



# University Catalog

September 15, 2025 – August 31, 2026

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## BE INSPIRED



*There is a dream that each of us has inside. It speaks of a better time, of a better life, of a better world.*

*There is a voice that comes from God and shows to each, "the way", then say, "come abide."*

*There is a need that cries, must be satisfied, requires of us to care, to help, to give, set self aside.*

*That all might have the chance...*

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The information in this catalog is intended for informational purposes only and does not constitute a legal contract between American University of Health Sciences and any person or entity. The University reserves the right to change, discontinue, or add academic requirements, courses, and programs of study as long as such changes meet accreditation standards. Such changes may be made without notice, although every effort will be made to provide timely notice to students.



## WELCOME MESSAGE FROM THE PRESIDENT

Dear Students:

On behalf of the faculty and staff, I am pleased to welcome you to the American University of Health Sciences (AUHS). Whether you are visiting AUHS for the first time as a prospective student or checking in on us as one of our active students or alumni, I trust you will find in these pages the information that reflects our deep commitment to academic success.

For more than 30 years AUHS has been transforming the lives of our students and the communities we serve by providing a high-quality relevant education in the health sciences.

AUHS is committed to serving students of diverse backgrounds and preparing them to make a positive impact on society through the provision of exceptional quality patient-centered care. This is accomplished through the creation of a strong and caring academic environment where excellence, diversity, and the development of the entire person—*mind, body, and spirit*—is addressed and where teaching/learning, research, service, and scholarship is valued and supported. AUHS students are encouraged to make powerful, life-long connections as they engage in their communities and with a diverse population of students.

I look forward to meeting you! It is an honor to welcome you to AUHS and I wish you a very enriching scholastic experience.

Sincerely,

A handwritten signature in black ink, appearing to read 'Carroll Ryan'.

DR. CARROLL RYAN  
University President and CEO

# APPROVAL DISCLOSURE STATEMENT

American University of Health Sciences (AUHS) is located at 1600 East Hill Street, Signal Hill, California 90755. American University of Health Sciences is a private institution and is approved to operate by the Bureau for Private Postsecondary Education (BPPE). The Bureau for Private Postsecondary Education's approval to operate means compliance with state standards as set forth in the CEC and 5, CCR. AUHS does not imply that the Bureau endorses programs, or that Bureau approval means the institution exceeds minimum state standards. (CEC §94909(a)(2) and §94897(l)(1)(2). Institutional approval must be re-approved every three years and is subject to continuing review.

Graduate Degree Program	Total Quarter Units	CIP/ SOC Codes
Doctor of Pharmacy	183.0 Quarter Units	51.2003; SOC 29-1051
Doctor of Nursing Practice	45.0 Quarter Units	51.3818; SOC 29-1141
Master of Science in Nursing		51.3801; SOC 29-1171
• Family Nurse Practitioner (FNP)	85.0 Quarter Units	51.3805; SOC 29-1171
• Nursing Education (NE)	65.0 Quarter Units	51.3802; SOC 29-1171
• Nursing Administration, Leadership, and Management (NALM)	65.0 Quarter Units	51.3802; SOC 29-1171
Post-Graduate APRN Certificate Program	41.0 Quarter Units	51.3805; SOC 29-1171
Master of Science Degree in Clinical Research	84.5 Quarter Units	51.1401; SOC 29-1141

Undergraduate Degree Programs	Total Quarter Units	CIP/ SOC Codes
Bachelor of Science in Nursing	189.0 Quarter Units	51.3801; SOC 29-1141
RN to BSN	44.0 Quarter Units	51.3801; SOC 29-1141
LVN to BSN (45-unit option)	45.0 Quarter Units	51.3801; SOC 29-1141
Bachelor of Science in Pharmaceutical Sciences	189.0 Quarter Units	51.2010; SOC 29-10541

Certificate Programs	Total Quarter Units	CIP/ SOC Codes
Nurse Assistant Training Program	12.0 Quarter Units	51.0711; SOC 31-1121
Pharmacy Technician	54.0 Quarter Units	51.3801; SOC 29-2052

## Instruction is in residence only with no distance learning programs at this time.

California statute requires that students, who successfully complete courses of study, be awarded appropriate degrees or certificates verifying the fact. "As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet which must be provided to you prior to signing an enrollment agreement. The School Performance Fact Sheet requires your signature and initials, once completed; the form will be retained by the school in your student folder." This information may be found at [www.auhs.edu/resources/other-resources/student-achievement/](http://www.auhs.edu/resources/other-resources/student-achievement/).

Prospective enrollees are encouraged to visit the physical facility of the school and to discuss your personal educational and occupational plans with school personnel prior to enrolling or signing Enrollment Agreements. The University currently has available several sponsored programs, government or otherwise, to provide grants or to pay for portions of tuition and fees for those who qualify. Please refer to the Financial Information section for specific programs.

Persons seeking to resolve problems or complaints should first contact the instructor in charge. Requests for further action may be made to the Executive Director of Student Affairs, Program Directors, Chairs, Deans, SVP/COO & Provost/Chief Nurse Administrator (CNA), or the President/CEO. Grievances may be filed with AUHS' approving agencies (BPPE, BRN); accrediting/governing agencies such as WSCUC, TRACS, CCNE, and ACPE. AUHS will cooperate with all its approving, governing/accrediting agencies in any complaint proceedings.

INSTITUTIONAL ACCREDITATION	
<p><b>WASC Senior College and University Commission (WSCUC)</b>            1001 Marina Avenue, Suite 100, Alameda, CA 94501            Tel: (510) 748-9001   Fax: (510) 748-9797 <a href="https://www.wscuc.org">https://www.wscuc.org</a>  <a href="https://www.wscuc.org/institutions/american-university-of-health-sciences/?print=pdf">https://www.wscuc.org/institutions/american-university-of-health-sciences/?print=pdf</a> Link to Statement of Accreditation Status</p> <p>Contact &amp; form to file a public comments &amp; complaints can be found at  <a href="https://www.wscuc.org/contact/">https://www.wscuc.org/contact/</a>  <a href="https://www.wscuc.org/resources/comments/">https://www.wscuc.org/resources/comments/</a></p>	<p><b>Transnational Association of Christian Colleges and Schools (TRACS)</b>            15935 Forest Road, Forest VA 24551            Tel: (434) 525-9539   Fax: (434) 616-2638  <a href="https://tracs.org/">https://tracs.org/</a> ; <a href="https://www.tracs.org/member-institutions">https://www.tracs.org/member-institutions</a></p> <p>Policy &amp; Forms for filing grievance can be found at:  <a href="https://www.tracs.org/resources">https://www.tracs.org/resources</a>; <a href="https://www.tracs.org/complaints">https://www.tracs.org/complaints</a>  <a href="https://www.tracs.org/_files/ugd/a8a4b6_1ced49c857f84d3294dabcf4eeb9be6b.pdf">https://www.tracs.org/_files/ugd/a8a4b6_1ced49c857f84d3294dabcf4eeb9be6b.pdf</a></p>

## PROGRAMMATIC ACCREDITATION

<p><b>Commission on Collegiate Nursing Education (CCNE)</b></p> <p>" The baccalaureate degree program in nursing/ master degree in nursing/ post-graduate APRN certificate program at American University of health Science is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001 Tel: (202)-887-6791   Fax: (202) 887-8476".</p> <p>"The Doctor of Nursing Practice program at American University of Health Sciences is pursuing initial accreditation by the Commission on Collegiate Nursing Education (<a href="http://www.ccneaccreditation.org">http://www.ccneaccreditation.org</a>). Applying for accreditation does not guarantee that accreditation will be granted".</p>	<p><b>Accreditation Council for Pharmacy Education (ACPE)</b></p> <p>"<b>The American University of Health Science's Doctor of Pharmacy program</b> has been given the status of Accredited with Probation by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 3000, Chicago, IL 60603, 312/664-3575; FAX, 866/228-2631, website <a href="http://www.acpe-accredit.org">www.acpe-accredit.org</a>, for compliance issues with the following standrs: Standard No. 1 Foundational Knowledge and Standard 24: Assessment Elements for Section I: Educational Outcomes. For an explanation of the program's Accredited with Probation status, consult the Office of the Dean or ACPE."</p>
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## STATE APPROVING AGENCIES

<p><b>Bureau for Private Postsecondary Education (BPPE)</b></p> <p>1747 North Market Blvd., Suite 225, Sacramento, CA 95834 Tel: (916) 574-8900   Fax: (916) 263-1897 <a href="https://www.bppe.ca.gov/">https://www.bppe.ca.gov/</a></p> <p>Complaint form can be obtained on the bureau's Internet Web site <a href="https://www.bppe.ca.gov/">https://www.bppe.ca.gov/</a>.</p>	<p><b>California Board of Registered Nursing (BRN)</b></p> <p>1747 N. Market Blvd., Suite 150, Sacramento, CA 95834 Tel: (916) 322-3350  Fax: (916) 574-7699 <a href="http://www.rn.ca.gov/">RN_Programs_(ca.gov)</a>; <a href="https://www.rn.ca.gov/">https://www.rn.ca.gov/</a></p> <p>Complaint form can be obtained on the CA BRN Internet Web site <a href="https://www.rn.ca.gov/enforcement/filecomplaint.shtml">https://www.rn.ca.gov/enforcement/filecomplaint.shtml</a></p>
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Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, <https://www.bppe.ca.gov/> toll free number (888) 370-7589 or by fax (916) 263-1897.

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

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

All information in this school catalog is current and correct and is so certified as true.

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# UNIVERSITY VISION, MISSION, PHILOSOPHY, OUTCOMES, AND GOALS

## VISION OF AUHS

*There is a dream that each of us has inside. It speaks of a better time, of a better life, of a better world. There is a voice that comes from God and shows to each, "the way", then say, "come abide".*

*There is a need that cries, must be satisfied, requires of us to care, to help, to give, set self aside.  
That all might have the chance to believe, to learn, to create, to succeed.*



Nursing Students giving away meals for the "Acts of Love" holiday event.

## STATEMENT OF FAITH

American University of Health Sciences recognizes that there is a body of knowledge with which the humanities, the natural sciences, the social sciences, theology, and professional studies are to be differently but compatibly concerned.

We pursue truth to glorify the God and Father of our Lord Jesus Christ: praying for the coming of the Spirit; remembering the promise of Scripture and tradition; keeping our hearts faithfully attuned to the voice of God; and being thoughtfully, acutely, and critically engaged.

American University of Health Sciences affirms a statement of faith that defines its doctrinal convictions as follows:

1. We believe in one God, Creator of all things, holy, infinitely perfect, and eternally existing in a loving unity of three equally divine Persons: The Father, the Son, and the Holy Spirit. Having limitless knowledge and sovereign power, God has graciously purposed from eternity to redeem a people for Himself and to make all things new for His own glory.
2. We believe that the Old Testament and the New Testament Scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.
3. We believe that God created Adam and Eve in His image, but they sinned when tempted by Satan. In union with Adam, human beings are sinners by nature and by choice, alienated from God, and under His wrath. Only through God's saving work in Jesus Christ can we be rescued, reconciled, and renewed.
4. We believe that Jesus Christ is God's incarnate, fully God and fully man, one Person in two natures. Jesus—Israel's promised Messiah—was conceived through the Holy Spirit and born of the Virgin Mary. He lived a sinless life, was crucified under Pontius Pilate, arose bodily from the dead, ascended into heaven, and sits at the right hand of God the Father as our High Priest and Advocate.
5. We believe that Jesus Christ, as our representative and substitute, shed His blood on the cross as the perfect, all-sufficient sacrifice for our sins. His atoning death and victorious resurrection constitute the only ground for salvation.
6. We believe that the Holy Spirit, in all that He does, glorifies the Lord Jesus Christ. He convicts the world of its guilt. He regenerates sinners, and in Him they are baptized into union with Christ and adopted as heirs in the family of God. He also indwells, illuminates, guides, equips, and empowers believers for Christ-like living and service.
7. We believe that God's justifying grace must not be separated from His sanctifying power and purpose. God commands us to love Him supremely and others sacrificially, and to live out our faith with care for one another, compassion toward the poor and justice for the oppressed. With God's Word, the Spirit's power, and fervent prayer in Christ's name, we are to combat the spiritual forces of evil. In obedience to Christ's commission, we are to make disciples among all people, always bearing witness to the gospel in word and deed.
8. We believe in the personal, bodily, and glorious return of our Lord Jesus Christ with His holy angels when He will bring His kingdom to fulfillment and exercise His role as Judge of all. This coming of Christ, at a time known only to God, demands constant expectancy and, as our blessed hope, motivates the believer to Godly living, sacrificial service, and energetic mission.
9. We believe that God commands everyone everywhere to believe the gospel by turning to Him in repentance and receiving the Lord Jesus Christ.
10. We believe that God will raise the dead bodily and judge the world, assigning the unbeliever to condemnation and eternal conscious punishment and the believer to eternal blessedness and joy with the Lord in the new heaven and the earth, to the praise of His glorious grace.
11. We believe that from the beginning of God's revelation to humankind. He revealed His order of creation and His purpose in creating man and woman. God ordain that traditional family is between a man and a woman.

## MISSION OF AUHS

American University of Health Sciences, a private Christian-based, minority-serving university of higher education, welcomes students of diverse backgrounds and prepares them to make a positive impact on society through the provision of exceptional quality patient-centered care within the context of a global perspective of the human condition. This mission is accomplished through the creation of a strong and caring academic environment where excellence, diversity, and the development of the entire person—mind, body, and spirit—is addressed and where teaching/learning, research, service, and scholarship is valued and supported. Inspired by a strong belief in God and the Christian values of love and caring for humankind, and of justice and respect, the University's core values include a holistic approach to education, promotion of the intellectual, analytical, and critical thinking abilities of its students, evidence-based knowledge, and service to our fellow man, and a commitment to life-long learning.

The Board of Trustees have reviewed and approved the Mission of AUHS.

## SCHOOL HISTORY/LEGAL STATUS

The American University of Health Sciences (AUHS) is a Private-for-Profit, Minority Owned, and Minority Serving, Christian Based University originally established in 1994 by Kim Dang, Founder, and Gregory Johnson, co-founder. AUHS is a postsecondary educational institution aimed to prepare and equip students for life careers in the field of health education and to produce quality allied health professionals for the community and the country. The American University of Health Sciences was established as an S Corporation and is wholly owned subsidiary of American University of Health Sciences, Inc.

## BOARD OF TRUSTEES

### Non-AUHS Affiliated Members

Suzanne Richards, MSN	External Member
Song Tan, MD, FAAP	External Member
Thi Dang, PharmD	External Member
Betty Williams, DrPH, RN, FAAN	External Member
Jeffrey Davis	External Member
Tamara Whitman	External Member
Noble Drakoln	External Member

### AUHS Affiliated Members

Pastor Gregory Johnson,	Internal Member
Kim Dang	Internal Member
Carroll Ryan, PhD	Ex-Officio

## BANKRUPTCY STATEMENT

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

## INSTITUTIONAL LEARNING OUTCOMES (GOALS)

AUHS Institutional Learning Outcomes (goals) are centered around five (5) core guiding concepts/major pillars or what we also termed as hallmarks, which include: 1) Performance (Academic Excellence/Research/ Scholarship); 2) Cultural Competence; 3) Critical Thinking to enhance academic preparation; 4) Social Responsibility (Service); and 5) Christian Values. These hallmarks enhance both our undergraduate and graduate students, and all include innovation, implementation, and assessments components. Each hallmark is presented as follows; first we offer factual and contextual materials to explain the importance of these hallmarks. Second, we offer primary goals we derived from these hallmarks. Finally, we offer anticipated results where we describe what we envision are parameters that are well underway with a specified day of completion.

### 1. Performance (Academic Excellence, Research, Scholarship).

In the area of performance, graduates will demonstrate social, philosophical knowledge of their profession/career pathway (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.).

### 2. Cultural Competence (Diversity).

In the area of cultural competence, graduates will deliver culturally competent and sensitive caring that is evidence-based in the appropriate

health career (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.) service area.

3. **Critical Thinking (Academic Preparation or Excellence/Education).** In the area of critical thinking, graduates will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career occupation (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.) to build a solid foundation and drive the profession forward.
4. **Social Responsibility (Service).** In the area of social responsibility, graduates will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate health career profession (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.).
5. **Christian Values.** Throughout the program and upon completion of the appropriate health sciences career programs (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.), students should be able to affect positive clients-patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate client-patient needs and rights.

AUHS recognizes its critical role in community development and social health service through our Christian Values. As a university, we acknowledge that institutional success is defined in large part by what students give back to society, and how students make a difference beyond the four walls of the classroom. As a University, we impress upon all graduates the need for a higher mission based on our Christian Values that encompasses the noble privilege of community service and the need for improving the quality of healthcare in our society through both provision of care and scholarly study of the impact of that care.

## PHILOSOPHY & PRINCIPLES OF THE UNIVERSITY

The objective of the University is to prepare a professional and culturally diverse workforce for the pharmaceutical, nursing, and clinical research sectors within healthcare. As previously stated, one of our stated purposes is to create a workforce who will utilize research evidence-based practice to guide healthcare delivery. It is the mission and purpose of AUHS that these professionals will understand the application of research; display competencies to apply evidence-based practice and will have been infused with the desire to continue their education with the intent toward becoming practice professional leaders, future research scientists and faculty within their professional domain.

To this end, the University upholds the following as its guiding principles and philosophies:

- The University adopts a holistic approach to education and promotes total development of mind, body, and spirit, while promoting the intellectual, analytical, and critical abilities of its students, complemented with solid values such as service and commitment to life-long learning.

- All students must acquire the fundamental knowledge and understanding of science and how it relates to their individual domain—pharmacy, nursing, medicine—and appreciate how these disciplines have evolved, are integrally related, and are individually and collectively continually changing human life. The knowledge that students gain will not be limited to theories but instead will extend to actual clinical application, which will include clinical-laboratory-practice experiences, externships, and community service.
- The University thrives in an intimate and quality learning environment, a place for creative individual expression as well as fruitful social interaction. The University harnesses a dynamic, enriching environment where students can freely interact with accomplished and dedicated faculty, who embrace and exemplify the values of the University, and utilize a rich array of library, internet, and interactive learning tools.
- The University recognizes its critical role in community development and social health service. It is aware that institutional success lies behind what its students and graduates give back to society. The University seeks to impress upon all its graduates the higher mission and noble privilege of community service and improving the quality of healthcare through both provision of care and scholarly study of the impact of that care.
- The University commits to continually develop and upgrade curricula and courseware to enable students and practitioners to stay up-to-date and conversant on prevailing practices and technologies affecting the health care industry.
- All graduates of the University shall have an accurate understanding of how they, as practitioners in the field, fit into the larger and real-world community that they serve. Graduates will possess the competencies necessary to provide excellent care and service within their domain with a thorough foundation in science, social/behavioral, leadership, and interpersonal-interactional knowledge and skills.

## GENERAL INFORMATION

*"How blessed is the man who does not walk in the counsel of the wicked, nor stand in the path of sinners, not sit in the seat of scoffers! But his delight is in the law of the LORD, and His law he meditates day and night. He will be like a tree firmly planted by streams of water, which yields its fruit in its season and its leaf does not wither; and in whatever he does, he prospers."*

~Psalm 1:1-3



Front Façade, American University of Health Sciences Campus

## INSTRUCTION BY LANGUAGE

Instruction at AUHS is only delivered in English. Students in the undergraduate programs are required to take the Test of Essential Academic Skills (TEAS-for nursing only) and the Accuplacer to determine their command of the English language. These tests are described further in the catalog.

## ADDRESS & LOCATION OF CLASSES

AUHS is located at 1600 East Hill St., Signal Hill, CA 90755  
Classes' Locations: 1600 East Hill St., Signal Hill, CA 90755:  
Building #1, Building #2, Building 3.  
Telephone Number ..... (562) 988-2278  
Fax Number ..... (562) 988-1791  
Website ..... [www.auhs.edu](http://www.auhs.edu)

## HOURS OF OPERATION

Office Hours:  
8:00 AM – 7:00 PM      Monday through Friday  
12:00 PM – 1:00 PM      Closed for Service on Wednesdays only

School Hours:  
8:00 AM – 10:00 PM      Monday through Friday  
12:00 PM – 1:00 PM      Closed for School Hours on Wednesdays only

## ACADEMIC CALENDAR 2025 – 2026

### Summer 2025 to Fall 2026

#### 2025

##### WINTER QUARTER 2025

###### FINANCIAL AID IMPORTANT DATES AND DEADLINES

Tuition Payment Deadline..... January 2  
Cost of Living Allowance ..... Week of Jan. 13<sup>th</sup> (current students)

##### SPRING QUARTER 2025

###### FINANCIAL AID IMPORTANT DATES AND DEADLINES

Tuition Payment Deadline..... Mar 25  
Cost of Living Allowance ..... Week of April 10<sup>th</sup>(current students)

##### Summer Quarter 2025: 06/23/2025 - 09/05/2025

June 23, 2025      Summer Quarter Begins  
July 4, 2025      Independence Day  
August 8, 2025      TEAS Test  
August 15, 2025      TEAS Retest  
September 1, 2025      Labor Day  
September 2-5, 2025      Final Exams  
September 6-21, 2025      Recess

##### SUMMER QUARTER 2025

###### FINANCIAL AID IMPORTANT DATES AND DEADLINES

Tuition Payment Deadline..... June 23  
Cost of Living Allowance ..... Week of July 7<sup>th</sup> (current students)

## Fall Quarter 2025: 09/22/2025 – 12/05/2026

September 22, 2025	Fall Quarter Begins
November 11, 2025	Veterans Day Observed
November 27-28, 2025	Thanksgiving Day
December 1-5, 2025	Final Exams
December 6, 2025 – January 4, 2026	Recess

## FALL QUARTER 2025

### FINANCIAL AID IMPORTANT DATES AND DEADLINES

Tuition Payment Deadline..... September 22  
Cost of Living Allowance ..... Week of Oct. 6<sup>th</sup>  
(current students)

## 2026

### Winter Quarter 2026: 01/05/2026 – 03/20/2026

January 5, 2026	Winter Quarter Begins
January 19, 2026	Martin Luther King Jr. Day
February 16, 2026	President's Day
February 20, 2026	TEAS Test
February 27, 2026	TEAS Retest
March 16-20, 2026	Final Exams
March 21-29, 2026	Recess

### Financial Aid Important Dates and Deadline

Jan 2	Tuition Payment Deadline
Jan 13	Cost of Living Allowance

### Spring Quarter 2026: 03/30/2026 to 06/12/2026

March 30, 2026	Spring Quarter Begins
April 3, 2026	Good Friday
May 25, 2026	Memorial Day
June 8-12, 2026	Final Exams
June 13-28, 2026	Recess
June 19, 2026	Juneteenth Day

### Financial Aid Important Dates and Deadlines

Mar 25	Tuition Payment Deadline
April 10	Cost of Living Allowance

### Summer Quarter 2026: 06/29/2026 – 09/11/2026

June 29, 2026	Summer Quarter Begins
July 3, 2026	Independence Day
August 14, 2026	TEAS Test
August 21, 2026	TEAS Retest
September 7, 2026	Labor Day
September 8-11, 2026	Final Exams
September 12-27, 2026	Recess

## PHYSICAL FACILITIES

The University, the facilities it occupies, and the equipment it utilizes fully comply with all federal, state, and local ordinances and regulations, including requirements for fire safety, building safety, handicapped access, and health.

The University occupies a 72,000 square foot complex for classrooms, laboratories, offices, and a student lounge. Adequate parking is provided for all students.

The University uses Canvas, Smart boards, Zoom, Teams, Proctorio, and other electronic media in its didactic instruction. In laboratory experiences, the University uses simulation modules, mannequins, EKG machines and similar health related machines.

The college may from time to time utilize outside facilities (i.e., chemistry lab, etc.) to enhance and augment the quality of the education experience for our students. This statement appears in the catalog and serves as a notice to our students. For example, Chemistry and Biology laboratory may be taught at the Valley Christian High School, 17700 Dumont Ave., Cerritos, CA 90703. Prior to scheduling such a class permission will be obtained from the BPPE and other AUHS accrediting agencies. Students will be notified accordingly.

## BELIEFS

The American University of Health Science believes in the capability of man to improve oneself, and consequently, the society he/she lives in. It aims to provide every individual the opportunity to be responsible for oneself and for others through proper training and education.

In response to the demands of the growing population of students and professionals who desire to become trained health care practitioners and to meet the evolving demands in medical and clinical sciences, the University proposes to offer the following programs, namely:

## OVERVIEW: AUHS PROGRAMS

### Graduate Degree Programs

Doctor of Pharmacy.....	183.0 Quarter Units
Doctor of Nursing Practice .....	45 Quarter Units
Master of Science in Clinical Research.....	84.4 Quarter Units
Master of Science in Nursing with 3 concentrations:	
Family Nurse Practitioner.....	85.0 Quarter Units
Nursing Education.....	65.0 Quarter Units
Nursing Administration, Leadership, and Management.....	65.0 Quarter Units
Post-Graduate APRN Certificate Program.....	41.0 Quarter Units

### Undergraduate Degree Programs

Bachelor of Science in Nursing.....	189.0 Quarter Units
Bachelor of Science in Pharmaceutical Sciences...	189.0 Quarter Units

## UNIVERSITY EXTENSION PROGRAM

Pharmacy Technician.....	54.0 Quarter Units
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## GRADUATE DEGREE PROGRAMS

**Doctor of Pharmacy:** This program is a 3-year course of study that will provide an educational foundation for a career in pharmacy and create a practice setting in which evidence-based practices and research, minority inclusion as well as outreach to the community, cultural diversity, public health and wellness, development of future scientists and faculty, and a belief in God can be pursued and developed.

**Doctor of Nursing Practice:** With specialization on Population Health Administration and Health Systems Leadership, DNP is designed to prepare advanced practice nurses for leadership in population health, health systems, and public policy. Building upon from entry-to-master's-level foundation, the program emphasizes higher-order cognitive learning, evidence-based practice, and scholarly engagement through coursework and practicum-based projects. The curriculum is aligned with the American Association of Colleges of Nursing (AACN) 2021 Essentials (Domains, Concepts, and Competencies) and incorporates constructivist, collaborative, and inquiry-based approaches in a distance learning format. A central focus of the program is the integration of Social Determinants of Health (SDOH), Healthy People 2030 priorities, and evidence-based strategies addressing health disparities and promote equity; healthcare policy and systems, research, and leadership in population health. Graduates are prepared to design, implement, and evaluate interventions advancing health outcomes for diverse populations and lead change within complex healthcare systems.

**Master of Science in Nursing:** The Program provides three different concentrations for bachelors prepared nurses to advance their careers in the areas of Nursing Education; Nursing Administration, Leadership, and Management; and Advanced Practice as a Family Nurse Practitioner. The courses in the Nurse Administrative, Leadership, and Management option will help the student gain advanced knowledge of organizational leadership, health policy, and evidence-based health care delivery to prepare the student for leadership and administrative roles in a variety of health care situations. The Nursing Education option is designed to prepare students for a nurse educator role in academe and reflects nurse educator competencies in clinical aspects developed by national organizations. The Family Nurse Practitioner (FNP) option prepares nurses to act in an advanced practice role as a provider of primary care.

**Post-Graduate Advanced Practice Registered Nurse Certificate Program (Post-Grad APRN – FNP Certificate Program):** This program is designed for master's- or doctoral-prepared nurses seeking to expand their scope of practice through advanced specialty preparation. Individualized study plans, developed through a gap analysis of prior coursework and clinical experiences, ensure alignment with national certification requirements and state regulations. Guided by the AACN 2021 Essentials, professional standards, and specialty competencies, the curriculum emphasizes evidence-based practice, leadership, and the integration of Social Determinants of Health (SDOH). Graduates are prepared for national board certification in their chosen APRN specialty and to assume expanded roles across diverse healthcare settings.

**Master of Science in Clinical Research:** This program will serve the graduate level educational needs of interested students in the field of clinical research and biotechnology. The program offers more comprehensive cognitive instruction at the graduate level. It particularly enables practitioners in clinical research to have sharp critical and analytical abilities as well as more in-depth and total development of interpersonal attitudes; essential attributes which will further advance and widen professional opportunities for the graduates. The program is open to Bachelor degree holders and to certified healthcare professionals who desire to pursue advanced studies in clinical research. The growing influx and development of the California and Southern California in research and particularly in the areas of Biotech, Bio- Pharmaceutical, Genetic, Medical Device and Pharmaceutical has created a great demand for well educated, highly qualified individuals to take leadership positions in this field. The number of such companies and industries related has all but created a huge gap in meeting current and future needs and the impact that such rapid growth has had on the quality of, level of service for the human population served has pressed everyone into looking at ways and means to satisfy said demand effectively.

## UNDERGRADUATE DEGREE PROGRAMS

**Bachelor of Science in Nursing:** This undergraduate program is open to high school graduates who are interested in becoming Registered Nurses after successfully passing the NCLEX-RN examination.

**Bachelor of Science in Pharmaceutical Sciences:** This undergraduate program is open to high school graduate s who are interested in pursuing careers in Pharmacy, Drug Development, Clinical Research, and the health care sector or as a pathway to the Doctor of Pharmacy program. This program does not lead to licensure as a pharmacist.

## UNIVERSITY EXTENSION PROGRAM

**Pharmacy Technician** work in a variety of pharmacy environments, such as retail pharmacy, hospital pharmacy, home health care, long-term care, and managed care. The purpose of this program is to provide the student with the theory and hands-on experience necessary for an entry-level position as a pharmacy technician capable of working in any pharmacy environment or related allied health industry.

## RIGHTS OF THE UNIVERSITY

American University of Health Sciences reserves the right to make changes at any time to any terms of this catalog, including but not limited to policies, procedures, academic programs and courses, faculty and administrative staff, the academic calendar and the amount of tuition and fees. American University of Health Sciences also reserves the right to make changes in equipment and instructional materials, to modify curriculum, or to cancel classes.

## CANCELLATION OF CLASSES

### Insufficient Enrollment

The University reserves the right to cancel any course/classes for which there is insufficient enrollment. If a class is cancelled, the student shall be entitled to either: (1) a guaranteed reservation in the next scheduled class for that program or (2) cancellation of enrollment for that class with a full refund.

## CLOSURE OF A PROGRAM

In the unfortunate event that American University of Health Sciences must close a program, every effort will be made to teach students through a teach-out agreement with another institution offering similar program(s). Students also will have the option to transfer to another course or program, or to accept a mutually agreed upon arrangement between the students and the college, not excluding refund.

## ACCREDITATIONS, APPROVALS AND MEMBERSHIPS

### Approval Disclosure Statement

#### Bureau of Private Postsecondary Education (BPPE)

American University of Health Sciences is a private institution and is approved to operate by the Bureau of Private Postsecondary Education which means compliance with state standards as set forth in the California Education Code. The Bureau's approval means compliance with minimum state standards and does not imply any endorsement or recommendation by the state or superintendent. Institutional approval must be re-approved every three years and is subject to continuing review. <https://bppe.ca.gov>

### Institutional Accreditation

#### WASC Senior Colleges and University Commission (WSCUC)

American University of Health Sciences is accredited by the WASC Senior College and University Commission (WSCUC), 1001 Marina Avenue, Suite 100, Alameda, CA 94501, 510.748.9001. WSCUC is a regional accrediting body recognized by the U.S. Department of Education (USDOE) and the Council on Higher Education Accreditation (CHEA). <https://www.wscuc.org/>

#### Transnational Association of Christian Colleges and Schools (TRACS)

American University of Health Sciences (AUHS) is a member of the Transnational Association of Christian Colleges and Schools (TRACS) 15935 Forest Road, Forest VA 24551; Telephone: (434) 525-9539; e-mail: [info@tracs.org](mailto:info@tracs.org), having been awarded Accredited Status as a Category III institution by the TRACS Accreditation Commission on October 24, 2017. This status is effective for a period of up to five years. TRACS is recognized by the United States Department of Education (USDOE), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). <https://tracs.org/>

### Programmatic Accreditation

#### Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree program in nursing/master's degree in nursing/post-graduate APRN certificate program at American University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. (<http://ccneaccreditation.org>)

#### Accreditation Council for Pharmacy Education (ACPE)

**The American University of Health Science's Doctor of Pharmacy program** has been given the status of Accredited with Probation by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 3000, Chicago, IL 60603, 312/664-3575; FAX, 866/228-2631, website [www.acpe-accredit.org](http://www.acpe-accredit.org), for compliance issues with the following standards: Standard No. 1 Foundational Knowledge and Standard 24: Assessment Elements for Section I: Educational Outcomes. For an explanation of the program's Accredited with Probation status, consult the Office of the Dean or ACPE."

### Professional Memberships

Accreditation for Pharmacy Educators (CAPE)

American Association of Colleges of Pharmacy (AAPC)

Association of Colleges of Nursing (AACN)

California Association of Colleges of Nursing (CACN)

Continuing Education Provider throughout California:

- Certified Board of Nursing
- California Accreditation for Pharmacy Education (CAPE)

Los Angeles Nursing Consortium Orange County/Long Beach Consortium for Nursing Site.

## LIMITATIONS OF THE DEGREE PROGRAM

A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California. Student enrolled in an unaccredited institution is not eligible for federal financial aid programs.

## GOVERNANCE AND ADMINISTRATION

*"Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain." ~ 1 Corinthians 15:58*



AUHS Commencement 2024

## BOARD OF TRUSTEES

Suzanne Richards.....	Chair
Pastor Gregory Johnson.....	Vice Chair
Jeffrey Davis.....	Member
Dr. Song Tan.....	Member
Dr. Thi Dang.....	Member
Dr. Betty Williams.....	Member
Kim Dang.....	Member
Tamara Whitman.....	Member
Noble Drakoln.....	Member
Dr. Caroll Ryan.....	Ex- Officio

## ADMINISTRATION & LEADERSHIP

### University-Wide Senior Executive Leadership

Caroll Ryan	President/CEO
Marilyn Uvero	SVP/COO & Provost/CNA
Sandy Sarge	Chief Financial Officer
Genevieve Javaluyas	Vice-President, Operations Student Affairs/Services

### School of Pharmacy

Arjun Dutta	Dean
Mohammed Islam	Senior Associate Dean
Suhui Yang	Asst. Dean, Student Affairs & Admission
Elaine Nguyen	Asst. Dean, Experiential
Lauren Kim	Chair, Department of Clinical and Administrative Sciences
John Schloss	Chair, Department of Pharmaceutical Science
<b>School of Nursing</b>	<b>Graduate &amp; Undergraduate Program</b>
Michelle Paysan-Modina	Executive Dean, Assistant CNA
<b>SON Undergraduate Program</b>	
Arvin Torres	Asst. Dean, Academics
Maria Shearing	Asst. Dean, Clinical Affiliations

### SON Graduate Program

Gregorio De Grano	Dean
Jeazale Julian	Clinical Affiliation Coordinator

### School of Clinical Research

Gene Jose Dillague	Chair
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### General Education Program

Jose Candelario	Chair
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### University-Wide Leadership

Nicole Lesser	
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Alma Pineda	Executive Director, Institutional Research and Assessment
Nhu Nguyen	Assistant Director Student Service / Registrar
Venus Cruz	Director, Admission & Marketing
Rosa Salcedo	Financial Aid Administrator
Joseph Abernethy	Accountant
Don Jayathilake	Librarian
David Omut	IT Administrator
Vacant	Director, Center of Simulation & IPE
Maria Shearing	Chair, Faculty Senate
Tommy Le	Vice-Chair, Faculty Senate
	IT Support Administrator

### University-Wide Senior Executive Leadership

**President/CEO:** Ryan, Caroll, PhD – PhD, Northcentral University, AZ; MA, Azusa Pacific University, CA; BA, ACSU Fullerton

**SVP/COO & Provost/Chief Nurse Administrator (CNA):** Uvero, Marilyn, PhD(c), EdD, MSN, BSN, RN – PhD(c), Walden University, MN, Public Health Policy and Administration; EdD, Nova Southeastern University, FL, Higher Education Leadership; MSN, California State University, CA – Nursing Education

**Chief Financial Officer:** Sarge, Sandy, MACC – MACC, University of South Carolina; BA – Texas A&M University

### Academic Leadership

**Dean, School of Pharmacy:** Dutta, Arjun, PhD, B.Pharm – PhD in Pharmaceutical Sciences, MCV/Virginia Commonwealth University; B.Pharm, Jadavpur, Calcutta, India

**Senior Associate Dean of Academic Affairs:** Islam, Mohammed A, PhD, MPhil, – PhD and MPhil in Cardiovascular Pharmacology, Toyama University, Japan; MPharm and BPharm, University of Dhaka, Bangladesh

**Asst. Dean, Student Affairs & Admissions:** Suhui Yang, Assistant Professor, Medicinal Chemistry, BS (Pukyong National University, South Korea), MS (Stony Brook University, NY), PhD (Chonnam National University, South Korea), Postdoctoral Fellow (Chonnam National University), Visiting Assistant Research Scientist (University of Michigan, Ann Arbor, MI)

**Chair, Department of Clinical and Administrative Sciences:** Lauren Kim PharmD, University of Southern California, USA; BS in Biological Sciences

**Chair, Department of Pharmaceutical Sciences:** John Schloss, BS, PhD, NIH PDF - BS (University of Tulsa), PhD (University of Tennessee-Knoxville/Oak Ridge National Laboratory), NIH Postdoctoral Fellow (University of Wisconsin-Madison)

**Assistant Dean, Experiential:** Elaine Nguyen, BS, MSB, Pharm, PGY-1 RPh, BS (University of California-Irvine), MS Healthcare Administration, (Oklahoma State University), PharmD (Western University of Health Sciences, Pomona, CA), PGY-1 residency; RPh (CA); Juris Doctor (Purdue Global)

**Chair, Department of Clinical and Administrative Sciences:** Lauren Kim PharmD, University of Southern California, USA; BS in Biological Sciences

**Chair, Department of Pharmaceutical Sciences:** John Schloss, BS, PhD, NIH PDF - BS (University of Tulsa), PhD (University of Tennessee-Knoxville/Oak Ridge National Laboratory), NIH Postdoctoral Fellow (University of Wisconsin-Madison)

**Executive Dean, Asst. CNA, School of Nursing, Graduate & Undergraduate Programs:** Paysan-Modina, Michelle DNP, APRN, NP-C, PHN – DNP – Brandman University; MSN – California State University; BSN – California State University

**Asst. Dean, Academics- Undergraduate Program:** Arvin Torres MD, MSN-FNP, BSN, RN – MD, Far Eastern University, Manila Philippines; MSN, University of Phoenix; BSN, St. Jude College, Manila, Philippines

**Asst. Dean, Clinical Affiliations- Undergraduate Program:** Maria Shearing, MSN-Ed, BSN, RN – MSN-FNP & MSN-Nursing Education, American University of Health Sciences; BSN – American University of Health Sciences.

**Dean, School of Nursing, Graduate Programs:** De Grano, Gregorio, PhD, MD, MSN-FNP, BSN – PhD, School Leadership, St. Dominic Savio College, Manila, PH, MD, De La Salle University, Cavite, PH, MSN-FNP, Charles R. Drew University, Los Angeles, CA, BSN, Makati Medical Center, Makati, PH

**Lead Instructor/Clinical Affiliation Coordinator – Graduate Programs:**

**Julian, Jeazale, DNP, MSN-FNP, BSN – DNP** – DNP, Grand Canyon University, Phoenix, AZ; MSN-FNP, Charles Drew University of Medicine & Science, Los Angeles, CA; BSN, Mount St. Mary's University, Los Angeles, CA; BS Psychology, Miriam College, Manila, PH; BSN

**Chair, General Education: Candelario, Jose** – Doctor of Chiropractic, Palmer College of Chiropractic West, San Jose, CA; PhD, Health Sciences, Liberty University; MS in Human Biology, Liberty University, Lynchburg; MS of Education in Higher Technology and Instruction, Liberty University, Lynchburg; MA of Divinity, Military Chaplaincy, Liberty University, Lynchburg; MBA, University of Illinois, Urbana-Champaign; BS in Kinesiology, San Diego State University.

**University-Wide Administrative Leadership**

**Vice-President, Operations : University Student Affairs/Services & Accreditation Liaison: Javaluyas, Genevieve (Ivy), EdD, MS, BA EdD, Capella University – MS in Management & Leadership Education Leadership – Western Governors University, UT; BS-Mathematics concentration in Actuarial Science – University of Santo Tomas Manila, Philippines**

**Executive Director of Institutional Research & Assessment: Lesher, Nicole, PhD** – PhD Liberty University, VA, Higher Education Administration: Educational Leadership; MS, University of Phoenix, CA, Organizational Management; BA, San Diego State University, CA, English

**Assistant Director Student Service / Registrar: Alma Pineda, BS** – University of the Assumption, Pampanga, Philippines

**Director, Admissions; Director, Marketing, Publication, & Social Media: Nhu Nhuyen, MBA, BA** – MBA in Business Administration – University of Hawaii, US; BS Foreign Trade – Trade University, Ho Chi Minh City; BA in English – University of Ho Chi Minh City

**Financial Aid Administrator: Cruz, Venus, BS in Accounting –MS Management & Leadership, Western Governors University; BS in Accounting, University of Pangasinan, Philippines**

**Librarian: Abernethy, Joseph** - MLIS, University of Alberta

**IT Administrator: Don Jayathilake** – Full Stack Network Associate (FSNA), Cyber Security Specialist (CSS) NexGenT

**Director, Center for Simulation & Interprofessional Education (IPE): David Omut, MBA, BA, EMT** – MBA in Business Administration in Healthcare Management, Western Governors University; Bachelor of Science in Biochemistry, California State University Fullerton; Emergency Medical Technician, North Orange County Regional Opportunities Program

**Chair Faculty Senate: Coffman, Jonathan, PhD, MBA, BA-** BA-Southeastern University, Lakeland; PhD-University of Tennessee Health Science Center, Memphis; MBA-Nova Southeastern University, Davie, FL.

