo (this for that) and hostile environment harassment.

QUID PRO QUO HARASSMENT
2) Submission to such conduct is made, either explicitly or implicitly, as a condition of an individual’s choice.

3) Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual.

HOSTILE WORK/STUDY ENVIRONMENT HARASSMENT
Such conduct has the effect of unreasonably interfering with an individual's work or study performance, creating an intimidating, hostile or offensive environment. The intent of the alleged harasser plays no part in this type of sexual harassment. Sexual harassment can take many forms which may involve verbal and/or non-verbal behavior. Such behavior is unacceptable at the Cambridge Institute of Allied Health & Technology. Examples of sexual harassment include, but are not limited to:

- touching another person, as well as comments, jokes, innuendoes and gestures of a sexual nature;
- suggestive or obscene letters and notes;
- displaying sexually suggestive objects, photographs, cartoons, or posters; threats or suggestions that a lack of sexual favors will result in reprisal, such as withholding work assignments or completing unsatisfactory performance evaluations; and
- impeding or blocking an individual's movements or any physical interference with normal work activities.

PROCEDURE
All instances of sexual harassment must be immediately brought to the attention of the
Program Director or Clinical Coordinator to whom the employee or student reports, who will report the incident to the Campus Director. The Campus Director Program Team will appoint the appropriate officer of Cambridge Institute of Allied Health & Technology to conduct a prompt confidential investigation of the claims as required by law. Instructors who receive complaints of sexual harassment must also immediately report the complaint to the Program Director who shall refer the employee or student involved to the Campus Director of Cambridge Institute of Allied Health & Technology in strict confidence. If the investigation confirms the sexual harassment charge, disciplinary action (which may include termination) will promptly occur. If a complaint of sexual harassment is determined to be wrongfully brought against an employee or student, appropriate disciplinary action may be taken against the employee or student who wrongfully filed the complaint. Employees and students shall not be subject to any retaliation of any sort when a complaint is being investigated or any time thereafter. Any such conduct shall also be brought to the immediate attention of the Campus Director. Cambridge Institute of Allied Health & Technology and appropriate action shall be taken.

**Florida Senate Bill 524 (Sexually Violent Predators)**
Effective July 1, 2014, the Florida Department of Law Enforcement (FDLE) has a website in existence for sexual predator and sexual offender registry. The website and toll-free telephone number are below.
FDLE website - http://offender.fdle.state.fl.us/offender/homepage.do
FDLE toll-free number - 1-888-357-7332 for TTY Accessibility - 1-877-414-7234

**STANDARDS AND CONDUCT**

**Alcohol /Drugs/Illegal Substances Policy**
All students of Cambridge Institute of Allied Health & Technology are required to comply with the following standards of conduct. Cambridge Institute of Allied Health & Technology is committed to a drug free and safe learning environment for all students. Students may not possess, use or distribute illegal drugs at Cambridge Institute of Allied Health & Technology or any affiliate's property as well as part of any school activity. The use of illegal drugs or the abuse of legal drugs at Cambridge Institute of Allied Health & Technology or any affiliate's property as well as part of any school activity is expressly prohibited. Students may not be in Cambridge Institute of Allied Health & Technology or any affiliate's property as well as part of any school activity, in a drunken or inebriated condition or under the influence of controlled substances. Students are required to inform the Program Director or Campus Director if they become aware of another student distributing or selling illegal drugs on the Cambridge Institute of Allied Health & Technology premises or any affiliate's property as well as part of any school activity.

- All students are required, at their own expense, to complete a drug screening prior to externship assignments. It is a violation of the Alcohol/Drug/Illegal Substances Policy if results prove positive for illegal drug use.
- Cambridge Institute of Allied Health & Technology reserves the right to mandate random drug screenings through the length of the program, at the student’s expense. It is a violation of the Alcohol/Drug/Illegal Substances Policy if results
prove positive for illegal drug use.

Any student in violation of the alcohol/drug or illegal substances policy will be dismissed from the program.

**STUDENT CONDUCT**

Cambridge Institute of Allied Health & Technology expects students to conduct themselves at all times in a professional manner. The forms of misconduct below are considered to be in conflict with the educational objectives of Cambridge Institute of Allied Health & Technology. Students who engage in such misconduct may be subject to dismissal by Cambridge Institute of Allied Health & Technology. Examples of such behavior are outlined below, but are not limited to:

- **Dishonesty;** including cheating, plagiarism, knowingly furnishing false information to Cambridge Institute of Allied Health & Technology and forgery, alteration or use of Cambridge Institute of Allied Health & Technology documents or identification with intent to defraud. Plagiarism is defined as:
  - Direct quotation or paraphrasing from published sources that are not properly acknowledged through a bibliography.
  - The use of other persons or services to prepare work that is submitted as one's own.
  - The use of previously submitted papers, written by other students.
  - Submission of the same or very similar papers by collaborating students.

- Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, meetings or other Cambridge Institute of Allied Health & Technology activities.

- Physical or verbal abuse of any person within the Cambridge Institute of Allied Health & Technology organization. This also includes affiliate's property, clinical site, or functions sponsored or supervised by Cambridge Institute of Allied Health & Technology.

- Sexual Harassment (as defined in the catalog).

- Theft or damage to any property belonging to or occupied by Cambridge Institute of Allied Health & Technology and/or any damage to the property or damage to equipment of any affiliate of Cambridge Institute of Allied Health & Technology. Students will be charged for the repair or replacement of any equipment lost or damaged through negligence or willful misconduct. This includes damage to any part of a building or its immediate surroundings or educational equipment where activities of Cambridge Institute of Allied Health & Technology (as well as a campus or clinical site or an affiliate’s property) take place.
• Noncompliance with directions from employees, instructors, program directors, administrators, officers or management personnel of Cambridge Institute of Allied Health & Technology. This also includes medical or clinical facility supervisors acting in the performance of their respective duties.

Students in violation of the Student Conduct Policy may be suspended while the violation is reviewed by the Academic Affairs Committee. The Academic Affairs Committee decision is final, binding and conclusive.

CONSUMER INFORMATION

Campus Security/Crime Prevention and Safety Programs
In compliance with the Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Cambridge Institute of Allied Health & Technology publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement, and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus and at certain off-campus locations. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students. A copy of the most recent annual security report may be obtained from the VP of Compliance and Regulatory office during regular business hours.

In addition to the annual security report, each campus has security procedures to maintain a crime log of all reported crimes. The crime log is available for public inspection during regular business hours in the VP of Compliance and Regulatory’s office. Cambridge Institute of Allied Health & Technology will report to the campus community concerning the occurrence of any crime includable in the annual security report that is reported to campus security or local police and that is considered to be a threat to students or employees.

Reporting crime
Any suspicious activity, or person seen in the parking lots or loitering around vehicles, inside the buildings or around the halls should be reported to the police department. In addition, you may report a non-emergency crime to the Program Director.

Substance Abuse Policy
The use, possession, or distribution of prohibited substances (including alcoholic beverages, illegal chemical substances, or any legally prescribed chemical substances used in a manner contrary to a doctor’s prescription) on the Institute’s campus or on any externship site during related Institute experiences is prohibited. Any student found in violation of this rule will be dismissed from his/her program of study, and the school may also report the student to local law enforcement. The school reserves the right to administer random drug or sobriety tests or require students to submit to a drug or sobriety test “for cause” based on the behaviors outlined below. Students dismissed based on an infraction of The school’s Substance Abuse Policy have a right to appeal the factual basis of the dismissal in accordance with the school’s Grievance Policy as stated in the catalog.
Students who refuse to take a random test or a “for cause” test will be terminated from their program and will be readmitted at the school’s sole discretion. A student who is taking a prescribed legal drug which could affect his or her performance is responsible for notifying the director of education and providing a physician’s certificate stating the he or she is able to safely and efficiently perform the assignments of a student. Indications of prohibited substance use may include, but are not limited to the following: euphoria, altered judgment, impaired motor coordination, inability to concentrate, memory loss, tremors, confusion, anxiety, delusions, agitation, disorientation, profuse diaphoresis, convulsions, slurred speech, emotional instability, delirium, hallucinations, depression, paranoia, hostility, hyperreflexia, and lethargy. If a faculty or staff member of the school observes any of these symptoms, one or more of the following actions may be imposed: Immediate suspension from the school. Immediate blood alcohol level testing and/or urine drug screen testing. An applicant for re-admission must be approved by the school’s Admission Committee before he/she may resume his or her program of study. Upon one repeat violation of the school’s Substance Abuse Policy, the student may be permanently terminated from the Institute.

**DEFINITION OF TERMS USED IN THE SUBSTANCE ABUSE POLICY**

Possession: Having on one’s person, either in pockets, purses, book bags, or any other hand-carried container, any kind of illegal chemical substance, including any items removed from ones pockets, purses, etc. while in school. Impairment: Any condition, regardless of cause, that interferes with an individual’s ability to function as expected. Prohibited Substance: One substance or a combination of substances, including alcohol, over-the-counter drugs, prescribed drugs, or illegal drugs. Substance Abuse: Personal use of any chemical substance that is regulated by law; this includes the personal use of any normally legal chemical substance (such as alcohol or prescription drugs) in a manner that produces impairment, leads to the development of impairment, endangers the user’s health, safety or welfare, or otherwise endangers the health, safety or welfare or others, as well as the use of any illegal chemical substances.