**IT Support Administrator: Le, Tommy,**

**School of Nursing (SON) Undergraduate Programs****Leadership & Faculty**

**Executive Dean/Assistant CNA, School of Nursing: Paysan-Modina Michelle PhD, DNP, APRN, NP-C, PHN** – PhD Occupational Health & Safety, University of the Philippines, Manila, PH; DNP Healthcare System: Leadership, Chamberlain College of Nursing, Chicago, IL; MSN Healthcare Management, Long Island University, Brooklyn, NY; BSN, The Family Clinic College of Nursing, Manila, PH

**Asst. Dean, Academics- Undergraduate Program: Arvin Torres MD, MSN-FNP, BSN, RN – MD**, Far Eastern University, Manila Philippines; MSN, University of Phoenix; BSN, St. Jude College, Manila, Philippines

**Asst. Dean, Clinical Affiliations: Maria Shearing, MSN, BSN, RN – MSN, American University of Health Sciences, Signal Hill, CA; BSN, American University of Health Sciences, Signal Hill, CA; AA Social & Behavioral Science, Los Angeles Harbor College, Wilmington, CA**

**FACULTY - School of Nursing - Undegraduate**

**Abrahim, Mansoureh, MSN, ASN, RN** – MSN-WHNP California State University, Long Beach, CA; BSN Shahid Beheshti University, Tehran, IR

**Antido, Sheryl, DNP, MSN, APRN, FNP-BC, FNP-C, CPAN** – DNP, Grand Canyon University, Phoenix, AZ; MSN-FNP, Charles Drew University of Medicine & Science, Los Angeles, CA; BSN University of Santo Tomas, Manila, PH

**Arambulo, Marithel, MSN, ASN, RN** – MSN Informatics, Western Governors University; BSN, St. Paul University, Manila, PH

**Aspiras, Brent, MSN-Ed, BSN, RN** – MSN, American University of Health Sciences, Signal Hill, CA; BSN, American University of Health Sciences, Signal Hill, CA; BS Biology/Psychology, California State University, Long Beach, CA

**Attenello, Marco, MSN, BSN, BA, RN** – MSN, West Coast University, Irvine, CA; BSN, West Coast University, Irvine, CA; BA English, California State University, Northridge, CA

**Abbasnejad, Felor, BSN** – BSN, Iran University of Medical Sciences, Tehran, IR

**Belo, Lester MSN** – MSN Leadership, Grand Canyon University, Phoenix, AZ; BSN West Coast University, Los Angeles, CA; BS Fire Protection Administration & Technology, California State University, Los Angeles, CA

**Cabatingan, Maria Rowena, MD, APRN, FNP-C** – FNP, American University of Health Sciences, BS Psychology, University of Santo Tomas, Manila, PH; OB-GYN, Philippine Obstetrical and Gynecological Society, Quezon City, PH; MD, University of Santo Tomas, Manila, PH; BSN, Perpetual College of Manila, Manila, PH

**Calloway, Helena, DNP** – Grand Canyon University, Phoenix, AZ; MSN - Grand Canyon University, Phoenix, AZ; BSN - Fresno State University, Fresno, CA

**Dela Cruz, Manuel BSN** – BSN, American University of Health Sciences, Signal Hill, CA; AA, Pasadena City College, Pasadena, CA

**Feria, Raulin, DNP, MSN, APRN-CNP, FNP-BC, FNP-C, PED-BC, PHN, CPN, CPEN, CCRN-K** – DNP-FNP, University of Cincinnati, Cincinnati, OH; MSN Leadership Education, Northwest Nazarene University, Nampa, ID; BSN Trinity University of Asia, Quezon City, PH

**Gatewood, Denise, MSN-FNP, RN, NP** – MSN-FNP, University of California, Los Angeles, CA; MSN, Chamberlain College of Nursing, Los Angeles, CA; BSN, University of Southern California, Los Angeles, CA

**Ghadeer, Hamieh, MSN-Ed BSN, RN** – MSN, American University of Health Sciences, Signal Hill, CA; BSN, Makassed University of Beirut, Beirut, LB

**Gharavi, Hesam, MSN-FNP, RN, MD** – MD, Tehran Azad University, Tehran, IR; MSN, American University of Health Sciences, Signal Hill, CA; BSN, American University of Health Sciences, Signal Hill, CA

**Johnson, Alexandria, MSN-FNP** – MSN-FNP, American University of Health Sciences, Signal Hill CA; BSN, American University of Health Sciences, Signal Hill, CA

**Julian, Jeazale, DNP, MSN-FNP, BSN** – DNP, Grand Canyon University, Phoenix, AZ; MSN-FNP, Charles Drew University of Medicine & Science, Los Angeles, CA BSN, Mount St. Mary's University, Los Angeles, CA, BS Psychology, Miriam College, Manila, PH, BSN

**Juliano, Mary Irene, MSN, RN** – MSN Education, Grand Canyon University, Phoenix, AZ; BSN, Chamberlain University, Addison, IL; AS Nursing, Saddleback College, Mission Viejo, CACA; BSN/Public Health Nursing – University of Phoenix, La Mirada, Los Angeles, CA

**Kazibwe, Janet, MSN, BS PHN** – MSN, University of Phoenix, Diamond Bar, CA; BS Public Health Nursing, University of Phoenix, La Mirada, CA; RM, Medical Training College, Nairobi, KE; RM, Medical Training College, Nairobi, KE

**Lay, Sarah, MSN/FNP, BSN** – MSN-FNP, American University of Health Sciences, Signal Hill CA; BSN, American University of Health Sciences, Signal Hill, CA

**Marasigan, Aristotle, MSN, BSN** – MSN Education, Western Governors University, Salt Lake City, UT; BSN, University of Luzon, Pangasinan, PH

**Morales, Ma. Suzanne, MSN-ED, APRN, FNP-BC** – PMC-FNP, Charles Drew University of Medicine and Science, Los Angeles, CA; MSN Nurse Educator, West Coast University, Anaheim, CA; BSN, West Coast University, Anaheim, CA; AS Nursing, Los Angeles Trade Technical College, Los Angeles, CA; CNM Dr. Jose Fabella Memorial Hospital, Manila, PH

**Narasimalu, Meerabai, DNP, MSN** – DNP, Wilkes University, Wilkes-Barre, PA; MSN, University of California, Los Angeles, CA; BSN, University of Phoenix, Costa Mesa, CA

**Nhung, Le, PhD** – PhD, Immunology, Microbiology, and Molecular Cell Biology, Southern Illinois University, Springfield, IL; MS Public Health Laboratory Science, Southern Illinois University, Springfield, IL; MS Epidemiology & Biostatistics, Washington University, St. Louis, MO; BS Biochemistry, Westminster College, Fulton, MO

**Peterson, Kyndra, MSN, BSN** – MSN Nursing Education, Western Governors University, Salt Lake City, UT; BSN, Washington State University College of Nursing, Spokane, WA

**Robinson, Annette, MSN, AS** – MSN, Western Governors University, Salt Lake City, UT; BSN, Western Governors University, Salt Lake City, UT; AS Nursing, Whittier, CA

**Rabadon, Christopher, BSN, RN** – BSN, Western Governors University, Pomona, CA; A.D. in Nursing, Kaplan College, North Hollywood

**Santos, Josephine Clarisse, MSN-FNP, BSN, RN, AS** – MSN-FNP, American University of Health Sciences, Signal Hill, CA; BSN, Western Governors University, Salt Lake City, UT; AS Nursing, Los Angeles Harbor College, Harbor City, CA

**Sheehy, Patrick, BSN, AS** – BSN, California State University, Los Angeles, CA; AS Nursing, Los Angeles Harbor College, Los Angeles, CA

**Sohn, Alea, MSN-FNP, BSN, AA** – MSN-FNP, University of Southern California, Los Angeles, CA; BSN, Palm Beach Atlantic University, Palm Beach, FL; BA, Palm Beach Atlantic University, Palm Beach, FL; AA, Indian River State College, Fort Pierce, FL; BSN, American University of Health Sciences, Signal Hill, CA

**Smith, Kenya, MSN-NP** – MSN-NP Psychiatric & Mental Health, Charles Drew University of Medicine and Health Sciences, Los Angeles, CA

**Tan, Crizelle, MSN, RN** – MSN-FNP, Chamberlain University; BSN, American University of Health Sciences, Signal Hill, CA

**Tiu, Girlielyn, APRN, FNP-C, MSN** – MD, University of Santo Tomas, Manila, PH; MSN-FNP, Charles R. Drew University of Medicine and Science, Los Angeles, CA; BSN, University of La Salette, Santiago City, PH

**Ugorji, Isaac, MHP-NP, MSN, RN** – PMC-PMHNP, National University, Los Angeles, CA; PMC-EDU, West Coast University, Cypress, CA; ELSN, California Baptist University, Riverside, CA; BS Applied Microbiology & Brewing, Nnamdi Azikiwe, NG; LVN, Angeles Institute, Artesia, CA

**Usman, Dave, MSN-FNP, AS** – **MSN-FNP**, Charles R. Drew University of Medicine & Science, Los Angeles, CA; BSN, University of Phoenix, Costa Mesa, CA; AS Nursing, West Coast University, Irvine, C

**Wagas, Stephanie BSN, RN, MSN-Ed** – MSN, American University of Health Sciences, Signal Hill, CA; BSN, American University of Health Sciences, Signal Hill, CA

**Waller, Denise MSN-Ed, BSN, RN** – MSN-FNP, American University of Health Sciences, Signal Hill, CA; BSN, American University of Health Sciences, Signal Hill, CA

**Yoo, David Kijoong, DNP-FNP, BSN** – DNP-FNP, University of Massachusetts Global, Irvine, CA BSN; American University of Health Sciences, Signal Hill, CA; BS Microbial Biology, University of California, Berkeley, CA

## SON Graduate Programs Leadership & Faculty

**Executive Dean/Assistant CNA, School of Nursing: Paysan-Modina, Michelle, PhD, DNP, APRN, NP-C, PHN** – PhD Occupational Health & Safety, University of the Philippines, Manila, PH DNP Healthcare Systems Leadership, Chamberlain College of Nursing, Chicago, IL; MSN Healthcare Management, Long Island University, Brooklyn, NY; BSN, The Family Clinic College of Nursing, Manila, PH

**Dean, School of Nursing, Graduate Programs: De Grano, Gregorio, PhD, MD, MSN-FNP-C, BSN** – PhD, School Leadership, St. Dominic Savio College, Manila, PH, MD, De La Salle University, Cavite, PH, MSN-FNP, Charles R. Drew University, Los Angeles, CA, BSN, Makati Medical Center, Makati, PH

**Lead Instructor/Clinical Affiliation Coordinator: Julian, Jeazale, DNP, MSN-FNP-C, BSN** – DNP, Grand Canyon University, Phoenix, AZ; MSN-FNP, Charles Drew University of Medicine & Science, Los Angeles, CA BSN, Mount St. Mary's University, Los Angeles, CA, BS Psychology, Miriam College, Manila, PH, BSN

### FACULTY- SON Graduate Programs: MSN-FNP & Post-Graduate APRN-FNP:

#### Full-Time:

**Cabatingan, Maria Rowena, MD, APRN, FNP-C – FNP**, American University of Health Sciences, BS Psychology, University of Santo Tomas, Manila, PH; OB-GYN, Philippine Obstetrical and Gynecological Society, Quezon City, PH; MD, University of Santo Tomas, Manila, PH; BSN, Perpetual College of Manila, Manila, PH

**De Grano, Gregorio, PhD, MD, MSN-FNP-C, BSN** – PhD, School Leadership, St. Dominic Savio College, Manila, PH, MD, De La Salle University, Cavite, PH, MSN-FNP, Charles R. Drew University, Los Angeles, CA, BSN, Makati Medical Center, Makati, PH

**Julian, Jeazale, DNP, MSN-FNP-C, BSN** – DNP, Grand Canyon University, Phoenix, AZ; MSN-FNP, Charles Drew University of Medicine & Science, Los Angeles, CA BSN, Mount St. Mary's University, Los Angeles, CA, BS Psychology, Miriam College, Manila, PH, BSN

#### Adjunct Faculty (FT/PT)

**Antido, Sheryl, DNP, MSN-FNP-C**. DNP- Grand Canyon University, Phoenix, AZ; MSN-FNP - Charles Drew University, Los Angeles, CA; MBA – Colorado Technical University, Colorado Springs, CO; BSN - University of Santo Tomas, Manila, PH (PT)

**Arella, Elynita, MD, DNP, Post-Master APRN – FNP, MSN, BA**. MD-De La Salle College of Medicine; DNP-University of Massachusetts Global, Irvine, CA; Post-APRN-FNP – Charles R. Drew University of Medicine & Science, LA; BA in Psychology – University of CA, Irvine. (PT)

**Calloway, Helena, DNP, RN, PHN, CCRN** – DNP, Grand Canyon University, Phoenix, AZ; MSN Leadership and Healthcare Systems, Grand Canyon University, Phoenix, AZ; BSN, Fresno State University, Fresno, CA (PT)

**Ann Chung, PharmD, Assistant Professor Clinical Administrative Sciences**, PharmD (Western University of Health Sciences), Bachelor of Science (UCLA), RPh (CA), BCPS, Acute care pharmacist managing Antibiotics protocol including Antibiotics Stewardship, Pharmacokinetics, TPN, Anticoagulation, and Critical Care (MLK hospital) (PT)

**Evale, Hazel, DNPc, APRN, MSN, FNP-C, PMHNP-BC** Brandman University, Irvine, California – MD, Far Eastern University, Manila PH; DNP, Brandman University; MSN-FNP, Charles R. Drew University of Medicine & Science, Los Angeles, CA; BSN, Mount Carmel College, Manila, PH; BS Medical Technology, Far Eastern University, Manila, PH (PT)

**Obsania, Jennifer, DNP, MSN, RN** - DNP Healthcare Systems Leadership, Chamberlain College of Nursing, Chicago, IL; MSN Healthcare Management, Long Island University, Brooklyn, NY; BSN, The Family Clinic College of Nursing, Manila, PH (PT)

**Francisco, Joseph, DNP, MSN, FNP-C**-Brandman University, Irvine CA - DNP Psychiatric and Mental Health, Brandman University, Irvine, CA; MSN-FNP, Charles R. Drew University of Medicine & Science, Los Angeles, CA; MA Nursing, University of La Salette, Santiago City, PH; BSN, University of La Salette, Santiago City, PH; LLB, Philippine Law School, Pasay City, PH (FT)

**Nhung, Le, PhD – PhD** – Immunology, Microbiology, and Molecular Cell Biology, Southern Illinois University, Springfield, IL; MS Public Health Laboratory Science, Southern Illinois University, Springfield, IL; MS Epidemiology & Biostatistics, Washington University, St. Louis, MO; BS Biochemistry, Westminster College, Fulton, MO (PT)

**Salalila, Leonor, DNP, MSN, FNP-C, RN** – DNP University of St. Augustine and Health Sciences; MSN University of Phoenix; Post-APRN-FNP Charles Drew University of Medicine & Health Sciences; BSN University of Phoenix (PT)

**Tiu, Girlielyn, MD, MSN-FNP-C, BS**. University of Santo Tomas, Manila, PH: MSN-FNP - Charles Drew University, Los Angeles, CA; BSN - University of La Salette, Santiago City, PH; BS Psychology - University of Santo Tomas, Manila, PH (FT)

**Usman, Dave, DNP, APRN, FNP-C**. DNP – Grand Canyon University, Phoenix, CA; MSN-FNP – Charles Drew University, Los Angeles, CA; BSN - University of Phoenix, Costa Mesa, CA (PT)

### FACULTY- SON Graduate Programs: MSN-Nurse Administration, Leadership, and Management (NALM)

**Atienza, Manuel, MD, MSN, RN** – Internship & Residency in Internal Medicine, University of California, Los Angeles, CA; MD Medicine & Surgery, University of Santo Tomas, Manila, PH; MSN-FNP, University of Nevada, Las Vegas NV; BSN, Nueva Ecija College Cabanatuan City, PH; BSN-Biochemistry, University of Santo Tomas, Manila, PH

**De Grano, Gregorio, PhD, MD, MSN-FNP-C, BSN** – PhD, School Leadership, St. Dominic Savio College, Manila, PH, MD, De La Salle University, Cavite, PH, MSN-FNP, Charles R. Drew University, Los Angeles, CA, BSN, Makati Medical Center, Makati, PH

**Uvero, Marilyn, PhD(c), EdD, MSN, BSN, RN – PhD(c)**, Walden University, MN, Public Health Policy and Administration; EdD, Nova Southeastern University, FL, Higher Education Leadership; MSN, California State University, CA - Nursing Education

### FACULTY- SON Graduate Programs: MSN-Nursing Education (MSN-ED)

**Maria Shearing, MSN, BSN, RN** – MSN, American University of Health Sciences, Signal Hill, CA; BSN, American University of Health Sciences, Signal Hill, CA; AA Social & Behavioral Science, Los Angeles Harbor College, Wilmington, CA

**Uvero, Marilyn, PhD(c), EdD, MSN, BSN, RN – PhD(c)**, Walden University, MN, Public Health Policy and Administration; EdD, Nova Southeastern University, FL, Higher Education Leadership; MSN, California State University, CA - Nursing Education

## School of Clinical Research Leadership & Faculty

**Chair MSCR: Dillague, Gene, MD, MSCR, BA** – MD-University of Sto. Tomas, Philippines; MSCR-American University of Health Sciences (AUHS), Signal Hill, CA; BA - Adamson University, Philippines (Sociology).

**Defensor, Linnea, MD, MS, RN** – MD, University of the Philippines, Phil. Doctor of Medicine; MS, George Washington University, DC - Health Science Clinical Research Administration; BS, University of the Philippines - General Science

## School of Pharmacy FACULTY

### DEPARTMENT OF PHARMACEUTICAL SCIENCE

**Chair: John V. Schloss** - Professor, Biomedical Sciences, Chair of the Department of Pharmaceutical Science and Associate Dean of Research, BS (University of Tulsa), PhD (University of Tennessee-Knoxville/Oak Ridge National Laboratory), NIH Postdoctoral Fellow (University of Wisconsin-Madison)

#### FULL-TIME

**Hussain, Alamdar, PhD**, Associate Professor, Pharmaceutics, BPharm (Kakatiya University, India), PhD (Texas Tech University Health Sciences Center, Amarillo)

**Islam, Mohammed, PhD, MPhil, MPharm, BPharm**, Professor, Pharmacology, Senior Associate Dean of Academic Affairs, BPharm (University of Dhaka, Bangladesh), M. Pharm (University of Dhaka), MPhil (Toyama Medical and Pharmaceutical University, Japan), PhD (Toyama Medical and Pharmaceutical University), Postdoctoral Fellow (University of Cincinnati), Postdoctoral Research Associate (University of Illinois at Chicago); ALFP Fellow RPh Florida

**Le, Nhung, PhD**, Assistant Professor, of Pharmaceutical Sciences, BS (Westminster College), MS Epidemiology & Public Health (Washington University), PhD (Southern Illinois University, School of Medicine)

**Szabo, Sandor, MD, PhD, MPH**, Professor of Pharmaceutical Science Pathology/Pharmacology, MD (University of Belgrade Medical School, Belgrade, Yugoslavia), MSc (University of Montreal, Montreal, Quebec, Canada), PhD (University of Montreal, Montreal, Quebec, Canada), MPH (Harvard School of Public Health, Boston, Massachusetts, USA)

**Yang, Suhui, PhD**, Assistant Professor, Medicinal Chemistry, BS (Pukyong National University, South Korea), MS (Stony Brook University, NY), PhD (Chonnam National University, South Korea), Postdoctoral Fellow (Chonnam National University), Visiting Assistant Research Scientist (University of Michigan, Ann Arbor, MI)

#### PART-TIME

**Sheng, Jonathan, MD, PhD**, Assistant Professor, Toxicology/Drug Metabolism, Toxicology/Drug Metabolism, B. Medicine (Kunming Medical College, China), PhD (State University of New York, Albany, NY), Postdoctoral Fellow (University of Iowa)

**Oksana, Zayachkivska, MD, PhD, DSc**, Professor, Physiology, Molecular Biology, Biotechnology; MD (National Medical University, Lviv, Ukraine), PhD (National Medical University, Lviv, Ukraine), DSc (National Medical University, Lviv, Ukraine)

**Coffman, Jonathan, PhD**, Associate Professor, Microbiology & Immunology, BA (Southeastern University), PhD (University of Tennessee, Memphis), MBA (Nova Southeastern University))

### DEPARTMENT OF CLINICAL AND ADMINISTRATIVE SCIENCES:

**Chair, Department of Clinical and Administrative Sciences:** Lauren Kim PharmD, University of Southern California, USA; BS in Biological Sciences

#### Full Time

**Bagheri, Rose, PharmD**, Assistant Professor, Clinical & Administrative Sciences, BS (University of Texas-Austin), PharmD (Western Coast University), RPh (CA) Infusion Pharmacist, Antibiotic dosing, and TPN formulation

**Chang, Young II, MSC, RPh, PharmD**, Assistant Professor, Clinical & Administrative Sciences, BSc in Chemistry (Seoul National University), MSc (Seoul National University), PharmD (Palm Beach Atlantic University), Organ Transplantation/Pharmacogenomics Research Fellowship (Western University of Health Sciences)

**Crain, Pujah, PharmD**, Assistant Professor, Clinical & Administrative Sciences Bachelor of Pharmacy (Pune University, Maharashtra state, India) Ph.D. (Loma Linda University, Loma Linda, California)

**Dutta, Arjun P., PhD, B.Pharm** Pharmacy (Jadavpur University, Kolkata, India), PhD (Medical College of Virginia, Richmond, VA), Academic Leadership Fellows Program AACP, ACPE Site Evaluator Workshop AACP, Dean Mentor, Academic Leadership Fellows Program AACP

**Gollapudi Shankar, RPh, PharmD**, Professor, Clinical & Administration sciences, BPharm (Nagpur University), MS (University of Northern Colorado), Doctor of Pharmacy (Creighton University), MS (Clinical Psychology-California Southern University), BCPP and RPh CA

**Nguyen, Tiffany, PharmD**, (University of Pacific, Thomas J. Long School of Pharmacy), Registered Pharmacist (Board of Pharmacy, CA), Bachelor of Science in Biological Sciences (University of California-Irvine)

**Nguyen, Transon, PharmD** (Midwestern University), BS (University of California-Irvine), RPh (CA)

**Rhee, Helen, PharmD**, PGY-1 Pharmacy Practice Residency (Dignity Health, St. Joseph's Medical Center, Stockton, CA), PharmD (Loma Linda University, School of Pharmacy, Loma Linda, CA)

#### PART-TIME

**Brady, Jeanne, PharmD**, Associate Professor, Clinical & Administrative Sciences, Oncology Pharmacist- Infusion Center; Trauma, ICU, & Surgical Patient care Pharmacist; PGY-1 Residency (St. Joseph's Medical Center, PharmD (UOP), BA Biology (Rutgers U), RPh (CA))

**Chatto, Kal, M.S. Pharm**, Professor of Clinical and Administrative Sciences, M.S. Pharm (Long Island University, NY), B.Pharm (IIT-BHU), Executive Management Programs (Marshall School of Business, USC, Anderson School of Management at UCLA)

**Ann Chung, PharmD, Assistant Professor Clinical Administrative Sciences**, PharmD (Western University of Health Sciences), Bachelor of Science (UCLA), RPh (CA), BCPS, Acute care pharmacist managing Antibiotics protocol including Antibiotics Stewardship, Pharmacokinetics, TPN, Anticoagulation, and Critical Care (MLK hospital) (PT)

**Dang, Thi, PharmD**, Associate Professor, Clinical & Administrative Science, PharmD (University of Colorado), RPh (CA), Independent pharmacy owner and community leader

**Garcia, Leonel Jr PharmD**, Assistant Professor, Clinical & Administrative Sciences, PharmD (Western University), BS (CSU Fullerton), RPh (CA)

**Han, Christine, PharmD**, Assistant Professor, BS (University of California-Los Angeles, CA), PharmD (University of Hawaii, Hilo, HI), RPh (CA)  
**Hoang, Daniel, RPh, PharmD**, Associate Professor, Clinical & Administrative Science, Board Certified Oncology pharmacist, Board Certified Sterile Compounding pharmacist; Project Management (PMI); Board Certified Oncology Pharmacist, Board Certified Sterile Compounding Pharmacist, PharmD (University of California, San Diego), RPh (CA), PGY-1 Oncology, Pharmacy Informatics (UC Irvine Infusion Center)

**Johnson, Narleski, PharmD**, Associate Professor, Clinical & Administrative Science, PharmD (USC), Oncology Pharmacist (Los Angeles County Dept. of Health Services), Trauma Center Pharmacist (MLK Hospital, ICU)

**Kim, Sarah, PharmD**, Assistant Professor, Clinical & Administrative Sciences, BSc (Biochemistry and Cell Biology, University of California, San Diego), PharmD (Loma Linda University, School of Pharmacy), Registered Pharmacist (CA), PGY-1 Pharmacy Residency

**Kunchandy, Joseph, PhD**, Associate Professor, Clinical & Administrative Sciences, BPharm (Institute of Pharmaceutical Sciences, Medical College, Trivandrum, Kerala University, India), M. Pharm (Institute of Pharmaceutical Sciences, Panjab University, Chandigarh, India), PhD (Institute of Pharmaceutical Sciences, Panjab University, Chandigarh India), Postdoctoral Fellow (UCLA School of Medicine, Los Angeles, CA), Postdoctoral Fellow (University of Oklahoma, School of Pharmacy, RPh (CA)

**Nguyen, Elaine, PharmD**, Assistant Professor, Clinical & Administrative Sciences, BS (University of California-Irvine), MS Healthcare Administration (Oklahoma State University), PharmD (Western University of Health Sciences, Pomona, CA), PGY-1 residency; RPh (CA), Juris Doctor (Purdue Global)

**Lee Meyer, PharmD**, Associate Professor, Clinical & Administrative Sciences, BA (University of the Pacific College of the Pacific), PharmD, University of the Pacific School of Pharmacy); Board Certification – Geriatrics, BCPS RPh (CA)

**Nguyen Elaine, PharmD**, Assistant Dean of Experiential Education, BS (University of California-Irvine); MS Healthcare Administration (Oklahoma State University); PharmD (Western University of Health Sciences, Pomona, CA); RPh (CA)

**Nguyen Jimmy, PharmD**, Assistant Professor, Clinical & Administrative Sciences, Doctor of Pharmacy from Chapman University, Bachelor of Science from the University of California in Biological Sciences

**Overby, Halline, MD** (Howard University), American Board of Medical Oncology, Fellowship Hematology-Oncology (UCLA)

**Yuan, Carol, PharmD**, Assistant Professor, BS (CSU, East Bay), PharmD (Western University of Health Sciences, CA).

**Zhang, Boris, RPh, PharmD**, Assistant Professor, Clinical & Administrative Science, PGY-1 & 2 Academic Fellow, Pharmacotherapy Department (Washington State University), PharmD (Washington State University), BS in Chemistry (University of Nevada, Reno), RPh WA

#### General Education FACULTY

**Chair, General Education: Coffman, Jonathan, PhD, MBA, BA** BA-Southeastern University, Lakeland; PhD-University of Tennessee Health Science Center, Memphis; MBA-Nova Southeastern University, FL, Davie

**Baker, Christina, MBA, MS, MA, BA** – MBA-Hope International, CA; MS-Capella University, MN (Education); MA - California State University, CA; BA - California State University, CA (Speech and Communication).

**Carter, Duane, MA, BA** – MA-Whitworth University, WA (Teaching); JD-Irvine University School of Law, CA; BA - St. Martin's College, WA (Psychology/History).

**Candelario, Jose, D.C., PhD**. Ph.D. Health Sciences, Liberty University, Lynchburg; MBA, University of Illinois; MS in Human Biology, Liberty University, Lynchburg,

**Davis, Brent, PhD, BA, MA** – BA Psych Fresno Pacific UniversityMA Psych Cal State FresnoMA Applied Linguistics USC; PhD Speech Science & Tech USC

**Dillague, Gene, MD, MSCR, BA** – MD-University of Sto. Tomas, Philippines; MSCR-American University of Health Sciences (AUHS), Signal Hill, CA; BA - Adamson University, Philippines (Sociology).

**Hernandez, Paloma, MA, BA** – MA-California State Long Beach, CA (History); BA-University of California Santa Barbara, CA (History).

**Hussain, Alamdar, PhD, Bpharm** - (Kakatiya University, India), 2000; PhD (Texas Tech University Health Sciences Center, Amarillo), 2005.

**Koval, Grygorii, PhD(c), MA**. BA/MA in Music, MA Music Performance, Zurich University. ; Doctoral Degree in Music (Pending completion of Dissertation, University of Southern California, USA).

**Landry, Kate, BA, MA, MFA** - BA-College of the Holy Cross, MA; M. Ed-University of Framingham; MFA-Laguna College of Art and Design

**Patalano, Anthony, BS, CA, PhD** - BS-University of Redlands, CA (Chemistry); PhD-University of California Riverside (Organic Chemistry)

**Queida, Maher, MA, BA**. MA in Public and International Affairs - Security Studies, University of Pittsburgh; BA in Political Science and International Affairs, University of California, Riverside

**Ryan, Steve, BA, MA - BA (English)** – The College of Staten Island, Staten Island, NY; MA (English) – City College of New York, New York, NY

**Truong, Tien Quang, MA, BA** – MA, California State University, CA – Mathematics; BA – Mathematics, California State University, Fullerton, CA

**Uvero, Marilyn, PhD(c), EdD, MSN, BSN, RN** -VP/COO & Provost/CNA PhD(c), Walden University, MSN, Public Health Policy and Administration, EdD, Nova Southeastern University, FL, Higher Education Leadership; MSN, California State University, CA

**Wu, Pamela, PhD** – Doctor of Public Administration – University of Laverne; MS – Nutritional Science, California State University, Los Angeles; BS- Consumer Science, California State University, Los Angeles

## STUDENT ACTIVITIES AND SERVICES

*"I no longer call you servants because a servant does not know his master's business. Instead, I have called you friends, for everything that I learned from my Father I have made known to you. You did not choose me, but I chose you and appointed you so that you might go and bear fruit—fruit that will last—and so that whatever you ask in my name the Father will give you. This is my command: Love each other.*

~John 15:15-17



Office of the Student Affairs and Services

## STUDENT ACTIVITIES AND SERVICES

### General Information

The Student Affairs/Services Department at American University of Health Sciences provides assistance to all students throughout their University experience. The University is committed to providing an environment that supports students in achieving their personal and professional goals. The University endeavors to provide high quality services in an efficient manner, subject to ongoing evaluation by students and faculty.

### Advising

AUHS is dedicated to helping students remove obstacles to achieving success. While Student Services Representatives are available to all students to assist in such areas as problem-solving, setting goals, attending class, academic success, or personal issues, student is also assigned a faculty advisor and financial administration for their financial concern once they begin matriculation. Informal one-on-one meetings give students the

chance to seek assistance, air frustrations, and share accomplishments with direct feedback from University staff who will take action, if necessary, to help students alleviate the concern, and, more importantly, encourage the student's continued success. These meetings with advisors can be held anytime or by appointment during regular University hours.

In addition, AUHS offer peer mentoring programs that provide students the opportunity to connect with students currently attending. These peer-to-peer relationships can be great networking opportunities as well as a chance to learn about the student experience from another student's perspective.

#### **Center for Academic Success (CAS)**

The Center for Academic success (CAS) is committed to maximizing the academic potential of each student by empowering them to move seamlessly throughout their educational program. The CAS is devoted to helping all students meet their individual goals and academic success regardless of age, gender, race, or physical ability.

#### **Students Needing Counseling Services**

Sometimes students find themselves in need of assistance to learn how to deal with various psychological and social issues. AUHS provides a safe and confidential place to talk with a professional about concerns or problems, no matter how minor or serious, which might interfere with personal growth or academic achievement. To schedule an appointment, contact AUHS Counselor at [auhscounselor@auhs.edu](mailto:auhscounselor@auhs.edu) or (562) 988-2278.

#### **University Student Orientation**

University Student Orientation is required for all entering students. This unique orientation session teaches students the keys to being a successful student at American University of Health Sciences. It includes an introduction to both the academic and student life aspects of the University and a fun and engaging way to meet other students, faculty, student organizations, and staff. It provides students with opportunities to become more familiar with University Services, policies, and procedures. Ask the Student Affairs/Services department when the next session is going to be held.

#### **Housing**

American University of Health Sciences does not maintain housing (no dormitories) for students, nor does it make specific recommendations regarding housing. However, housing accommodation is available in the community and is estimated to cost approximately \$800 to \$1,000/mo. AUHS has no responsibility to find or assist a student in finding housing.

#### **Career Services**

While the University provides job placement assistance, no guarantee for employment can be made. Career Services department is committed to supporting students and alumni in launching and advancing their careers

#### **Alumni Services**

Career Advising continues after students graduate from AUHS. Alumni are always welcome to contact AUHS Career Services office for assistance conducting a job search.

To support students and graduates in attaining their career goals, Career Services staff focus both on assisting students in developing career search skills and on introducing students to businesses that may help them attain their professional goals. Career services provided to students:

1. One-on-one and small group coaching and feedback sessions
2. Workshops offered either during or outside of class sessions
3. Resume Reviews
4. Mock Interviews
5. Career search tools and techniques
6. Networking events

#### **Student Activities**

The University provides the opportunity for students to participate in a number of extracurricular activities. Students are encouraged to participate in professional organizations, student associations, and events that are offered both on- and off-campus listed on our Community of Interests calendar. These events are designed to help students be involved and give back to their community and to develop career-readiness skills. Students often report that the more engaged they are in campus events, the more beneficial and enjoyable their AUHS experience and education.

#### **Clubs and Organizations:**

##### **Student Nurses Association (SNA)**

Student Nurses Association (SNA) is a professional organization for nursing students that allows them to get involved professionally in the nursing field. It offers students the opportunity to develop the leadership skills that will help them throughout their career as a nurse. The purpose of this organization is to: 1) Bring together and mentor students preparing for initial licensure as baccalaureate prepared nurses; 2) Convey the standards and ethics of the nursing profession; 3) Promote development of the skills that students will need as responsible and accountable members of the nursing profession; 4) Advocate for high quality, evidence-based, affordable and accessible health care; 5) Advocate for and contribute to advances in nursing education; 6) Develop nursing students who are prepared to lead the profession in the future.

##### **AUHS – SON Honors Society**

The Honors Society was created to recognize the excellence and commitment the students at AUHS have towards education and in the field of nursing. It serves its students by facilitating professional growth through development, dissemination, and utilization of knowledge. The Honors Society serves as a link between the classroom and the nursing profession by advancing leadership and promoting roles that reach beyond the classroom setting based on a commitment to strengthening nursing. Programs and services encompass education, discipline, research, and Christianity through interaction with fellow peers and faculty.

In support of this mission, the Society advances nursing leadership and scholarship, and furthers the use of nursing research in health care delivery as well as public policy.

## **Alpha Alpha Sigma Chapter, Chapter Number 592 of Sigma: Global Nursing Excellence International Honors Society of Nursing**

On May 1, 2021, the Sigma Board of Directors recommended and announced the chartering of AUHS chapter. American University of Health Sciences was chartered to become a Sigma Chapter, known as Alpha Alpha Sigma Chapter, chapter number 592 of Sigma. AUHS received its chapter's coat-of-arms plaque, which symbolizes the ideals of Sigma and is inscribed with AUHS chapter's name and chartering date and as a symbol of continued commitment to nursing excellence and the society's purposes.

Sigma is an international community of nurses, dedicated to the advancement of knowledge, teaching, learning, and service through the cultivation of communities of practice, education, and research. Sigma has been recognizing and celebrating excellence in scholarship, leadership, and service within nursing and midwifery. The Society Sigma members are leaders at all levels of the healthcare industry and only extends its membership to students in baccalaureate or graduate level programs who have demonstrated superior academic achievement, academic integrity, and professional leadership potential and to nurse leader candidates exhibiting exceptional achievements in nursing <https://www.sigmanursing.org/why-sigma/about-sigma>.

To be eligible for membership; achieve academic excellence. For universities/institutions of higher education that use a 4.0 grade point average system to measure academic achievement, baccalaureate students must have a cumulative grade point average (GPA) of at least 3.0. For more information on membership eligibility, please access

<https://www.sigmanursing.org/why-sigma/sigma-membership/apply-now/student-membership-criteria>

## **RHO CHI HONOR SOCIETY**

"The Rho Chi Society is the national academic honor society in pharmacy and serves as a means for the advancement of the profession. Membership into The Rho Chi Society distinguishes students by their outstanding academic and professional achievements. The vision of the Society is to instill in its members' the desire to pursue intellectual excellence and critical inquiry to advance the pharmacy profession. The Society promotes high standards of conduct and character and seeks recognition of its members as lifelong intellectual leaders in pharmacy.

## **Association for Clinical Research Professionals (ACRP)**

Association for Clinical Research Professionals (ACRP) is an international nonprofit association of over 20,000 professionals involved in clinical research. Founded in 1976, ACRP's charter states that the "basic aim of the Society is to promote the dissemination of information, the exchange of ideas, and the development of educational experiences for the purpose of professional growth." Today, over 30 years after its founding, ACRP remains a primary source of education, information, professional development, and networking for clinical research professionals.

ACRP welcomes clinical research professionals from a wide variety of organizations and roles. The Association provides the industry's primary venue for professionals representing different industry segments and roles to exchange information and resources.

## **STUDENT CONDUCT AND DISCIPLINE**

In addition to the Academic Integrity policy found in the ACADEMICS section, American University of Health Sciences has a policy on Student Conduct and Discipline that applies to prospective and existing students.

The following behaviors are not in harmony with the educational goals of the University:

1. Academic dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the University.
2. Forgery, alteration, misuse, or mutilation of University documents, records, identifications, educational materials, or University property.
3. Obstruction or disruption of teaching, administration, disciplinary procedures, or other activities including public service functions or other authorized activities on the campus.
4. Interfering with the learning process of other students, classroom presentation, or individual instruction being conducted in any class, laboratory, and authorized activity.
5. Physical or verbal abuse of, or threats toward, any person, including harassment or stalking, or conduct which threatens or endangers health or safety of individuals or the campus community at large.
6. Theft of or unauthorized removal of or damage to property of the University or using or attempting to use University property in a manner inconsistent with its designed purpose.
7. Unauthorized entry to, use, or occupation of University facilities.
8. Intentional and unauthorized interference with a right of access to University facilities or freedom of movement or speech of any person on the premises.
9. Use or possession of firearms, ammunition, knives, or other dangerous weapons, substances, or materials (except as expressly authorized by the University), bombs, explosives, or incendiary devices prohibited by law.
10. Disorderly conduct or lewd, indecent, or obscene conduct or expression.
11. Violation of a federal, state, or local ordinances including but not limited to those covering alcoholic beverages, narcotics, dangerous drugs (as detailed in the Drug Free Schools Act), peer to peer file sharing, identity theft, gambling, sex offenses, or arson, which violation occurs on or through use of University property.
12. Rioting, or raiding, abetting, encouraging, or participating in a riot.
13. Failure to comply with the verbal or written directions of any University official acting in the performance of his/her duty and in the scope of his/her employment or resisting designated campus security personnel while acting in the performance of his/her duties.
14. Aiding, abetting, or inciting others to commit any act of misconduct set forth in 1 through 12 above.
15. Conviction of a serious crime. (Upon the filing of charges in civil court involving an offense which is of a serious nature and upon determination that the continued presence of the student would constitute a threat or danger to the University community, such student may be temporarily suspended pending disposition of the charges in civil court)

Violation of any of the above may subject the student to any of the following:

- a. Reprimand
- b. Specific restrictions
- c. Disciplinary probation
- d. Temporary suspension
- e. Permanent suspension

Disciplinary proceedings and sanctions specific to Peer-to-Peer file sharing and Drug and Alcohol-related offenses are available through Student Affairs/Services department.

Judicial Processes for all Code of Conduct violations, victim's rights, and rights of the accused are detailed in the Annual Campus Security Report, distributed to all new students during their first quarter of enrollment and to all students on October 1 of each year.

After being suspended, a student may be re-admitted only after the Chief Academic Officer approves a written request. Some drug and alcohol-related offenses may result in the student's loss of Title IV financial aid eligibility. Readmission will be on a probationary basis only. Any further infraction of the policies and rules will necessitate permanent suspension.

## STUDENT'S RIGHTS AND RESPONSIBILITIES

The University recognizes that as a member of an academic community, students have rights. These rights are grounded in federal and local statutes as well as in the philosophy of education and learning. Student's welfare and the conditions under which they study must be safeguarded. Campus policies and procedures seek to guarantee these rights. Student understanding and cooperation are essential to the successful implementation of this structure.

[AMERICANS WITH DISABILITIES ACT POLICY](http://auhs.edu/resources/disability-resources/) (also found on <http://auhs.edu/resources/disability-resources/>).

**Purpose:** To establish uniform guidelines in order to promote a work and educational environment at American University of Health Sciences (AUHS) that is free of discrimination, harassment or retaliation for people with disabilities and to ensure compliance with federal and state laws pertaining to qualified individuals with disabilities in all AUHS programs, services, and activities.

**Applicability:** This policy applies to students and student applicants.

### I. Policy Statement

The American University of Health Sciences (AUHS) Policy of Accommodations and Support Services to Students with disabilities prohibits unlawful discrimination, harassment, or retaliation against students on the basis of a disability or a perceived disability in AUHS all programs, services, and activities, in accordance, with but not limited to, the Americans with Disabilities Act of 1990, as amended (ADA); Section 504 and 508 of the Federal Rehabilitation Act of 1973, as amended; the Donahoe Higher Education Act; Education Code Section 67302 and 67310-13; and Sections 11135 and 12926 of the Government Code.

### II. Definitions

An individual with a disability is defined as any person who has a physical or mental impairment which substantially limits a major life activity or has a record of such an impairment. The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants, or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; or learned behavioral or adaptive neurological modifications. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Qualified individual with a disability means an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by AUHS. It also means an individual with a disability who meets the academic and technical standards requisite for admission or participation in the education programs of the AUHS campuses. This includes students with disabilities participating in clinical or field placements that are offered as part of a program's field of study.

The ADA and Section 504 of the Rehabilitation Act require AUHS to provide appropriate and reasonable academic and employment accommodations to students with disabilities unless doing so would create an undue hardship, compromise the health and safety of members of the community, or fundamentally alter the nature of the University's employment or academic mission. As described more fully herein, the University engages in an interactive process with the student to determine disability status and accommodation needs.

### III. AUHS Disability Categories for Reporting Purposes

For reporting purposes, an individual shall be counted only in one category, that of the primary dysfunction. [Although ADA guidelines and California state law do not require that universities provide accommodations to students with temporary disabilities, AUHS may decide on a case-by-case basis to provide accommodations and support to temporarily disabled students. These students do not constitute a separate category but shall be reported in one of the disability categories based on the nature of their disability. In accordance with the ADA Standards, AUHS has established nine broad disability categories to be used for accommodation and reporting purposes]

- A. Visual limitation: Blindness or partial sight to the degree that it impedes the educational process and may necessitate accommodations, support services, or programs.
- B. Communication disability: Limitations in the speech and/or hearing processes that impede the educational process and may necessitate accommodations, support services, or programs.
- C. Deaf and Hard of Hearing: Limitation in the hearing process that impedes the educational process and necessitates accommodations, support services, or programs. Students in this category may require communication accommodation such as oral or sign language interpreters, note taking services, or real-time captioning services.
- D. Mobility limitation: Limitation in locomotion or motor functions that indicates a need for accommodations, support services, or programs. Included in this category are persons who have asthma, cardiovascular problems, or other physical limitations that restrict the ability to function without accommodation in the campus environment.
- E. Learning disability: A generic term that refers to the heterogeneous group of disorders manifested by difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities presumed to be due to central nervous system dysfunction. Although a learning disability may exist concomitantly with other disabling conditions (e.g., sensory impairment) or environmental influences (e.g., cultural / language differences or conditions defined in the current Diagnostic and Statistical Manual of Mental Disorders), the learning disability is not the direct result of those conditions or influences.
- F. Attention Deficit/Hyperactivity Disorder (ADHD): A neuro-cognitive disorder characterized by inattention, restlessness, impulsivity, and behavioral dysregulation, or a combination of these. Problems with focus and attention manifest as chronic problems with concentration, organizing work, planning, sustaining effort, and utilizing short-term memory. AD/HD is not the result of a psychological or psychiatric disorder, such as schizophrenia, chronic depression, or a personality disorder.
- G. Acquired Brain Injury: External or internal trauma to the brain, before or after birth from environmental injury, alcohol or drug abuse, stroke, infections, tumors, or oxygen deprivation, which results in functional limitation in cognition (i.e., memory, language, attention and concentration, executive functions), mood, and motor coordination.
- H. Psychological or Psychiatric Disability: Chronic and persistent mental illnesses as categorized by the current Diagnostic and Statistical Manual of Mental Disorders, that impede the educational process and may necessitate accommodations, support services or programs.
- I. Other Functional Limitations: Any other disability, such as a dysfunction of a body part or process or a neurological disability that necessitates accommodations, support services, or programs, and that does not fall within the categories listed above.

#### IV. Process

- A. The AUHS Provost or his/her designee shall have the primary responsibility for ensuring that all campus programs, services, and activities are available to students with disabilities.
- B. Authority to Determine Disability Status: The Provost or his/her designee shall have the ultimate authority to determine the disability status of a student, and the decision shall be subject to the provisions below and to established appeal procedures. The Provost or his/her designee may, at his or her discretion, waive the student requirement of providing documentation of a disability (see below) for disabilities determined by the Provost or his/her designee to be evident.
- C. It is the responsibility of the student to request an accommodation and to follow the processes set forth in the AUHS "Disability Notification and Accommodation Request" form. This form may be obtained from the Student Affairs/Student Services Department or online at <http://auhs.edu/resources/disability-resources>. A student who does not request an accommodation will not be given one. Likewise, a student with a disability who chooses not to have any accommodations is under no obligation to seek or obtain one. Students with disabilities who require accommodations, aids, or services should submit the Disability Notification and accommodation Request form at least 6 weeks prior to the start of the quarter to the Director of Student Affairs/Student Services. Students who request accommodations must include health professional's documentation to verify impairment exists and to substantiate accommodations needed. Sources of documentation include a professional qualified to assess the nature and extent of the disability, or a recognized and reliable source that provides appropriate standards in the applicable field. Examples include a licensed physician, psychologist, audiologist, or a speech pathologist, or a licensed clinical social worker, rehabilitation counselor, marriage, and family therapist, learning disability specialist, or other appropriate certified/licensed professional. The documentation will include a description of the student's current impairment, an explanation of the student's limitation on major life activities (or bodily functions), suggested accommodations, and a statement that explains how the student's identified functional limitations relate to the suggested accommodations. Students granted accommodations will receive a written approval within 5 school days of submission of their Disability Notification and Accommodation Request form setting forth the specific accommodation(s) granted. AUHS will make all reasonable efforts to respond to a Disability Notification and Accommodation Request forms and arrange for any granted requests before the quarter commences. However, AUHS cannot guarantee that late requests will be resolved by the first day of class. A student who submits a Disability Notification and Accommodation Request form with insufficient time for the University administration to respond before the quarter commences may opt either to attend classes without the requested accommodation or to delay attending classes until the request is addressed..

In the latter case, the student will be allowed to make up any course work or examinations with the approved accommodations when approved address the request before the quarter commences may opt either to attend classes without the requested accommodation or to delay attending classes until the request is addressed. In the latter case, the student will be allowed to make up any course work or examinations with the approved accommodations when approved.

#### D. Confidentiality

AUHS shall maintain appropriate confidential records that identify students with disabilities. These records shall include the student's name, address, campus student identification number, nature of disability, support services needed, and verifying statement of the assistant director or designee of services to student with disabilities, and documentation provided by the student. All such records, including student medical records, shall be considered "education records" protected by the Family Educational Rights and Privacy Act of 1974 (FERPA) and its regulations. Although certain medical records are exempt from FERPA's definition of "education records", that exemption does not apply to student medical records maintained by a campus program for services to students with disabilities. Accordingly, confidential records will be protected in accordance with FERPA regulations with the purpose of providing appropriate academic accommodations or adaptation of curricula. Information about the student may be released with the student's informed written consent in accordance with FERPA or other applicable legislation.

The statement of approved reasonable accommodation is found at: <https://www.auhs.edu/campus/student-services/disability-resources/Implementation-of-Approved-Reasonable-Accommodations.pdf>

## II. Student Accommodation Denial Appeal

### A. Student Appeal Process

Students denied the requested accommodation may appeal the decision through the University's informal and formal dispute resolution process. AUHS has adopted and published grievance procedures providing appropriate due-process procedures and for prompt and equitable dispute resolution.

#### **AUHS POLICY AND PROCEDURE REGARDING: RESPONDING TO STUDENT COMPLAINTS THAT A PROFESSOR IS NOT IMPLEMENTING AN APPROVED ACADEMIC ADJUSTMENT**

AUHS is committed to a fair process for the resolution of student complaints that a Professor is not implementing an approved academic adjustment.

The following process may be used by students with disabilities to resolve complaints that a Professor is not implementing an approved academic adjustment.

A student who believes that his or her professor is not implementing the student's approved academic adjustment(s) is encouraged to seek resolution through the office of the Assistant Director of Student Services. Students are encouraged not to discuss any disagreement with the Professor regarding academic adjustments directly with the Professor. If the Professor initiates such a conversation, the student is encouraged to refer the Professor to the office of the assistant Director of Student Services.

A student who believes that his or her Professor is not implementing the student's approved academic adjustment(s) should promptly inform the Office of the Assistant Director of Student Services so that an investigation can take place and corrective action, if necessary, can be taken to prevent recurrence and to correct its effects. Complaints that a Professor is not implementing the student's approved academic adjustments generally cannot be resolved until the student informs the office of the Director of Student Affairs of the situation.

While it is recommended that the student promptly inform the office of the Assistant Director of Student Services, all complaints must be filed no later than 60 calendar days after the event giving rise to the complaint, or within 30 calendar days after the end of the quarter, whichever is longer. The time period for filing a complaint may be extended for good cause as determined by the Provost or his/her designee. Students are encouraged to use the Student Grievance Form for Claims of Discrimination, Harassment and Retaliation ("Complaint") but it is not required, and submit it to the Assistant Director of Student Services, or a designee. If a Complaint is presented in another written format, such as a letter, the University may ask the student to provide additional information for completeness and clarity. If a student is unable to complete the complaint form due to a disability, a designee of the Assistant Director of Student Affairs will assist the student. A copy of the Complaint form can be found at <http://www.auhs.edu/resources>. A student may choose to participate in an Optional Informal Managed Resolution Process, or the Formal Resolution Process, described below. While a student is encouraged to begin with an informal resolution, a student may choose to start with formal resolution.

#### 1. Handling of a Complaint and Interim Measure:

- 1.1 After a complaint is received, AUHS's Director of Student Services or the Assistant Director's designee will either assign him or herself the role of Investigator or select an impartial staff member from the office of the Assistant Director of Student Affairs who has received training in the University's obligations with regards to Section 504 of the Rehabilitation Act of 1973 and the University's policies and procedures regarding the implementation of students' approved academic adjustments. The Investigator may have access to legal counsel as determined by the Executive Director of Student Services or the Provost.
- 1.2 After a complaint is received, the Investigator shall determine whether interim measures are necessary to protect the student involved. Any interim measures will be implemented in a manner that attempts to minimize the burden on the student.

#### 2. Optional Informal Managed Resolution Process

- 2.1 Within two school days of receiving the complaint, the Investigator shall notify the student of the option to proceed with an informal managed resolution process. This is an optional process that the student may terminate at any time. The student is not required to participate in this process or meet directly with the Professor.

2.2 If the student accepts the option to proceed with an informal managed resolution process, the Investigator and the Assistant Director of Student Services shall promptly confer with the Professor regarding implementing the student's approved academic adjustment. In conferring with the Professor, the Investigator and the Assistant Director of Student Services shall respect the privacy of the student regarding his or her disability and will not disclose to the Professor what the student's disability is. Once approved, the Professor must promptly and immediately implement a student's approved academic adjustments, upon notice. If the Professor has questions or concerns about how to properly implement the approved academic adjustment, the Investigator and the Assistant Director of Student Services will guide the Professor in implementing the adjustment.

In the event that the Professor disagrees with the student's approved academic adjustments, an interactive process will be engaged between the student, professor, Office of Student Services, and the Assistant Director of Student Services to determine any appropriate changes to the students' approved academic adjustments. Students denied a requested accommodation may appeal the decision through the University's informal and formal dispute resolution process. AUHS has adopted and published grievance procedures providing for appropriate due- process procedures and for prompt and equitable dispute resolution. If the Professor continues to dispute the appropriateness of an accommodation for a particular course, the Investigator and the Executive Director of Student Services will refer the disagreement to the Provost. The Provost will confer with the Investigator and the Executive Director of Students Services regarding an alternate accommodation, or agree that no accommodation is appropriate, or agree that the current approved academic adjustment is to be honored by the Professor. The professor is legally obligated to provide the approved academic adjustments to the student until the interaction and appeal process to change them have been completed. The student is not responsible for managing disagreements between the administration and a Professor regarding the appropriateness of an approved academic adjustment. The results of the determination by the administration will be memorialized in an Optional Informal Resolution Agreement that is sent to the student. If the student accepts the proposed informal resolution, the matter will be closed. The Professor shall sign the Optional Information Resolution Agreement, if accepted by the student, affirming that the Professor will abide by its terms and implement all approved adjustments. The Investigator will follow up with the student within 30 calendar days of acceptance of the Optional Informal Resolution Agreement to see if there have been new incidents or retaliation for making a complaint.

2.3 If the student does not accept the Optional Informal Resolution Agreement, the Complaint will be processed using the Formal Resolution Process.

### 3. Formal Resolution Process

#### 3.1 Investigation into Complaint:

An investigation into a Complaint will commence within five school days from receiving the complaint, unless Section 1 above is applicable, or the student withdraws the complaint. The Investigator will investigate the Complaint and document his or her efforts and findings. The investigation shall include, but not be limited to, review of records, notes, or statements related to the complaint; interviewing witnesses (if applicable); interviewing the student; and interviewing the Professor. At no time will the student and the Professor be interviewed together. The Investigator will make reasonable efforts to protect the privacy of the student and the Professor. In the course of the investigation, it may be necessary to reveal the names of the parties involved to witnesses. If this occurs, the investigator will stress to the witness/es that this is a confidential matter and ask that it not be discussed outside the investigation. Unfortunately, because the investigation may involve third parties who are not under the control of AUHS, AUHS cannot ensure confidentiality in connection with any investigation. The student and the Professor will have an equal opportunity to present relevant witnesses and evidence to the Investigator. Each party shall have the opportunity to comment to the Investigator, either in writing or in person, on the information learned in the investigation. A student's refusal to provide the Investigator with documents or other evidence related to the allegations in the complaint, failure, or refusal to cooperate in the investigation, or engagement in other acts to hinder the investigation may result in the dismissal of the Complaint because of a lack of evidence to support the allegations. Similarly, the Professor's refusal to provide the Investigator with documents or other evidence related to the allegations in the complaint, failure to participate in the investigation, or engagement in other acts to hinder the investigation may result in a finding that the Professor automatically violated his or her obligation to implement all approved academic adjustments to the student. The investigation must be completed within 30 calendar days after receiving a Complaint. This time period maybe extended by the Provost upon a showing of good cause that additional time is necessary to conduct a fair investigation. However, it is AUHS's policy to make reasonable efforts to complete the investigation within the 30-calendar-day time period. If an extension is needed, the Provost will notify the student and the Professor in writing of the extension and the reason for the extension.

#### 3.2 Written Report

Within 10 calendar days after the completion of an investigation, the Investigator will provide a written report of the investigation to the Provost and, if applicable, the Dean in charge of the Professor. The written report will include a summary of the allegations, a description of the investigation, a description of the relevant information gathered, and a determination of whether or not the Professor improperly failed to implement the student's approved academic adjustments.

investigation is that there was no failure to implement an approved academic adjustment, the Complainant Notice will also include the student's right to appeal the decision of the Provost within 15 calendar days of the date of the Provost's Complainant Notice. The Complainant Notice will include the procedures for initiating such an appeal. Within eight calendar days after receiving the report from the Investigator, the Provost will send a separate notice of the outcome to the Professor (Accused Notice). The Accused Notice shall state the outcome of the investigation, whether the allegations were substantiated and what, if any, corrective action will be taken to prevent recurrence of the issue and to correct its effects. The Professor will have the opportunity to appeal any finding that he or she violated the obligation to implement approved academic adjustments by filing an appeal within 15 calendar days of the date of the Accused Notice. The Accused Notice will include the procedures for initiating such an appeal. Should no request for an appeal be initiated within the time to appeal, the decision of the Provost will be final and binding.

### **3.3. Response to Complaint**

Within seven calendar days after receiving the report from the Investigator, the Provost must determine a response to the Complaint. In reaching a decision as to how to respond, the Provost may take into consideration the following:

- a. The report and recommendation of the investigation
- b. The effect of the misconduct of the student
- c. The type, frequency, and duration of the misconduct;
- d. Other incidents of alleged misconduct by the Professor;
- e. Advice of legal counsel or other professionals;
- f. Whether an Optional Informal Resolution Agreement was violated; and
- g. Any other information the Provost deems as relevant

If the Provost determines that the Professor improperly failed to implement the student's approved academic adjustment, the Provost will also determine the steps that will be taken to prevent recurrence of this, and to correct its effects on the student, and others. Within eight calendar days after receiving the report from the Investigator, the Provost will provide a written notice to the student (Complainant Notice) concerning the outcome of the investigation. The Complainant Notice shall state that an investigation was performed, the outcome of the investigation, and any remedies provided to the student. In order to maintain privacy rights, the Provost is not required to disclose every detail about the nature of any corrective action taken against the Professor. However, the Complainant Notice will include the consequences imposed on the Professor that relate directly to the subject of the complaint. The Complainant Notice shall advise the student that if he or she continues to be denied approved academic adjustments he or she should immediately report such incidents to the Investigator. Further, the Investigator will follow up with the student within 30 calendar days of the Provost's Complainant Notice to see if there have been new incidents or retaliation for making a complaint. The Investigator will keep a record of his or her findings and promptly investigate any further allegations and will notify the Provost in writing of the further allegations and investigation within 10 calendar days of learning of the further allegations.

If the outcome of the investigation is that there was no failure to implement an approved academic adjustment, the Complainant Notice will also include the student's right to appeal the decision of the Provost within 15 calendar days of the date of the Provost's Complainant Notice. The Complainant Notice will include the procedures for initiating such an appeal. Within eight calendar days after receiving the report from the Investigator, the Provost will send a separate notice of the outcome to the Professor (Accused Notice). The Accused Notice shall state the outcome of the investigation, whether the allegations were substantiated and what, if any, corrective action will be taken to prevent recurrence of the issue and to correct its effects. The Professor will have the opportunity to appeal any finding that he or she violated the obligation to implement approved academic adjustments by filing an appeal within 15 calendar days of the date of the Accused Notice. The Accused Notice will include the procedures for initiating such an appeal. Should no request for an appeal be initiated within the time to appeal, the decision of the Provost will be final and binding.

### **4. Appeal Process**

To appeal a decision of the Provost, the appealing party must provide written notice ("Notice of Appeal") to the Dean of Students of his or her intent to appeal within 15 calendar days of the date of the Complainant or Accused Notice by the Provost. The Notice of Appeal must include the specific reasons for the appeal and any evidence the appealing party would like considered as part of the appeal. Within three school days of receiving the Notice of Appeal, the Dean of Students will provide notice to the non-appealing party of the appeal and the basis for the appeal. The non-appealing party will have 15 calendar days to respond to the statements in the appeal.

The appeal process will be limited to determining (1) whether the decision was supported by a preponderance of evidence; (2) whether the findings of the Investigator as to whether or not the incidents occurred are supported by a preponderance of the evidence; and (3) whether the investigation was conducted in a fair and impartial manner.

The appeal will be decided by an impartial panel selected by the President. The panel shall consist of three impartial persons who have received training in the legal obligations of Section 504 of the Rehabilitation Act. The President will appoint one person to chair the panel. The panel will receive and review the Notice of Appeal, a copy of the investigation notes, the report by the investigator, and the Complainant and Accused Notices. The chairperson will arrange meetings of the panel to discuss the appeal and render a decision.

The written appeal decision shall include a summary of the issues raised on appeal, a summary of the evidence considered, a decision as to the appeal, what evidence supports the decision, and what additional remedies, if any, are necessary. The panel will provide a written appeal decision of its findings to the student, the Professor, the Provost, and the Investigator within 50 calendar days of receipt of the Notice of Appeal. The decision of the panel is final and will conclude the complaint process.

## **Student Grievance Procedure for Claims of Discrimination, Harassment, and Retaliation**

Unlawful discrimination is defined as unjust, prejudicial, or different treatment of a person or group because of a Protected Category.

Harassment based on a Protected Category may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating.

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the unwelcomed conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by the AUHS.

Retaliation is a materially adverse action taken against a student who has, or is believed to have, reported, or opposed conduct the student reasonably and in good faith believed to be discriminatory, or participated in an investigation involving discrimination or harassment.

A student who believes that he or she has experienced or witnessed discrimination, harassment, or retaliation should promptly report such incidents to the office of the Director of Student Affairs so that an investigation can take place and corrective action, if necessary, can be taken to prevent recurrence and to correct its effects. All complaints must be filed no later than 60 calendar days after the event giving rise to the incident, or within 30 calendar days after the end of the quarter, whichever is longer. The time period for filing a Complaint may be extended for good cause as determined by the provost or his/her designee. Students must complete the Student Grievance Form for Claims of Discrimination, Harassment, and Retaliation ("Complaint") and submit it to the Executive Director of Student Affairs. If a Complaint is presented in another written format, such as a letter, the University may ask the student to complete the form. If a student is unable to complete the complaint form due to a disability, a designee of the Executive Director of Student Affairs will assist the student. A copy of the Complaint form can be found at <https://www.auhs.edu/campus/campus-safety/> may choose to participate in an Optional Informal Managed Resolution Process, or the Formal Resolution Process, described below.

### **1. Handling of a Complaint and Interim Measures:**

- 1.1 After a complaint is received, the Director of Student Affairs will either assign him or herself the role of Investigator or select an impartial faculty or staff member or third-party investigator who has received training in conducting an investigation and the laws regarding discrimination, harassment, and retaliation (the "Investigator"). The Investigator may have access to legal counsel as determined by the Executive Director of Student Services or the Provost.

In no event will the Investigator be a person who is alleged to have engaged in the complained of behavior (the "Accused"), a person who reports to a person who is the Accused, or a relative of the Accused. A copy of the complaint will be provided to the Accused's supervisor, if applicable.

Likewise, AUHS does not tolerate retaliation against persons who complain of discrimination or harassment or who participate in any investigation regarding discrimination or harassment.

- 1.2 After a complaint is received, the Investigator shall determine whether interim measures are necessary during the pendency of any investigation to protect the parties involved. Any interim measures will be implemented in a manner that attempts to minimize the burden on the individual making the complaint (the "Complainant").
- 1.3 Note: Students denied a requested disability accommodation may appeal the decision through this procedure. A neutral investigation will be completed, and the President will provide a complete response to such appeals within 10 calendar days.

2. Optional Informal Managed Resolution Process:

- 2.1 Within two school days of receiving the Complaint, the Investigator shall notify the Complainant of the option to participate in an informal managed resolution process. The Complainant is not required to participate in this process or meet directly with the Accused. This is an optional process that the Complainant may terminate at any time. During this optional process, the Complainant, and the Accused, along with the Dean of Students, Investigator, or other third-party neutral, attempt to resolve the dispute. The details of the Optional Informal Resolution Process will be kept confidential by all parties involved. The Optional Informal Resolution Process will last no longer than 10 calendar days from the date of the Complaint, regardless of whether the matter is unresolved at the end of the 10th calendar day.
- 2.2 If a resolution is reached in the Optional Informal Resolution Process, the details of the resolution will be memorialized in an Optional Informal Resolution Agreement that will be signed by the Provost and the Complainant. The matter shall be considered closed, and the Complainant is precluded from filing a new Complaint or an appeal concerning the same incident, except where the terms of the resolution are violated or have been ineffective in stopping the discrimination, harassment, or retaliation.
- 2.3 If the Complainant chooses to participate in this Optional Informal Resolution Process, the investigation into the complaint will be suspended until the completion of the optional Informal Resolution Process, or the Complainant terminates the Informal Resolution Process

2.4 When informal dispute resolution is unsuccessful or not possible, a Complaint will be processed using the Formal Resolution Process.

### 3. **Formal Resolution Process:**

#### 3.1 Investigation into Complaint

An investigation into a Complaint will commence within five school days from receiving the complaint unless Section 1 above is applicable or the student withdraws the complaint. The Investigator will investigate the Complaint and document his or her efforts and findings. The investigation shall include, but not be limited to, review of records, notes, or statements related to the complaint; interviewing witnesses; interviewing the Complainant; and interviewing the Accused. At no time will the Complainant and the Accused be interviewed together.

The person conducting the investigation will make reasonable efforts to protect the privacy of the Complainant and the Accused. During the investigation, it may be necessary to reveal the names of the parties involved to witnesses. If this occurs, the investigator will stress to the witness(es) that this is a confidential matter and ask that it not be discussed outside the investigation. Unfortunately, because the investigation may involve third parties who are not under the control of AUHS, AUHS cannot ensure confidentiality in connection with any investigation. The Complainant and the Accused will have an equal opportunity to present relevant witnesses and evidence. Each party shall have the opportunity to comment to the Investigator, either in writing or in person, on the information learned in the investigation.

A Complainant's refusal to provide the Investigator with documents or other evidence related to the allegations in the complaint, failure, or refusal to cooperate in the investigation, or engagement in other acts to hinder the investigation may result in the dismissal of the Complaint because of a lack of evidence to support the allegations. Similarly, the Accused's refusal provides the Investigator with documents or other evidence related to the allegations in the complaint, failure to participate in the investigation, or engagement in other acts to hinder the investigation may result in a finding that discrimination, harassment, or retaliation occurred and that appropriate remedies are necessary.

The investigation must be completed within 30 calendar days after receiving a Complaint. This time period may be extended by the Provost upon a showing of good cause that additional time is necessary to conduct a fair investigation. However, it is AUHS's policy to make reasonable efforts to complete the investigation within the 30-calendar-day time period. If an extension is needed, the Provost will notify the Complainant and Accused in writing of the extension and the reason for the extension.

3.2 Written Report Within 10 calendar days after the completion of an investigation, the Investigator will provide a written report of the investigation to the Provost and, if applicable, the Dean in charge of the Accused.

The written report will include a summary of the allegations, a description of the investigation, a description of the relevant information gathered, a determination of whether the incidents alleged occurred and the specific evidence to support this determination, and whether such incidents were based on a Protected Category. In determining whether the incidents alleged occurred, the Investigator may take into account the following:

- a. The statements made by the parties and all witnesses.
- b. The details and consistency of each person's account.
- c. Evidence of how the Accused reacted to the incident and the Complaint.
- d. The credibility of the evidence presented.
- e. Evidence of any past instances of unlawful discrimination, harassment, or retaliation or other misconduct.
- f. Any other information the Investigator finds as relevant. The decision of whether the incident(s) that occurred constitute prohibited discrimination, harassment, or retaliation based on a Protected Category must be supported by a preponderance of the evidence. A preponderance of the evidence means that the evidence presented shows that one result is more likely than not to be true.

#### 3.3 Response to Complaint

Within seven calendar days after receiving the report from the Investigator, the Provost must determine a response to the Complaint. In reaching a decision as to how to respond, the The details and consistency of each person's account.

- a. Evidence of how the Accused reacted to the incident and the Complaint.
- b. The credibility of the evidence presented.
- c. Evidence of any past instances of unlawful discrimination, harassment, or retaliation or other misconduct.
- d. Any other information the Investigator finds as relevant.
- e. The number of people engaged in the alleged conduct.
- f. The context of the alleged conduct.
- g. Other incidents of alleged misconduct by the Accused.
- h. Advice of legal counsel or other professionals.
- i. Whether an Optional Informal Resolution Agreement was violated.
- j. Any other information the Provost deems as relevant.

The decision of whether the incident(s) that occurred constitute prohibited discrimination, harassment, or retaliation based on a Protected Category must be supported by a preponderance of the evidence. A preponderance of the evidence means that the evidence presented shows that one result is more likely than not to be true.

## Response to Complaint

Within seven calendar days after receiving the report from the Investigator, the Provost must determine a response to the Complaint. In reaching a decision as to how to respond, the Provost may take into consideration the following:

- a. The report and recommendation of the Investigator.
- b. The effect of misconduct on the Complainant.
- c. The type, frequency, and duration of the misconduct.
- d. The relationship between the Complainant and Accused.
- e. The number of people engaged in the alleged conduct.
- f. The context of the alleged conduct.
- g. Other incidents of alleged misconduct by the Accused.
- h. Advice of legal counsel or other professionals.
- i. Whether an Optional Informal Resolution Agreement was violated.
- j. Any other information the Provost deems relevant.

The decision of whether discrimination, harassment, or retaliation occurred based on a Protected Category must be supported by a preponderance of the evidence. If the Provost determines that discrimination, harassment, or retaliation occurred, the Provost will also determine the steps that will be taken to prevent recurrence of any discrimination, harassment, or retaliation, and to correct its effects on the complainant, and others.

Within eight calendar days after receiving the report from the Investigator, the Provost will provide a written notice to the Complainant (Complainant Notice) concerning the outcome of the investigation. The Complainant Notice shall state that an investigation was performed, the outcome of the investigation, and any remedies provided to the Complainant. In order to maintain privacy rights, the Provost is not required to disclose every detail about the nature of any corrective action taken against the Accused. However, for complaints of discrimination, harassment, intimidation, or retaliation, the Complainant Notice will include the consequences imposed on the Accused that relate directly to the subject of the complaint, such as requiring that the Accused stay away from the Complainant, prohibiting the Accused from attending school for a period of time, or transferring the Accused to other classes or another school.

The Complainant Notice shall advise the Complainant that if he or she continues to experience or witness discrimination, harassment, or retaliation he or she should immediately report such incidents to the Investigator. Further, the Investigator will follow up with the Complainant within 30 calendar days of the Provost's Complainant Notice to see if there have been new incidents or retaliation for making a complaint. The Investigator will keep a record of his or her findings and promptly investigate, using Section 2.1, any further allegations and will notify the Provost in writing of the further allegations and investigation within 10 calendar days of learning of further allegations. If the outcome of the investigation is that there was no discrimination, harassment, or retaliation based on a Protected Category, the Complainant Notice will also include the Complainant's right to appeal the decision of the Provost within 15 calendar days of the date of the Provost's Complainant Notice. The Complainant Notice will include the procedures for initiating such an appeal. Within eight calendar days after receiving the report from the Investigator, the Provost will send a separate notice of the outcome to

the Accused (Accused Notice). The Accused Notice shall state the outcome of the investigation, whether the allegations were substantiated and what, if any, corrective action will be taken to prevent recurrence of any discrimination and to correct its effects. The Accused will have the opportunity to appeal any finding that he or she engaged in discrimination, harassment, or retaliation by filing an appeal within 15 calendar days of the date of the Accused Notice. The Accused Notice will include the procedures for initiating such an appeal. Should no request for an appeal be initiated within the time to appeal, the decision of the Provost will be final and binding.

### 4. Appeal Process

To appeal a decision of the Provost, the appealing party must provide written notice ("Notice of Appeal") to the Director of Students of his or her intent to appeal within

15 calendar days of the date of the Complainant or Accused Notice by the Student Services. The Notice of Appeal must include the specific reasons for the appeal and any evidence the appealing party would like considered as part of the appeal. Within three school days of receiving the Notice of Appeal, the Dean of Students will provide notice to the non-appealing party of the appeal and the basis for the appeal. The non-appealing party will have 15 calendar days to respond to the statements in the appeal.

The appeal process will be limited to determining (1) whether the decision as to a finding or no finding of discrimination, harassment, or retaliation was supported by a preponderance of evidence; (2) whether the findings of the Investigator as to whether or not the incidents occurred are supported by a preponderance of the evidence; and (3) whether the investigation was conducted in a fair and impartial manner.

The appeal will be decided by an impartial panel selected by the President. The panel shall consist of three impartial persons who have received training in the laws of discrimination, harassment, and retaliation. The President will appoint one person to chair the panel. The panel will receive and review the Notice of Appeal, a copy of the investigation notes, the report by the investigator, and the Complainant and Accused Notices. The chairperson will arrange meetings of the panel to discuss the appeal and render a decision.

The written appeal decision shall include a summary of the issues raised on appeal, a summary of the evidence considered, a decision as to the appeal, what evidence supports the decision, and what additional remedies, if any, are necessary. The panel will provide a written appeal decision of its findings to the Complainant, the Accused, the Provost, and the Investigator within 50 calendar days of receipt of the Notice of Appeal.

The decision of the panel is final and will conclude the complaint process.

## Definition of Sexual Harassment

- A. Any act of "quid pro quo" ("something for something") sexual harassment, where a student, supervisor, faculty or other employee with the power or authority to grant or withhold benefits or privileges, demands sexual favors in exchange for benefits or privileges. No student or employee should so much as imply that another student or employee's "cooperation" with sexual demands will have any effect on academic performance, career development, or any other aspect of education.
- B. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is used as the basis for decisions or has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating or hostile environment.
- C. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is used as the basis for decisions or has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating or hostile environment.
- D. Examples of conduct that is prohibited by this policy include, but are not limited to, the following conduct:
  - Explicit or implicit demands for sexual favors in return for benefits or privileges.
  - Unwelcome letters, email communications, or telephone calls of a sexual nature.
  - Distribution or display of materials of a sexual nature, including posters, screen savers or computer graphics, calendars, or pictures of men or women who are dressed in a suggestive manner.
  - Utilizing AUHS's facilities, time, or resources in relation to any form of entertainment, such as strippers or belly dancers, that tends to present men or women as sexual objects.
  - Physical assaults of a sexual nature or coerced sexual contact.
  - Unwelcome and deliberate touching, leaning over, cornering, pinching, or other untoward sexual behavior.
  - Unwelcome sexually suggestive looks or gestures.
  - Unwelcome pressure for sexual favors or dates.
  - Unwelcome teasing, jokes, remarks, innuendos, insults, questions, or vulgar language that relates to or is based on a person's sex. Students and staff are asked to be mindful of others around them. Comments not intended as harassment and not perceived as such by the person to whom they are directed, may be offensive and unwelcome to another employee or student who overhears them.
  - Affording favorable treatment to those who grant sexual favors, or unfavorable treatment to those who refuse to submit to or reject requests for sexual favors.

E. This policy prohibits sexual harassment of people of the opposite sex (male toward female, female toward male) or people of the same sex (male toward male, female toward female). This policy not only prohibits faculty sexual harassment of students, but it also prohibits misconduct by any member of our educational community toward a faculty member, staff member, or a fellow student.

### Reporting Prohibited Harassment, Including Sexual Harassment

- A. Students are encouraged to comply with this policy and to report conduct that they believe to be prohibited harassment.
- B. The students are encouraged to bring the improper conduct to the attention of the appropriate member of management using the following complaint procedure:
  1. Any student who believes that he/she is being harassed should promptly report his/her concerns to:
    - The Executive Director of Student Services, and/or
    - The Campus Program Dean/Academic Dean
    - SVP/COO & Provost/CNA, and/or
    - The Campus President
  2. It is the responsibility of each supervisor within his/her area of control to report student complaints in writing to the Campus President.
  3. American University of Health Sciences will investigate all harassment complaints, including talking with witnesses as appropriate, and in doing so will make every effort to treat the complaint and resulting investigation discreetly.
  4. If the report of prohibited harassment is substantiated, AUHS will take corrective action it deems appropriate. Based on the severity of the offense in the case of an employee violator, the action may include, but is not limited to, oral or written reprimand, demotion, suspension, or termination. Based on the severity of the offense in the case of a student violator, the action may include, but is not limited to, oral or written reprimand, suspension, or expulsion.
- C. If students have any questions regarding sexual harassment in the workplace or this policy, they should contact the Director of Student Services, Campus Program Dean/Academic Dean, or Campus President.
- D. The law prohibits retaliation for reporting any form of illegal harassment, or for filing a complaint, testifying, assisting, or participating in any manner in an investigation, proceeding, or hearing regarding any form of illegal harassment. American University of Health Sciences will take appropriate measures to ensure that no such retaliation occurs.
- E. Continued compliance with these policies will assure that the learning environment at American University of Health Sciences remains harassment free and that employees and students treat each other with mutual respect.

if a student, after following the grievance process outlined above, feels that the school still has not adequately addressed a complaint or concern, the student may consider contacting or writing to the following:

Bureau for Private Postsecondary Education (BPPE)  
1747 N. Market Blvd. Suite 225, Sacramento, CA 95834  
Telephone: 916-574-7720

Website: <https://bppe.ca.gov/>

California Board of Registered Nursing (BRN)  
1747 N. Market Blvd., Suite 150, Sacramento, CA 95834  
Telephone: (916) 322-3350 | (916) 574-7699  
Website: <https://www.rn.ca.gov/>

Commission on Collegiate Nursing Education (CCNE)  
655 K Street NW, Washington DC 20001  
Telephone: 202-887-6791  
E-mail: [firstinitial.lastname@ccneaccreditation.org](mailto:firstinitial.lastname@ccneaccreditation.org)  
Websites: <https://www.aacnnursing.org/>

Transnational Association of Christian Colleges and Schools (TRACS)  
15935 Forest Road, Forest, VA 24551 Telephone: 434-525-9539;  
Telephone: 434-525-9539;  
Website: <https://tracs.org/>

WASC Senior College and University Commission (WSCUC)  
1001 Marina Avenue, Suite 100, Alameda, CA 94501  
Telephone: 510.748.9001  
Website: <https://www.wscuc.org/>

Accreditation Council for Pharmacy Education (ACPE)  
190 South La Salle Street, Suite 2850, Chicago, Illinois 60603  
Telephone: 312-644-3575; FAX 866-228-2631  
Website: <https://www.acpe-accredit.org/>

## ACADEMIC STUDENT COMPLAINTS / GRIEVANCES (NOT FOR DISABILITY / HARASSMENT)

AUHS University recognizes that, on occasion, a student may have a concern or issue that necessitates a prompt and fair resolution. To address this issue, the student is to follow the prescribed series of steps in an effort to obtain a mutual and satisfactory resolution of the student's concern or issue.

Reasons for Academic Grievances:

- A claim is made that an inappropriate grade has been assigned because the faculty member has miscalculated the grades or misconstrued the science or evidence, and the student can demonstrate from the scientific literature that such is the case. Academic grievance cannot be brought because of the faculty member's alleged erroneous academic judgment (i.e., not a claim that course standards are too high, reading is too heavy, or the grade curve is too low).
- A student may present evidence that a course final grade was miscalculated due to faculty error; however, a 30-day time limit applies.
- Be grieved within 30 days of the occurrence of the incident.

If a student has an academic issue or concern, with the exception of the Student Harassment Policy referenced above, (e.g. parking, ID cards, grades, etc.), the first person with whom the student should talk is the faculty/instructor where the concern is focused. Talking to the Director of Student Services is the next step in the process. The director will attempt to coordinate a mutual and satisfactory resolution with the individuals or departments involved.

The following cases may NOT be grieved: Violations of the Academic Honor Code (specifically Academic Integrity and Student Conduct Violations which were considered serious enough to warrant a dismissal from the University).

Procedure for an Academic Grievance:

The procedure to file an academic complaint is as follows:

1. The student with a complaint should first try to reach agreement with the faculty member. Upon being notified of the student complaint the faculty member must meet with the student within 10 calendar days
2. If the faculty member does not meet with the student within 10 calendar days, or if such a meeting is inappropriate, or if the issue remains unresolved after the meeting.
3. The student may submit a written appeal to the Dean/Program Director who will attempt to mediate the complaint. The written appeal must be submitted within 5 calendar days of the meeting between the student and faculty member or 15 days from the first notice of the grievance
4. The Program Dean/Academic Dean/Chair must provide the grievant with a written decision on the appeal and a description of the proposed resolution, if any, no later than 15 calendar days after the submission
5. A student may appeal the decision by the Dean/Program Director to the Chief Academic Officer/Provost of AUHS. This appeal request must be submitted no more than 5 calendar days after the student's receipt of the Dean/Director's decision.
6. The office of the Chief Academic Officer/Provost of AUHS will establish an appeals panel committee within 15 calendar days of receipt of the appeal. If too close to the end of the quarter the panel must be convened within 15 days of the beginning of the next quarter. The panel shall be made up of 5 members. 2 faculties from the academic program. Two students are also on the panel. One student from the program and one student from one of the other programs on campus. The Director of Student Affairs/Student Services completes the 5 members' panel.
7. The panel shall schedule a hearing and -
  - Have all materials and testimony available for review 5 calendar days before the hearing;
  - Provide the student and faculty member an opportunity to examine all the documentation;

- Allow the selection of an advisor from the school community for the student and/or faculty; and
- Allow the student and faculty to submit summary statements at the hearing.

8. Submit a report of the panel's decision to the Chief Academic Officer of AUHS within 10 calendar days following the hearing.
9. If a student still cannot find a satisfactory resolution, he/she can take the next step and initiate a grievance process by presenting a signed Grievance Statement Form to the Campus President.

### Agreement to Binding, Individual Arbitration and Waiver of Jury Trial

The student understands that both the University and he/she irrevocably waive rights to a trial by jury and elect instead to submit all claims involving or between the parties and any past or present affiliates or employees to the binding, confidential decision of a single arbitrator instead of a court because it is fair, economical, and speedy. The arbitration shall be binding and conducted pursuant to the Federal Arbitration Act by the American Arbitration Association (AAA) under its Supplementary Procedures for Consumer-Related Disputes. The University and student also agree that if any provision of this agreement is found to be invalid or unenforceable, then such specific part or parts shall be of no force and effect and shall be severed, but the remainder of the agreement shall continue in full force. The signed arbitration agreement will survive the termination of the student's relationship with the University.

#### Terms of Arbitration

1. Neither the University nor the student shall file any lawsuit in any court against the other and agree that any suit filed in violation of this provision shall be promptly dismissed by the court in favor of an arbitration conducted pursuant to this provision. Both the University and the student agree that the moving party shall be entitled to an award of costs and fees of compelling arbitration.
2. The costs of the arbitration filing fee, arbitrator's compensation, and facilities fees that exceed the applicable court filing fee will be split equally by the student and the University for all claims less than \$75,000 and the student will be responsible for all fees if the student claims more than \$75,000. The student will not be responsible for arbitration fees if he/she demonstrates hardship and, if represented, his/her attorney does not advance clients' litigation costs. All fees, including attorney's fees, shall be paid by a party whose claims are determined to be frivolous. The arbitrator has power to award prevailing party attorney's fees and costs if a claim is based on a statute providing such fees to any party.
3. In order to respect the student's privacy and that of fellow students; promote the speedy resolution of the claim; recognize that the facts and issues are unique to the student alone; and recognize the significant amount of the student's tuition likely will allow the student to find a lawyer willing to take the case, the student will not combine or consolidate any claims with those of other students, such as in a class or mass action, or for the claims of more than one student to be arbitrated or litigated jointly or consolidated with any other student's claims.
4. Any dispute as to the arbitrability of a particular issue or claim shall be resolved in arbitration. Any issue concerning the validity of paragraph 3 above

must be decided by a court, and an arbitrator does not have authority to consider the validity of the waiver. If for any reason the class action waiver in paragraph 3 is found to be unenforceable, any putative class action may only be heard in court on a non-jury basis and may not be arbitrated under the Arbitration Agreement.

5. The student may opt out of this single-case provision by hand-delivering a written statement to that effect to the campus president of his/her campus within 30 days of the first execution of an Enrollment Agreement with the university.
6. Any remedy available from a court under the law shall be available in the arbitration. The arbitrator(s) shall not have the power to commit any error of material fact, in law, or in legal reasoning.
7. Nothing in the agreement prohibits the student from filing a complaint with the state regulatory agency or accrediting agency listed in the catalog.
8. Except as specifically required by law of the state in which the agreement is executed, the fact of and all aspects of this arbitration and the underlying dispute shall remain strictly confidential by the parties, their representatives, and the AAA.
9. To the extent the student has outstanding federal student loan obligations incurred in connection with the student's enrollment at the University, any arbitration award providing monetary damages shall direct that those damages be first paid towards those student loan obligations.
10. If the University the student loses in arbitration, the losing party may appeal for de novo review to a court of competent jurisdiction if permitted by applicable law. Once the notice of appeal is timely served, the arbitration award shall no longer be considered final for purposes of seeking judicial enforcement under the applicable arbitration statute. The final decision rendered by the arbitrator may be entered in any court having jurisdiction.

#### Procedure for Filing an Individual Arbitration

1. Students are strongly encouraged, but not required, to utilize the Grievance Procedure described in the catalog prior to filing arbitration.
2. A student who desires to file arbitration should first contact the campus president, who will provide the student with a copy of the AAA Supplementary Procedures for Consumer-Related Disputes. The most current AAA Supplementary Procedures for Consumer-Related Disputes is also available online at <https://adr.org/>. A student who desires to file arbitration should then contact the AAA directly to obtain the appropriate forms and detailed instructions.
3. A student may, but need not, be represented by an attorney in arbitration

4. Unless the parties agree otherwise, the location of the arbitration shall be in a locale near the student so long as the student is located in the United States.