**Resources: Alcohol and Other Drugs**

**Alcoholics Anonymous**
The website for the 12 step Alcoholics Anonymous organization.

**Club Drugs**
National Institute on Drug Abuse's website specializing in the risks of using club drugs such as Ecstasy, GHB, and LSD.

**Do It Now Foundation**
America's Drug Information Connection: includes downloadable pamphlets, booklets, videos, articles, and posters.

**Face: Truth and Clarity on Alcohol**
ACE - Truth and Clarity on Alcohol, is a national non-profit organization that has a proven track record as a leader in alcohol awareness media and training. FACE utilizes the best scientific evidence available and uses it to create gripping, informative messages about alcohol-related issues.

Facts on Tap
Facts on Tap are a comprehensive alcohol and other drug education, prevention, and intervention program for college students. Features many suggestions for dealing with everyday college situations involving alcohol and drug use. Includes interactive surveys, statistics, and understanding blood alcohol levels.

Mothers Against Drunk Driving
The mission of Mothers Against Drunk Driving (MADD) is to stop drunk driving, support the victims of this violent crime and prevent underage drinking. MADD is a non-profit organization with approximately 2 million members and supporters and 600 affiliates nationwide. Since MADD's founding in 1980, alcohol-related traffic deaths have decreased by more than 40 percent and nearly 250,000 lives have been saved.

National Clearinghouse for Alcohol and Drug Information
SAMHSA's National Clearinghouse for Alcohol and Drug Information (NCADI) is the Nation's one-stop resource for information about substance abuse prevention and addiction treatment.

National Council on Alcoholism and Drug Dependence
Founded in 1944 by Marty Mann, the first woman to find long-term sobriety in Alcoholics Anonymous, the National Council on Alcoholism and Drug Dependence, Inc. (NCADD) provides education, information, help and hope to the public. It advocates prevention, intervention and treatment through offices in New York and Washington, and a nationwide network of Affiliates.

National Institute on Drug Abuse
NIDA's mission is to lead the Nation in bringing the power of science to bear on drug abuse and addiction. Their website features sections geared toward young adults, teachers/parents and health professionals about the effects of drug abuse on the brain.

Partnership for a Drug Free America
The Mission of Partnership for a Drug Free America is to help kids and teens reject substance abuse by influencing attitudes through persuasive information. This website includes interactive surveys, games, personal stories, frequently asked questions about drugs, and treatment help.

StopHazing.org
The main purpose of StopHazing.org is to serve as a resource for accurate, up-to-date hazing information for students, parents, and educators. StopHazing.org now helps to educate over 30,000 visitors/month.

The Higher Education Center for Alcohol and Other Drug Prevention
The Higher Education Center's purpose is to help college and community leaders develop,
implement, and evaluate programs and policies to reduce student problems related to alcohol and other drug use and interpersonal violence.

Resources: Alcohol and Other Drugs

Copyright Policy
It is the policy of the Institution to respect the copyright protections given to authors, owners, and publishers under federal law including the Digital Millennium Copyright Act of 1998. Copyright is legal protection for creative intellectual works, which is broadly interpreted to cover almost any expression of an idea. Text (including email and Web information), graphics, arts, photographs, video and other media types, music, and software are examples of types of works protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner.

Copyright infringement (or copyright violation) is the unauthorized or prohibited use of works covered by copyright law, in a way that violates one of the copyright owner's exclusive rights, such as the right to reproduce or perform the copyrighted work, or to make derivative works. It is against policy for any student, faculty, staff member, consultant, contractor or other worker at the institution to copy, reproduce, share, or distribute any software, music, games, or movies on school computing equipment except as expressly permitted by a software license or with the written consent of the copyright holder or as otherwise permitted under federal law.

Willful infringement may subject a student or employee to discipline and can impact the privilege to use information technology resources at the school. Uploading or downloading works protected by copyright without the authority of the copyright owner is an infringement of the copyright owner's exclusive rights of reproduction and/or distribution. Even an innocent, unintentional infringement violates the law. Anyone found to have infringed a copyrighted work may be liable for statutory damages for each work infringed and, if willful infringement is proven by the copyright owner, that amount may be increased for each work infringed. In addition, an infringer of a work may also be liable for the attorney's fees incurred by the copyright owner to enforce his or her rights. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

The Institution has written plans to effectively combat the unauthorized distribution of copyrighted material by users of the Institution’s network without unduly interfering with the education and research use of the network. The plan is evaluated regularly for effectiveness. Currently students are given login accounts with limited privileges which prevent them from being able to install software locally on school computers. Also, at most locations, a firewall is in place that can be configured to block malicious content from being downloaded and uploaded. The Institution is currently involved in project to standardize a centrally managed firewall solution that will allow for much greater control and reporting capability. The Institution has secured purchasing agreements with many
of its hardware and software vendors that allow students to purchase these items at significant discounts. This is an alternative to help reduce illegal downloading or otherwise acquiring copyrighted material. Other alternatives are assessed regularly by the Institution.