5. Any or all of the provisions set forth in the Arbitration Agreement may be waived by the party against whom the claim is asserted, but such waiver shall be in writing, physically signed (not merely electronically signed) by the party waiving, and specifically identify the provision or provisions being waived. Any such waiver shall not waive or affect any other portion of the Arbitration Agreement.

## ADDITIONAL INFORMATION

### Copyright Infringement Policy

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading, or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

The Higher Education Opportunity Act of 2008 (HEOA) includes provisions that are designed to reduce the illegal uploading and downloading of copyrighted material through peer-to-peer (P2P) file sharing. These provisions include requirements that:

- Institutions certify to the Secretary of Education that they have developed plans to "effectively combat" the unauthorized distribution of copyrighted material.
- Institutions make an annual disclosure that informs students that the illegal distribution of copyrighted materials may subject them to criminal and civil penalties and describes the steps that institutions will take to detect and punish illegal distribution of copyrighted materials.
- Institutions publicize alternatives to illegal file sharing. • American University of Health Sciences currently employs bandwidth-shaping technology to prioritize network traffic, and blocks students' ability to access these sites from the student computer networks.
- American University of Health Sciences responds promptly to legitimate notices or letters of illegal copyright infringement based on the requirements of the Digital Millennium Copyright Act and directs both its Information Technology and Compliance departments to investigate and respond.

### Sanctions

American University of Health Sciences will cooperate fully with any investigation by public authorities related to illegally downloaded copyrighted information. Students found guilty will be subject to the full extent of fines and penalties imposed, as well as facing automatic loss of American University of Health Sciences network access, and possible suspension.

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 attorney 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.

For more information, please see the Web site of the U.S. Copyright Office at <https://copyright.gov/> especially its FAQs at <https://copyright.gov/help/faq/index.html>.

### Annual Disclosure and Education

Consistent with its educational principles, AUHS views education as the most important element in combating illegal sharing of copyrighted materials. The University uses a wide variety of methods to inform its community about the law and its internal response to copyright infringement claims:

- In order to use University computer resources, all students enrolled in American University of Health Sciences will endorse a Computer User Agreement that includes a section on copyright compliance.
- Posters are being mounted in student computer labs and Learning Commons to educate students and discourage illegal file sharing.

### Alternatives to Illegal File Sharing

American University of Health Sciences does not block access from campus to all legitimate sources of copyrighted material. Although it cannot maintain an up-to-date list of alternatives, it points students to the Educause list at:

<https://www.educause.edu/focus-areas-and-initiatives/policy-and-security/educause-policy/legal-sources-online>.

American University of Health Sciences will review this plan each year to ensure it is current and maintains the appropriate and necessary information to effectively combat illegal file sharing, as well as update the methods employed as new technological deterrents become available.

### AUHS is a Drug-Free Campus

American University of Health Sciences' students are expected to comply with local, state, and federal laws relating to the use of drugs and alcohol. The University will not tolerate conduct that disrupts the campus or the academic environment. The University values its relationship with the adjoining community and recognizes the right of its neighbors to be secure from abusive conduct, and potentially dangerous behavior caused by use of drugs and alcohol on campus property.

With this in mind, American University of Health Sciences has established a clear, concise policy related to the use of alcohol and drugs: the use, possession, sale, or distribution of any controlled substance; the use, sale, possession, or distribution of alcohol by anyone under the age of 21; and the unauthorized possession of any alcoholic beverages on campus property or used in the course of school-sponsored activities, are strictly prohibited.

American University of Health Sciences has also established sanctions for violations of this policy. The sanctions, ranging from warnings and substance abuse awareness programs for minor offenses to dismissal and/or referral to civil authorities for major and/or multiple offenses, are applied consistently and fairly. These sanctions, as well as the judiciary process that is followed, are discussed in detail in the Annual Safety and Security Report. The Institution recognizes that while the sanctioning process is educational in nature, students must understand that they will be held accountable for their actions in both the University setting and the external world. Therefore, American University of Health Sciences administrators will cooperate fully with law enforcement actions regarding use of drugs or alcohol on school grounds.

The Institution unequivocally prohibits the illegal possession and/or professionally unsupervised use of all prescription drugs, and controlled substances, including marijuana, by any member of its community. It is an especially serious offense to sell, provide, share, or distribute drugs. Drug paraphernalia discovered on AUHS campuses may be subject to confiscation. Selling or distributing drugs will result in suspension or dismissal from the University, in addition to possible prosecution by local authorities.

Information regarding AUHS's alcohol and drug abuse prevention program is published in the Annual Campus Safety and Security Report, which also includes information on the physical effects of drugs and alcohol, as well as local resources and abuse prevention programs. The document, distributed each year to all members of the AUHS community as a component of the Student Right-to-Know Notices and Disclosures mailing, is available from the Student Affairs/Services office. In addition, it is being posted on the American University of Health Sciences website.

### **Drug Free Schools Act**

AUHS forbids the use, possession, distribution, or sale of drugs or alcohol by students, faculty, or staff anywhere on the University's property or at University-sponsored events off-campus. Anyone in violation of state, federal or local regulations with respect to illegal drugs or alcohol may be subject to both criminal prosecution and campus disciplinary action.

### **Campus Crime and Security Act**

American University of Health Sciences is in compliance with the Campus Crime and Security Act of 1990 and publishes an annual report on approximately October 1 of each year. Should students become witnesses to or victims of a crime on campus, they should immediately notify University officials and report the incident to the local law enforcement agency. Emergency numbers are located throughout the campus.

### **Safety Information**

The security of all members of the campus is a primary concern to the University. Each year, AUHS publishes a report outlining security and safety information and crime statistics for the campus community. This report provides important policy information about emergency procedures, reporting of crimes, and information about support services for victims of sexual assault. The report on such crimes is available from the Director of Student Affairs / Services, who is responsible for maintaining records of all crimes that occur on campus.

### **Dress Code**

American University of Health Sciences is dedicated to instilling professionalism and attitudes in its students.

require a specific mode of dress in order to ensure safety. If a program requires a uniform, then the complete uniform is to be worn (please refer to Student Handbook for additional policies).

### **Library Services**

The University maintains a number of reference books, journals, and other pertinent publications. These reference materials are kept for use on school premises but may be checked out by special permission of the instructor or Librarian. In these cases, all materials must be signed by the student and returned on the appointed date. Unreturned items will be charged to student account.

Students may also access the World Wide Web and other information portals of electronic retrieval from the designated Internet stations located in the library.

To gain access to such resources, students may use their student ID. Use of the student ID should gain access to any electronic portals available at the University. The Library has 24/7 access link that can be found in Canvas.

### **Center for IPE and Simulation Laboratory**

AUHS lab is supervised by the director of IPE & SIm Lab and in coordination with members of nursing faculty or nursing skills laboratory manager. The laboratory is open 20 hours per week to provide access to equipment and opportunity to practice skills to gain mastery.

### **Lost and Found**

Please contact the Student Affairs/Services Department for the location of the lost and found.

### **Parking Policies**

Please contact the Student Affairs/Services Department for parking policies.

### **Smoke-Free Campus**

AUHS is a smoke-free campus. Smoking or the chewing of tobacco products is not permitted within 200 yards of the campus perimeters.

### **Student ID Cards**

Student ID cards are required for building access and must be visible while on campus.

### **Student Official Email Address**

Students are required to use officially assigned AUHS email address upon enrollment and should be used in all correspondences to AUHS.

To ensure account security, AUHS's password policy requires all users to change their respective passwords every 180 days. This password change will impact the AUHS Email (Office 365).

AUHS student password must have at least 12 digits and contain one upper case letter, one lower case letter, one number, and one special character (i.e. &, \$, \*). You cannot use any of your five previous passwords

AUHS student email cannot be forwarded to personal email due to security policy.

## **Transportation**

Please contact the Student Affairs/Services Department for information regarding public transportation.

## **Visitors**

All visitors, including a student's guests, must register with the receptionist. The student is responsible for the guest's behavior while visiting AUHS.

## **Program Changes/Policy Guidelines**

American University of Health Sciences has the right, at its discretion, to make reasonable changes in program content, class schedules, materials, and equipment, as it deems necessary in the interest of improving the students' educational experience. American University of Health Sciences reserves the right to make changes in organizational structure, policy and procedures as circumstances dictate. When size and curriculum permit, classes may be combined to provide meaningful instruction and training, or team teaching may be facilitated to contribute to the level of interaction among students. When ongoing federal, state, accreditation, or professional changes occur that affect students currently in attendance, the institution will make the appropriate changes and notify the students accordingly.

## **Notice to Applicants and Students with Misdemeanor and Felony Convictions**

Employment in most healthcare positions requires a background check. The University does not believe that students should make a substantial investment of time and money if the ability to secure employment in the field of study is unlikely. Students in the Nursing and Pharmacy programs with misdemeanor convictions may not be able to be placed for their clinical course work or become licensed. Prospective students are required to disclose information relating to any felony or misdemeanor conviction to their admissions representative upon application or when the event occurs.

## **Background Check Policies**

All applicants to programs at American University of Health Sciences which lead to licensure are subject to a background check as part of the admissions process to their degree programs or prior to any clinical coursework required for the completion of the degree. The background check results must be such that they do not interfere with a student's ability to be placed in clinical settings or the student's eligibility for licensure. Additional requirements may be made by the clinical site to which a student is assigned. When a background check discloses a misdemeanor conviction, an outstanding arrest for a felony or misdemeanor, or other concern that would lead to denial of admission or drop

from the program, the affected student or applicant may appeal the decision to the Program Dean/Academic Dean/Chair of the program to which the student has applied. Should a student or applicant be dissatisfied with the decision of the Program Dean/ Academic Dean/ Director, the student or applicant may appeal in writing to the Office of the Chief Academic Officer/Provost, specifying why the original decision should be reconsidered. See grievance policy.

## **State and National Board Examinations/Licensure Requirements**

Certain costs related to state and national licensing and/or certification and registration examinations are the student's responsibility. American University of Health Sciences will provide students with information regarding test dates, locations, and fees whenever possible. Students should be aware that all test fees, unless stated on the enrollment agreement, are in addition to the tuition paid to the University. Students who choose to participate in state and national licensing and/or certification or registration examinations are responsible for paying the sponsoring organizations. Eligibility for licensure in the state of California (e.g., in nursing) is determined by the state. AUHS only certifies to the state that a student has met all the educational requirements and the state therefore determines eligibility. Students who have felonies in the records should check with the state prior to beginning any licensure program. To be recommended to the California Board of Registered Nursing (BRN) to take the licensure exam as a Registered Nurse, students must successfully complete the RN Prelicensure Certification Requirements listed in N460 Transition to Professional Practice and with a passing grade of C+. The results of this RN Prelicensure Certification Requirements will not impact the conferring of the bachelor's degree. Students are also advised to check with their academic department's administrative office to determine their responsibility for fees incurred in the course of professional testing, licensing, certification or registration. Since passing state and national board examinations are pre-requisite to students obtaining licensure in many fields, American University of Health Sciences places a high priority on preparing students to successfully pass these examinations. Students are urged to take state or national board examinations as soon after program completion as possible to enhance the likelihood of success. For further program-specific state and board examination requirements, see program specific information in this catalog.

## REGULATIONS

### ACADEMIC FREEDOM

With the major changes that are currently in process in academic health centers—in the teaching of students, in the status of health science school faculty, and in the conditions under which these faculty members work—it is urgent that clear-cut policies on academic freedom is formulated, made known, and addressed.

The modern health care industry is now more complex and market-driven, with instructors and professors often acting as entrepreneurs in research and in-patient care. It is marked by conflicting roles and responsibilities, both academic and nonacademic, for faculty members and administrators alike. The intense competition for private or governmental funding can affect the choice of research subjects, and in some instances, scientists in academic medicine are finding it difficult to secure funding for unorthodox research or research on matters that are politically sensitive. The growing reliance on the clinical enterprise at many medical schools, and the resulting expansion of the number of professors who are engaged mainly in clinical work, may serve to divert the schools from their teaching mission, and may implicitly or explicitly dissuade professors from devoting their attention to such activities as graduate teaching or academic service that are not income producing in nature.

Academic freedom should be especially nurtured and supported because of the constraints surrounding medical and clinical research. Rules governing genetic research and engineering, debates about the beginning and end of human life, and disputes about the use of animals for research and experimentation are examples of matters that can profoundly affect the work of medical school professors. While society may require restraints on the pursuit of knowledge in these and other similarly sensitive areas, basic principles of academic freedom, in the field as well as elsewhere in an institution of higher learning, must be observed.

The American University of Health Science upholds the following cornerstones of academics:

#### Freedom to Inquire and to Publish

The freedom to pursue research and the correlative right to transmit the fruits of inquiry to the wider community—without limitations from corporate or political interests and without prior restraint or fear of subsequent punishment—are essential to the advancement of knowledge. The pursuit of medical or clinical research, however, should proceed with due regard for the rights of individuals as provided by standard protocols on the use of human and animal subjects. Any research plan involving such matters must be reviewed by a body of faculty peers and/or the University Institutional Review Board (IRB) before the research is initiated and while it is being conducted. AUHS is a Christian University and within these perimeters, faculty is afforded academic freedom. All research protocols going to any external agencies must be reviewed and approved by the Provost at AUHS and a signature of approval must be affixed before the grant is sent to the agency.

#### Patents and Royalties from Patents

If a patent is expected to be produced from any and all research endeavors and other ongoing work produced at AUHS as a faculty member, the assignment of the patent must be made exclusively to AUHS. Similarly, royalties from all patents are also to be assigned to AUHS accordingly.

#### Freedom to Teach

The freedom to teach includes the right of the faculty to select the materials, determine the approach to the subject, make the assignments, and assess student academic performance in teaching activities for which they are individually responsible of which are in alignment with the Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and Course Learning

Outcomes (CLOs), without having their decisions subject to the veto of the Chief Academic Officer, Program Dean / Director / Chair, or other administrative officer as long as they follow University protocol related to respecting times for changing of texts, etc. (changing course 'required' textbooks requires ample notice to the librarian and program administrator). Teaching duties in health science schools that are commonly shared among a number of faculty members require a significant amount of coordination and the imposition of a certain degree of structure, and often involve a need for agreement on such matters as general course content, syllabi, and examinations <https://www.aaup.org/>. Often, under these circumstances, the decisions of the group may prevail over the dissenting position of a particular individual. When faculty members are engaged in patient care, they have a special obligation to respect the rights of their patients and to exercise appropriate discretion while on rounds or in other non-classroom settings.

#### Freedom to Question and to Criticize

Faculty members should be free to speak out on matters having to do with their institution and its policies to administration, and they should be able to express their professional opinions to administration without fear of reprisal. In speaking critically to administration, faculty members should strive for accuracy and should exercise appropriate restraint. Tolerance of criticism to administration, however, is a crucial component of the academic environment and of an institution's ultimate vitality.

Despite the serious challenges currently facing them, our institutions of academic health science should respect and foster conditions that are essential to freedom of learning, freedom of teaching, and freedom of expression.

#### Faculty Senate Bylaws

Each School (Nursing, Pharmacy, Clinical Research) maintains the Faculty Bylaws under the leadership of the Faculty Senate Chair. Faculty Bylaws are defined guidelines and procedures for the organization and governance of each school within the University. The purpose of having such guiding principles faculty members may understand their responsibility and faithfully perform their duties with respect to education, research/ scholarship, service, scholarship, cultural diversity and Christian Values, the pillars upon which the University is formed.

scholarship, cultural diversity and Christian Values, the pillars upon which the University is formed.

The principle upon which faculty bylaws are created includes providing for an effective means of collective collaborative participation by the faculty in the consideration, formulation, and implementation of recommendations and decisions related to the academic policies of the School and those University policies that affect the School and its faculty. Faculty Senate bylaws are governing documents, which provide the faculty members with an opportunity to express, through representation, their concerns, and opinions about matters vital to the welfare of the University, the program (school) and the excellence of its educational programs.

## INSTITUTIONAL PLAN

Obtaining alumni feedback, through alumni and Employer Surveys, is vital to the success of the current students.

Understanding the demands placed on our students as they enter the job market allows the faculty to adapt to their needs.

Industry Analysis is also conducted, since the industry is, after all, one of the ultimate beneficiaries of our educational products. The University interacts regularly with business leaders and health care professionals in a continuing effort to assess ever-changing workplace needs.

Curricula of all program offerings are evaluated yearly and based on how the reception of the Industry requirements has been met. The President, Chief Academic Officer, Dean or Program Directors, Faculty and Administrative Staff reviews the University's programs curricula are discussed at the Departmental, Faculty, Staff, and Advisory Board Meetings.

As changes and merging trends occur, the University will adjust to these changes accordingly whereby the faculty of AUHS will be realigning the courses to be more practical to the current working environment, allowing the student to start a job with practical as well as intellectual knowledge.

## ACCESS TO INFORMATION

### Acceptable Use of Information Systems

Access to computer facilities and systems owned or operated by the University imposes certain responsibilities and obligations and is granted subject to academic policies and government laws. Acceptable and legal use of computer facilities and system should be ethical, should reflect academic honesty, and show restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of data, system security mechanisms, and individuals' rights to privacy and to freedom from intimidation and harassment.

Guidelines for acceptable use of resources:

1. Use resources only for authorized purposes.
2. Protect personal user ID and system from unauthorized use. Each individual is responsible for all activities on his/her personal user ID or that originate from the system.
3. Access only information that is from your own personal ID, that is publicly available, and to which you have been given access.

4. Use only legal versions of copyrighted software in compliance with vendor license requirements.

5. Be considerate in one's use of shared resources. Refrain from monopolizing systems, overloading networks with excessive data, or wasting computer time, connect time, disk space, printer paper, manuals, or other resources.

## PROCEDURES FOR KEEPING EDUCATIONAL RECORDS

All pertinent educational records are organized, maintained, and stored at the Student Services Office of the American University of Health Sciences, located at 1600 East Hill St. Building #1, Signal Hill, CA 90755. Student records are documented and filed by the School Registrar at the Student Affairs/Services office. The University provides for a separate Registrar's room where student files and records are adequately locked and stored in secure theft and fire-resistant cabinets for security purposes. Records including transcripts of each student officially enrolled in the University are entered into the Student Information System (SIS) and will be maintained permanently. SIS is an electronic data base system created to store and access student records and information. Copies of these documents may be printed and made available upon request of duly authorized entities.

### STUDENT AFFAIRS/SERVICES DEPARTMENT

1600 East Hill St, Building 1 Signal Hill, CA 90755 Tel (562) 988-2278

### Disclosure of Student Record of Conduct

The University recognizes the Congressional law, known as the Family Educational Rights & Privacy Act, to permit the disclosure of limited information about the final results of campus court proceedings where a student is found in violation of school rules associated with either crimes of violence or non-forcible sex offenses. Colleges may release the name of the accused student, what they were accused of, and the sanction imposed by the school.

Congress decided that these records should not be secret so students could know if potentially dangerous students were being allowed to remain in their midst and if justice was being served. The law continues to protect the name of the victim.

Although the University maintains wide latitude to withhold scholastic records, they may at their discretion release them. Student files and records are kept separately from financial records.

The University has a Financial Aid Officer who separately organizes and maintains financial aid records. Financial records are only accessible to the Financial Officer and management with approved access.

Each student also has an individual financial file containing the following: documents related to student financial aid; documentation showing the total amount of money received from the student; documentation on tuition refunds, if applicable. The Financial Aid Officer stores and maintains both print and computer disc copies of all student files.

All student files are reviewed and updated before the start of every quarter. Each student file is maintained and stored in a secure theft and fire-resistant cabinet, whether or not the student completes the educational program.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, AS AMENDED "FERPA"**

Under the authority of the Family Educational Rights and Privacy Act of 1974, the school has established a policy for the release of student and/or graduate information:

1. All students attending this postsecondary institution, parents of ~~minor students~~ and parents of tax-dependent student shall have the right to inspect, review and challenge their academic records, including grade, attendance, advising and any additional information contained in their education record or that of their minor or tax-dependent child. Students are not entitled to inspect financial records of their parents. As a postsecondary educational institution, parental access to students' records will be allowed without prior consent if the students are dependents as defined in Section 152 of the Internal Revenue Code of 1954.

2. Education records are defined as files, materials or documents that contain information directly related to students. The school President supervises records and access is afforded by school officials for purposes of recording grades, attendance and advising, as well as determining financial aid eligibility. Records are retained at the institution for a period of five years but maintained indefinitely.

3. Students may request a review of their records by writing to the Student Student Services at the address in this catalog. The review will be allowed during regular school hours under appropriate supervision. Students may also obtain copies of their records for a nominal charge.

4. Students may challenge the record for purposes of correcting or deleting any of the contents. The changes must be made in writing, with the reason for the requested change stated fully. Grades and course evaluations can be challenged only on the grounds that they are improperly recorded. The Faculty and/or advisor involved will review the challenge and, if necessary, meet with the student, then determine whether to retain, change or delete the disputed grade.

5. If a student requests a further review, the school President will conduct a hearing, giving the student a full and fair opportunity to present evidence relevant to disputed issues. The student shall be notified of the President's decision, which will be final. Copies of challenges and/or written explanations regarding the contents of the students' record will be included as part of the students' record.

6. Directory information is information that may be unconditionally released to third parties by the school without the consent of the student unless the student specifically requests that the information not be released. The school requires students to present such requests in writing within 10 days of the date of enrollment. Directory information includes the student's name,

address, telephone number(s), birth date and place, program undertaken, dates of attendance, and certificate or diploma awarded.

7. Written consent is required before education records may be disclosed to third parties with the exception of the accrediting commissions and government agencies so authorized by law.

## **STUDENT RIGHT TO KNOW AND CAMPUS SECURITY ACT OF 1990**

There have been no known crimes committed at this University to date. The following policies must be adhered to at this institution to ensure the safety of the students. Do not leave your money or jewelry in your purse or backpack. If you see, somebody's personal belongings left behind call it to their attention. The back stairway and door should never be utilized to enter or exit the building with the exception of emergencies. Evening classes start at 6:00 PM. The outside doors are locked at 6:30 PM. It is best to be early. Departure from the Institution should be done in-group or at minimum in pairs. Nobody should leave the premises at night unaccompanied. If anyone is aware of crimes being committed at this Institution, you must notify a school administrator immediately. If a person knowingly observes crime and does not report it, they will be considered an accessory to the crime committed. Upon notification of crimes, the Director will notify the local authorities immediately. Following is a list of crimes that are to be reported: Murder, Forcible and nonforcible sex offenses, Robbery, Aggravated assault, Burglary, Motor Vehicle theft, Crimes of murder, forcible rape, and aggravated assault that show evidence of prejudice based on race, religion, sexual orientation, or ethnicity.

Possession of alcohol, drugs or any type of weapon is prohibited at this Institution. It is the intent of this Institution to have a drug free institution. Possession use or sale of alcoholic beverages or drugs will be cause for immediate termination. The possession uses or sales of drugs will be reported to the appropriate authorities. If you require any information regarding alcohol or drug abuse, please refer to the executive director of student services. We have information available regarding the effects of drug and alcohol abuse as well as a listing of agencies for rehabilitation and help.

## **CREDIT EVALUATION**

AUHS will grant appropriate credit for prior training upon review and verification for validity of courses requested for credit. Prior credit must be established upon initial enrollment at AUHS.

## **HEALTH AND PHYSICAL CONSIDERATION**

Generally, the professional in the nursing or pharmacy field must be in good physical health since he/she will be working in direct contact with patients. These fields require a great deal of standing, walking, pushing, bending, and stretching for extended periods of time. A person must consider his/her physical limitations in terms of making a career choice that involved extensive physical demands. We promote the acceptance of students with physical limitations or disabilities if these students (their parents or physician) believe they can fulfill training demands. Expectant mothers should consult with their physicians before enrolling.

## FINANCIAL AID

*Help, LORD, for no one is faithful anymore; those who are loyal have vanished from the human race. Everyone lies to their neighbor; they flatter with their lips but harbor deception in their hearts. ~Psalm 12:1-2*



Financial Aid Department

## GENERAL INFORMATION

The Financial Aid Office at the American University of Health Sciences is there to assist students to achieve their dreams, their ambitions, their career, and lifelong educational goals.

The purpose of financial aid is to assist those students who, without such aid, might not be able to attend AUHS. The primary responsibility for meeting the costs of education rests with individual students and their families. Financial aid funds are available to supplement whatever funds students and their families can reasonably provide. Students should complete the financial aid application upon enrollment, and they will be notified of funding by financial aid administrator. Students may qualify for student loans and/or grants, depending upon the information that the student provides. Conversations concerning financial aid, including the amount of any financial aid or a payment schedule, will only be conducted with student finance personnel.

Eligibility and disbursements of financial aid may change based on enrollment status each quarter. Because of federal financial aid regulations (excluding Pell), students whose enrollment status is less than half-time will have no financial aid eligibility for that quarter. Due to these eligibility requirements, it is important that students work with student affairs office to ensure full-time enrollment status each quarter. A change from full-time enrollment status could cause a loss of financial aid eligibility and create a cash pay situation for some students. Please consult a financial aid administrator with any questions regarding enrollment status and financial aid eligibility.

There are indirect costs while attending higher learning education. As an example, the following is an estimate of these costs per academic year (three quarters).

Costs have been estimated for California students for the year 2024-2025:

### Students not living with parents or who have dependents

Room and Board	\$ 19,632*
Personal and Miscellaneous	\$ 4,416*
Transportation	\$ 1,744*
<b>TOTAL</b>	<b>\$ 25,792*</b>

### Student living with parents with no dependents

Room and Board	\$ 10,216*
Personal and Miscellaneous	\$ 3,608*
Transportation	\$ 1,592*
<b>TOTAL</b>	<b>\$ 15,416*</b>

Note: Ask Financial Aid Administrator for most current information. There may be other expenses that a student may incur while attending school that may be taken into consideration in the cost of attendance. These other expenses will be assessed on an individual basis by the Student Financial Aid Office utilizing professional judgment.

## FINANCIAL AID AVAILABLE

The following financial aid programs are available at AUHS for those who qualify:

### Federal Pell Grant for 2024-2025 (FPELL)

This federal student grant program is designed to provide assistance to any eligible undergraduate student pursuing post-high school education. The value of the award currently varies from \$0 to \$7,395, depending on the financial need of the student. Grant amounts may vary from year to year depending upon federal regulations. This program is the foundation for most financial awards.

### Federal Supplemental Educational Opportunity Grant (FSEOG)

This federal student grant program is intended to assist undergraduate students who have been determined to have financial needs. It is only available to those students who qualify for the federal Pell Grant.

### Federal Work Study

The Federal Work Study provides part time jobs to undergraduate students with financial need, allowing student to earn money to help pay their education expenses. The program encourages community service work and work related to student's course of study.

For more information on Work Study, go to <https://studentaid.ed.gov/types/work-study>.

### Subsidized Federal Stafford Loan as of July 1, 2024

This program is a low fixed interest rate (5.50%), long-term loan program for undergraduate students who have demonstrated financial need. The maximum a student may currently borrow is \$3,500 for the first academic year of study, \$4,500 for the second academic year, and \$5,500 for subsequent years. Repayment is required to begin six (6) months after the student completes or terminates their education or become less than a half-time student. The program is not available for graduate and professional students.

### Unsubsidized Federal Stafford Loan as of July 1, 2024

This is a federal loan program designed to allow students who do not qualify for federal interest subsidize under the Federal Stafford Loan Program to obtain an unsubsidized loan. The maximum amount an independent student may currently borrow for the first and second academic years is \$6,000 in unsubsidized loans. In addition, students may borrow \$7,000 in unsubsidized loans for subsequent years with fixed interest rate (6.53%). Eligibility in graduate programs begins at \$20,500 per academic year. If a student does not qualify for a Federal Stafford Loan or some portion of that loan, he/she may borrow the remaining amount under this program. The fixed interest on this loan is also capped at 8.08% and payment may be deferred until six months after the student no longer attends the university or becomes less than

a half-time student. However, interest will accrue during the deferment period.

#### Federal PLUS Loans as of July 1, 2024

This is a competitive interest rate loan that provides additional funds to help parents pay for the educational expenses of a dependent student. The interest rate for this non-need-based loan is market driven with a cap of 9.08%. Repayment begins approximately 60 days after the first disbursement of the loan. This loan is subject to the policies of the individual lender. In most cases, the maximum loan amount is based on the student's estimated cost of attendance minus any estimated financial assistance the student has been or will be awarded during the academic year.

#### Federal Direct PLUS Loans for Graduate Students (GRAD PLUS) as of July 2024

Federal Graduate PLUS Loans for students pursuing a graduate or professional degree provide additional funds for credit-worthy graduate students to help pay for students' educational expenses. If a student has no credit or a poor credit history, he/she may still qualify for a loan by applying with a credit-worthy endorser. Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates are 9.08%. Repayment begins immediately after the loan is fully disbursed.

#### Private Loans

These loans have a competitive interest rate and are provided by a private funding source. The eligibility for these loans is determined by the borrowers (and co-borrower's) credit history. The lender determines the repayment terms and conditions of these loans. AUHS does not provide a preferred lender list.

### APPLICATION PROCEDURE FOR FINANCIAL AID

Application for financial aid at AUHS involves the following procedure:

1. Must complete the admission process and be accepted into the program.
2. The necessary financial aid paperwork may be completed with the assistance of a qualified Student Financial Aid Administrator.
3. The Financial Aid Administrator utilizes a needs analysis system to determine eligibility for financial aid programs.
4. The Institutional Application for Financial Aid, the Free Application for Federal Student Aid (FAFSA) and other documents are reviewed by the Financial Aid Administrator at the time of the student's interview, and at the time the student's eligibility is determined. A school official will review available funds and discuss tuition payment plans.

### STUDENT ELIGIBILITY

Participants in federal and state aid programs must:

1. Be a U.S. citizen or eligible non-citizen.

2. Be enrolled as a regular student in a degree, or certificate program.
3. Maintain satisfactory academic progress.

Non-citizens are required to verify eligibility with the Student Financial Aid Office. Students who are required to register with Selective Service must be registered in order to receive financial aid. Additional documentation maybe required.

### DETERMINING STUDENT NEED

Financial need equals the difference between the stated costs of attending the University minus the resources available to the student. Stated costs may include tuition, charges, books, supplies, room, board, expenses, transportation, and the related expenses of a student's dependents. Resources include parental contributions (if dependent), applicant's earnings, spouse's earning, welfare, savings, assets, and other taxable or nontaxable income. In addition, applicants may be expected to provide a reasonable monthly payment from savings or earnings toward meeting the cost of their education.

Through the use of the Estimated Family Contribution calculated by the federal government, a determination is made of the amount of funds the financial aid applicant and/or his/her parents can contribute toward meeting educational costs. Students with a demonstrated need, as calculated by the Financial Aid Administrator, will receive consideration for assistance.

### DURATION OF AWARDS

All financial aid awards are made for three quarters (or less). These awards are usually posted to the student's account on a quarter-by-quarter basis. To continue receiving an award, a student must:

1. Be in good standing with the university
2. Continue to demonstrate financial need
3. Maintain satisfactory academic progress
4. Complete all required financial aid applications each academic year

Continuing awards are contingent upon adequate funding of federal and state financial aid programs.

### SCHOLARSHIPS

Scholarship may be available for eligible undergraduate/graduate new students who meet the criteria provided by the financial aid department. To be eligible for the "Family Affair" program, the following terms must be met.

1. Must be admitted to the 3.5-year Bachelor of Science in nursing or 3-year Bachelor of Science in Pharmaceutical Sciences, and Doctor of Pharmacy.
2. Complete a "Family Affair" application form including required documentation(s).

Note: For eligible students, if the savings from the total approved transfer of credit calculates to be higher than the savings from the "Family Affair" program, then the higher calculation will be applied towards the total tuition cost.

Eligible students cannot use both the "Family Affair" program and the savings applied from the approved transfer of credit toward the total tuition cost.

## VETERAN'S BENEFITS

Students that are eligible for Veteran Benefits can apply for the same Financial Aid program. In addition, Students can receive up to 12 credits through previous training in the military. There are no associate fees.

In keeping with the policies of the Veterans Administration, we do accept up to 12-quarter credit units/hours of prior experiential learning for veterans. Award of prior credit is done on a case-by-case basis and is dependent on credit awarded by the Military for its schooling such as basic training, Officer's Candidacy schooling, Command and General Staff etc., or appropriate, creditable prior military experience (e.g., service in a foreign war, service during wartime, continuous and prolonged service to the military, etc.). The veteran must request and provide the following:

- All transcripts
- Acknowledgement and receipt of military schooling
- A statement which explains prior experiential learning
- Certificate of Eligibility

Only Veterans entitled to the maximum benefit rate, as determined by service requirements, or their designated transferees may receive this funding. Active-duty Service members and their spouses are not eligible for this program. Child transferees of active-duty Service members may be eligible if the Service member is qualified at the 100 percent rate.

AUHS maintains written records of previous education and training of veterans and eligible persons clearly indicating that credit has been granted if appropriate. Training period will be shortened based on credit granted. Students are notified accordingly. A certificate of eligibility from the VA is also maintained in the student's file.

The University participates in the Post-9/11 GI Bill® Yellow Ribbon Program.

To receive benefits under the Yellow Ribbon Program:

- You must be eligible for the maximum benefit rate under the Post-9/11 GI Bill®
- You must not be on active duty or a spouse using transferred entitlement
- Your school must agree to participate in the Yellow Ribbon Program
- Your school must not have offered Yellow Ribbon to more than the maximum number of individuals, as stated in their participation agreement
- Your school must certify your enrollment to VA and provide Yellow Ribbon Program information

You may be eligible if you fit the following circumstances:

- You served an aggregate period of 36 months in active duty after Sept. 10, 2001
- You were honorably discharged from active duty for a service-connected disability, and you served 30 continuous days after Sept. 10, 2001.
- You are a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill® based on the service eligibility criteria listed above.

The above items and experiences are examined, analyzed, and if appropriate may be applied to the area of study as part of the AUHS degree in the chosen area.

## TEXTBOOKS

Students may purchase textbooks from any source.

## GRADE LEVEL DEFINITION

A student's eligibility to continue receiving financial aid is defined by grade level restrictions. A student in an eligible program may receive federal student loans for subsequent years. The criteria for eligibility are as follows:

### 1st Level

Students enrolled in an eligible program are considered 1st Level until they have successfully completed 36 quarter credit units and 30 weeks of courses. Students may progress to a higher level of eligibility after completing these credits.

### 2nd Level

Students enrolled in an eligible program should progress to the second-year funding, provided that 36 quarter credit units and 30 weeks have been successfully completed. Approved transfer credits may justify progression to the next year.

### 3rd Level

Students enrolled in an eligible program may progress to the third level after successfully completing 72 quarter credit units and 60 weeks.

### Graduate Level

Students enrolled in an eligible program may progress to this level.

### Post-Graduate Level

Students enrolled in an eligible program may progress to this level.

## ACADEMIC YEAR

An academic year is defined as a minimum of 30 weeks of classes (or three quarters of 10 weeks each and 36 quarter credit units).

## FINANCIAL AID IMPLICATIONS

### Satisfactory Academic Progress

Satisfactory academic progress is necessary to maintain eligibility for Title IV and state-funded assistance programs. See the ACADEMICS section for applicable satisfactory progress criteria.

### Financial Aid Probation

If a student falls below the satisfactory academic progress criteria listed in this catalog, consultation with a university official may be scheduled. At that time, the student may be placed on a two-quarter warning/probation period during which

Title IV and state funds may be disbursed. At the end of the probationary period, if the student has not satisfied the specified requirements, financial assistance may be withheld.

### **Incompletes, Withdrawals, Repetitions**

Students with course incompletes, withdrawals, repetitions, and those doing remedial work are eligible to continue receiving financial aid if the following conditions are met:

1. The student is otherwise making satisfactory progress.
2. The time needed to make up the incomplete course work is within the program maximum time frame.

### **Maximum Time Frame**

To remain eligible for federal and state funds, students must complete their programs within the maximum time frame, defined as one and one-half times the standard duration of the program, in credit hours.

### **Reinstatement of Financial Aid Eligibility**

Students who have lost eligibility for financial aid may be reinstated by improving their academic standing to meet the minimum standards of the satisfactory academic progress policy. In cases of extenuating circumstances, special arrangements may be made on an individual basis. See the Student Financial Aid Office for more details.

### **Notice to Applicants of Financial Aid**

An offer of financial aid is contingent upon receipt of funds from all funding sources. The Student Financial Aid Office reserves the right to revise offers of financial aid at any time during the academic year based on availability of funds and/or procedures mandated by the state or federal authorities. Pursuant to the Privacy Act of 1974, applicants for student financial aid are hereby notified that the disclosure of their Social Security number is required by AUHS to verify the identity of each applicant. If the student receives a student loan, the student is responsible for repaying the loan amount plus any interest, less the amount of any refund.

### **Educational Purpose**

Any funds received under the Federal Pell, the Federal Supplemental Educational Opportunity Grant, state grants, the Federal College Work-Study Program, or the Stafford (Guaranteed/Federally Insured) Loan Programs are to be used solely for expenses related to attendance or continued attendance at the university. The student is responsible for repayment of a prorated amount of any portion of payments made which cannot reasonably be attributed to meeting educational expenses related to the attendance at the university.

The amount of such repayment is to be determined on the basis of criteria set forth by the U.S. Department of Education and the appropriate state agency. Payment periods are usually the entire quarter or if a student began at the mid-quarter timeframe only the mid-quarter timeframe would be counted in the payment period.

### **Participation in Financial Aid Programs**

AUHS only participates in federal financial aid programs, such as PELL grant and SEOG.

### **ENROLLMENT STATUS**

#### **UNDERGRADUATE DEGREE**

Number of Units	Enrollment Status for Undergraduate	Proration
12+	Full time	100%
9 - 11	Three quarter time	75%
6 - 8	Half time	50%
5 or less	Less than half time	Usually 0%

#### **Master's Degree**

Number of Units	Enrollment Status for Master	Proration
9+	Full time	100%
6 - 7	Three quarter time	75%
5 - 6	Half time	50%
4 or less	Less than half time	Usually 0%

#### **Doctoral Degree**

Number of Units	Enrollment Status for Doctoral	Proration
6+	Full time	100%
5	Three quarter time	75%
3 - 4	Half time	50%
2 or less	Less than half time	Usually 0%

**TUITION AND FEES:**

PROGRAM	TOTAL UNITS	COST PER UNIT	TOTAL TUITION COST	SCHOOL FEES	TOTAL QTRS	CHARGES PER QTR (varies)	REG FEES	BOOK FEES/ QTR
<b>DOCTORATE DEGREES</b>								
DOCTOR OF PHARMACY	183	\$983.61	\$180,000	\$10,414	12	\$15,000	\$75	\$500
DOCTOR OF NURSING PRACTICE	45	\$777.77	\$35,000	\$8,927	5	\$7,000	\$75	\$500
<b>MASTER'S DEGREES</b>								
<b>MASTER OF SCIENCE IN NURSING (MSN)</b>								
Family Nurse Practitioner	85	\$625	\$53,125	\$9,892	6	\$8,854.17	\$75	\$500
Nursing Education	65	\$625	\$40,625	\$7,692	5	\$8,125	\$75	\$500
Nursing Administration, Leadership, and Management	65	\$625	\$40,625	\$7,692	5	\$8,125	\$75	\$500
<b>MASTER OF SCIENCE IN CLINICAL RESEARCH (MSCR)</b>								
Master of Science in Clinical Research	84.5	\$595	\$50,278	\$5,672	6	\$8,455	\$75	\$500
PROGRAM	TOTAL UNITS	COST PER UNIT	TOTAL TUITION COST	SCHOOL FEES	Charges by Period of Attendance (Quarterly based on 12 units)	REG FEES	BOOK FEES/ QTR	
<b>BACHELOR'S DEGREES</b>								
BS IN NURSING	151	\$595	\$89,845	\$3,080	\$7,140	\$75	\$500	
BS IN NURSING (With Pre-Requisites)	189	\$595	\$112,455	\$2,520	\$7,140	\$75	\$500	
BS IN PHARMACEUTICAL SCIENCES	189	\$595	\$112,455	\$3,250	\$7,140	\$75	\$500	
<b>NON-DEGREE/CERTIFICATE PROGRAMS</b>								
Post-Graduate APRN Certificate	41	\$625	\$25,625	\$4,331	\$9,375	\$75	\$500	
PHARMACY TECHNICIAN	48	\$595	\$28,500	\$1,480	\$7,140	\$75	\$500/program	

Tuition and Fees Listed below are for the academic year:

Notes:

1. Tuition does not include books, selected supplies, or uniforms
2. \$75.00 Registration Fee is a Non-refundable fee
3. Total Program Cost is the responsibility of the student
4. Cost of program is subject to change without notice. Call admissions office for current cost.

### **University Fees Breakdown: BSN/BSPS/MSN/DNP**

1. \$30.00 Student ID
2. \$1,120.00 University-BSN (Laboratory Fee, Parking Pass, Library Fee, Initial copies 1,000 max.)
3. \$1,000.00 University Fee-MSN (Laboratory Fee, Student ID, Parking Pass, Library fee, Initial copies Initial Printing 1,000 max)  
\$1000.00 University Fee-DNP (Laboratory Fee, Student ID, Initial Uniform, Library fee resources)  
\$210 University Fee – DNP (2<sup>nd</sup> academic Year)
4. \$1,960.00 Technology Fee (LMS, Watermark, IT Resources maximum amount-\$140 per qtr.) for BSN, BSPS
5. \$1,786.00 Technology Fee ( LMS,Watermark, IT Resources, Core Elms-per year for MSN, DNP)
6. \$1,820.00 University- BSPS (Laboratory Fee, Parking Library Fee, Initial copies 1,000 max.)
7. \$650.00 Graduation Fee for the Masters & Doctoral
8. \$450.00 Bachelors Programs
9. \$3,990.00 Assessment Technologies, Inc. (ATI) Comprehensive Assessment and Review program (CARP) (Price subject to change) (BSN)
10. \$2,200.00 National Board Certification Review (MSN-FNP, APRN only)
11. \$2,200 curriculum fee (MSN-FNP, APRN, MSN-Ed., MSN-NALM only)
12. \$789.00 NCLEX-RN Review (BSN)
13. \$1,200 Remediation Theory & \$1,200 Remediation Clinical (BSN, MSN, DNP)

### **Program Fees Breakdown\*\*: BSN/BSPS/MSN/DNP**

1. \$65.00 TEAS Fee per take (Nursing only approximate)
2. \$195.00 University Uniform Set (3 set of scrub & 1 scrub jacket) for BSN/BSPS; MSN/PharmD (price subject to change)
3. \$110.00 Phlebotomy Certification (Payable to Medical) (MSCR only)
4. \$150.00 ACRP Student National & chapter Membership (Payable to ACRP) (MSCR only).
5. \$220.00 Nursing Equipment (RN Tote Bag-price subject to change)
6. \$195.00 Background check (BSN/MSN/DNP-Subject to change)
7. \$55.00 Complio (BSN, BSPS)
8. HIPPA/OSHA Fee: \$35.00
9. \$43.00 Malpractice Insurance (Annually)
10. \$100.00 Malpractice Insurance – MSN/DNP
11. \$200.00 Immunization Certification-MSN/DNP
12. \$35.00 National Student Nurses Association (Optional)
13. \$500.00 Books (approximately-per quarter)

Professional Fees for the Bachelor of Science in Nursing Only\*\*:

1. \$95.00 Live Scan (Fingerprints at specified police stations)
2. \$300.00 BRN Application Fee\*
3. \$200.00 Pearson vue\*
4. \$100 Interim Permit (Optional)

### **Professional Fees for the Bachelor of Science in Pharmaceutical Sciences Only\*\*:**

1. \$95.00 Live Scan (Fingerprints at specified police stations)
2. \$80.00\* State License (payable to California State board of Pharmacy)
3. \$129.00\* National Exam (payable to Professional Examination Service)

Doctor of Pharmacy School Fees Break-Down:

1. \$740.00 Technology Fee per academic year (Core Elms, IT & Watermark)
2. \$2,364.00 University Fee (Library Fee, Lab Fee, Malpractice Ins., Parking Permit, Copies – 1,000 max.)
3. \$650.00 Graduation Fee

Doctor of Pharmacy Program Fees\*\*:

1. \$160.00 Uniforms (2 sets of scrub and 1 lab coat)
2. \$500.00 Books (approximately-per quarter)
3. \$200.00 Immunization Certification
4. \$195.00 Background Check
5. \$60.00 Complio
6. \$1,200.00 Intercession Remediation Fee for Class and/or Clinicals
7. PassNAPLEXnow \*\$2000.00
8. \$1,200.00 NAPLEX Preparation UWorld
9. \$800.00 Experiential Fee (Preceptor, Dev. Workshop, Site Placements)
10. \$250.00 IPE (Inter Professional Education – Charles Drew)
11. \$190.00 Pre-NAPLEX Test & NAPLEX Advantage Test

Professional Fees for the Doctor of Pharmacy Program\*\*:

1. \$33.00 CPJE Examination Fee\* (Payable to: California State Board of Pharmacy)
2. \$75.00 Live Scan\*
3. APhA and ASHP Student Associations (optional)

Other Fees: All Programs

1. \$75.00 Late fee on tuition payments (Charged per month)
2. \$25 Penalty fee on returned checks
3. \$10.00 Official Transcripts (Regular Processing) Advancement Center)
4. \$15.00 Official Transcript (Rush Processing)
5. \$25.00 Lost ID
6. \$55.00 Lost Parking Permit Fee
7. .10 cents per copy (after use of Initial copies of 1,000 max.)

\*\*Please note that all prices/cost are estimates only and are subject to change. Book charges are approximate, students are required to purchase their own books.

## TUITION PAYMENT

Payment may be made with credit card, cash, personal check, cashier's check, or money order made payable to the American University of Health Sciences. Tuition is due on no later than 5 business days from the quarter start date. Tuition payments should be made in person during regular office hours or mailed prior to the due date. Cashier's Check and Money order is the required payment mode for amounts over \$1,000. Checks that are returned for non-sufficient funds will be assessed a \$75 late payment. If tuition payments by check or by credit card are returned more than once for non-sufficient funds during the term of the enrollment agreement, all future payments must be paid in cash, money order or by cashier's check.

## PAST DUE ACCOUNT

Students who fail to make prompt payments, issue personal checks which are returned by banks or fail to make a good-faith effort to catch up their account in a timely manner may be subject to program interruption or dismissal. Students who have been dismissed for nonpayment of tuition will not be re-admitted until all delinquent tuition payments have been paid in full. American University of Health Sciences reserves the industry's primary venue for professionals representing certifications until account has been fully paid for.

## REFUND POLICIES

### Return of Title IV Funds

The Title IV funds are earned in proportion to the percentage of the payment period that is completed, with 100% of funds awarded after 60% of the payment period is completed. For instance, if the payment period lasts 100 days, 100% of the Title IV funds are earned after 60 days is completed. If a student withdraws after 60% of the payment period is completed, Title IV funds are not required to be returned.

When a student withdraws prior to completion of 60% of the payment period, the University must determine if the Title IV funds the student has received exceed the amount earned. This calculation is based on the number of days completed in the payment period as of student withdrawal date. If the amount received by the student exceeds the amount earned, the University must return the excess funds of the Title IV programs in the sequence mandated by the U.S. Department of Education.

The normal refund calculations will be applied after the Title IV return calculation has been made. If you have any questions about this policy, please visit the Financial Aid or the Business Office for complete examples.

## CANCELLATION AND WITHDRAWAL REFUND POLICY

### Cancellation Refund Policy (Before Starting in the University)

1. Notice of Cancellation shall be in writing and submitted directly to the Financial Aid office and the Director of Student Services; and that the withdrawal may be effectuated by the student written notice or by the student's conduct including but not necessarily limited to a student's lack of attendance. Student may cancel enrollment agreement through attendance at the first-class session.

2. Applicants wishing to withdraw from a program more than seven days after signing an enrollment agreement and making an initial payment, but before the start of training, will receive a full refund of all tuition paid in excess of the application and registration fees.
3. An applicant receives a refund of the application and registration fees paid if the University discontinues a course or program during a period of time within which the student could have reasonably completed it.
4. All cancellation refunds will be paid within 30 days from the date the applicant's cancellation has been determined.
5. American University of Health Sciences requires an application fee of \$25 for certificate programs and \$80 for degree programs and a registration fee of \$75 at the time of enrollment. The application fee and registration fee are non-refundable.

### Withdrawal Refund Policy (After Starting in the University)

1. As a result of the amendments to the 1998 Higher Education Act, there was a change in the way Title IV financial aid funds are returned to the financial aid programs. This change is explained in the Financial Aid section of this catalog. Please refer to this section for complete details. Once the Title IV return calculation is completed, and after excess funds (if any) have been returned to the Title IV programs, the state refund calculation will be applied.
2. AUHS is required to have a fair and equitable refund policy under which the University refunds unearned tuition, fees, room and board, and other charges to a student. This fair and equitable refund policy provides for a refund following the requirements of applicable state law.
3. A student may return his/her books and/or tools (not opened software or software subscriptions) to the school for an additional credit upon withdrawal. Only if his/her books and/or tools are judged to be in excellent condition will the student receive credit (depreciated value) to his/her account. This offer is for ten calendar days from the effective date of withdrawal. All refunds will be paid within 30 days from the effective date.
4. The effective date of withdrawal is defined as:
  - a. The date the student notifies the Financial Aid or Student Services Office of his/her intent to withdraw from school. Other staff members are not authorized to accept the student's notice of intent to withdraw and would be referred to the Financial Aid Office; or
  - b. The date the school terminates the student's enrollment due to academic failure or for violation of its rules and policies stated in the catalog; or
  - c. The date that is 14 consecutive calendar days from the student's last date of attendance, (assuming the student is not on an approved excused leave or approved leave of absence); or
  - d. For students on an approved excused leave or an approved leave of absence, the effective date is the earlier of these two dates: the expected return date or the date the student notifies the University of his/her non-return.

## STATE REFUND POLICIES

### California State Refund Policy

Refunds must be calculated from the last date of recorded attendance. The refund policy is for students who have completed 60 percent or less of the quarter. A student who has completed greater than 60 percent of the quarter will not be entitled to a refund. The following calculations reflect this policy:

1. Divide the total tuition charge (exclusive of the registration fee) by the number of hours in the program.
2. The quotient is the hourly charge for the program.
3. The amount owed by the student for the purposes of calculating a refund is derived by multiplying the total hours scheduled to be attended through the last date of attendance by the hourly charge for instruction, plus the amount of the registration fee and other materials obtained by the student (i.e., books and equipment).
4. The refund shall be any amount paid in excess of the figure derived in "3" that was paid by the student.

For Example:

Total Class days per qtr. 06/27-09/19/16 = 53 days Class days  
Student attended 06/27-07/08/16 = 9 days 9 days divided by 53  
days 16.98% completed

Quarter Tuition	\$8,848.00
University Fee and Registration Fee	\$1,984.00
ATI	\$1,125.00
Tech Fee	\$120.00
Quarter Tuition (\$8,848.00 times 16.98% completed). Plus:	\$1,502.39
University Fee, Registration Fee, ATI, and Tech Fee	\$3,229.00
<b>TOTAL CHARGES TO STUDENT</b>	<b>\$4,731.39</b>

If a student received equipment and/or books and they are in excellent condition, the student will be able to return them for a refund within 10 calendar days from the effective date of withdrawal. If the student fails to return equipment and/or books in excellent condition within 10 calendar days, AUHS may retain the documented cost of the equipment and/or books and offset them against the refund calculated above.

### Student Tuition Recovery Fund

Effective January 1, 2013, Chapter 621, Statutes 2001, California Assembly Bill 201 (AB 201), which was signed into law on October 9, 2001, requires institutions to collect from each nonexempt\* California student a Student Tuition Recovery Fund (STRF) fee of \$0.00 per \$1,000.00 of total tuition, fees, and book charges. Each California student is responsible for paying the state assessment amount for the STRF fee. If the student is not a resident of California, the student is not eligible for protection under the recovery from the Student Tuition Recovery Fund and is therefore not charged the fee.

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

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program. 76120. Amount of STRF Assessment. (a) Each qualifying institution shall collect an assessment of Two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000.00) of institutional charges, rounded to the nearest thousand dollars, from each student in an educational program who is a California resident or is enrolled in a residency program. For institutional charges of one thousand dollars (\$1,000.00) or less, the assessment is zero dollars (\$0). It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Suite 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teachout plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other

an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice

for services rendered and evidence of the cancellation of the student loan or loans.

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

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## REFUND AND DISTRIBUTION POLICY

American University of Health Sciences adheres to the refund policy as published in this catalog. This refund policy is in accordance with the guidelines prescribed by the state of California as noted in the enrollment agreement or addenda, and by the federal government. If a student withdraws from AUHS and a refund is due, the following return of funds and refund distribution policy will be observed.

Amounts of refunds will be allocated in the following manner:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Perkins Loan
- Federal PLUS
- Federal Pell Grant
- Federal SEOG
- Other Title IV, HEA assistance, federal, state, private, and institutional student financial assistance received by the student

If a credit balance still remains, all Title IV loans will first be refunded beginning with the current period of enrollment and going backward, then to any other private loan, federal grants, finally the student. Those refunds will be paid to the program funds in accordance with the order listed above, limited to the amount of funds that came from each aid program within 45 calendar days from the determination of withdrawal from school date.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

## TUITION FEES AND REPAYMENT

### Repayment

When a student receives Title IV aid funds for living expenses and then withdraws from university, the Financial Aid Administrator (FAA) must determine if the student owes a repayment on funds received in excess of calculated living expenses for the enrollment period.

*Note: The Financial Aid Administrator keeps track of this repayment amount, because financial aid transcripts must reflect any outstanding repayment due by the student.*

### Errors, Fraud, and Abuse

If a staff member becomes aware that a student and/or a student's parents have provided incorrect information on the student's aid application, the staff member will report the situation to the Director of Student Finance.

The Financial Aid Administrator will make an appointment with the student in an effort to correct the information. If the student and/or parents correct the information, the FAA will compute the student's awards based on the corrected information, and if necessary, submit such corrections or information to the appropriate agencies.

## FULL-TIME ENROLLMENT

To maintain a continuing student status, students must be continually enrolled. Up to one academic quarter may be omitted if a student files an official Leave of Absence form signed by the Student Affairs/Services Director. Students who do not enroll in a quarter will be charged new student rates upon return if they did not file a Leave of Absence form.

## NATIONAL STUDENT LOAN DATA SYSTEM

AUHS reports information regarding students' enrollment statuses and other important financial aid statuses directly to National Student Loan Data System (NSLDS) on a continuing basis.

## ADMISSIONS TO DOCTORAL LEVEL PROGRAMS

*"Trust in the Lord with all your hearts, and do not lean on your own understanding." ~Proverbs 3:5*



AUHS Building 2 and 3

## QUARTER SYSTEM

This University is on a quarter, year-round academic operation system. AUHS' credits are expressed in a quarter unit: one quarter unit represents no less than one hour of class work and two or more hours of outside study per week for a quarter. One and one-half (1½) quarter units are equivalent to one (1) semester units, and one quarter unit is equivalent to 2/3 semester units of credit.

### Definition of Quarter Credit Unit

One quarter credit hour equals 10 hours lecture, 20 hours of laboratory work, or 40 hours of externship/field instruction.

### Course Numbering System

"Upper-division" is a status given to students who have completed all lower-division (100 and 200 series) courses, including any stated prerequisites for the program, and who are currently enrolled in 300- and 400-series courses. Upper-division courses are advanced, specialized, in-depth, and emphasize problem-solving, analytical thinking, and theoretical applications beyond the introductory level. These courses often build on the foundation provided by the skills and knowledge of lower-division courses. Upper-division courses may require the student to synthesize topics from a variety of sources as well as require greater responsibility or independence on the part of the student. Masters courses begin at 500 and 600 series. Doctoral courses begin at the 700 series and go to 900 series.

## ADMISSIONS PROCEDURES

Prospective students must have applied for admission to their program of study to be officially accepted for a specific starting date. The process includes the following steps:

1. Visit AUHS website at <https://www.auhs.edu/> to learn more about the program requirements and check eligibility.
2. Submit all required application documents and fees to the designated locations by deadlines. Please contact Admissions for details.
3. Complete applications.
4. Complete the interview process.
5. Complete Financial Aid meetings.
6. Respond to the Acceptance Letter.
7. Attend the New Student Orientation.

## ADMISSIONS REQUIREMENTS

In order to be eligible for review, application must have:

- A cumulative GPA of 2.5 is required
- To have completed the pharmacy prerequisites with a grade of "C" (GPA of 2.0) or higher.
- Submission of official transcripts (sealed) from all schools that the applicant has attended.
- Completion of all prerequisite courses at a US nationally or regionally accredited school within the last nine (9) years. (See additional admission's requirement for specific program in the catalog).

- A personal essay which explains the applicant's professional goals in the target field and why the applicant will be an asset to AUHS and the community.
- A resume that itemizes the applicant's research or volunteer experience in the related field, and/or any community services that demonstrate leadership and organizational skills; Pharmacy experience is not required but strongly recommended.
- Three sealed recommendations on the AUHS letter of recommendation forms.
- Completion of formal interviews.
- Submission of the official TOEFL (Test of English as a Foreign Language) result to demonstrate English competency (for international applicants only). The minimum TOEFL score 250 on the CBT (Computer Based Test) or 100 on the IBT (Internet Based Test), with 24 on speaking section. For TOEFL information, please visit [www.ets.org/toefl](http://www.ets.org/toefl). AUHS code is 4262.
- Meet any additional program specific requirements.

## TRANSFER CREDITS

Decision on transfer applications is made by the Admissions Committee in cooperation with the office of Academic & Student Affairs on a case-by-case basis. Factors considered include admissions standards and appropriateness of courses completed to the academic level to which transfer is requested. The course credits must be earned within seven years of application to AUHS. Students seeking transfer must submit the following documents to the Associate Dean of Student Affairs and Admission:

- Official transcripts from all undergraduate, graduate, and/or professional schools attended. Foreign transcript evaluation is required (see "International Student").
- A letter of recommendation from the program director / Dean of the previous institution
- A letter of recommendation from a faculty member of the previous institution.
- A detailed description (no more than two pages) of the specific circumstances why a transfer is being sought.

Transfer applicants are invited to participate in the formal interview process, and their files are forwarded to the Admissions Committee review.

## CANCELLATION OF ADMISSION

A student admitted to the university for a given quarter; but who does not register in the specified quarter will have the admission canceled. The student must file a new application form when again seeking admission and must follow the complete application procedure and meet the current admission requirements.

## TEST

### Language Requirement

Test of English as a Foreign Language (TOEFL)

A proficiency in English will be critical to your success. AUHS requires all foreign applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three years full-time where English is the principal language of instruction, to submit a TOEFL result. The TOEFL results submitted must not have been earned more than two (2) years prior to the desired enrollment date. As circumstances warrant, minimum TOEFL scores may be changed.

Because the Test of English as a Foreign Language (TOEFL) is offered on a limited number of dates, it is important that prospective international applicants sign up to take the exam as soon as possible. Advising centers in the home country can provide information about dates, locations, and procedures for taking the test. When you take the test, have your scores forwarded by the testing service to AUHS Admissions Department. AUHS Code is 4262.

The minimum TOEFL score is 250 on the CBT (Computer Based Test) or 100 on the IBT (Internet Based Test), with 24 on speaking section for doctorate programs.

Foreign/International applicants who have not attained the minimum TOEFL score are required to enroll in an ESL (English as a Second Language) program offered by other schools prior to beginning a program with the University and submit the required minimum score before registration. The University does offer an I-20 form for a Student Visa but does not offer ESL classes at this time.

## INTERNATIONAL STUDENTS

### Official Transcripts and Records

AUHS requires records from all secondary schools attended, showing subjects taken and grades received as well as any national or government certificates earned. Official documents of all college or university coursework must also be sent in the original language, along with certified English translations. They should be certified copies, initialed by an authorized official of the issuing institution with the school stamp in a sealed envelope from the institution.

Please send all official transcripts from former colleges and universities directly along with other required application documents to the AUHS Admissions Department, 1600 East Hill Street, Signal Hill, CA 90755.

All foreign transcripts must be evaluated, course by course, by agencies such as World Education Services (WES), and sent directly to AUHS Admissions Department before acceptance of transfer credits or proof of graduation from a degree granted program.

For information on other agencies that AUHS accepts evaluated transcripts from, please email the Admissions Department at [admissions@auhs.edu](mailto:admissions@auhs.edu) if questions remain.

### Special Notes:

- All agencies are private organizations. It is the responsibility of the student to pay for the services rendered.

- If the student is requesting evaluation of a Bachelor's degree or higher, the request for US high school equivalency should also be made.
- It is important for the student to provide complete and accurate information, following the specific directions of the respective agencies and country requirements.

### Financial Certifications

To comply with regulations of the US Immigration and Naturalization Service (INS), the University requires applicants who are not citizens or permanent residents of the United States to submit a complete AUHS International Financial Statement accompanied by notarized Financial Certificates or Bank Statements from the savings accounts, for example, under the name of the applicant or the applicant's legal guardians, demonstrating sufficient financial resources to study at the University.

The University requires that payment of all fees (application fee, tuition deposit, etc.) be in the form of a money order or a cashier's check drawn on a US bank or an International Postal Order in US dollars.

### Visa Requirements

Upon acceptance to the University, the prospective international applicant will receive an I-20 form. The student should use the I-20 form issued by the University to obtain a student (F-1) visa from the U.S. embassy or consulate in the home country to enter the United States to study.

The international applicants will need various documents to support the visa application. They are advised to prepare carefully for the visit to the U.S. embassy or consulate. Visa procedures vary from one embassy/consulate to another, so it is best to check with the office where the applicant plans to apply to determine exactly what supporting documentation is required.

Several standard items are required for the student visa application.

Same as the above-mentioned requirements depending on the program applying for, and including:

1. A passport valid for at least six months
2. Form I-20, included with the acceptance packet
3. School admission letter
4. Completed visa applications (DS-156 DS-160, DS-158 and, if applicable, DS-157. In most countries, applications are now available online)
5. Two 2-inch x 2-inch photographs in the prescribed format (see the Bureau of Consular Affairs' Nonimmigrant Visa Photograph Requirements)
6. A receipt for the visa application fee
7. A receipt for the Student and Exchange Visitor Information System (SEVIS) fee. If you paid the fee electronically and have not received an official receipt in the mail showing payment, the consulate will accept the temporary receipt printed from your

computer. If you do not have a receipt, the consulate may be able to see your payment electronically if your payment was processed at least three business days before your interview

8. Financial evidence (original documents only) that shows you have sufficient funds to cover your tuition and living expenses during the period you intend to study
9. Any information that proves that you will return to your home country after finishing your studies in the U.S. This may include proof of property, family, or other ties to your community

Students transferring from a U.S. institution will use I-20 form to apply for transfer authorization through the Department of Homeland Security.

#### Health Insurance Requirement

Effective September 1, 2013, as a condition of receiving an I-20 form, all F-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in AUHS. Such insurance must be in amounts as specified by the department of State and NAFSA: Association of International Educators.

Further information may be obtained from Student Services and Affairs Office at AUHS.

### ADMISSIONS PROCEDURES

Prospective students must have applied for admission to their program of study to be officially accepted for a specific starting date. The process includes the following steps:

1. Contact the university and make an appointment with an admissions representative for an initial consultation.
2. To apply for admission, please complete the following:
  - 2..1 Send a complete AUHS application packet with required documents to AUHS Admissions Department by the deadline. Only completed applications will be processed.
  3. Complete scheduled formal interviews, by invitation only.
  4. Complete Financial Aid meetings.
  5. Respond to the Acceptance Letter.
  6. Attend the Mandatory New Student Orientation.

### TRANSFER CREDITS

Transfer credit is not accepted.

### CANCELLATION OF ADMISSION

A student admitted to the university for a given quarter; but who does not register in the specified quarter will have the admission canceled. The student must file a new application form when again seeking admission and must follow the complete application procedure and meet the current admission requirements

### ADMISSION DENIALS / WITHDRAWALS

After declining admission to a specific term, when seeking admission again, the applicant must resubmit a new application packet with required documents and meet the current admission requirements and complete the entire admission process.

### APPLICATION DEADLINES

(After the deadline, applications may still be accepted depending on the seat availability.)

### TEST

#### Language Requirement

Test of English as a Foreign Language (TOEFL) A proficiency in English will be critical to your success.

AUHS requires all foreign applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three years full-time where English is the principal language of instruction, to submit a TOEFL result. The TOEFL results submitted must not have been earned more than two (2) years prior to the desired enrollment date. As circumstances warrant, minimum TOEFL scores may be changed

Because the Test of English as a Foreign Language (TOEFL) is offered on a limited number of dates, it is important that prospective international applicants sign up to take the exam as soon as possible. Advising centers in the home country can provide information about dates, locations, and procedures for taking the test. When you take the test, have your scores forwarded by the testing service to AUHS Admissions Department. AUHS Code is 4262.

The minimum TOEFL score is 250 on the CBT (Computer Based Test) or 100 on the IBT (Internet Based Test), with 24 on speaking section for doctorate programs.

Foreign/International applicants who have not attained the minimum TOEFL score are required to enroll in an ESL (English as a Second Language) program offered by other schools prior to beginning a program with the University and submit the required minimum score before registration. The University does offer an I-20 form for a Student Visa but does not offer ESL classes at this time.

## INTERNATIONAL STUDENTS

### Official Transcripts and Records

AUHS requires records from all secondary schools attended, showing subjects taken and grades received as well as any national or government certificates earned. Official documents of all college or university coursework must also be sent in the original language, along with certified English translations. They should be certified copies, initialed by an authorized official of the issuing institution with the school stamp in a sealed envelope from the institution.

Please send all official transcripts from former colleges and universities directly along with other required application documents to the AUHS Admissions Department, 1600 East Hill Street, Signal Hill, CA 90755.

All foreign transcripts must be evaluated, course by course, by agencies such as World Education Services (WES), and sent directly to AUHS Admissions Department before acceptance of transfer credits or proof of graduation from a degree granted program.

For information on other agencies that AUHS accepts evaluated transcripts from, please email the Admissions Department at [admissions@auhs.edu](mailto:admissions@auhs.edu) if questions remain

### Special Notes:

- All agencies are private organizations. It is the responsibility of the student to pay for the services rendered
- If the student is requesting evaluation of a Bachelor's degree or higher, the request for US high school equivalency should also be made.
- It is important for the student to provide complete and accurate information, following the specific directions of the respective agencies and country requirements

### Financial Certifications

To comply with regulations of the US Immigration and Naturalization Service (INS), the University requires applicants who are not citizens or permanent residents of the United States to submit a complete AUHS International Financial Statement accompanied by notarized Financial Certificates or Bank Statements from the savings accounts, for example, under the name of the applicant or the applicant's legal guardians, demonstrating sufficient financial resources to study at the University.

The University requires that payment of all fees (application fee, tuition deposit, etc.) be in the form of a money order or a cashier's check drawn on a US bank or an International Postal Order in US dollars.

### Visa Requirements

Upon acceptance to the University, the prospective international applicant will receive an I-20 form. The student should use the I-20 form issued by the University to obtain a student (F-1) visa from the U.S. embassy or consulate in the home country to enter the United States to study.

The international applicants will need various documents to support the visa application. They are advised to prepare carefully for the visit to the U.S. embassy or consulate. Visa procedures vary from one embassy/consulate to another, so it is best to check with the office where the applicant plans to apply to determine exactly what supporting documentation is required.

Several standard items are required for the student visa application.

Same as the above-mentioned requirements depending on the program applying for, and including:

1. A passport valid for at least six months
2. Form I-20, included with the acceptance packet
3. School admission letter
4. Completed visa applications (DS-156 DS-160, DS-158 and, if applicable, DS-157. In most countries, applications are now available online)
5. Two 2-inch x 2-inch photographs in the prescribed format (see the Bureau of Consular Affairs' Nonimmigrant Visa Photograph Requirements)
6. A receipt for the visa application fee
7. A receipt for the Student and Exchange Visitor Information System (SEVIS) fee. If you paid the fee electronically and have not received an official receipt in the mail showing payment, the consulate will accept the temporary receipt printed from your computer. If you do not have a receipt, the consulate may be able to see your payment electronically if your payment was processed at least three business days before your interview
8. Financial evidence (original documents only) that shows you have sufficient funds to cover your tuition and living expenses during the period you intend to study
9. Any information that proves that you will return to your home country after finishing your studies in the U.S. This may include proof of property, family, or other ties to your community. Students transferring from a U.S. institution will use I-20 form to apply for transfer authorization through the Department of Homeland Security.

### Health Insurance Requirement

Effective September 1, 2013, as a condition of receiving an I-20 form, all F-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in AUHS. Such insurance must be in amounts as specified by the Department of State and NAFSA: Association of International Educators.

Further information may be obtained from Student Services and Affairs Office at AUHS.

## ADMISSIONS REQUIREMENTS

In order to be eligible for review, application must have:

1. US Citizen or US permanent resident or F-1/J-1 Visa (for international students), and DACA recipients.
2. Earned Bachelor of Science from an appropriately accredited institution prior to matriculation or
  - Earned doctoral degree, or will be earned prior to matriculation, may be substituted for the Bachelor of Science to meet this requirement, or
  - Earned bachelor's degree from a Canadian institution which has received accreditation from one of the regional US accreditation bodies, this may meet the requirement.
3. All required prerequisite pre-medical courses completed with a grade C or higher.
  - Courses taken pass/fail or credit/no credit do not count towards meeting the premedical requirements.
  - For institutions that provide a narrative evaluation of classes, students must request a conversion to a calculated GPA from their institutional registrar 3.0 or higher cumulative GPA on a four-point (4.0) scale.
- 3.1 Complete the following prerequisites courses providing foundational knowledge in the physical, life, and social sciences, while enhancing your skills in reading, writing, critical-thinking, problem solving, oral and written communication skills. Science courses must be completed within 7 years prior to matriculation in the program.

REQUIRED PREREQUISITE COURSES	
Subject	Specifications
Biology	4 semester or 6 quarter hours *AP credits can be used, Laboratory experience required.
Chemistry /Biochemistry	4 semester or 6 quarter hours (with at least 2 semester or 3 quarter hours of organic chemistry required). Inorganic chemistry or biochemistry accepted. Laboratory experience required. AP credits can be used toward a higher level course substituting for one semester of inorganic chemistry
Physics	4 semester or 6 quarter hours. Laboratory experience desired, not required.
Expository Writing	4 semester or 6 quarter hours, AP credits cannot be used. Humanities or social science courses involving substantial expository writing will satisfy this requirement

RECOMMENDED COURSES BUT NOT REQUIRED	
Subject	Specifications
College Math	Calculus AP credits cannot be used to meet the statistics requirement
Statistics	Biostatistics is preferred.
Genetics	General courses
Humanities	Religious History and Politics preferred
Foreign Language	Spanish or OTHER – Intermediate verbal proficiency
Research Courses or Data Management	General courses

34. Advance placement (AP) credits if awarded towards undergraduate graduation requirement may be accepted to fulfill the course requirements but must appear in the undergraduate official transcript.
5. A copy of current professional certificates and/or license(s) (if applicable).
6. A resume that itemizes the applicant's volunteer experiences in the related field, and/or any community services that demonstrate leadership and organizational skills.
7. A 500-word personal statement which explains the applicant's professional goals in the target field and why the applicant will be an asset to AUHS and the community.
8. Three professional letters of reference pertaining to academic ability, professional competency, and personal character.
9. Submission of sealed official transcripts or e-transcripts from all schools that the applicant has attended.
10. If applicable, applicants from countries where English is not the primary language and medium of instruction must complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 560 on the written test, 220 on the computer-based test or 87 on the Internet-based test or complete the International English Language Examination (IELTS) with a minimum overall band score of 7. For TOEFL information, please visit <https://www.ets.org/toefl>. The AUHS code is 4262.
11. Telephone, video conference, or in-person interview may be a part of the admission process where experience and attributes will be explored
12. Admissions requirements (Experience, Attributes, and Metrics [EAM])

13. Accepted students must attend a MANDATORY New Student Orientation session.

All required health records, evidence of CPR certification, criminal background check, licensure, personal health insurance, and professional liability insurance must be kept on file. It is each student's responsibility to keep all records up to date. Drug screens and immunizations, including Covid-19, may be required for clinical placements

Experience	Attributes	Metrics
Educational/Academic background	Maturity	
Community Service	Determination	GPA >3.5
Healthcare Experiences	Integrity	
Life Experiences	Reliability	
Leadership Skills	Cultural competence	
Experiences with diverse population	Race/Ethnicity	
Research Experiences	Resilience	
	Intellectual curiosity	
	Leadership	

## DOCTOR OF PHARMACY (PharmD)

### LEADERSHIP

**Arjun Dutta, PhD, BPharm BPharm** Dean,  
School of Pharmacy

**Mohammed Islam, PhD, MPhil, MPharm, BPharm**  
Senior Associate Dean of Academic Affairs

**Alamdar Hussain, PhD, BPharm**  
Assistant Dean of Student Affairs and Admissions

**John V. Schloss, PhD, BS** Chair of  
Pharmaceutical Science and  
Associate Dean of Research

**Ann Chung PharmD**  
Chair of Clinical and Administrative Sciences

**Transon Nguyen PharmD**  
Director of Experiential Education

**Elaine Nguyen PharmD**  
Assistant Dean of Experiential Education

### Faculty:

**Bagheri, Rose, PharmD**  
**Chang, Young, PharmD**  
**Crain, Pujah, PhD**  
**Gollapudi, Shankar, PharmD**  
**Le, Nhung, PhD**  
**Nguyen, Tiffany, PharmD**  
**Rhee-Lee, Helen, PharmD**  
**Szabo, Sandor, MD, PhD**  
**Yang, Suhui, PhD**

### Adjunct Faculty:

**Brady, Jean, PharmD**  
**Chato, Kal, M.S. Pharm**  
**Dang, Thi Minh, PharmD**  
**Garcia, Leonel, PharmD**  
**Han, Christine, PharmD**  
**Hong, Daniel, PharmD**  
**Johnson, Narleski, PharmD**  
**Kim, Sara, PharmD**  
**Kunchandy, Joseph, PhD**  
**Mayer, Lee, PharmD**  
**Nguyen, Jimmy, PharmD**  
**Overby, Halline, MD**  
**Sheng, Jonathan MD, PhD**  
**Yuan, Carol, PharmD**  
**Zayachkivska, Oksana, MD, PhD**  
**Zhang, Boris, PharmD**

### VISION

In alignment with the AUHS vision, the School of Pharmacy vision is to reduce healthcare disparities and render healthcare to the underprivileged and underserved.

### MISSION

In alignment with the AUHS mission, the School of Pharmacy mission is to inspire strong Christian values; practice evidence-based, patient-centered care; and foster a community of research and scholarship, so as to meet the healthcare needs of diverse patient populations.

## DOCTOR OF PHARMACY

The Doctor of Pharmacy (PharmD) degree program is a 3-year course of study that will provide an educational foundation for a career in pharmacy and create a setting in which evidence-based practices and research, minority inclusion as well as outreach to the community, cultural diversity, public health and wellness, development of future scientists and faculty, and a belief in God can be pursued and developed.

### Objectives

Based upon the AUHS vision and mission of the School of Pharmacy, the objectives of the School of Pharmacy are to:

- Foster an environment that values diversity, creative thought, and academic freedom while embracing a sense of responsibility and divine purpose in respect to spirituality and commitment to God and Christian values.
- Provide service to the global community by engaging in public health initiatives and develop student's understanding of the importance and impact of volunteerism, respect for diversity, good citizenship and giving back to the community, and the profession.
- Provide a high-quality educational environment to afford students with the knowledge, skills, and abilities necessary to promote positive change in pharmaceutical health care delivery, to practice evidence-based pharmaceutical care and to interact, understand, and navigate in the economic, political, and social issues, which impact health care policy and the scope of pharmaceutical practice.
- Prepare competent graduates in the provision of pharmaceutical care and apply the pharmaceutical, social, administrative, and clinical sciences in order to deliver high-quality pharmaceutical care in a manner that promotes positive health outcomes in an interdisciplinary role.
- Support and contribute to the advancement of clinical, medical, and pharmaceutical education and practice to improve health care through service, research, and scholarship.
- Foster a willingness to mentor minority populations in the provision of pharmaceutical education, pharmaceutical practice, and research as a sustainable solution to social, economic, and healthcare disparities.
- Foster an environment that maintains a commitment to continuous quality improvement by routinely and systematically assessing, evaluating, planning, implementing positive changes and evaluating the program and curriculum, professional standards, and needs of the student, faculty, and profession.
- Foster intellectual curiosity and a commitment to lifelong learning.

We achieve these objectives above within a culture of understanding, inclusion, equity, and respect for all.

### Program Learning Outcomes (PLOs)

Education outcomes based on Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes 2013.

#### 1. Foundational Knowledge

- 1.1 Learner (Learner) - Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.

#### 2. Essentials for Practice and Care

- 2.1 Patient-centered care (Caregiver) - Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor, and adjust plans, and document activities).
- 2.2 Medication use systems management (Manager) - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
- 2.3 Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
- 2.4 Population-based care (Provider) - Describe how population-based care influences patient centered care and influences the development of practice guidelines and evidence-based best practices.

#### 3. Approach to Practice and Care

- 3.1 Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
- 3.2 Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
- 3.3 Patient Advocacy (Advocate) - Assure that patients' best interests are represented.
- 3.4 Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
- 3.5 Cultural sensitivity (Includer) - Recognize social determinants of health to diminish disparities and inequities in access to quality care.
- 3.6 Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

#### 4. Personal and Professional Development

- 4.1 Self-awareness (Self-aware) - Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.  
Leadership (Leader) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.
- 4.2 Innovation and Entrepreneurship (Innovator) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

4.3 Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

## 5. Christian Values

5.1 Christian Values (Humanitarian) – Affect positive

patient outcomes by sharing the Christian values of love, caring, justice and respect, as an advocate for patient needs and rights.

## Admissions

- Education Requirement

AUHS School of Pharmacy requires successful completion of pre-requisites coursework. A bachelor's degree is recommended.

- Grade Point Average (GPA) Requirement Acumulative GPA of 2.5 is required. Applicants are required to have completed the following prerequisites with a grade of "C" (GPA of 2.0) or higher.

## Prerequisite Education Requirement

Prerequisite Courses to be completed prior to matriculation into PharmD Program:

PREREQUISITE	Quarter Hours	Semester Hours
General Inorganic Chemistry with Laboratory	12	8
Organic Chemistry with Laboratory	12	8
General Biology with Laboratory	12	8
Microbiology with Laboratory	4	3
Human Anatomy* with Laboratory	4	3
Human Physiology* with Laboratory	4	3
Calculus	4	3
Principles of Economics (Macro and Micro)	4	3
Statistics	4	3
Psychology/Sociology	4	3
Public Speaking	4	3
English Composition	4	3
Other Humanities and Social/behavioral Science	8	6
<b>TOTAL</b>	<b>80</b>	<b>57</b>

\*If combined Anatomy & Physiology course, must be a minimum of 5 semester units.

- Test of English as a Foreign Language (TOEFL) – International applicants whose native language is not

English will be required to have a Test of English as a Foreign Language (TOEFL) composite Score of 100 (iBT) or 250 (CBT) unless they earned a baccalaureate degree from an appropriately accredited college / university in the United States or other countries in which the native language is English.

- Background/Drug Testing

AUHS School of Pharmacy requires a background check and drug testing for admission. Criminal background checks and/or drug testing are also required for placement at clinical facilities/pharmacy practice sites. In addition, the California Board of Pharmacy requires all admitted students to be fingerprinted for criminal background checks and for California licensure. Students must hold a valid license from the Board of Pharmacy to participate in the clinical portions of the PharmD program. Please refer to page 37 of this catalog for additional information on "Background Check Policies".

- Pharmacy College Admission Test (PCAT) – not required but recommended.

- Pharmacy Experience – not required although pharmacy experience (volunteer or work) is strongly recommended.

- Submission of ALL application materials by the application deadline including:

- a) PharmCAS complete application
- b) Three completed recommendation forms, one from an instructor, one from a health care provider and the 3rd from either of the above or from an employer. Recommendation letters from friends and family members are not accepted
- c) Personal Statement

The personal statement reveals your thoughts about your strengths as a person as well as areas of personal development you believe you need to improve. The essays communicate your motivation, goals, circumstances, and experiences related to a pharmacy career

**Requirement for Licensing in the Program Career Field:** There are numerous eligibility requirements for licensure depending on the student's field of study. Regulations vary from state to state, and students are encouraged to carefully read the requirements and conduct further research.

Pharmacy career field - <https://www.pharmacy.ca.gov/>

## State and National Board Examinations/Licensure Requirements

### Licensure as An Intern

Students enrolled in School must have a valid, current California Pharmacy Intern License. Incoming students are required to apply for a Pharmacy Intern License during the Fall semester of the PY1. Students will be provided intern application packets during the pre-IPPE co-curricular course and given instructions on its completion. LifeScan Fingerprinting will be completed during this process.

Completed applications are submitted to the Office of Experiential Education. After processing, the Office of Experiential Education will submit the applications for the entire class to the Board of Pharmacy. Once the applications are received and processed, the Board of Pharmacy mails the Intern License to the student. A copy of the Intern License should be provided to the Office of Experiential Education and the Office of Student Affairs where it will be added to the student's permanent file.

<https://www.pharmacy.ca.gov/applicants/intern.shtml>

Students cannot participate in the IPPE or APPE program without a current California Pharmacy Intern License. In addition, student pharmacists are not allowed to actively immunize unless they are Registered Pharmacists Interns in the state of California. All students must always carry their pocket licenses with them when visiting experiential practice sites.

Visiting Board of Pharmacy Inspectors may ask to examine professional licenses when making site visits; this may also include the licenses of interns participating in experiential education at the site. Preceptors may also ask students to provide a copy of their intern license during your site orientation. All students must disclose information regarding Board of Pharmacy - Board Actions to the Office of Experiential Education within 15 days of receipt of any notice of action against their license from the Board of Pharmacy.

#### **Licensure as A Pharmacist**

To become licensed to practice pharmacy in California, you must meet the Registered Pharmacist requirements of the California Board of Pharmacy. These requirements can be found on the state board of pharmacy website at:

<https://www.pharmacy.ca.gov/index.shtml>

#### **California Board of Pharmacy**

The California State Board of Pharmacy (CSBP) is a consumer protection agency. One way the board fulfills its consumer protection mandate is to assure that those licensed to practice pharmacy possess minimum competency. To this end, California law requires candidates to take the NAPLEX™ and California Practice Standards and Jurisprudence Examination (CPJE). You can obtain a copy of this code and other California pharmacy laws from the board's Web site. These examinations require candidates to demonstrate that they possess the minimum knowledge and abilities necessary to perform safely and effectively in independent pharmacy practice in the U.S. as well as in California. For more information, go to <https://www.pharmacy.ca.gov/index.shtml>.

#### **North American Pharmacist Licensure Examination (NAPLEX)**

The NAPLEX™ (North American Pharmacist Licensure Examination) is developed by the National Association of Boards of Pharmacy (NABP) for use by the state boards of pharmacy as Requirements for pharmacist licensure in California are listed in California Business and Professions Code section 4200(a)(1-6) 40 part of their assessment of competence to practice pharmacy.

This computer-adaptive test provides the most precise measurement of the student's knowledge and ability in pharmacy. By using the NAPLEX™, the state boards provide a valid and objective examination that tests the competence in important aspects of the practice of pharmacy. The NAPLEX™ also assists the state boards of pharmacy in fulfilling one aspect of their responsibilities to safeguard the public health and welfare. For more information, go to <https://nabp.pharmacy/> [California Practice Standards and Jurisprudence Examination \(CPJE\)](#)

The California State Board of Pharmacy, through its Competency Committee, develops the CPJE. The board's CPJE is comprised of 90 multiple-choice questions, administered by computers at designated test centers throughout the country. California law (California Business and Professions Code section 4200.2) requires that the CPJE include items that demonstrate proficiency in patient- communication skills, aspects of pharmacy practice, and the application of clinical knowledge that is not measured by NAPLEX and California law.

For more information, go to: [https://pharmacy.ca.gov/applicants/Multistate Pharmacy Jurisprudence Examination \(MPJE\)](https://pharmacy.ca.gov/applicants/Multistate%20Pharmacy%20Jurisprudence%20Examination%20(MPJE).htm)

The computer-based Multistate Pharmacy Jurisprudence Examination® (MPJE) combines federal and state-specific law questions to serve as the state law examination in participating jurisdictions. The MPJE is based on a national blueprint of pharmacy jurisprudence competencies; however, the questions are tailored to the specific law in each state. For more information, go to

<https://nabp.pharmacy/programs/examinations/mpje/>.