Employees of the Institution are required to read and sign a Computer Use Policy. This is in place to help employees benefit from technology and allow the Institution to manage the cost and risk of such use. For more information on United States copyright law, please consult the U.S. Copyright Office’s website at http://www.copyright.gov.

**Student Lending Code of Conduct**

To follow is our code of conduct that prohibits a conflict of interest with the responsibilities of an officer, employee, and agent of the institution with respect to Federal Direct Loans or private education loans. The institution does not participate in revenue sharing arrangements with any lender. The HEOA defines “revenue-sharing arrangement” as any arrangement between an institution and a lender under which the lender makes Title IV loans to students attending the institution (or to the families of those students), the institution recommends the lender or the loan products of the lender and, in exchange, the lender pays a fee or provides other material benefits, including revenue or profit-sharing, to the institution or to its officers, employees, or agents. The institution prohibits employees of the financial aid office from receiving gifts from a lender, guaranty agency or loan servicer. No officer or employee of an institution’s financial aid office (or an employee or agent who otherwise has responsibilities with respect to educational loans) may solicit or accept any gift from a lender, guarantor, or servicer of education loans. A “gift” is defined as any gratuity, favor, discount, entertainment, hospitality, loan, or other item having monetary value of more than a de minimus amount. However, a gift does not include (1) a brochure, workshop, or training using standard materials relating to a loan, default aversion, or financial literacy, such as a brochure, workshop or training; (2) food, training, or informational material provided as part of a training session designed to improve the service of a lender, guarantor, or servicer if the training contributes to the professional development of the institution’s officer, employee or agent; (3) favorable terms and benefits on an education loan provided to a student employed by the institution if those terms and benefits are comparable to those provided to all students at the institution; (4) entrance and exit counseling as long as the institution’s staff are in control of the counseling and the counseling does not promote the services of a specific lender; (5) philanthropic contributions from a lender, guarantor, or servicer that are unrelated to education loans or any contribution that is not made in exchange for advantage related to education loans, and; (6) State education grants, scholarships, or financial aid funds of a State. No officer or employee of an institution’s financial aid office (or employee or agent who otherwise has responsibilities with respect to education loans) may accept from a lender, or an affiliate of any lender, any fee, payment, or other financial benefit (including a stock purchase option) as compensation for any type of consulting arrangement or contract to provide services to or on behalf of a lender relating to education loans. The institution prohibits offers of funds for private loans. An institution may not request or accept from any lender any offer of funds for private loans, including funds for an opportunity pool loan, to students in exchange for providing concessions or promises to the lender for a specific number of Title IV loans made, insured, or guaranteed, a specified loan volume, or a preferred lender arrangement. An “opportunity pool loan” is defined as
a private education loan made by a lender to a student (or the student’s family) that involves a payment by the institution to the lender for extending credit to the student. The institution may not request or accept from any lender any assistance with call center staffing or financial aid office staffing, except that a lender may provide professional development training, educational counseling materials (as long as the materials identify the lender that assisted in preparing the materials), or staffing services on a short-term, nonrecurring basis during emergencies or disasters.

An employee of an institution’s financial aid office (or employee who otherwise has responsibilities with respect to education loans or financial aid) who serves on an advisory board, commission, or group established by a lender or guarantor (or a group of lenders or guarantors) is prohibited from receiving anything of value from the lender, guarantor, or group, except for reimbursement for reasonable expenses incurred by the employee for serving on the board.

**Family Educational Rights and Privacy Policy (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a college beyond the high school level. Students to whom the rights have transferred are “eligible students.”

Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a college correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest,
  - Other schools to which a student is transferring,
  - Specified officials for audit or evaluation purposes,
  - Appropriate parties in connection with financial aid to a student,
• Organizations conducting certain studies for or on behalf of the school,

• Accrediting organizations,

• To comply with a judicial order or lawfully issued subpoena,

• Appropriate officials in cases of health and safety emergencies, and

• State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that Cambridge Institute not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact the following address:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901
From the Department of Education website at:

See Catalog Addendum for:
Corporate Listing
Administrative Listing
Faculty Listing
Class Schedule
Holiday Breaks