#### **Graduation Requirements**

A student will be recommended for the degree of Doctor of Pharmacy provided the student:

1. Has completed three years in School of pharmacy (183 credit hours) meeting Satisfactory Academic Progress (SAP) progression.
2. Is not on provisional academic status, has completed all prescribed courses with a cumulative grade point average of 2.0 or higher, has no outstanding grade which is incomplete, and has a passing grade for all clinical rotations and all courses.
3. Has performed and behaved in a manner which is ethical, professional, and consistent with the practice of pharmacy.
4. Has satisfactorily passed prescribed exams.
5. Achieved the benchmark scores in the NAPLEX preparation checklist in the APPE – Practice Readiness Courses I, II, III.
6. Has completed 100 hours (or equivalent) of community service.
7. Has completed all programmatic co-curricular and non- credit requirements (including but not limited to interprofessional activities, outreach events, PCOA, student portfolios, and course and programs surveys).
8. Has completed SAP requirements including all degree requirements within SEVEN AND A HALF (7.5) years following initiation of the matriculation process.
9. Has completed at least one AUHS authorized and/or sponsored international mission trip.
10. Has met all AUHS legal, financial requirements, and obligations are paid in full.

## Doctor of Pharmacy Course List

Course Number	Course Name	Quarter Credits
PS 714	Biochemistry with Lab	4.0
CS 712	Patient Care Process: Health and Drug Information	4.0
PS 715	Pharmaceutical Calculations	4.0
AS 736	Professional Communications	3.0
AS 723	Pharmacy and US Healthcare Systems	2.0
AS 716	Judeo-Christian Values in Patient Care – Old Testament 1	1.0
PS 731	Immunology & Medical Microbiology	3.0
CS 713	Self-Care Pharmacotherapy & Alternative Therapy	4.0
PS 720	Pharmaceutics & Biopharmaceutics	4.0
CS 725	Patient Care Lab	1.0
PS 727	Medical Illustration I	2.0
AS 726	Judeo-Christian Values in Patient Care – Old Testament II	1.0
AS 728	Psychosocial Aspect of Health Care	2.0
PS 741	Pathophysiology	3.0
PS 743	Introduction to Medicinal Chemistry	3.0
CS 724	Pharmacy Practice: Medication Use Systems Management	3.0
CS 734	Physical Assessment with Lab*	2.0
AS 729	Medical Illustration II	2.0
AS 737	Judeo-Christian Ethics – Old Testament III	1.0
AS 730	Pharmacy Law & Ethics	3.0
PS 742	Introduction to Pharmacology & Toxicology	4.0
PS 743	Introduction to Medical Chemistry	3.0
PS 735	Extemporaneous & Sterile Compounding with Lab	2.0
PS 725	Natural Products	2.0
PS 733	Basic Pharmacokinetics	3.0
AS 745	Biostatistics & Research Design	3.0
AS 730	Pharmacy Law & Ethics	3.0
EE 746	IPPE – Community	2.0
AS 747	Judeo-Christian Leadership – Old Testament IV	1.0
PS 721	Pharmacogenomics & Genetics	2.0
CS 732	Health Informatics & Patient Safety	2.0
CS 857	Integrated Pharmacotherapy I: Fluids, Electrolyte & Hematology with Lab	5.0
PE 884	Elective I	2.0
CS 852	Integrated Pharmacotherapy II: Cardiology with Lab	5.0
EE 855	IPPE – Hospital	2.0
AS 912	Pharmacoeconomics	2.0
AS 856	Judeo-Christian Values in Patient Care – New Testament I	1.0
AS 863	Epidemiology, Public Health & Policy	3.0
AS 864	Pharmacy Practice Management	2.0
CS 861	Integrated Pharmacotherapy III: Pulmonary & Nephrology with Lab	5.0
CS 867	Integrated Pharmacotherapy IV: Gastroenterology & Endocrinology with Lab	5.0
AS 866	Judeo-Christian Values in Patient Care – New Testament II	1.0

AS 8	Pharmacy Law & Regulatory Affairs	2.0
CS 870	Integrated Pharmacotherapy V: Neurology & Psychiatry with Lab	5.0
CS 876	Integrated Pharmacotherapy VI: Infectious Disease II	4.0
PE 884	Elective I	2.0
AS 728	Psychosocial Aspect of Health Care*	2.0
CS 877	Integrated Pharmacotherapy VII: Oncology	6.0
CS 878	Integrated Pharmacotherapy VIII: Urology & Reproductive System	3.0
PE 913	Elective II	2.0
PE 914	Elective III	2.0
AS 885	Judeo-Christian Leadership – New Testament IV	1.0
EE 865	IPPE – Ambulatory Care	2.0
CS 911	Integrated Pharmacotherapy IX: Dermatology & Rheumatology with Lab	3.0
CS 886	Practice Readiness II	4.0
EE 921	APPE I – Acute Care / General Medicine	6.0
EE 922	APPE II – Health Systems / Institution	6.0
EE 931	APPE III – Ambulatory Care	6.0
EE 932	APPE IV – Advanced Community	6.0
EE 941	APPE V – Elective I	6.0
EE 942	APPE VI – Elective II	6.0
CS 943	Practice Readiness III	5.0
	<b>TOTAL</b>	<b>183</b>

REFER to STUDENT HANDBOOK

### Instructional Clock Hours to Credit Conversion

A “clock (Contact) hour” includes a minimum instructional time of 50 minutes of supervised or directed instruction and appropriate break(s).

### Doctor of Pharmacy Course Descriptions

#### Clinical and Administrative Sciences

##### AS 711 Professional Ethics (2 Credits)

The course will discuss the principles of professional behavior, ethical issues in patient care and teamwork, conflicts of interest, delivery of patient-centered care, and end-of-life care from a contemporary perspective. The course will also introduce California state Board of Pharmacy regulations. \*Prerequisite: AS 716.

##### AS 716 Judeo-Christian Values in Patient Care-Old Testament I (1 Credit)

This course introduces Biblical principles with a spiritual basis and practical approach to contemporary patient care settings. This course also instills the teaching of various Christian values such as love, caring, justice, respect, and compassion, in providing direct patient care through the study of various Biblical concepts.

\*Prerequisite: None.

### AS 723 Pharmacy and US Healthcare Systems (2 Credits)

This course will introduce students to the historical evolution of pharmacy practice in the United States, services within various medication use systems, and the basic principles of patient care in different pharmacy practice settings including community and hospital. The course will also introduce roles of pharmacists in public health, medication-patient safety, and medication therapy management. In addition, organizational and economic aspects of healthcare delivery will be discussed.

\*Prerequisite: None. AS 726

### AS 726 Judeo-Christian Values in Patient Care-Old Testament II (1 Credit)

This course continues to introduce Biblical principles with a spiritual basis and practical approach to contemporary patient care settings. This course also instills the teaching of various Christian values from the Old Testament such as love, caring, justice, respect, and compassion, in providing direct patient care through the study of various Biblical concepts.

\*Prerequisite: AS 716.

### AS 728 Psychosocial Aspects of Health Care (2 Credits)

This interprofessional education course for pharmacy and nursing students presents an exploration of psychosocial concepts, cultural, and environmental factors related to professional attitudes, behaviors, and dispositions. It is directed toward the development of self-awareness, professional responsibility, teamwork, and leadership qualities for functioning as a member of an interprofessional team. \*Prerequisite: AS 730, AS 736.

### AS 729 Medical Illustration II (2 Credits)

This interprofessional course is a continuation of Medical Illustration I which will introduce pharmacy and nursing students to art as a form of visual communication. The focus will be on the fundamentals and theory of drawing techniques with techniques, especially on anatomical objects. The course will enable students to apply a unique mix of skills in project management, understanding science, and breaking medical technologies. Students will develop communication and teamwork skills essential for functioning as a member of an interprofessional team.

\*Prerequisite: PS 744.

### AS 730 Pharmacy Law & Ethics (3 Credits)

This course provides an overview of current state and federal laws that substantially impact the competent delivery of pharmacy care and services in community, interprofessional, ambulatory/clinic, inpatient, administrative, and other key practice settings. Standards, guidelines, rules, requirements, practices, and policies relating to maintaining/improving patient safety and consumer protection are also provided. The laws and professional practice standards of the state of California are emphasized. In addition, the course will discuss the principles of professional behavior, ethical issues in patient care and teamwork, conflicts of interest, delivery of patient-centered care, and end-of-life care from a contemporary perspective.

\*Prerequisite: CS 724, AS 716.

### AS 736 Professional Communications (3 Credits)

This course is designed to introduce the concepts and principles of interpersonal and professional communication and the strategies for effective communication with patients and other healthcare providers. Communication skills that will be covered in this course include motivational interviewing, listening, nonverbal communication, addressing patients' needs and preferences, and assertive communication. In addition, the role of health literacy, and cultural influences on communication of health information are explored.

\*Prerequisite: None

### AS 737 Judeo-Christian Ethics-Old Testament III (1 Credit)

This course introduces Biblical principles and concepts with a spiritual basis and practical approach to contemporary ethical and moral issues. This course instills the teaching of various Christian ethical and moral values as illustrated in the Old Testament to provide direct patient care and practice in the current healthcare environment. \*Prerequisite: AS 726.

### AS 745 Biostatistics & Research Design (3 Credits)

This course is to introduce the statistical concepts and research design to students so that they can make evidence-based decisions in pharmacy practice. The statistical concepts include types of variables, levels of measurement, statistical distributions, descriptive statistics, hypothesis testing, statistical power, confidence interval, sample size, inferential statistical testing such as parametric and non-parametric. This course also covers various methodologies and their applications in study design. In addition, student will learn to estimate risks and odds in clinical trials, and as well as different approaches to review evidence-based scientific literature. \*Prerequisite: CS 718.

### AS 747 Judeo-Christian Leadership-Old Testament IV (1 Credit)

This course introduces Biblical principles with a spiritual basis and practical approach to contemporary leadership, entrepreneurship, and resource management. This course also instills the teaching of various Christian values as illustrated in the Bible, in providing knowledge, skill and attitude of leadership, entrepreneurship and

### AS 856 Judeo-Christian Values in Patient Care-New Testament I (1 Credit)

This course introduces Biblical principles from the New Testament Bible with a spiritual basis and practical approach to contemporary patient care settings including acute illness, chronic diseases, death & end-of-life care. This course also instills the teaching of various Christian values such as spirit-mind-body connection, grace, mercy, prayer, compassion, and spiritual gifts in providing direct patient care through the study of various Biblical concepts. \*Prerequisite: None. AS 863 Epidemiology, Public Health & Policy (3 Credits) This course is designed to introduce students to the basic principles of public health with an emphasis on health promotion and disease prevention with an emphasis on the role of pharmacists in public health. Students will learn area of epidemiology, determinants of health, and how the epidemiology of diseases differs based on race, gender, and geography. This course also teaches the students to advocate for patients and the profession in health care policy.

\*Prerequisite: AS 745.

### AS 860 Epidemiology, Public Health & Policy (2 Credits)

This course is designed to introduce students to the basic principles of public health with an emphasis on health promotion and disease prevention with an emphasis on the role of pharmacists in public health. Students will learn areas of epidemiology, determinants of health, and how the epidemiology of diseases differs based on race, gender, and geography. This course also teaches the students to advocate for patients and the profession in health care policy. \*Prerequisite: AS 745.

### AS 864 Pharmacy Practice Management (2 Credits)

Students will learn about practice management in different settings. Additionally, students will learn the essentials for practice settings that include operations, human resources, finances, marketing, logistics, risk management, and development of innovative pharmacy care services. The course will also focus on managerial responsibilities in the health care settings.

\*Prerequisite: AS 912, CS 724.

### AS 866 Judeo-Christian Values in Patient Care-New Testament II (1 Credit)

The course series will introduce pharmacy as a ministry of the healing arts and sciences, with a spiritual basis to the approach of contemporary patient care. Also covered are various Christian values, including love and compassion, in providing direct patient care through the study of Biblical principles. The fruits of the spirit will be discussed to empower inter-professional practice.

\*Prerequisite: AS 856.

### AS 875 Judeo-Christian Ethics-New Testament III (1 Credit)

These courses will explain the principles of behavior and ethics dealing with individual conflict of interest, delivery of patient- centered care, and teamwork relevant to contemporary pharmacy practice from a Biblical perspective.

\*Prerequisite: AS 856.

### AS 885 Judeo-Christian Leadership-New Testament IV (1 Credit)

These courses will develop skills for pharmacy practice leadership, resource management (including operational and managerial issues), and teamwork relevant to contemporary pharmacy practice from a Biblical perspective. \*Prerequisite: AS 875.

### AS 912 Pharmacoeconomics (2 Credits)

This course introduces students to the basic concepts, terminology, and applications of Pharmacoeconomics and its usefulness in making informed decisions in health care. Students will learn types of outcome evaluation and outcome measures, the appropriate uses and applicability of cost-of-illness, cost-minimization, cost-effectiveness, cost-benefit, cost-utility, and decision analyses. Emphasis is placed upon the reading, interpretation, and critical evaluation of different types of published pharmacoeconomic studies in medical literature. \*Prerequisites: AS 745; CS 871; CS 872

### CS 718 Patient Care Process: Health and Drug Information (4 Credits)

This course will introduce the fundamental concepts of the Pharmacist Patient Care Process (PPCP) and systematic approach to drug information and literature evaluations. Students will learn how to respond to medication and health

information requests systematically and the information retrieval processes. The commonly used drug information resources that are available both in print and electronically will be discussed. Students will begin learning general information about the top 200 medications. The student will build a basic understanding of evidence-based medicine, the fundamentals of evaluating primary literature, and the types of studies that are available. This course will use active learning strategies using group projects to help students learn important drug information and literature evaluation skills. \*Prerequisite: None.

### CS 713 Self-Care Pharmacotherapy & Alternative Therapy (4 Credits)

This course discusses the concept of self-care and provides an in-depth review of conditions that are self-treatable with over the counter (OTC) products including nonprescription medications, non-pharmacological therapies, and complimentary and natural medicines. This course will provide students with the knowledge and skills to assess patients and assist with proper product selection and provide counseling and recommendations regarding self-care inquiries. Appropriate written documentation of findings and patient encounters using SOAP note format as well as laws that govern nonprescription therapy will be introduced. The course will also examine the role of pharmacists in public health through pharmacy-based health education, health promotion, and disease prevention in community pharmacy practice.

\*Prerequisite: CS 718

### CS 724 Pharmacy Practice: Medication Use Systems Management (3 Credits)

This course provides an overview of the roles and responsibilities of a pharmacist in general and in various practice settings that involve dispensing, distribution, and administration. This course provides knowledge about the preparation and dispensing of prescriptions, the development and maintenance of patient medication profiles, identification, and prevention of medication errors. The importance of leadership and professional development in these processes will be discussed.

\*Prerequisite: CS 718, AS 723.

### CS 725: Patient Care Lab (1 Credit)

This interprofessional education course introduces pharmacy and nursing students to methods for obtaining a comprehensive patient history, basic assessment techniques, medical terminology, how to recognize abnormal findings, and how to triage and refer patients. This course will help students develop communication and teamwork skills essential for functioning as a member of an interprofessional team. \*Prerequisite: CS 713.

### CS 732 Health Informatics & Patient Safety (2 Credits)

This course will introduce students to the use of technology for organizing, analyzing, and managing information in healthcare settings. Students will get a better understanding of the roles of pharmacists in the implementation, maintenance, and use of informatics in hospital settings (e.g., Electronic Health Record [EHR], Computerized Prescriber Order Entry [CPOE], and Barcode Medication Administration [BCMA]). Patient safety as well as the benefits and current constraints of these systems will be explored. Systems in place to maintain the confidentiality of health information in accordance with federal policies will also be discussed.

\*Prerequisite: AS 723, CS 724

### CS 748-Practice Readiness I (2 credits)

This capstone course provides a comprehensive and integrated review of the first-year pharmacy curricular content including communication, drug and patient information, pharmaceutical calculations, self-care, medication use systems, and pharmaceutical compounding. Students are required to complete a milestone examination as a fulfillment of the course. *\*Prerequisite: AS 736, CS 713, CS 724, PS 718, PS 719, PS 743*

### CS 857 Integrated Pharmacotherapy I: Fluid, Electrolytes & Nutrition (5 Credits)

This course horizontally integrates pathophysiology, medicinal chemistry, pharmacology, clinical pharmacokinetics, and pharmacotherapeutics concepts related to fluid and electrolyte imbalance and hematological disorders. Through this integrated approach to learning, students will be able to apply knowledge of the basic sciences and clinical sciences to the management of patients with fluid and electrolyte imbalance or hematological disorders. The laboratory section of the course will involve recitation with case discussions. *\*Prerequisite: PS 741, PS 742, PS 743.*

### CS 858 Integrated Pharmacotherapy II: Cardiology (5 Credits)

This course horizontally integrates pathophysiology, medicinal chemistry, pharmacology, clinical pharmacokinetics, and pharmacotherapeutics concepts related to cardiovascular diseases. The pathophysiology of a particular disease condition will be discussed, followed by the respective drugs or drug classes emphasizing structure-activity relationship, mechanisms of action, pharmacokinetics, and pharmacological actions on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to link concepts of medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease. Through this integrated approach to learning, students will be able to apply knowledge of the basic sciences and clinical sciences to the management of patients with cardiovascular disease. The laboratory section of the course will involve recitation with case discussions. *\*Prerequisite: PS 741, PS 742, PS 743*

### CS 859 Integrated Pharmacotherapy III: Pulmonary & Nephrology (5 Credits)

This course horizontally integrates pathophysiology, medicinal chemistry, pharmacology, clinical pharmacokinetics, and pharmacotherapeutics concepts related to pulmonary and nephrology diseases. The pathophysiology of specific disease conditions will be discussed, followed by the respective drugs or drug classes emphasizing structure-activity relationship, mechanisms of action, pharmacokinetics, and pharmacological actions on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to link concepts of medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease. Through this integrated approach to learning, students will be able to apply knowledge of the basic sciences and clinical sciences to the management of patients with pulmonary and/or nephrology disease. The laboratory section of the course will involve recitation with case discussions. *\*Prerequisite: PS 741, PS 742, PS 743, CS 857*

### CS 867 Integrated Pharmacotherapy IV: Gastroenterology & Endocrinology (5 Credits)

This course horizontally integrates pathophysiology, medicinal chemistry, pharmacology, clinical pharmacokinetics, and pharmacotherapeutics concepts related to gastroenterological or endocrinological disorders. The pathophysiology of specific disease conditions will be discussed, followed by the respective drugs or drug classes emphasizing structure-activity relationship, mechanisms of action, pharmacokinetics, and pharmacological actions on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to link concepts of medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease. Through this integrated approach to learning, students will be able to apply knowledge of the basic sciences and clinical sciences to the management of patients with gastroenterological or endocrinological diseases. The laboratory section of the course will involve recitation with case discussions. *\*Prerequisite: PS 741, PS 742, PS 743.*

### CS 868 Integrated Pharmacotherapy VI: Infectious Disease I (4 Credits)

This course is a continuation of the Integrated Pharmacotherapy series with a focus on therapies for infectious diseases. This course horizontally integrates pathophysiology, medicinal chemistry, pharmacology, clinical pharmacokinetics, and pharmacotherapeutics concepts related to infectious diseases. The pathophysiology of specific disease conditions will be discussed, followed by the respective drugs or drug classes emphasizing structure-activity relationship, mechanisms of action, pharmacokinetics, and pharmacological actions on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to link concepts of medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease. Through this integrated approach to learning, students will be able to apply knowledge of the basic sciences and clinical sciences to the management of patients with infectious diseases. The laboratory section of the course will involve recitation with case discussions. *\*Prerequisite: PS 741, PS 742, PS 743, PS 731.*

### CS 869 Integrated Pharmacotherapy IX: Dermatology & Rheumatology (2 Credits)

This course horizontally integrates pathophysiology, medicinal chemistry, pharmacology, clinical pharmacokinetics, and pharmacotherapeutics concepts related to dermatologic and rheumatologic conditions. The pathophysiology of specific disease conditions will be discussed, followed by the respective drugs or drug classes emphasizing structure-activity relationship, mechanisms of action, pharmacokinetics, and pharmacological actions on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to link concepts of medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease. Through this integrated approach to learning, students will be able to apply knowledge of the basic sciences and clinical sciences to the management of patients with dermatologic and rheumatologic conditions. The laboratory section of the course will involve recitation with case discussions. *\*Prerequisite: PS 741, PS 742, PS 743.*

### **CS 870 Integrated Pharmacotherapy V: Neurology & Psychiatry (5 Credits)**

This course horizontally integrates pathophysiology, medicinal chemistry, pharmacology, clinical pharmacokinetics, and pharmacotherapeutics concepts related to neurologic and psychiatric conditions. The pathophysiology of specific disease conditions will be discussed, followed by the respective drugs or drug classes emphasizing structure-activity relationship, mechanisms of action, pharmacokinetics, and pharmacological actions on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to link concepts of medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease. Through this integrated approach to learning, students will be able to apply knowledge of the basic sciences and clinical sciences to the management of patients with a neurologic and/or psychiatric condition. The laboratory section of the course will involve recitation with case discussions. \*Prerequisite: PS 741, PS 742, PS 743

### **CS 876 Integrated Pharmacotherapy VI: Infectious Disease II (4 Credits)**

This course is a continuation of the Integrated Pharmacotherapy series with a focus on therapies for infectious diseases. This course horizontally integrates pathophysiology, medicinal chemistry, pharmacology, clinical pharmacokinetics, and pharmacotherapeutics concepts related to infectious diseases. The pathophysiology of specific disease conditions will be discussed, followed by the respective drugs or drug classes emphasizing structure-activity relationship, mechanisms of action, pharmacokinetics, and pharmacological actions on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to link concepts of medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease. Through this integrated approach of learning, students will be able to apply knowledge of the basic sciences and clinical sciences to the management of patients with infectious diseases. The laboratory section of the course will involve recitation with case discussions. \*Prerequisite: PS 741, PS 742, PS 743, CS 868, PS 731

### **CS 877 Integrated Pharmacotherapy VII: Oncology (5 Credits)**

This course horizontally integrates pathophysiology, medicinal chemistry, pharmacology, clinical pharmacokinetics, and pharmacotherapeutics concepts related to oncology and nutrition support. The pathophysiology of specific disease conditions will be discussed, followed by the respective drugs or drug classes emphasizing structure-activity relationship, mechanisms of action, pharmacokinetics, and pharmacological actions on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to link concepts of medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease. Through this integrated approach of learning, students will be able to apply knowledge of the basic sciences and clinical sciences to the management of patients with oncology and/or requiring nutrition support. The laboratory section of the course will involve recitation with case discussions. \*Prerequisite: PS 741, PS 742, PS 743.

### **CS 878 Integrated Pharmacotherapy VIII: Urology & Reproductive System (3 Credits)**

This course horizontally integrates pathophysiology, medicinal chemistry, pharmacology, clinical pharmacokinetics, and pharmacotherapeutics concepts related to urologic conditions and reproductive system. The pathophysiology of specific disease conditions will be discussed, followed by the respective drugs or drug classes emphasizing structure-activity relationship, mechanisms of action, pharmacokinetics, and pharmacological actions on various organ systems, toxicity profiles, contraindications, and drug-drug interactions. Pharmacotherapeutics will be taught in a sequential and integrative manner to link concepts of medicinal chemistry coupled with the pharmacology of the drugs used in the corresponding disease. Through this integrated approach to learning, students will be able to apply knowledge of the basic sciences and clinical sciences to the management of patients with urologic or reproductive dysfunction/conditions. The laboratory section of the course will involve recitation with case discussions. \*Prerequisite: PS 741, PS 742, PS 743.

### **CS 886 Practice Readiness II (4 credits)**

This is a case-based capstone course that provides a comprehensive and integrated review of the second-year pharmacotherapeutics content. The cases mimic complex clinical scenarios that students are likely to encounter during advanced pharmacy practice experiences. A broad range of assessment tools are used to evaluate student knowledge and skills including a milestone examination.

\*Prerequisite: CC 857, CS 858, CS 859, CS 867, CS 870, CS 863, CS876, CS 877, CS 878.

### **CS 943 Practice Readiness III (5 Credits)**

This course will provide a review of selected materials encompassing the learning objectives from the didactic years. Students will further refine skills, apply knowledge, and demonstrate the attitudes and values of a healthcare professional. Students also engage in a variety of active learning strategies including the Objective Structured Clinical Examination (OSCE) where knowledge, skills, attitudes, and values are assessed and student readiness for Advanced Pharmacy Practice Experiences (APPEs) is evaluated.

\*Prerequisite: PS 719, CS 713, PS 738, CC 857, CS 858, CS 859, CS 867, CS 870, CS 863, CS876, CS 877, CS 878

### **EE 746 IPPE I –Community (2 Credits)**

The Introductory Pharmacy Practice Experience in Community Pharmacy provides students with hands-on experience in contemporary practice models under the guidance and supervision of a licensed pharmacist. Students will be introduced to the practical aspects of community pharmacy including, but not limited to prescription processing, preparation/filling of medications, patient consultation, immunization, inventory control, pharmacy operations and management, and compliance with regulatory requirements. Within this practice setting, students will also observe and practice professional ethics and behaviors.

\*Prerequisite: CS 718, CS 713, CS 725, AS 730, CS 724

### **EE 855 IPPE II –Hospital (2 Credits)**

The Introductory Pharmacy Practice Experience in Hospital Pharmacy settings provides students with hands-on experience in contemporary practice models in hospital settings under the guidance and supervision of a licensed pharmacist. Students will be introduced to hospital practice and the roles of pharmacists in the hospital. Within this practice, students will participate in accurate medication order processing, and demonstrate knowledge of unit dose and intravenous admixture systems, sterile IV medication compounding, medication procurement, medication distribution systems, monitoring of drug therapy, and medication safety. Students will also learn the role of organizations such as The Joint Commission (TJC) and regulatory agencies such as the State Board of Pharmacy, Pharmacy and Therapeutics (P&T) Committee, and IT infrastructure including automated dispensing systems, electronic medical records, and computerized prescriber order entry.

\*Prerequisite: EE 746

### **EE 865 IPPE III - Ambulatory Care (2 Credits)**

The Introductory Pharmacy Practice Experience in Ambulatory Care provides students with hands-on experience in contemporary practice models in ambulatory care pharmacy settings under the guidance and supervision of a licensed pharmacist. Unlike IPPE I Community, IPPE III Ambulatory Care will have an emphasis on the management of patients. Students will obtain patient medication histories, assess the appropriateness of medication regimens, and identify drug-related problems for common chronic diseases. Students will utilize the Pharmacists' Patient Care Process to develop a care plan for an assigned patient to provide continuity of care. Students will learn to empower patients to manage their disease by educating them on the importance of health, immunization, wellness, and disease prevention.

\*Prerequisite: EE 746

### **EE 874 IPPE IV –Transitions of Care (2 Credits)**

The Introductory Pharmacy Practice Experience in Transitions of Care provides students with hands-on experience in transitional care in pharmacy settings such as hospital or outpatient settings under the supervision of a licensed pharmacist. Students will assist in transitioning a patient from one setting to another by conducting medication reconciliation, obtaining medication use behavior and history to assess medication adherence, identifying high-risk medications, and ensuring patient follow-up with their primary care provider. Students will ensure patients have access to medications and continuity of care by conducting follow-up telephone calls to discharged patients. Students will also design materials for patients in a comprehensible manner to communicate with patients with low health literacy.

\*Prerequisite: EE 746.

### **EE 921 APPE I - Acute Care/General Medicine (6 Credits)**

This course will provide students with advanced pharmacy practice experiences toward achieving competency in the acute care and inpatient/general medicine setting. The course integrates, reinforces, and applies the knowledge, skills, attitudes, and values developed in the didactic, IPPEs, and co-curricular activities. Students will be expected to utilize them.

skills and abilities to provide effective and appropriate patient-centered care. Students will be exposed to patients with a variety of disease states during the rotation. Students will actively engage in direct patient care activities such as obtaining and recording patient medication history, developing, and updating patient therapeutic plans, monitoring lab values, assessing for drug interactions and adverse drug reactions, and attending rounds as a member of the interprofessional team

\*Prerequisite: EE 746, EE 855, EE 865, EE 874

### **EE 922 APPE II - Health Systems/Institution (6 Credits)**

This course builds on the knowledge, skills, attitudes, and values developed in the didactic, IPPEs, and co-curricular activities. Students will be provided with advanced experience towards competency in health systems or institutional pharmacy practice, including management, system use, and direct patient care. The students will engage in activities including processing and dispensing of medication orders, performing dosage conversion and pharmacokinetic dosing of medications, conducting antibiotic stewardship, evaluating drug therapy, retrieving, and evaluating drug information, consulting with physicians and other healthcare providers, and attending P & T committee meetings. Students will also be exposed to formulary management, monograph preparation, in- service activities, inventory management, therapeutic substitutions, or Regulatory affairs audit support.

\*Prerequisite: EE 746, EE 855, EE 865, EE 874.

### **EE 931 APPE III - Ambulatory Care (6 Credits)**

This course will provide students with advanced experience toward competency in pharmacist-provided care in ambulatory care settings and working with diverse patient populations. Students will actively participate in the management of common chronic diseases such as chronic heart failure, hypertension, dyslipidemia, anticoagulation, and pulmonary diseases (asthma and COPD) in a general or specialized outpatient setting. Students will be expected to utilize knowledge, skills, and abilities learned in prior courses to collect patient-specific information, evaluate, and monitor drug therapy appropriateness, develop patient-specific care plans, implement, follow up, and educate patients or caregivers, and collaborate with other healthcare professionals where applicable.

\*Prerequisite: EE 746, EE 855, EE 865, EE 874.

### **EE 932 APPE IV - Advanced Community (6 Credits)**

This course will provide students with advanced experience toward competency in the community pharmacy setting. Students will have opportunities to integrate and apply knowledge and skills acquired through didactic, IPPEs, and co-curricular experiences in various patient-centered activities. Students will develop critical thinking and decision-making skills while engaging in pharmacy operations, advanced patient-care services, and patient-focused dispensing functions. These activities will focus on obtaining patient medical history, performing drug regimen reviews, evaluating therapy adherence, counseling patients on appropriate self-care products, delivering immunizations, developing patient care plans with follow-up, and providing education to patients and other healthcare professionals. This course will allow students to explore the expanding roles of community pharmacists and prepare them to begin practice upon graduation.

\*Prerequisite: EE 746, EE 855, EE 865, EE 874.

#### EE 941 APPE V - Elective I (6 Credits)

This elective course will provide students the opportunity to further develop experience in areas of professional interest, to expand their understanding of professional opportunities, and to achieve the outcomes of the curriculum. Elective clerkships may include, but are not limited to, areas focused on academia, administration, community outreach, pharmacy entrepreneurship, international practice, long-term care, managed care, nuclear pharmacy, professional organizations, and research. Students may also choose to elect a clerkship in acute care and ambulatory care.

\*Prerequisite: EE 746, EE 855, EE 865, EE 874.

#### EE 942 APPE VI - Elective II (6 Credits)

This elective course will provide students the opportunity to further develop experience in areas of professional interest, to expand their understanding of professional opportunities, and to achieve the outcomes of the curriculum. Elective clerkships may include, but are not limited to, areas focused on academia, administration, community outreach, pharmacy entrepreneurship, international practice, long-term care, managed care, nuclear pharmacy, professional organizations, and research. Students may also choose to elect a clerkship in acute care and ambulatory care.

\*Prerequisite: EE 746, EE 855, EE 865, EE 874.

#### PE 884 Elective I (2 Credits)

These are elective courses that will enable the student to further develop areas of professional interest, expand their understanding of professional opportunities, and achieve the outcomes of the curriculum. Elective courses offered include but are not limited to Advanced Topics (in various pharmacy/pharmacotherapy fields), Biotechnology, Independent Research Study, Nuclear Pharmacy, Advanced Practice Management, Patient Advocacy, Pharmacy Leadership, Industrial Pharmacy, Introduction to Drug Development, Grant Writing, Special Issues in Clinical Research.

\*Prerequisite: None

#### PE 913 Elective II (2 Credits)

These are elective courses that will enable the student to further develop areas of professional interest, expand their understanding of professional opportunities, and achieve the outcomes of the curriculum. Elective courses offered include but are not limited to Advanced Topics (in various pharmacy/pharmacotherapy fields), Biotechnology, Independent Research Study, Nuclear Pharmacy, Advanced Practice Management, Patient Advocacy, Pharmacy Leadership, Industrial Pharmacy, Introduction to Drug Development, Grant Writing, Special Issues in Clinical Research.

\*Prerequisite: None.

#### PE 914 Elective III (2 Credits)

These are elective courses that will enable the student to further develop areas of professional interest, expand their understanding of professional opportunities, and achieve the outcomes of the curriculum. Elective courses offered include but are not limited to Advanced Topics (in various pharmacy/pharmacotherapy fields), Biotechnology, Independent Research Study, Nuclear Pharmacy, Advanced Practice Management, Patient Advocacy, Pharmacy Leadership, Industrial Pharmacy, Introduction to Drug Development, Grant Writing, Special Issues in Clinical Research.

\*Prerequisite: None.

#### PS 717 Biochemistry (4 Credits)

This course provides students with a review of functional groups, their properties, and their function in important biological molecules and drug substances. The structure, physical and chemical properties, biological functions, applicable kinetics, and the metabolic fate of molecules essential to life will be covered with an emphasis on application to pharmaceutical, medical, and clinical uses. \*Prerequisite: None.

#### PS 719 Pharmaceutical Calculations (4 Credits)

Students will be taught to perform accurate compounding and dosage calculations for solid and liquid dosage forms, injectable medications, and extemporaneously compounded prescription products to ensure the safety and efficacy of patients' therapy. \*Prerequisite: None.

#### PS 720 Pharmaceutics and Biopharmaceutics (4 Credits)

This course will discuss the physicochemical properties of drugs and excipients used in the formulation and delivery of various dosage forms. This course will also include a discussion of critical factors (for ex: stability, dissolution, degradation, etc.) which have an impact on the biopharmaceutics, pharmacokinetics, and pharmacotherapy of drugs and dosage forms. This course includes the fundamental knowledge of pharmaceutical dosage forms that will be useful in future requisite courses like pharmacotherapeutics and pharmacokinetics. The laboratory component will provide students with a hands-on opportunity to apply classroom knowledge.

\*Prerequisite: PS 719

#### PS 721 Pharmacogenomics & Genetics (2 Credits)

This course introduces the students to the genetic basis for disease and drug action, the genetic basis for alterations of drug metabolism (e.g., poor vs. normal metabolizers) and transport, and the genetic basis for individualized drug doses and/or changes to the drug of choice. The course discusses the role of pharmacogenomics in the development of diseases of high socioeconomic impact and in the pharmacotherapeutic efficacy of drugs used in these diseases.

\*Prerequisite: PS 731, PS 742

### [PS 722 Pharmaceutics and Biopharmaceutics with Lab \(5 Credits\)](#)

This course will discuss the physicochemical properties of drugs and excipients used in the formulation and delivery of various dosage forms. This course will also include discussion of critical factors (for ex: stability, dissolution, degradation etc.) which have an impact on the biopharmaceutics, pharmacokinetics, and pharmacotherapy of drugs and dosage forms. This course includes the fundamental knowledge of pharmaceutical dosage forms that will be useful in future requisite courses like pharmacotherapeutics and pharmacokinetics. The laboratory component will provide students with a hands-on opportunity to apply classroom knowledge.

\*Prerequisite: PS 715.

### [PS 725 Natural Products \(2 Credits\)](#)

This course describes the concepts of crude drugs, semi-purified, and purified natural products and variability of occurrence of pharmacologically active substances in natural products. The course will enable students to conceptualize the functional role of dietary supplements and alternative medical treatments in modern day medicine.

\*Prerequisite: PS 714, PS 743.

### [PS 727 Medical Illustration I \(2 Credits\)](#)

This interprofessional education course introduces pharmacy and nursing students to foundational drawing methods, how to use art as a form of communication, how to develop imagination and creativity and find the relationship between art, science, and God. Students will study figurative art, and its strong references to the real world and human figure, anatomical art, which shows the interior of the body with context in the background, and medical illustration, which shows the interior of the body without context. This course is also designated to help foster empathy and appreciation for patient-centered care. Students will also learn communication and teamwork skills essential for functioning as a member of an interprofessional team. \*Prerequisite: None.

### [PS 731 Immunology and Medical Microbiology \(3 Credits\)](#)

This course provides a fundamental background of the human immune system and medical microbiology. The topics covered include bacterial, viral, and fungal pathogens and parasites; composition and function of the human immune system; responses of the immune system to pathogens and parasites, injury, and disease; disorders of the immune system; tumor immunology; transplant rejection; and clinical application of immunology including therapeutic antibodies, vaccines, and diagnostic tools.

\*Prerequisite: PS 714.

### [PS 733 Basic Pharmacokinetics \(3 Credits\)](#)

This course is an introduction to basic principles of in vivo drug kinetics (linear and nonlinear) including principles of bioavailability/bioequivalence, physiologic determinates of drug onset and duration, drug, disease, and dietary influences on absorption, distribution, metabolism, and excretion and the pharmacokinetic-pharmacodynamic interface.

\*Prerequisite: PS 720, PS 742

### [PS 738 Extemporaneous & Sterile Compounding with Lab \(2 Credits\)](#)

This course discusses the drug policy in US Pharmacopoeia guidance on compounding and FDA Compliance Policy Guidelines including techniques and principles used to prepare and dispense individual extemporaneous non-sterile and sterile preparations. The laboratory component will provide students with the opportunity to apply classroom knowledge.

\*Prerequisite: PS 719, PS 720

### [PS 741 Pathophysiology \(3 Credits\)](#)

This course is designed to teach pharmacy students the principles of pathophysiological concepts and clinical practice guidelines for disease states and their interpretation in the clinical setting. This course emphasizes the pathological changes of the organ and cellular physiology which necessitates pharmacist intervention. The course examines the molecular, cellular, tissue, and organ- level basis of the pathophysiological changes leading to human diseases.

\*Prerequisite: PS 714

### [PS 742 Introduction to Pharmacology & Toxicology \(4 Credits\)](#)

This course will provide students with the foundational scientific knowledge pertaining to drug action. The conceptual understanding of the pharmacodynamic principles, receptor theory, drug-receptor interactions, drug metabolism, principles of drug toxicity and drug-drug interaction will form the basis of understanding of patient-directed therapeutic approaches that will be covered in subsequent Integrated Therapeutic course series. Students will also be introduced to the basis of the autonomic nervous system and pharmacology of autonomic drugs.

\*Prerequisite: PS 714, PS 741, PS 743.

### [PS 743 Introduction to Medicinal Chemistry \(3 Credits\)](#)

The Introduction to Medicinal Chemistry course introduces foundational concepts in medicinal chemistry leading to students understanding of drug structure-activity relationships, physiochemical properties related to drug action, drug-target interactions, chemical aspects of drug metabolism, and medicinal chemistry of autonomic drugs.

\*Prerequisite: PS 714.

### [PS 744 Medical Illustration I \(3 Credits\)](#)

This interprofessional education course introduces pharmacy and nursing students to foundational drawing methods, how to use art as a form of communication, how to develop imagination and creativity, and find the relationship between art, science, and God. Students will study figurative art, and its strong references to the real world and human figure, anatomical art, which shows the interior of the body with context in the background, and medical illustration, which shows the interior of the body without context. This course is also designated to help foster empathy and appreciation for patient-centered care. Students will also learn communication and teamwork skills essential for functioning as a member of an interprofessional team.

\*Prerequisite: None.

# DOCTOR OF NURSING IN PRACTICE (DNP)

## LEADERSHIP & FACULTY

**Michelle Paysan-Modina, PhD, DNP, APRN, NP-C, PHN**  
Executive Dean/Asst. Chief Nurse Administrator (CNA)

**Gregorio de Grano, PhD, MD, MSN, RN, FNP-C**  
Dean

**Jeazale Julian, DNP, MSN-FNP, BSN**  
Lead Instructor/Clinical Affiliations Coordinator

## FACULTY

**Gregorio de Grano, PhD, MD, MSN, RN, FNP-C**

**Obsania Jennifer, DNP, MSN, RN, DNP**  
**Nhung Le, PhD**

## MISSION

In alignment with the AUHS Mission, the DNP degree program is a vital step in the growth of AUHS. The program will expand the breadth of the university openings and prepare students for advanced professional registered nursing practice. The DNP program will complement and strengthen the interprofessional healthcare education offered by the university across schools.

AUHS aims to develop advanced practice nurses competent in developing improvement projects and processes to promote health. One of AUHS's primary objectives is to develop advanced practice nurses to serve as health leaders and contribute to a nation that is physically, mentally, and socially healthy.

AUHS is dedicated to helping the nursing profession expand its scope of practice and its direct impact upon medically underserved communities by targeting minority and underrepresented individuals who wish to positively impact the health outcomes of a growingly diverse population in the United States. AUHS aims to develop a pool of culturally competent practitioners, researchers, and educators and increase diversity within the health professions to eventually overcome health disparities and improve the health care of underrepresented groups.

## DNP Program Learning Outcomes

DNP Program Learning Outcomes aligned with AACN DNP Essentials are listed below.

1. Independently perform advanced nursing roles to enhance health outcomes in a specialty practice area. (Domain 1)
2. Facilitate the development of health outcomes and reduction of health disparities throughout the population. (Domain 2)
3. Incorporate principles of population health into the treatment of individual patients, clinical practices, and the community. (Domain 3)
4. Integrate scientific theories and data-based concepts to develop, critically appraise, and implement practice approaches that improve health care and health systems. (Domain 4)
5. Utilize organizational theories and systems thinking to enhance the quality, cost-effectiveness, and safety of practice initiatives and decisions. (Domain 5)
6. Take the initiative in guiding and collaborating with interprofessional teams to enhance the well-being of patients and communities. (Domain 6)
7. Implement effective strategies for managing the ethical dilemmas inherent in in-patient care, healthcare organization, and research. (Domain 7)
8. Utilize knowledge of informatics to monitor and enhance outcomes, programs, and health care delivery systems. (Domain 8)
9. Facilitate the development and improvement of health outcomes and reduction of health disparities while integrating diversity, equity, and inclusion as fundamental components of one's professional identity. (Domain 9)
10. Demonstrate a spirit of inquiry that fosters adaptability and professional maturity while assuming a leadership role in influencing healthcare regulation and delivery policies. (Domain 10)

## DNP Program Curriculum

### Quarter 1

- DNP 700 Population Health Management and Research Design – 5 Credits \*
- DHC 701 Healthcare Delivery, Informatics, and Innovation – 5 Credits \*

### Quarter 2

- DHC 702 Translational Research and Evidence-Based Thinking for Scholarship and Practice – 5 Credits \*
- DNP 800 Population Health Project Improvement 1: Assessing the Needs of Populations – 5 Credits \*\*

### Quarter 3

- DHC 703 Biostatistics and Research Design – 5 Credits \*
- DNP 801 Population Health Project Improvement 2: Address Needs/Pops EB Interventions – 5 Credits \*\*

### Quarter 4

- DHC 704 Leadership, Bioethics, and Interprofessional Collaboration – 5 Credits \*
- DNP 802 Population Health Project Improvement 3: Implement EB Change in Practice Project – 5 Credits \*\*

### Quarter 5

- DNP 803 Project Culmination of Evidence-Based Change of Practice Project – 5 Credits \*\*

### Total Program – 45 Credits

\*Each theory course includes approximately 8-10 hours a week of practicum work

\*\*Each practicum course includes approximately 12-14 hours a week of practicum work

### DNP 700: Population Health Management (Domains (1, 3, 7, 9)

Credits: 5 (Required)

This course provides DNP students with a comprehensive foundation in systems-based practice and population health, emphasizing the critical role of advanced nursing practice in improving health outcomes and advancing health equity. Students will examine theoretical models and evidence-based frameworks relevant to population health management and apply them to real-world contexts. Key focus areas include social determinants of health, healthcare disparities, health promotion, and disease prevention. Through an integrated approach, the course explores how DNP-prepared nurses lead initiatives that transform care delivery, reduce inequities, and support sustainable, high-impact health strategies at the community, regional, and national levels.

**(This course covers PLO: 1, 2, 3, 4, 5, 7, 8, 9; AACN DOMAINS: 1, 2, 3, 4, 5, 7, 8, 9; AACN COMPETENCIES: 1.2f, 1.2j, 2.5j, 2.7e, 2.7f, 2.8j, 3.1j, 3.1k, 3.1l, 3.1m, 3.1n, 3.2e, 3.2f, 3.3e, 3.4i, 3.4j, 3.4k, 4.1i, 4.2f, 4.2g, 4.2h, 5.1i, 5.1k, 7.1g, 7.1h, 7.2i, 7.3g, 8.2j, 9.3m, 9.4f, 9.6g, 9.6h, 9.6i; AACN CONCEPTS: Clinical Judgement, Communication, Compassionate Care, DEI, Evidence-Based Practice, Ethics, Health Policy, Social Determinants of Health; AONL DOMAINS: Communication and Relationship Building, Knowledge of the Health Care Environment, Leadership, Professionalism, Business Skills)**

### Course Learning Outcomes:

1. Examine the principles and theories that underpin population health and its integration within the Doctor of Nursing Practice (DNP) studies. (PLO 1, 3)
2. Analyze the social determinants of health and their impact on diverse population health outcomes, healthcare disparities, health promotion, and disease prevention. (PLO 2, 6)

3. Recognize the role of the advanced practice nurse in improving health outcomes and apply ethical frameworks and principles to address ethical considerations in population health practice. (PLO 1, 7)
4. Recognize the importance of health equity and cultural competence in population health. (PLO 2, 3)
5. Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences. (PLO 1, 10)
6. Formulate systems-based approaches to healthcare delivery, recognizing the interplay and influence of multilevel healthcare systems on patient care and organizational structures. (PLO 1, 7)
7. Evaluate the regulatory and financial landscapes of healthcare to optimize resource utilization and quality of care. (PLO 5, 7, 10)
8. Analyze the interaction between regulatory agency requirements and quality, fiscal, and value-based indicators. (PLO 7,10)

#### **DHC 701 Healthcare Delivery, Informatics, and Innovation (Domain 8)**

##### **5 Credits: Required**

This course offers a comprehensive overview of the U.S. healthcare system, focusing on the organization of care, population health, and health disparities. Students will compare the U.S. system with those of similar economies, analyzing differences in care models, health outcomes, costs, and policies to identify areas for improvement. The course emphasizes public health preparedness and addresses the unique challenges of caring for diverse populations. Students will build a foundation in health equity, population health management, and economic decision-making by analyzing social and behavioral determinants of health. Additionally, students will explore the role of health information technology in healthcare, evaluating its effectiveness for providers and consumers. This course equips students with skills to integrate informatics into evidence-based practice, enhancing decision-making and patient outcomes. By combining healthcare delivery, informatics, and innovation, the course prepares students to lead improvements in healthcare systems, utilizing technology and strategies to enhance quality, efficiency, and equity.

**(This course covers PLO: 3, 7, 8, 9; AACN DOMAINS: 3, 7, 8, 9; AACN COMPETENCIES: 3.1j, 3.1k, 3.1l, 3.1m, 3.3c, 3.4j, 7.1g, 7.1h, 7.2g, 7.2i, 7.2l, 7.3h, 8.1g, 8.1k, 8.3h, 8.3i, 8.3j, 8.4f, 8.5h, 8.5i, 8.5k, 8.5l, 9.2i, 9.3m, 9.6f; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Evidence-Based Practice, Ethics, Health Policy, Social Determinants of Health; AONL DOMAINS: Communication and Relationship Building, Knowledge of the Health Care Environment, Leadership, Professionalism, Business Skills).**

#### **Course Learning Outcomes:**

1. Critically compare the U.S. healthcare system with those of similar economies, identifying differences in care models, health outcomes, cost structures, and policy approaches. (7.2g, 7.2)
2. Analyze how social and behavioral determinants influence health outcomes, disparities, and access to care. (3.1l, 3.1j, 3.1k, 9.6f)
3. Develop strategies for reducing health disparities and improving population health through evidence-based interventions and policies. (3.1m, 7.1h, 7.3h, 9.3m)
4. Evaluate the organization of care, population health strategies, and the factors contributing to health disparities within the U.S. healthcare system. (3.1j, 3.4j, 7.1g, 9.2i)
5. Assess economic factors influencing healthcare organizations and policy decisions, including cost-containment strategies and value-based care initiatives. (3.3c, 7.2g, 7.2i)
6. Investigate the utilization of health informatics by providers and consumers, critically assessing its effectiveness in enhancing decision-making, care delivery, and patient outcomes. (8.1g, 8.1k, 8.3i, 8.3j, 8.5l, 8.5h)
7. Develop innovative approaches that leverage technology and strategic leadership to improve healthcare quality, efficiency, and equity within healthcare systems. (8.3h, 8.4f, 8.5k, 8.5i)

#### **DHC 702 Translational Research and Evidenced-Based Thinking for Scholarship and Practice (Domain 4)**

##### **Credits: 5 (Required)**

This course introduces students to modern statistical methods and their applications in medical and public health research. Emphasis is placed on understanding and utilizing epidemiologic models to identify factors contributing to health issues and to inform the planning of healthcare delivery programs. Students will develop skills in applying statistical principles to interpret and evaluate data relevant to public health and policy development.

**(This course covers PLO: 1, 3, 4, 5, 9; AACN DOMAINS: 1, 3, 4, 5, 9; AACN COMPETENCIES: 1.1e, 1.2f, 1.2g, 1.2j, 1.3e, 1.3f, 3.1k, 3.1l, 3.1m, 3.2e, 3.4i, 3.4k, 4.1j, 4.2f, 4.2g, 4.2i, 4.2j, 4.2k, 4.3e, 4.3f, 4.3h, 4.3i, 5.1i, 5.1l, 5.1o, 9.1h, 9.1i; AACN CONCEPTS: Clinical Judgment, Communication, DEI, Evidence-Based Practice, Ethics, Health Policy, Social Determinants of Health; AONL DOMAINS: Knowledge of the Health Care Environment, Leadership, Professionalism, Business Skills)**

## Course Learning Outcomes

2. By the end of this course, students will be able to:

1. Explain the dynamic interplay between translational science and evidence-based practice. (PLO 1, 4)
2. Acquire proficient skills to navigate the intricacies of evidence-based practice, allowing for the critical analysis and application of its key steps. (PLO 4, 9)
3. Evaluate, implement, and disseminate existing research effectively, employing a range of strategies to contribute to evidence-based decision-making in scholarly and practical contexts. (PLO 4, 10)
4. Gain insights into data management systems, demonstrating the ability to organize, manipulate, and interpret data effectively. (PLO 4, 8)
5. Apply statistical methods to analyze data, enhancing the ability to draw meaningful conclusions and make informed decisions based on empirical evidence. (PLO 4, 8)
6. Communicate effectively about translational research and evidence-based practices, both orally and in writing, fostering the dissemination of knowledge within academic and professional communities. (PLO 4, 10)

## DHC 703: Biostatistics and Research Design (Domain 1, 4)

### Credits: 5 (Required)

This course examines the critical intersection between translational science and evidence-based practice within the context of advanced nursing scholarship. Students will develop the ability to critically appraise, translate, and apply research findings to improve health outcomes and inform practice changes. Emphasis is placed on the systematic steps of evidence-based practice, including question formulation, literature synthesis, evaluation of evidence quality, and outcome measurement. Students will explore strategies for implementing and disseminating evidence-based interventions across diverse settings. The course also introduces data management principles and the application of statistical methods to support clinical inquiry. Students will be prepared to lead practice improvements and contribute to advancing nursing science and healthcare delivery by focusing on scientific rigor, clinical relevance, and systems thinking.

**(This course covers PLO: 1, 4, 5, 7, 8; AACN DOMAINS: 1, 4, 5, 7, 8; AACN COMPETENCIES: 1.1e, 1.2f, 1.2g, 1.2j, 1.3e, 1.3f, 3.1l, 4.1h, 4.1i, 4.1j, 4.1l, 4.2f, 4.2g, 4.2h, 4.2i, 4.2j, 4.2k, 5.1o, 7.3e, 7.3f, 7.3g, 7.3h, 8.2f, 8.2j; AACN CONCEPTS: Clinical Judgment, Communication, DEI, Evidence-Based Practice, Ethics, Health Policy, Social Determinants of Health; AONL DOMAINS: Communication and Relationship Building, Knowledge of the Health Care Environment, Leadership, Professionalism, Business Skills)**

## Course Learning Outcomes

By the end of this course, students will be able to:

1. Use epidemiologic models to identify factors contributing to health problems. (PLO 4, 8)
2. Apply ethical principles to the dissemination of nursing scholarship. (PLO 4, 9)
3. Apply statistical research methods to medical and public health studies. (PLO 4, 8)
4. Evaluate applications of quality improvement, research, and evaluation methodologies. (PLO 4, 5)
5. Synthesize current and emerging evidence to influence nursing practice. (PLO 1, 4)

## DHC 704 Leadership and Inter-professional Collaboration (Domains 6, 9, 10)

### Credits: 5 (Required)

This course prepares Doctor of Nursing Practice (DNP) students to lead transformative changes in population health through strategic leadership and inter-professional collaboration. Grounded in ethical, culturally responsive, and evidence-based practice principles, the course emphasizes advanced leadership to address health disparities and improve outcomes across diverse populations. Students will analyze and integrate concepts from epidemiology, biostatistics, environmental and occupational health, and the social determinants of health to design, implement, and evaluate clinical prevention and population health initiatives. Emphasis is placed on systems thinking, health equity, policy advocacy, and cross-sector collaboration to support sustainable improvements in population health locally, nationally, and globally.

**(This course covers PLO: 1, 2, 3, 4, 6, 7, 9, 10; AACN DOMAINS: 1, 2, 3, 4, 6, 7, 9, 10; AACN COMPETENCIES: 1.2f, 1.2h, 1.2i, 2.7e, 3.1j, 3.1k, 3.1l, 3.1m, 3.1n, 3.4f, 3.4g, 3.4h, 3.4i, 3.4k, 3.5i, 4.2g, 6.1g, 6.2j, 6.3d, 6.4g, 7.1g, 7.3h, 9.1i, 9.3l, 9.3m, 9.6f, 9.6g, 10.3j, 10.3k, 10.3o, 10.3p; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Evidence-Based Practice, Ethics, Health Policy, Social Determinants of Health; AONL DOMAINS: Communication and Relationship Building, Knowledge of the Health Care Environment, Leadership, Professionalism, Business Skills)**

## Course Learning Outcomes

By the end of this course, students will be able to:

1. Collaborate and communicate effectively with interprofessional teams to address population health issues and strategies to promote health equity. (PLO 9 and 10)
2. Integrate innovation and leadership principles into practice. (PLO 1, 10)

3. based practice, and evidence-based leadership. (PLO 4, 10)
4. Communicate nursing's unique disciplinary knowledge to strengthen interprofessional partnerships. (PLO 6, 10)
5. Discuss key characteristics of a great leader. (PLO 10)
6. Identify opportunities to lead with moral courage to influence team decision-making. (PLO 6, 10)

## DNP 800: Population Health Project Improvement 1: Assessing the Needs of Populations

### Credits: 5 (Required)

This is the first of three sequential courses in population health assessment, planning, and program intervention. The course focuses on applying concepts and methods for conducting an in-depth assessment of health status among populations, which serves as the foundation for the health planning process. This course will provide Doctor of Nursing Practice (DNP) students with the knowledge, skills, and practical experience to conduct comprehensive assessments of population health needs. Emphasis will be placed on understanding the cultural, social, and economic factors that influence the health needs of populations and their impact on health outcomes. Students will utilize the ethical considerations and challenges associated with population health assessments, including privacy, consent, and the equitable distribution of resources.

This course requires a minimum of 150 supervised practice hours, up to a maximum of 250 supervised practice hours, which may be applied to the doctoral project. Documentation and confirmation of the required practice hours are required for successful completion of this course.

**(This course covers PLO: 1, 2, 3, 4, 5, 10; AACN DOMAINS: 1, 2, 3, 4, 5, 10; AACN COMPETENCIES: 1.2f, 1.2g, 1.2h, 1.3e, 2.3h, 3.1j, 3.1k, 3.1l, 3.1m, 3.1n, 3.2e, 3.3f, 3.4k, 3.5f, 3.5i, 4.2f, 4.2g, 4.2k, 4.3e, 4.3f, 4.3h, 5.1k, 10.1c, 10.2g, 10.2i, 10.3l; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Evidence-Based Practice, Ethics, Health Policy, Social Determinants of Health; AONL DOMAINS: Knowledge of the Health Care Environment, Leadership, Professionalism, Business Skills)**

### Course Learning Outcomes

By the end of this course, students will be able to:

1. Apply the concepts and methods of population health assessment to conduct comprehensive assessments of health status among diverse populations. (PLO 1 and 2)
2. Evaluate the social determinants of health and their impact on population health outcomes and healthcare access. (PLO 3 and 5)
3. Utilize ethical frameworks and principles to address ethical considerations and challenges associated with population health assessments. (PLO 7)

5. Apply evidence-based approaches in conducting population health assessments, integrating the latest research and best practices. (PLO 4, 7 and 9)
6. Reflect on personal and professional growth throughout the population health assessment process, demonstrating a commitment to lifelong learning and continuous improvement. (PLO 9 and 10)

## DNP 801: Population Health Project Improvement 2: Addressing the Needs of Populations through Evidence-Based Interventions

### Credits: 5 (Required)

This is the second of three sequential courses in population health assessment, planning, and program intervention. This course will provide Doctor of Nursing Practice (DNP) students with the knowledge, skills, and practical experience to develop and implement evidence-based interventions to address population health needs. This course builds upon the foundation of population health assessments and will cover essential topics such as intervention, planning, and implementation strategies. Students will critically analyze population health assessment findings, identify priority areas for intervention, and develop evidence-based intervention plans, considering the cultural, social, economic, and environmental factors influencing health outcomes. Emphasis will be placed on applying best practices and integrating the principles of health promotion, disease prevention, and behavior change theories into intervention design.

This course requires a minimum of 150 supervised practice hours, up to a maximum of 250 supervised practice hours, which may be applied to the doctoral project. Documentation and confirmation of required practice hours are required for successful completion of this course.

**(This course covers PLO: 1, 2, 3, 4, 5, 10; AACN DOMAINS: 1, 2, 3, 4, 5, 10; AACN COMPETENCIES: 1.1e, 1.2f, 1.2h, 1.2j, 1.3e, 2.5h, 2.5j, 3.1k, 3.1l, 3.1m, 3.1n, 3.2g, 3.3e, 3.3f, 4.1l, 4.2f, 4.2g, 4.2k, 6.1g, 6.1j, 7.3e, 9.1i, 9.2i, 9.2l, 9.6f, 9.6g, 9.6i; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Evidence-Based Practice, Ethics, Social Determinants of Health; AONL DOMAINS: Communication and Relationship Building, Knowledge of the Health Care Environment, Leadership, Professionalism, Business Skills)**

## DNP 802: Population Health Project Improvement 3: Implementing Evidence-Based Change in Practice (Domains 1, 7)

### Credits: 5 (Required)

This is the third of three sequential courses in population health assessment, planning, and program intervention. This course will provide Doctor of Nursing Practice (DNP) students with the knowledge, skills, and strategies to effectively implement evidence-based changes in population health practice.

This course builds upon the foundation of population health assessment and intervention planning, focusing on the practical aspects of driving sustainable change within healthcare settings. Emphasis is on implementing and evaluating innovative advanced nursing practices with communities and populations. Students will explore effective leadership approaches and skills necessary to navigate the complexities of implementing evidence-based interventions on practices and policies.

This course requires a minimum of 150 supervised practice hours, up to a maximum of 250 supervised practice hours, which may be applied to the doctoral project. Documentation and confirmation of the required practice hours are required for successful completion of this course.

**(This course covers PLO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; AACN DOMAINS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; AACN COMPETENCIES: 1.1e, 1.2i, 1.3e, 2.7f, 3.4h, 3.4i, 3.5g, 4.1i, 4.1j, 4.2f, 4.2g, 4.2k, 5.1k, 5.1l, 6.1g, 6.1j, 6.2g, 6.4f, 7.1g, 7.3f, 7.3g, 8.2h, 8.2j, 9.2i, 9.3m, 9.4g, 10.3j, 10.3k, 10.3o; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Evidence-Based Practice, Ethics, Health Policy, Social Determinants of Health; AONL DOMAINS: Communication and Relationship Building, Knowledge of the Health Care Environment, Leadership, Professionalism, Business Skills)**

### Course Learning Outcomes

By the end of this course, students will be able to:

1. Identify barriers and facilitators to implement evidence-based interventions on practices and policies within healthcare settings. (PLO 4)
2. Apply effective leadership approaches and skills necessary to navigate the complexities of implementing evidence-based interventions in population health practice. (PLO 6, 10)
3. Evaluate the impact and outcomes of implemented evidence-based changes on population health outcomes and healthcare practices. (PLO 2, 3, 6)
4. Apply data analysis techniques to assess the effectiveness and sustainability of evidence-based changes in population health practice. (PLO 8)
5. Advocate for policy changes to support the implementation and sustainability of evidence-based changes in population health practice. (PLO 5)
6. Develop effective strategies to engage stakeholders, foster collaboration, and communicate the value and impact of evidence-based changes in population health practice. (PLO 9 and 10)

### DNP 803: Project Culmination of Evidence-Based Change of Practice Project (Domains 1, 4)

#### Credits: 5 (Required)

This final DNP Capstone course synthesizes the experience of implementing an evidence-based practice investigation, including data analysis, evaluation, and interpretation. Students will demonstrate the principles of evidence-based practice, epidemiology, and quality improvement methodologies to measure the effectiveness and impact of evidence-based changes on population health outcomes and draw meaningful conclusions.

Students will reflect on their project outcomes, identify successes and challenges, and discuss the implications for future practice and research. This course serves as a capstone experience, showcasing the students' achievements and preparing them to be influential leaders in improving health outcomes and promoting health equity for diverse populations. Students will complete a comprehensive manuscript of the DNP clinical scholarly project or White Paper position and deliver a live oral defense presentation to faculty and peers. Dissemination plans and developing a poster and abstract for a peer-reviewed journal are also required.

This course requires a minimum of 150 supervised practice hours, up to a maximum of 250 supervised practice hours, which may be applied to the doctoral project. Documentation and confirmation of required practice hours are required for successful completion of this course.

**(This course covers PLO: 1, 4, 5, 8, 9, 10; AACN DOMAINS: 1, 4, 5, 8, 9, 10; AACN COMPETENCIES: 1.1e, 1.2f, 1.2i, 1.3e, 4.1h, 4.1i, 4.1j, 4.1m, 4.2f, 4.2g, 4.2k, 5.1k, 5.1l, 5.1o, 6.1j, 8.2h, 8.2j, 9.1i, 9.3j, 10.2i, 10.2j, 10.3j, 10.3k, 10.3l, 10.3n, 10.3o, 10.3p, 10.3q; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Evidence-Based Practice, Ethics, Health Policy, Social Determinants of Health; AONL DOMAINS: Communication and Relationship Building, Knowledge of the Health Care Environment, Leadership, Professionalism, Business Skills)**

### Course Learning Outcomes

By the end of this course, students will be able to:

1. Synthesize and integrate the findings of their evidence-based practice investigation, including data analysis, evaluation, and interpretation. (PLO 4 and 5)
2. Implement principles of evidence-based practice, epidemiology, and quality improvement methodologies to measure the effectiveness and impact of evidence-based changes on population health outcomes. (PLO 2, 5 and 7)
3. Analyze project outcomes, identify successes and challenges encountered during the implementation of evidence-based changes, and discuss the implications for future practice and research. (PLO 1 and 2)
4. Demonstrate professionalism, leadership, and scholarship in completing their DNP clinical scholarly project or White Paper position. (PLO 9 and 10)
5. Reflect on personal and professional growth throughout the process of completing their DNP project, demonstrating a commitment to lifelong learning and continuous improvement. (PLO 10)

## Modality of Instruction

The DNP program will be >50% via distance education and will be offered both through synchronous learning, asynchronous learning, and face-to-face clinical rotations.

### Synchronous Learning:

- Real-time virtual classes will be conducted using video conferencing tools (e.g., Microsoft Teams). These sessions will provide live interaction between instructors and students, facilitating real-time discussions, Q&A sessions, collaborative activities, and interactive learning experiences.
- Scheduled live lectures will occur at designated times, and attendance will be required to ensure engagement and participation. Instructors will provide opportunities for breakout sessions, group discussions, and interactive quizzes.

### Asynchronous Learning:

- Video tutorials, reading materials, and other instructional content will be made available on the Canvas Learning Management System (LMS) for students to access at their convenience. This format allows students to review materials at their own pace, accommodating different learning styles and schedules.
- Online discussion forums, and reflection journals will enable continuous engagement and interaction among students and instructors. Weekly discussion posts, peer reviews, and assignments will be required to maintain participation and ensure comprehension.

### Teleconferencing and Web Conferencing:

- For specific activities, such as virtual office hours-advising, group projects, and guest speaker sessions, teleconferencing tools (Microsoft Teams) and research process/activities will be used to foster direct communication and collaboration between students and faculty members.

## Student Admission Requirements

1. Complete and submit a DNP application.
  - 1.1 Application Fee.
2. Professional resume or curriculum vitae.
3. Graduate of an accredited college or University with a Master of Science Degree in Nursing or Advanced Practice Registered Nurse or another healthcare-related field.
  - 3.1 **Minimum GPA of 3.0**
  - 3.2 Official transcripts from all regionally accredited institution
  - 3.3 MSN Degree (University/College) Accreditation Requirements: Commission on Collegiate Nursing Education (CCNE) or a National League of

3.4 To confer the DNP degree: 1,000 Masters' Program clinical hours of face-to-face, healthcare system preceptor experience is required.

- For APRNs: Evidence of 500 clinical hours - Students are accepted as advanced practice registered nurses, providing documentation of the acquired 500 hours of direct patient care.
- For Non-APRNs with MSN Degree: Clinical hours earned during MSN coursework will be subject for approval.
- Students acquire the remaining 500 hours during the plan of study of the DNP Program

4. Licensing Requirements (Applies to both Domestic and International applicants):

- *Unencumbered APRN/RN license* in the state where you plan to do your clinical hours.
- Submit proof of certification in an Advanced Practice Nursing specialty

4.1 DNP students are required to maintain an unencumbered APRN/RN License as required in the state in which the student will be practicing.

5. Personal goal statement, include the following:

- Proposed Clinical Scholarly Project Statement
- Potential Population Project Site
- Potential Project Mentor

6. Three letters of recommendation (academic or professional)

7. Panel interview with DNP Leadership and faculty

8. State of California residency or residency in a state where AUHS has been granted State Authorization.

### DNP Scholarly Project

The DNP project provides students with the opportunity for in-depth analysis, synthesis, and application of a chosen topic that contributes to an area of scholarship in population healthcare. This is a series of four courses in which students will research, assess, address, and implement their DNP project in the practice setting with oversight provided by the DNP mentor and practice facilitator. Each course requires up to 250 faculty supervised practice hours. Documentation and confirmation of required practice hours are required for successful completion of these courses.

The final DNP Practicum course synthesizes the experience of implementing an evidence-based practice investigation, including data analysis, evaluation, and interpretation. Students will demonstrate the principles of evidence-based practice, epidemiology, and quality improvement methodologies to measure the effectiveness and impact of evidence-based changes on population health outcomes and draw meaningful conclusions. Students will reflect on their project outcomes, identify successes and challenges, and discuss the implications for

future practice and research. This course serves as a capstone experience, showcasing the students' achievements and preparing them to be influential leaders in improving health outcomes and promoting health equity for diverse populations. Students will complete a comprehensive manuscript of the DNP clinical scholarly project and deliver a live oral defense presentation to faculty and peers. Dissemination of plans and development of a poster and abstract for a peer-reviewed journal are also required.

### DNP Practicum Hour Requirements

The DNP program requires the completion of a practicum scholarly project designed to allow students to apply their research to a clinical problem. The practicum **requires 1,000 post-baccalaureate practice hours, 600 of which will be completed at a local clinic or medical setting under the guidance of a preceptor.** Hours reflect time engaged in experiences related to the role and responsibilities of the doctoral-prepared advanced practice nurse. Upon approval, students may use clinical hours from their MSN and/or APRN programs to meet the total hour requirement or they must continue to acquire missing hours throughout enrollment in the program.

Throughout the program, students will identify activities to enhance their ability to apply and synthesize DNP course content with real-world examples, while also getting acquainted with their future roles. They are encouraged to engage with experts in nursing and other disciplines. Each student's fulfillment of the DNP hours requirement will be unique.

**1,000 hours of faculty-guided practicum must be directly aligned with program learning outcomes and AACN DNP Essentials/Domains.**

#### Acceptable DNP hours activities:

- Chair a work-related committee
- Work-related projects outside of your day-to-day nursing responsibilities
- Participation in a city, county, or state health department initiative
- Appraisal of literature/evidence
- Participation in professional development activities i.e.: seminars related to future practice.
- Scholarly Project-related activities (meetings with faculty, meetings with external subject area expert mentor, needs assessment, meetings with project stakeholders, data collection, data analysis)

#### Unacceptable DNP hours activities:

- Direct patient care as an RN or work as a nurse educator.
- Working on graded course assignments (e.g., reading textbooks, watching/listening to video lectures, discussions, writing papers)
- Writing or editing the Scholarly Project Executive Summary (and other Scholarly Project related work)
- Preparing the Scholarly Project Dissemination Presentation (i.e., PPT or poster)

- Writing and reading (i.e., for coursework, etc.)
- Editing (i.e., papers, Scholarly Project)
- Travel time to meetings with Faculty, Dean, External Subject Area Expert/Mentor, Scholarly Project stakeholders
- Travel time to professional meetings or conferences

**For APRNs: Evidence of 500 clinical hours** - Students are accepted as advanced practice registered nurses, providing documentation of the acquired 500 hours of direct patient care subject to the approval of the admission committee. \*

\*Students acquire the remaining 500 hours during the plan of study of the DNP Program.

### DNP Practicum Hours Documentation

All practical hours will be logged using the CORE® ELMS software platform. Students will receive access during the first quarter of courses. Students must maintain a record of their DNP practical hours, which should be documented according to the AACN DNP Domains and Sub-competencies. All experiential hours and activities must accurately reflect the time spent to add up to the required number of hours.

Practical hours need faculty approval. Students must work with their faculty to create a list of activities for the DNP Experience that contribute to skill development, operationalize the project, or meet the AACN DNP Domains. Hours completed for the scholarly project can count as DNP practicum hours if they are new experiences, well documented, linked to program or student learning outcomes, aligned with AACN DNP domains and Sub-competencies, mentored, and approved by the faculty. Below are some general suggestions for potential clinical practicum activities related to the AACN DNP Domains and Sub-competencies.

Practicum hours logs must include all the following or they will not be counted.

1. Description of Experience Activity
2. DNP Domain and Sub-competencies
3. Number of Hours Completed
4. Faculty approval in CORE ELMS

## Approved DNP Practicum Experiences and Eligible Hours

Description of Experience Activity	Maximum Hours Allocated for Activity	AACN Domains
Participation in practice activities related to the completion of the DNP Project	150	1-10
Collaboration/consultation with experts in healthcare or related fields (interprofessional partnerships)	60	1, 2, 3, 4, 6, 7
Participate in practice activities that address quality improvement and safety in care delivery and workplace safety	60	1, 2, 5, 7
Active participation in a global health project in a leadership role (i.e.: mission/service event)	60	2, 3, 4, 6
Application of new advanced practice skills aligned with doctoral inquiry or area of personal nursing practice expertise	100	1, 2, 3, 4, 7, 9, 10
Participation in a mentored teaching experience in the clinical or academic setting	60	4, 6, 7, 9, 10
Application of evidence-based practice guidelines into informational technology and healthcare systems	90	8, 8, 9, 10
Attendance at practice-related conferences	90	1, 3, 4, 5, 7, 9, 10
Presentation/poster at practice-related conference	60	1, 3, 4, 5, 7, 9, 10
Participation in a professional practice organization/committee with an active/leadership role	90	1, 3, 4, 5, 7, 9, 10
Participation in the development of a policy with an active/leadership role	90	9, 10
Participate in a committee at institutional, state, national or international level regarding nursing, healthcare policy or patient outcomes	90	7, 9, 10

## Community Services

The Office of Student Services coordinates and assists students in participating in the Community Services sponsored by the University. AUHS requires that students participate in 50 hours of community service during their program of study. This service is an expression of Christian values, but it is not tied directly to curricula. It is a graduation requirement and is not factored into course grades. There are no assignments other than to volunteer the hours. Students are permitted to participate in community service of their choice with prior approval or through the many opportunities provided by AUHS. Such activities include International Medical Mission Trips, Acts of Love, Lamp unto My Feet, Blood Drives, Giving Thanks, Santa Cause, Health and Wellness Fairs, Sock Drive and Book Fair.

## Preceptor and Site Approval

1. Students must meet with their faculty to select one or more preceptors who will provide guidance throughout their immersion experience and scholarly project. A wide variety of potential experts are available for DNP immersion experiences from whom the student can choose. The proposed preceptor must complete the **AUHS Preceptor Information** form, which will then be reviewed by the DNP faculty. Upon approval, the preceptor must complete the **AUHS Preceptor and Site Commitment** form which stipulates a commitment from the preceptor and organization to support the implementation of the DNP project at the planned practice setting. A statement of commitment to provide on-site guidance for the project initiatives, including securing any needed approvals for data collection and storage per local requirements (IRB approval).

After completing both the **AUHS Preceptor and AUHS Preceptor and Site Commitment** forms, please return them directly to the student. The AUHS faculty will review preceptor and site qualifications to ensure both meet program learning objectives. Once approved the AUHS clinical placement staff will work directly with the administrator at your facility to establish a **Clinical Affiliation Agreement**, which is a legal agreement directly with the practice site and university. This is different than the Preceptor Commitment Form. Upon final approval of the student's practicum application, you will receive an email from AUHS faculty.

## Preceptor Qualifications and Responsibilities

Each student will have a DNP Project Team with Preceptor and Faculty.

### Preceptor

#### Qualifications:

- Registered Nurse or Advanced Practice Registered Nurse with a minimum master's degree in nursing, DNP, PhD or EdD in nursing is preferred.
- Hold an active and unencumbered nursing license in the state of California and be employed in a

practice setting in California where the student practicum will take place.

- Is a permanent employee of the facility where the practicum will take place.
- Have a min of 1 yr. of post-grad experience and a current job related to specialization.
- The ideal preceptor should possess the expertise to provide knowledge and skills for the development of the DNP Project.
- Is NOT the student's supervisor, family member, friend, or any other relationship that would be a conflict of interest.
- A recent CV will be reviewed by AUHS Faculty to assess the candidate's experience in mentoring doctoral students, as well as their involvement in quality improvement (QI) or evidence-based practice (EBP) work.

#### **Responsibilities:**

- Complete the [\*\*AUHS Preceptor and Site Commitment Form\*\*](#) before the start of the practicum.
- Agree to engage in an onsite preceptor-to-student ratio of 1: for direct supervision at any given time.
- Will complete conference meetings with AUHS faculty to assess students' performance during practicum.
- Orient the DNP student to the office/clinical environment, methods of operation of the agency, and practice protocols/guidelines.
- Provide opportunities for role analysis and application of skills and knowledge.
- Offer ongoing feedback about student performance and progress in meeting practicum goals and objectives.
- Facilitate the achievement of the DNP student's clinical learning objectives and clinical project.
- Ensure IRB compliance at the site if applicable.
- Schedule quarterly conference meetings with the faculty to discuss the students' practicum experience and performance.
- Maintain communication with the faculty as necessary throughout the semester. Any problems that could interfere with the students' learning should be brought to the faculty's attention as soon as possible.
- Complete the preceptor section of the [\*\*AUHS DNP Quarterly Student Progress Review\*\*](#) form in CORE® Elms at the end of each quarter, review the form with the student, and return the form to the AUHS School of Nursing.
- Sign off on practicum logs in CORE® Elms to verify attendance and completion of required practicum hours.

#### **Faculty**

##### **Qualifications:**

- Faculty from AUHS School of Nursing affiliated with the DNP Program must hold a terminal degree in nursing (DNP, PhD or EdD).
- A recent CV will be reviewed to assess experience in mentoring DNP students or involvement in quality improvement (QI) or evidence-based practice (EBP) work.

##### **Responsibilities:**

- Evaluate the qualifications of the DNP Preceptor.
- Ensure compliance with IRB regulations.
- Maintain communication with the preceptor regarding the student's performance, progress, and learning needs.
- Conduct a site visit, either virtually or onsite, to assess the student's practicum experience.
- Mentor the student through the development of the DNP Project proposal. Guide the student in developing the final written DNP Project manuscript and presentation.
- Approve the final written DNP Project manuscript and oral presentation.
- Provide timely feedback to the student on written manuscript drafts and oral presentations.
- Document the student's progress toward fulfilling DNP Project requirements.
- Work with the student to schedule Team meetings, including the final presentation.
- Confirm student completion of IRB training: *Responsible Conduct of Research and Social and Behavioral Education (SBE) Foundations*.
- Complete the faculty section of the [\*\*"AUHS DNP Quarterly Student Progress Review"\*\*](#) form in CORE Elms at the end of the student's scholarly practice, review the form with the student, and return the form to the AUHS School of Nursing.
- Validate the practicum logs in CORE Elms to verify completion of required practicum hours

#### **Ethical Performance**

You are expected to present a professional demeanor, behavior, appearance, and communication always. You must comply with the policies in the AUHS Student Handbook which can be found on the AUHS website. You should practice within the American Nurses Association Code of Ethics.

You must also agree to abide by all requirements, policies, and procedures of the practicum site.

When at a practicum site, you are required to follow the facility dress code in addition to wearing an AUHS student identification badge and white AUHS lab coat. You should introduce yourself to all members at the practicum site as an AUHS DNP student. A positive, open, professional communication style, willingness, and eagerness to learn, and the ability to accept and act on constructive feedback in clinical sites are paramount to a successful practicum learning experience.

Any situation where the student places the client's life in danger or shows severe behavioral misconduct toward the client and family, practicum site, staff, faculty, or peers, may result in immediate Administrative Dismissal of the student from the program. Incidents of these types of behaviors include:

- Positive drug or alcohol test
- Evidence of academic dishonesty
- HIPAA Violation
- Falsifying information related to patient care or condition
- Sexual harassment
- Grossly unprofessional behavior
- Pattern of patient endangerment
- Incivility
- Criminal, drug, or alcohol-related misconduct as described by the California Board of Registered Nursing

## Student Performance Issues

The following are some examples of unsatisfactory and unacceptable behaviors in the practicum setting. Preceptors are asked to report any unsatisfactory behavior to the course faculty immediately.

- Failure to notify preceptor of inability to attend planned practicum experience.
- Failure to notify preceptor of late attendance to practicum experience.
- Leaving the practicum experience early without the preceptor's approval.
- Failure to be prepared for the practicum experience.
- Failure to dress appropriately for the practicum experience. The student should follow the facility dress code

- Failure to possess equipment needed for the practicum experience.
- Failure to follow practicum site policy, procedures, and guidelines.
- Failure to follow IRB practices.
- Violation of patient confidentiality.
- Failure to keep the environment and patients safe.
- Failure to meet moral and ethical standards.
- Failure to protect self from contact with the body fluids of others.
- Inappropriate use of social media.

## Academic Integrity

Turn-it-In (TII) is plagiarism detection software integrated with the Canvas learning management system. TII compares submitted student assignments with a database of academic papers to identify any similarities with existing works. The purpose of TII is to prevent plagiarism and to help students understand how to properly cite sources instead of just paraphrasing. AUHS strongly encourages students to aim for TII scores of less than 20%. Faculty will assess the level of matched content, including the use of quoted or paraphrased material. Students can submit assignments, including SOAP notes, to Canvas to check their TII score multiple times until the due date. However, after the due date and time pass, only the last submission will be considered for grading, and the TII score from that submission will be final. If a student's TII score is above 20%, the faculty will reach out to the student to discuss remediation or a referral to the Dean for an academic integrity violation meeting.

## Evaluation Forms

**Preceptor:** All forms related to preceptor and student progress/evaluation will be stored in CORE® ELMS. Once a preceptor is approved, they will receive a welcome email from AUHS faculty which includes this handbook and instructions on how to access CORE® ELMS. All evaluation forms and validation hours will be sent to the preceptor via email as a link that takes you directly to the task. No login or password is required in CORE® ELMS for preceptors.

**Student:** All forms related to preceptor and student progress/evaluation will be stored in CORE® ELMS. An orientation for students will be held before the start of the program. The orientation will cover topics such as course requirements, student expectations, experiential learning hours, examples of scholarly projects, university support services, and how to access and use CORE® ELMS.

You must also agree to abide by all requirements, policies, and procedures of the practicum site.

When at a practicum site, you are required to follow the facility dress code in addition to wearing an AUHS student identification badge and white AUHS lab coat. You should introduce yourself to all members at the practicum site as an AUHS DNP student. A positive, open, professional communication style, willingness, and eagerness to learn, and the ability to accept and act on constructive feedback in clinical sites are paramount to a successful practicum learning experience.

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- Failure to be prepared for the practicum experience.

Failure to dress appropriately for the practicum experience. The student should follow the facility dress

### **Graduation Requirements**

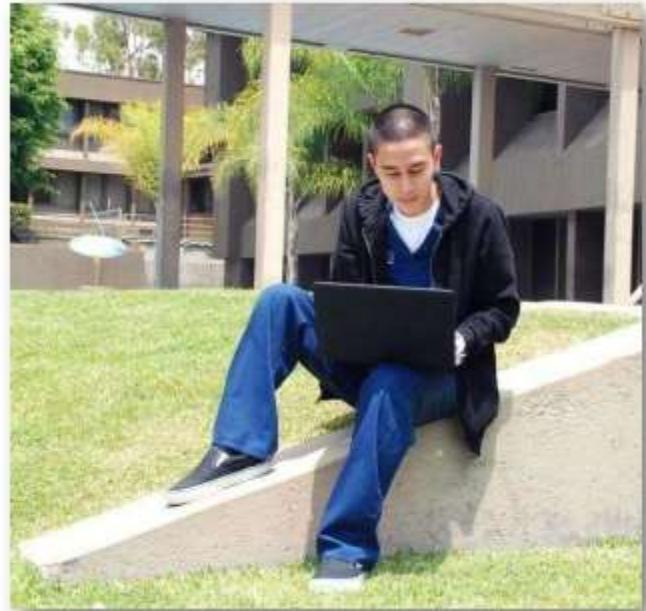
A student will be recommended for the degree of Doctor of Nurse Practitioner upon completion of the following requirements:

1. Documentation of a total of 1,000 clinical hours under the supervision of a clinical preceptor.
2. Completion of all prescribed courses with a grade of B or higher and no incomplete (I) grades.
3. A minimum cumulative grade point average of 3.0 (on a 4.0 scale) must be maintained throughout the program.
4. Has satisfactorily passed prescribed exams.
5. Has completed 50 hours of community service.
6. Has completed all degree requirements within 22 months following initiation of the matriculation process

All requirements are due before matriculation unless indicated in university policy. All proof/documentation must be on file

## ADMISSIONS TO MASTERS LEVEL PROGRAMS

*"Commit to the LORD whatever you do, and he will establish your plans." ~Proverbs 16:3*



## QUARTER SYSTEM

This University is on a quarter, year-round academic operation system. AUHS' credits are expressed in a quarter unit: one quarter unit represents no less than one hour of class work and two or more hours of outside study per week for a quarter. One and one-half (1½) quarter units are equivalent to one (1) semester units, and one quarter unit is equivalent to 2/3 semester units of credit.

### Definition of Quarter Credit Unit

One quarter credit hour equals 10 hours lecture, 20 hours of laboratory work, or 30 hours of externship/field instruction.

### Course Numbering System

"Upper-division" is a status given to students who have completed all lower-division (100 and 200 series) courses, including any stated prerequisites for the program, and who are currently enrolled in 300 and 400-series courses. Upper-division courses are advanced, specialized, in-depth, and emphasize problem-solving, analytical thinking, and theoretical applications beyond the introductory level. These courses often build on the foundation provided by the skills and knowledge of lower-division courses. Upper-division courses may require the student to synthesize topics from a variety of sources and may require greater responsibility or independence on the part of the student. Masters' courses begin at 500 and 600 series.

Doctoral courses begin at the 700 series and go to 900 series.

## ADMISSIONS PROCEDURES

Prospective students must have applied for admission to their program of study to be officially accepted for a specific starting date. The process includes the following steps:

- Contact the university and make an appointment with an admissions representative for an initial consultation (except doctorate level programs).
- Send a complete application packet with requested documents to AUHS Admissions Department by the deadline. Only complete applications will be processed.
- Complete scheduled formal interviews, by invitation only.
- Complete Financial Aid meetings.
- Respond to the Acceptance Letter.
- Attend the New Student Orientation.

## ADMISSIONS REQUIREMENTS

In order to be eligible for review, application must have:

- At least a bachelor's degree from a U.S accredited school or a degree equivalent to an U.S. bachelor's degree.
- 3.0 or higher cumulative GPA on a four-point (4.0) scale. • A 500-word personal statement which explains the applicant's professional goals in the target field and why the applicant will be an asset to AUHS and the community.

- Submission of official transcripts (sealed) from all schools that the applicant has attended.
- Two (2) sealed recommendations on the AUHS letter of recommendation forms, preferably from a science teacher or a health care provider that knows you well.
- Submission of the official TOEFL (Test of English as a Foreign Language) result to demonstrate English competency (for foreign applicants only). The minimum TOEFL score is 213 on the CBT (Computer Based Test) or 80 on the IBT (Internet Based Test), with 24 on speaking section. For TOEFL information, please visit <https://www.ets.org/toefl>. The AUHS code is 4262.
- Completion of formal interviews.

## CANCELLATION OF ADMISSION

A student admitted to the university for a given quarter, but who does not register in the specified quarter will have the admission canceled. The student must file a new application form when again seeking admission and must follow the complete application procedure and meet the current admission requirements.

## TEST

### Language Requirement

#### Test of English as a Foreign Language (TOEFL)

A proficiency in English will be critical to success. AUHS requires foreign/international applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three

(3) years full-time where English is the principal language of instruction, to take and present a TOEFL score. The TOEFL scores submitted must not have been earned more than two (2) years prior to the desired enrollment date. As circumstances warrant, minimum TOEFL scores may be changed.

Because the Test of English as a Foreign Language (TOEFL) is offered on a limited number of dates, it is important that prospective international applicants sign up to take the examination as soon as possible. Advising centers in the home country can provide information about dates, locations, and procedures for taking the test. When the applicants take the test, scores should be forwarded by the testing service to AUHS Admissions Department. AUHS School Code is 4262.

Foreign/International applicants who do not obtain the minimal score required on TOEFL must take English as a Second Language Course (ESL) offered by other institution and submit the required documentation that ESL has been taken and satisfied prior to beginning a program within the University.

The University does offer an I-20 form for a Student Visa but does not offer ESL classes at this time.

## INTERNATIONAL STUDENTS

### Official Transcripts and Records

AUHS requires records from all secondary schools attended, showing subjects taken and grades received as well as any national or government certificates earned. Official documents of all college or university coursework must also be sent in the original language, along with certified English translations. They should be certified copies, initialed by an authorized official of the issuing institution with the school stamp in a sealed envelope from the institution.

Please send all official transcripts from former colleges and universities directly along with other required application documents to the AUHS Admissions Department, 1600 East Hill Street, Signal Hill, CA 90755.

All foreign transcripts must be evaluated, course by course, by agencies, such as World Education Services (WES), and sent directly to AUHS Admissions Department before acceptance of transfer credits or proof of graduation from a degree granted program.

For information on other agencies that AUHS accepts evaluated transcripts from, please contact Admissions Department at [admissions@auhs.edu](mailto:admissions@auhs.edu) if questions remain.

### Special Notes:

All agencies are private organizations. It is the responsibility of the student to pay for the services rendered.

If the student is requesting evaluation of a Bachelor's degree or higher, the request for US high school equivalency should also be made.

It is important for the student to provide complete and accurate information, following the specific directions of the respective agencies and country requirements.

### Financial Certifications

In order to comply with regulations of the US Immigration and Naturalization Service (INS), the University requires applicants who are not citizens or permanent residents of the United States to submit a complete AUHS International Financial Statement accompanied by notarized Financial Certificates or Bank Statements from the savings accounts, for example, under the name of the applicant or the applicant's legal guardians, demonstrating sufficient financial resources to study at the University.

The University requires that payment of all fees (application fee, tuition deposit, etc.) be in the form of a money order or a cashier's check drawn on a US bank or an International Postal Order in US dollars.

### Visa Requirements

Upon acceptance to the University, the prospective international applicant will receive an I-20 form. The student should use the I-20 form issued by the University to obtain a student (F-1) visa to the U.S.

embassy or consulate in the home country to enter the United States to study.

International applicants will need various documents to support the visa application. They are advised to prepare carefully for the visit to the U.S. embassy or consulate. Visa procedures vary from one embassy/consulate to another, so it is best to check with the office where the applicant plans to apply to determine exactly what supporting documentation is required.

Several standard items are required for the student visa application.

Same as the above-mentioned requirements depending on the program applying for, and including:

1. A passport valid for at least six months.
2. Form I-20 included with the acceptance packet.
3. School admission letter.
4. Completed visa applications (DS-156 or DS-160, DS-158 and, if applicable, DS-157. In most countries, applications are now available online).
5. Two 2-inch x 2-inch photographs in the prescribed format (see the Bureau of Consular Affairs' Nonimmigrant Visa Photograph Requirements).
6. A receipt for the visa application fee.
7. A receipt for the Student and Exchange Visitor Information System (SEVIS) fee. If you paid the fee electronically and have not received an official receipt in the mail showing payment, the consulate will accept the temporary receipt printed from your computer. If you do not have a receipt, the consulate may be able to see your payment electronically if your payment was processed at least three business days before your interview.
8. Financial evidence (original documents only) that shows you have sufficient funds to cover your tuition and living expenses during the period you intend to study.
9. Any information that proves that you will return to your home country after finishing your studies in the U.S. This may include proof of property, family, or other ties to your community.

Students transferring from a U.S. institution will use I-20 form to apply for transfer authorization through the Department of Homeland Security.

### Health Insurance Requirement

Effective September 1, 2013, as a condition of receiving an I-20 form, all F-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in AUHS. Such insurance must be in amounts as specified by the Department of State and NAFSA: Association of International Educators. Further information may be obtained from Student Services and Affairs Office at AUHS.

# MASTER OF SCIENCE IN NURSING (MSN) POST-GRADUATE APRN CERTIFICATE

## LEADERSHIP

**Michelle Paysan-Modina DNP, APRN, NP-C, PHN**  
Executive Dean/Asst. Chief Nurse Administrator (CNA)

**Gregorio de Grano, MD, MSN, RN, FNP-C**  
Dean

**Julian Jeazale, DNP, MSN-FNP, BSN**  
Lead Instructor/Clinical Affiliations Coordinator

## FACULTY- SON Graduate Programs: MSN-FNP & Post-Graduate APRN-FNP:

### FULL TIME

**Cabatingan, Maria Rowena, MD, APRN, FNP-C – FNP,**  
**De Grano, Gregorio, PhD, MD, MSN-FNP-C, BSN**  
**Julian, Jeazale, DNP, MSN-FNP-C, BSN**

### ADJUNCT FACULTY

**Antido, Sheryl, DNP, MSN, APRN, FNP-C**  
**Arella, Elynita, DNP, MSN, APRN, FNP-C**  
**Calloway, Helena, DNP, RN, PHN, CCRN**  
**Chang, Ann, PharmD**  
**Evalle, Hazel, DNP, APRN, FNP**  
**Francisco, Joseph, DNP, MSN, FNP-C**  
**Nhung, Le, PhD**  
**Obsania Jennifer, DNP, MSN, RN**  
**Salalila, Leonor, DNP, MSN, FNP-C, RN**  
**Tiu, Girlielyn, APRN, FNP-C, MSN**  
**Usman, Dave, DNP, MSN-FNP**

## FACULTY- SON Graduate Programs:

**MSN-Nurse Administration, Leadership, and Management (NALM)**  
**Atienza, Manuel, MD, MSN, RN –**  
**De Grano, Gregorio, PhD, MD, MSN-FNP-C, BSN**  
**Uvero, Marilyn, PhD(c), EdD, MSN, BSN, RN**

## FACULTY- SON Graduate Programs:

### MSN-Nursing Education (MSN-ED)

Maria Shearing, MSN-Ed, BSN, RN  
Uvero, Marilyn, PhD(c), EdD, MSN, BSN, RN

## MISSION

In alignment with AUHS mission, School of Nursing and MSN Program prepares students to make a positive impact on society through the provision of competent, caring, and evidence-based nursing care to diverse patient populations. This mission is accomplished by recruiting and graduating diverse students, preparing them to deliver culturally sensitive, caring, and evidence-based nursing services to all persons in need. The SON exemplifies the core values of the University through belief in Christian Values, holistic approach to education, promotion of the intellectual, analytical, and critical thinking abilities of its students, evidence-based knowledge, and a commitment to teaching/learning, research, service, and scholarship.

The School of Nursing embraces the educational philosophy of the University, which is dedicated to preparing a professional and culturally diverse workforce for nursing and research sectors of healthcare- a workforce who will utilize research and evidence-based practice to guide healthcare delivery, understand the application of research, display high level competencies to health care delivery and value the continuation of learning.

Master of Nursing (MSN) Program Three (3) Concentrations/  
Specializations

- Nursing Education
- Nursing Administration, Leadership, and Management
- Family Nurse Practitioner (FNP)

Post-Graduate APRN Certificate Program

- Family Nurse Practitioner

## **Master of Science in Nursing (MSN) Degree**

The Master of Science in Nursing Degree prepares individuals for advanced nursing practice and students gaining cutting-edge leadership skills needed to influence positive changes in healthcare in organizations in a diverse global environment. The nursing master's level curriculum integrates core master's level concepts in all programs, and advanced clinical foundations (i.e., assessment, pharmacology, pathophysiology) in 3 concentrations/specializations: Nursing Education, Nursing Administration, Leadership & Management, and Family Nurse Practitioner. The Nursing Master's Program, in alignment with the Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs has utilized as founding principle:

*The Essentials of Master's Education in Nursing (2011) is published until January 1, 2025. The MSN program curricula will utilize the AACN (2021) The Essentials: Core Competencies for Professional Nursing Education effective January 1, 2025.*

AUSH MSN program is in alignment with the AACN Quality and Safety Education (QSEN) to provide educational resources and training to enhance the ability of faculty in master's and doctoral nursing programs to teach quality and safety competencies (Graduate-Level QSEN Competencies Knowledge, Skills and Attitudes September 24, 2012, <https://www.aacnnursing.org/Portals/42/AcademicNursing/CurriculumGuidelines/Graduate-QSEN-Competencies.pdf>)

The Program provides three different tracts for bachelors prepared nurses to advance their careers in the areas of nursing education; nursing leadership and management; and advanced practice as a family nurse practitioner. The courses in the Nurse Leader and Manager option will help the student gain advanced knowledge of organizational leadership, health policy, and evidence-based health care delivery in order to prepare the student for leadership and administrative roles in a variety of health care situations. The Nursing Education option is designed to prepare students for a nurse educator role in academe and reflects nurse educator competencies developed by national organizations. The Family Nurse Practitioner (FNP) option prepares nurses to act in an advanced practice role as a provider of primary care.

### **Program Learning Outcomes (PLOs):**

Based on Essentials of Masters Education for Professional Nursing Practice (AACN 2011)- ([Transition from AACN 2011 to 2021 AACN – The Essentials: Core Competencies for Professional Nursing Education to be published by January 1, 2025 -The Essentials: Competencies for Professional Nursing Education](#))

The anticipated outcomes for the Master of Science in Nursing Program are to produce graduates who:

PLO 1. Integrates scientific underpinnings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings (evidence-based practice) in the role of the master prepared nurse. (Derived from 2011 Master Essential I - [changed to Domain 1: Knowledge for nursing practice-AACN 2021](#))

PLO 2. Utilizes principles of organizational and systems leadership critical to the promotion of high quality and safe patient care emphasizing ethical and critical decision making, effective working relationships and a systems-perspective (Derived from Master Essential II – [changed to Domain 2: Person-Centered Care Domain 6: Interprofessional Partnerships](#))

PLO 3. Articulates the methods, tools, performance measures, and standards relate to quality, as well as are prepared to apply these principles within an organization (Derived from Master Essential III [changed to Domain 3: Population Health, Domain 6: Interprofessional Partnerships, Domain 7: Systems-Based Practice](#) )

PLO 4. Translates and integrates scholarship into practice by applying research outcomes within the practice setting, resolving practice problems, and working as change agents to disseminate results (Derived from Master Essential IV – [changed to Domain 4: Scholarship for Nursing Discipline](#)).

PLO 5. Utilizes informatics and health care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care (Derived from Master Essential V - [changed to Domain 5: Quality & Safety](#) ).

PLO 6. Uses interprofessional collaboration to improve patient and population health outcomes as a member and leader of interprofessional teams while communicating, collaborating, and consulting with others to manage and coordinate care (Derived from Master Essential VI – [changed to Domain 6: Interprofessional Partnerships](#)).

PLO 7. Applies and integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregate populations (Derived from Master Essential VII – [changed to Domain 7: Systems-Based Practice, Domain 9: Professionalism](#) ).

PLO 8. Practices with an advanced knowledge of nursing and relevant sciences background and integrate this knowledge into practice (Derived from Master Essential VIII- [changed to Domain 8: Informatics & Healthcare Technologies](#))

PLO 9. Demonstrates practice that is broadly defined to include any evidence-based nursing intervention resulting in the influence of healthcare outcomes for individuals, populations, and/or systems with the intention to impact care directly and indirectly (Derived from Master Essential IX- [changed to Domain 9: Professionalism](#) ).

PLO 10: Practice leadership skills that contribute to the personal health and well-being of self and others (Derived from Master Essential IX- [changed to Domain 10: Personal, Professional, and Leadership Development](#)).

### **Admissions**

In order to be eligible for review, application must have:

1. Earned Bachelor of Science in Nursing degree from an appropriately accredited institution.
2. Evidence of an active and valid licensure as a registered nurse in the United States and its territory upon admission.
3. Evidence of an active and valid license as RN in the state of California is mandatory prior to attending program clinical experiences for the FNP track.
4. 3.0 or higher cumulative GPA on a four-point (4.0) scale.
5. A copy of current professional certificates and/or license(s) (if applicable).
6. Three professional letters of reference pertaining to academic ability, professional competency, and personal character.
7. Submission of sealed official transcripts or e-transcripts from all schools that the applicant has attended.
8. If applicable, applicants from countries where English is not the primary language and medium of instruction must complete the Test of English as a Foreign Language (TOEFL) with a minimum score of

of 560 on the written test 200 on the computer-based test or 87 on the internet-based test or completed the International English Language Examination (IELTS) with a minimum overall band score of 7. For TOEFL information, please visit <https://www.ets.org/toefl>. The AUHS Code is 4262.

9. Telephone, video conference, or in-person interview may be a part of the admission process.
10. Accepted students must attend a MANDATORY New Student Orientation session.

\*Post admission prior to clinical rotation

All required health records, evidence of CPR certification, criminal background check, licensure, personal health insurance, and professional liability insurance must be kept on file. It is each student's responsibility to keep all records up to date. Drug screens and immunizations may be required for clinical placements.

#### Graduation Requirements

A student will be recommended for the degree of MSN provided the student:

Nursing Education Units (after successful completion of 40 units of MSN Core Courses)		
GN 530	Foundations of Professional Roles and Responsibilities of Nurse Educators	5
GN 531	Curriculum Design in Nursing Education	5
GN 532	Innovative Strategies in Nursing Education	5
GN 533	Evaluation Strategies and Methods for Nursing Education	5
GN 610	Nursing Education-Clinical Field Practicum	5
TOTAL		25

1. Has completed all courses in the MSN track.
2. Is not on provisional academic status has completed all prescribed courses with the grade of 3.0 or higher has completed all prescribed academic
3. Requirements with a cumulative GPA of 3.0 higher, has no outstanding grade which is incomplete, and
4. has a passing grade for all clinical rotations (if applicable). Has performed and behaved in a manner which is ethical, professional, and consistent with the advanced practice nursing.
5. Has satisfactorily passed prescribed exams.
6. Has completed 100 hours (or equivalent) of community service.

#### MSN PROGRAM INFORMATION

NPN .....	85 Units
Length .....	18 Months
Quarters.....	6 Quarters
Additional Required Supervised Clinical Hours...	750 Hours
NURSING EDUCATION .....	65 Units
Length .....	15 Months
Quarters .....	5 Quarters
Additional Required Supervised Clinical Hour.....	150 Hours

7. Has completed all degree requirements within three years following initiation of the matriculation process for the MSN Leadership and Education tracks; and three and a half years of the matriculation process for the MSN FNP track.
8. Has completed at least one AUHS authorized and/or sponsored international mission trip; and has met all AUHS financial requirements and obligations

Nursing Education Units (after successful completion of 40 units of MSN Core Courses)		
Master of Science in Nursing Core Courses		
Core Courses	Course Name	Units
GN 500	Theoretical Concepts and Trends in Advanced Practice Nursing	5
GN 501	Advanced Pathophysiology	5
GN 502	Advanced Pharmacology	5
GN 503	Leadership, Ethics, and Interprofessional Collaboration for Advanced Practice	5
GN 504	Advanced Physical Assessment	5
GN 505	Information Technology and Tools for Healthcare Improvement	5
GN 506	Global Health, Culture and Health Policy for the Advanced Practice Nurse	5
GN 507	Research and Evidence Based Practice in Advanced Practice	5
TOTAL		40

NURSING ADMINISTRATION, LEADERSHIP, AND MANAGEMENT..... 65 Units  
Length..... 15 Months  
Quarters ..... 5 Quarters | Additional Required Supervised Clinical Hours.... 150 Hours |

POST-GRADUATE APRN  
CERTIFICATE PROGRAM..... 41 Units  
Length..... 9 Months  
Quarters..... 3 Quarters  
Additional Required Supervised Clinical Hours... 750 Hours

#### Instructional Clock Hour to Credit Conversion

FOR LECTURE ..... One Credit = 10 Lecture Hours  
FOR LABORATORY ..... One Credit = 20 Laboratory Hours  
FOR EXPERIENTIAL ..... One Credit = 30 Practicum Hours

#### Instructional Clock Hours to Credit Conversion

A "clock (Contact) hour" includes a minimum instructional time of 50 minutes of supervised or directed instruction and appropriate break(s).

#### Master of Science in Nursing Course Descriptions Indirect and Direct Core Courses: MSN Core Program

#### **GN 500 Theoretical Concepts and Trends in Advanced Practice Nursing (5 credit units)**

The course will explore nursing theoretical and conceptual foundations for nursing practice to encourage students to critique, evaluate, and utilize appropriate theory within their own practice. Theory development and utilization in nursing is examined to exemplify the importance of these theories in professional nursing practice. Current scientific trends in professional nursing will also be examined to demonstrate the use of research to improve quality health care in the current healthcare delivery system.

**(This course covers PLO: 1, 3, 4, 6, 7, 8, 9; AACN DOMAINS: 1, 3, 4, 6, 7, 8, 9; AACN COMPETENCIES: 1.3d, 1.2g, 1.2h, 1.2j, 3.4f, 3.4g, 3.4i, 4.1h, 4.2f, 4.2g, 4.2h, 6.1j, 6.2g, 6.4f, 7.1g, 7.2i, 8.1g, 8.2f, 9.1i, 9.1k; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Informatics & Healthcare Technologies, Social Determinants of Health; NONPF: 1, 3, 4, 6, 7, 8, 9)**

#### **GN 501 Advanced Pathophysiology**

This course explores the pathophysiological processes underlying common disease conditions across the lifespan, emphasizing disruptions in normal physiological functions of major organ systems. Through class discussions, case studies, and problem-solving exercises, students examine the theoretical and clinical principles that link foundational science to clinical practice. Special attention is given to assessment findings, diagnostic reasoning, and evidence-based interventions in primary care settings. The course also addresses the impact of genetic, environmental, and psychosocial factors, including health disparities, disease development and progression. By fostering critical thinking, this course lays the groundwork for understanding the biologic basis of illness and informing clinical decision-making.

**(This course covers PLO: 1, 2, 3, 4, 6, 7; AACN DOMAINS: 1, 2, 3, 4, 6, 7; AACN COMPETENCIES: 1.1e, 1.3d, 1.3e, 1.2g, 2.4f, 2.4g, 2.5h, 2.5j, 3.3f, 3.4k, 4.2f, 4.2g, 4.2k, 4.1h, 6.1g, 6.2g, 6.4f, 6.4g, 7.1g, 7.1h, 7.3h; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Social Determinants of Health, DEI, Systems-Based Practice; NONPF: 1, 2, 3, 4, 6, 7).**

#### **GN 502 Advanced Pharmacology**

Direct Care Core Course This course focuses on the application of critical thinking and clinical reasoning in the ordering and administration of medications based on the patient's pathophysiology. The emphasis of the course is on understanding the actions and side effects of medications that are both anticipated and unanticipated applied to the pathophysiology of the disease being treated. Topics to be covered include the pathophysiology and actions of medications that affect various conditions and how lifestyle, age, and culture affect medication use and the disease process. Students will develop an understanding and ability to apply these concepts to patients with various pathophysiology and the need for various medications for their conditions.

**(This course covers PLO: 1, 2, 4, 5, 7, 9; AACN DOMAINS: 1, 2, 4, 5, 7, 9; AACN COMPETENCIES: 1.1e, 1.2f, 1.3d, 1.3e, 1.2g, 1.2h, 2.1d, 2.2g, 2.2h, 2.5h, 2.5i, 2.5j, 2.6e, 4.2g, 4.2k, 5.1j, 5.1o, 5.2i, 5.3e, 5.2g, 5.2h, 7.1g, 7.3f, 9.1i, 9.2i, 9.3n; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Quality and Safety, Systems-Based Practice; NONPF: 1, 2, 4, 5, 7, 9)**

#### **GN 503 Leadership, Ethics, and Interprofessional Collaboration for Advanced Practice**

The course is intended to facilitate the development of collaborative and leadership behaviors for nurses to lead and improve outcomes and facilitate the design of high-performing clinical systems. Theories of leadership, organizational behavior, motivation and interpersonal behavior, conflict resolution, negotiation, patient safety, and quality improvement are applied to health care settings. Emphasis is on collaboration with inter-professional teams to improve patient and systems outcomes.

**(PLO: 1, 2, 3, 4, 5, 6, 7, 9, 10) (AACN DOMAINS: 1, 2, 3, 4, 5, 6, 7, 9, 10) (AACN COMPETENCIES: 1.1e, 1.2f, 1.2g, 1.3d, 1.2h, 1.3e, 2.2j, 2.2g, 2.1d, 2.5h, 2.5i, 3.1m, 3.1j, 4.1h, 4.2f, 4.3h, 4.1j, 5.1i, 5.1j, 5.2g, 5.2i, 5.3e, 6.1g, 6.2g, 6.3d, 6.4f, 7.2g, 9.1h, 9.1i, 9.1k, 9.2l, 9.3n, 10.3k, 10.3j, 10.2h, 10.2g, 10.3p) (AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy) (NONPF: 1, 2, 3, 4, 5, 6, 7, 9, 10)**

#### **GN 504 Advanced Physical Assessment**

This course will examine systematic history taking, interviewing, and other core assessment skills, as well as correct performance of the physical examination while moving into a more advanced practice nursing role. A holistic approach will be used that includes the assessment of the physical, developmental, psychosocial, cultural, and spiritual dimensions and includes health promotion and disease prevention. There will be a review of relevant anatomy and physiology along with examples of examination techniques and corresponding written documentation of the assessment. Students will be able to practice history and exam techniques with virtual patients and will show mastery of skills at the end of the course.

**(PLO: 1, 2, 3, 4, 5, 6, 7, 8, 9) (AACN DOMAINS: 1, 2, 3, 4, 5, 6, 7, 8, 9) (AACN COMPETENCIES: 1.1e, 1.1f, 1.2g, 1.3d, 1.3f, 1.3e, 2.5j, 2.4f, 2.4g, 2.1d, 2.2g, 2.2j, 2.3h, 2.4f, 2.5i, 2.6i, 2.3h, 2.4g, 3.2e, 3.1n, 4.2f, 4.2k, 5.1k, 5.2i, 5.1i, 5.2g, 6.1g, 6.1i, 7.3f, 7.3h, 8.3k, 8.4e, 8.4f, 8.4g, 9.2l, 9.6d, 9.6g, 9.6h) (AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy) (NONPF: 1, 2, 3, 4, 5, 6, 7, 8, 9).**

### **GN 505 Information Technology and Tools for Healthcare Improvement (5 credit units)**

This course focuses on the evaluation and use of information systems and technology to support and improve patient and healthcare systems, provide leadership in academic or healthcare settings, explore telemedicine and telehealth, and influence quality improvement at the micro and macro system levels. Students will evaluate the use of information systems and technology resources to implement quality improvement initiatives, support practice and administrative decision-making, and apply budgetary and productivity tools to improve patient outcomes. Discussion of legal, ethical, and cultural issues will be interwoven with the examination of technologies throughout the course.

**(PLO: 2, 5, 7, 8) (AACN DOMAINS: 2, 5, 7, 8) (AACN COMPETENCIES: 2.8g, 5.1i, 7.3e, 8.1g, 8.1h, 8.1i, 8.1k, 8.2g, 8.3g, 8.3i, 8.3j, 8.4e, 8.4f, 8.4g, 8.5h, 8.5i, 8.5k, 8.5l) (AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Informatics and Healthcare Technologies, Quality and Safety, Social Determinants of Health) (NONPF: 2, 5, 7, 8).**

### **GN 506 Global Health, Culture and Health Policy for the Advanced Practice Nurse**

This course explores the sociocultural, environmental, spiritual, and economic health needs of various populations, including assessment of epidemiology, worldview, and health literacy. Various aspects of health and health promotion are analyzed including the impact of infectious disease, nutrition, reproductive issues, communication, unintentional injury, disease, and aging. A review of planning and managing health promotion programs and health systems that meet global population, and cultural needs will be examined. Students will also examine health policy, including its effect on population and the formulation of policy that affects healthcare and healthcare decisions in advanced practice nursing.

**(PLO: 1, 2, 3, 4, 5, 6, 7, 9, 10) (AACN DOMAINS: 1, 2, 3, 4, 5, 6, 7, 9, 10) (AACN COMPETENCIES: 1.1e, 1.1f, 1.2g, 1.2i, 1.3d, 1.3e, 2.3h, 2.5h, 2.5i, 3.1j, 3.1k, 3.1l, 3.1m, 3.1n, 3.2g, 3.3f, 3.4f, 3.4j, 3.4k, 3.5i, 4.1h, 4.1i, 4.1j, 4.2g, 4.2h, 4.3h, 5.2g, 5.3e, 6.1g, 6.2g, 6.2h, 6.4f, 7.1g, 7.2h, 7.2i, 7.2l, 9.1h, 9.1i, 9.3m, 9.4h, 9.5g, 10.3k, 10.3m) (AACN CONCEPTS: Clinical Judgment, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Professionalism, Social Determinants of Health) (NONPF: 1, 2, 3, 4, 5, 6, 7, 9, 10)**

### **GN 507 Research and Evidence Based Practice in Advanced Practice**

This course will examine the research process and demonstrate how this systematic framework relates to evidence-based practice. Learners will develop an understanding of evidence-based knowledge by critically appraising published research. Students will also begin to understand the difference between the various research designs/methodologies used in nursing and health sciences. They will also examine the applicability of research findings to clinical practice. Statistical methods congruent with the types of data collected will also be discussed.

**(PLO: 1, 3, 4, 5, 8, 9) (AACN DOMAINS: 1, 3, 4, 5, 8, 9) (AACN COMPETENCIES: 1.1e, 1.1f, 1.2f, 1.2g, 1.2j, 1.3d, 1.3e, 1.3f, 3.1k, 3.4k, 4.1h, 4.1j, 4.1k, 4.2f, 4.2g, 4.2h, 4.2j, 4.2k, 4.3e, 4.3f, 4.3g, 4.3h, 5.1i, 5.1k, 8.2f, 8.2j, 9.1h, 9.1i) (AACN CONCEPTS: Clinical Judgment, Ethics, Evidence-Based Practice, Health Policy, Informatics and Healthcare Technologies, Professionalism, Quality and Safety, Social Determinants of Health) (NONPF: 1, 3, 4, 5, 8, 9).**

Functional Courses: Nursing Administration, Leadership, and Management

Nurse Administration, Leadership and Management

The MSN Nurse Administration, Leadership, and Management (MSN- NALM) track requires 65 quarter credits (25functional courses + 40 Core courses). The MSN-NALM track prepares students for a variety of nurse executive positions in both hospital healthcare systems and community-based systems. Students are prepared to analyze and implement change in policies and procedures that are designed to improve health care outcomes in safety and quality patient care. Students analyze financial forecasting and system functions, develop, and interpret policies, and prepare programs designed to produce system change. Health policy, human resources, information technologies, legal and ethical issues in system management are examined on how these are developed and implemented at the local, state, and national level. The nursing skills competencies in the American Nurses Credentialing Center Nurse Executive (NE) and Nurse Executive Advance (NEA) certification program and eligibility; and the American Organization of Nursing Leadership (AONL) competencies and Essentials of Master's Education in Nursing (AACN, 2011) are used to develop this concentration for the MSN- NALM. The students of Master's in NALM Graduates will be prepared to take the Certification in Executive Nursing Practice (CNP) and Certified Nurse Manager and Leader. The ANCC offers nurse executive board certification examination upon completion of the ANCC eligibility requirements to take this board certification examination. The following credentials are awarded upon passing the ANCC board certification examination: Nurse Executive-Board Certified (NE-BC) or Nurse Executive Advanced-Board Certified (NEA-BC)

## GN 520 Advanced Nursing Leadership (5 credit units)

The course is intended to facilitate the development of collaborative and leadership behaviors for nurses to lead and improve outcomes and facilitate the design of high-performing clinical systems. Theories of leadership, organizational behavior, motivation and interpersonal behavior, conflict resolution, negotiation, patient safety, and quality improvement are applied to health care settings. Emphasis is on collaboration with interprofessional teams to improve patient and systems outcomes.

**(This course covers PLO: 1, 5, 6, 7, 9, 10; AACN DOMAINS: 1, 5, 6, 7, 9, 10; AACN COMPETENCIES: 1.2f, 1.2j, 5.1l, 5.1n, 5.2h, 5.2i, 5.3f, 6.1g, 6.1l, 6.2g, 6.4f, 6.4g, 6.4i, 7.1f, 7.1g, 9.6d, 9.6g, 10.3j, 10.3k, 10.3l, 10.3n, 10.3o, 10.3p; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Interprofessional Collaboration, Leadership, Quality and Safety, Social Determinants of Health; AONL: Business Skills, Communication and Relationship Building, Knowledge of the Health Care Environment, Leaders Within, Leadership, Professionalism)**

## GN 521 Organizational Behavior in Healthcare (5 credit units)

Complexity Science Approaches in Leading Healthcare Organizations. Focuses on the application of organizational behavior and theories of leadership to the management of interdisciplinary teams and decision-making in healthcare organizations. This course has practicum combining both virtual and real-world experiences in the application of theories, working with interdisciplinary teams and decision-making processes.

**(This course covers PLO: 1, 5, 6, 7, 8, 9, 10; AACN DOMAINS: 1, 5, 6, 7, 8, 9, 10; AACN COMPETENCIES: 1.2f, 1.2j, 5.1k, 5.1l, 5.1m, 6.1g, 6.1l, 6.2g, 6.2h, 6.2i, 6.2j, 6.4h, 7.1f, 7.1g, 7.3g, 8.2h, 9.1i, 9.1k, 9.3l, 10.2h, 10.3j, 10.3k, 10.3l, 10.3m, 10.3n, 10.3o; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Professionalism; AONL: Business Skills, Communication and Relationship Building, Knowledge of the Health Care Environment, Leaders Within, Leadership, Professionalism)**

## GN 522 Healthcare Financial Management and Economics (5 credit units)

Focuses on examination and understanding of healthcare financing and reimbursement concepts preparing an advanced nurse leader to function in a variety of healthcare delivery systems. Course content focuses on concepts of budget and management, developing skills sets and competencies for managing with scarce resources and variables affecting reimbursement.

**(This course covers PLO: 1, 3, 5, 7, 9, 10; AACN DOMAINS: 1, 3, 5, 7, 9, 10; AACN COMPETENCIES: 1.2f, 1.2j, 3.3e, 5.1i, 5.1k, 5.1l, 5.1m, 5.1n, 7.2g, 7.2h, 7.2i, 7.2j, 7.2k, 7.2l, 7.3f, 7.3g, 9.1h, 9.4f, 10.3j, 10.3k, 10.3l; AACN CONCEPTS: Clinical Judgment, Communication, DEI, Ethics, Evidence-Based Practice, Health Policy, Leadership (Professionalism), Social Determinants of Health; AONL: Communication, Health Care Environment, Leadership, Professionalism, Business Skills)**

## GN 523 Analysis and Application of Administrative Strategies in Leadership (5 credit units)

Explores the roles and functions of the nurse leader/manager and the application of evidence-based strategies within healthcare organizations. Further explores the application of evidence-based practice, quality and safety principles, and administrative strategies to the nurse leader role in healthcare organizations.

**(This course covers PLO: 1, 4, 5, 6, 7, 9, 10; AACN DOMAINS: 1, 4, 5, 6, 7, 9, 10; AACN COMPETENCIES: 1.2f, 1.2j, 4.2g, 4.2i, 4.2k, 5.1i, 5.1l, 5.2h, 5.3f, 5.3h, 6.1l, 6.2g, 6.4g, 7.1e, 7.1f, 7.2i, 7.2l, 7.3f, 7.3g, 9.1i, 9.3l, 9.4f, 9.4h, 10.2g, 10.2h, 10.3j, 10.3k, 10.3l, 10.3n, 10.3o, 10.3q; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Leadership Development, Quality and Safety; AONL: Business Skills, Communication and Relationship Building, Knowledge of Health Care Environment, Leaders Within, Leadership, Professionalism).**

## GN 530 Foundations of Professional Roles and Responsibilities of Nurse Educators (5 Credit Units)

Focuses on the diverse roles and practice environments experienced by the nurse educator. The course will provide students with guidelines for practice in the classroom, clinical, staff development and various other educational settings. Academic, clinical, and institutional policies, protocols and legal aspects of education will be presented. Advanced Teaching and Role Development. Focus on integration of the role of the Nurse Educator and appraisal of one's performance in the role.

**(This course covers PLO: 1, 2, 3, 4, 5, 6, 8, 9, 10; AACN DOMAINS: 1, 2, 3, 4, 5, 6, 8, 9, 10; AACN COMPETENCIES: 1.2f, 1.2h, 1.2i, 1.2j, 2.2g, 3.4j, 3.5i, 4.1h, 4.1k, 4.3e, 4.3h, 5.1j, 5.1o, 6.1g, 6.1h, 6.1j, 6.3d, 8.1g, 8.4e, 9.1h, 9.3j, 9.3m, 9.4e, 9.4f, 9.5f, 9.5i, 9.6e, 9.6f, 10.2h, 10.2i, 10.3j, 10.3k, 10.3l, 10.3p, 10.3q; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Informatics and Healthcare Technologies, Leadership (via Professionalism), Professionalism, Quality and Safety, Social Determinants of Health; NLN: Facilitate Learning, Facilitate Learner Development and Socialization, Function as a Change Agent and Leader, Engage in Scholarship, Pursue Continuous Quality Improvement, Function Within the Educational Environment)**

## GN 531 Curriculum Design in Nursing Education (5 credit units)

This course explores how the nurse educator fosters authentic learning experiences across various environments to meet the unique needs of nursing students. Students will create innovative, transformational, and context-based teaching learning strategies. The emphasis is on the processes of curriculum design by drawing upon learning theory and style, teaching methodology, diverse student learning environments, accessibility, inclusivity, and the influence of technology on the classroom. Students will spend 30 hours in this course to engage in developing a curriculum utilizing the concepts of curriculum design in nursing education

**(PLO: 1, 2, 3, 4, 6, 9) (AACN DOMAINS: 1, 2, 3, 4, 6, 9) (AACN COMPETENCIES: 1.2f, 1.2g, 1.2h, 1.2j, 1.3d, 1.3e, 1.3f, 2.2g, 2.2i, 2.3h, 2.4f, 2.5i, 2.5j, 2.5k, 2.6i, 2.8f, 2.8h, 2.9g, 2.9j, 3.1m, 3.1n, 3.5i, 4.2f, 4.2g, 4.2h, 6.1j, 6.3d, 6.4g, 9.2j, 9.6d, 9.6g, 9.6h) (AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Interprofessional Collaboration, Social Determinants of Health) (NONPF: 1, 2, 3, 4, 6, 9)**

#### **GN 541L Primary Care of Women in Advanced Practice Clinical**

This supervised clinical practicum is taken concurrently with GN 541 and provides students with experiential learning opportunities to deliver primary care to women across the lifespan, from adolescence through the post-menopausal years. Over the course of 75 clinical hours, students will provide comprehensive assessments and evidence-based management of gynecologic, reproductive, and primary care concerns in women. Emphasis is placed on integrating physical, emotional, psychosocial, cultural, and economic factors into care planning to address the holistic needs of women in diverse populations. Working under the guidance of an approved preceptor in a culturally responsive primary care setting, students will develop clinical judgment, strengthen diagnostic reasoning, and engage in interprofessional collaboration to support wellness, prevention, and chronic disease management.

**(PLO: 1, 2, 3, 4, 6, 9) (AACN DOMAINS: 1, 2, 3, 4, 6, 9) (AACN COMPETENCIES: 1.1e, 1.1f, 1.2f, 1.2h, 1.2j, 1.3d, 1.3e, 1.3e, 1.3f, 2.1d, 2.2g, 2.2i, 2.3h, 2.4f, 2.4g, 2.5i, 2.5j, 2.5j, 2.5k, 2.6i, 2.7d, 2.7f, 2.8f, 2.8j, 2.9h, 3.1m, 3.1n, 3.3f, 4.2f, 4.2g, 4.2k, 5.1k, 5.2i, 6.1j, 6.2g, 6.4g, 8.4e, 8.4f, 8.5i, 9.1i, 9.3i) (AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Interprofessional Collaboration, Social Determinants of Health) (NONPF: 1, 2, 3, 4, 6, 9; QSEN-Graduate competencies)**

#### **542 Primary Care of the Adult/Older Adult Patient in Advanced Practice (7.5 credit units)**

The focus of this course is the development of clinical decision-making skills needed to care for adults. As primary care providers delivering comprehensive health care, the student will focus on caring for adults along the wellness-illness continuum focused on health promotion, health maintenance, and management of acute and chronic illnesses. Strategies such as assigned readings, lectures, class discussions, case studies and simulations the student will begin the process of developing sound clinical judgement as primary care providers. The concept of interprofessional collaboration will be emphasized for the care of patients with chronic illnesses. This course is taken concurrently with GN 542L, their supervised clinical practicum, which allow them to apply the therapeutic concepts in multicultural practice settings.

**(PLO: 1, 2, 3, 4, 6, 9) (AACN DOMAINS: 1, 2, 3, 4, 6, 9) (AACN COMPETENCIES: 1.2f, 1.2g, 1.2h, 1.2j, 1.3d, 1.3e, 1.3f, 2.2i, 2.3h, 2.4f, 2.4g, 2.5h, 2.5i, 2.5j, 2.5j, 2.5k, 2.6g, 2.6i, 2.8f, 2.8h, 2.9g, 3.5i, 4.2f, 4.2g, 4.2h, 4.2k, 6.1g, 6.1j, 6.1k, 6.2g, 6.3d, 6.4g, 9.3i, 9.6g, 9.6h) (AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Interprofessional Collaboration, Social Determinants of Health) (NONPF: 1, 2, 3, 4, 6, 9)**

#### **GN 540 Primary Care of the Pediatric Patient in Advanced Practice (5 credit units)**

The focus of this course is the development of foundational knowledge to build clinical decision-making skills needed by the primary care provider. The concepts of growth and development from a theoretical perspective are examined for children from birth through adolescences. Emphasis is placed on developmental screening tests, anticipatory guidance, and developmental milestones to promote health and wellness. Additionally, focus is also placed on clinical management of common illnesses, including behavioral problems, experienced by infants, toddlers, school-aged children, and adolescents. Theories related to culture and health beliefs are examined from the perspective of caring for the child and family. Through assigned readings, lectures, class discussion, and case studies, the student will begin to develop principles of sound clinical judgement to care for pediatric patients. Students will have the opportunity to apply these concepts in a concurrently offered clinical practicum in multicultural practice settings.

**(PLO: 1, 2, 3, 4, 6, 9) (AACN DOMAINS: 1, 2, 3, 4, 6, 9) (AACN COMPETENCIES: 1.2f, 1.2g, 1.2h, 1.2i, 1.2j, 1.3d, 1.3d, 1.3e, 2.2g, 2.2i, 2.2j, 2.3h, 2.4f, 2.4g, 2.5h, 2.5i, 2.5j, 2.5j, 2.5k, 2.8h, 2.9g, 2.9j, 3.1i, 3.1m, 3.1n, 3.5i, 4.2f, 4.2g, 6.1j, 6.3d, 9.6d, 9.6h) (AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice) (NONPF: 1, 2, 3, 4, 6, 9)**

#### **GN 540L Primary Care of the Pediatric Patient in Advanced Practice-Clinical (5 credit units)**

To be enrolled in this course students must be currently taking GN 541: Primary Care of Women in Advanced Practice. Students will spend a total of 75 hours in their assigned clinical practice setting to care for women from adolescents to post-menopausal years. The focus is on addressing health care issues across the wellness-illness continuum. They will learn to collect subjective and objective data from which to make appropriate diagnoses and plan care that considers the bio-psycho-social, economic, cultural, and developmental factors with the goal of maximizing patients' wellbeing.

**(PLO: 1, 2, 3, 4, 5, 6, 8, 9) (AACN DOMAINS: 1, 2, 3, 4, 5, 6, 8, 9) (AACN COMPETENCIES: 1.1e, 1.1f, 1.2f, 1.2h, 1.2j, 1.3d, 1.3e, 1.3f, 2.1d, 2.2g, 2.2i, 2.3h, 2.4f, 2.5h, 2.5i, 2.5j, 2.5k, 2.6i, 2.7d, 2.7f, 2.8f, 2.8h, 2.8j, 2.9h, 3.1m, 3.1n, 4.2f, 4.2g, 4.2k, 5.1k, 5.2i, 6.1j, 6.2g, 6.4g, 8.4e, 8.4f, 8.5i, 9.1i, 9.3i) (AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Ethics, Professionalism, Evidence-Based Practice, Informatics and Healthcare Technologies, Interprofessional Collaboration, Quality and Safety, Social Determinants of Health) (NONPF: 1, 2, 3, 4, 5, 6, 8, 9; QSEN-Graduate competencies)**

#### **GN 541 Primary Care of Women in Advanced Practice (2.5 credit units)**

This course focuses on advanced nursing care to women in diverse populations. It is designed to provide students the opportunity to function in the role as the family nurse practitioner provider of women's health in primary care settings. Students focus on the physical, emotional, socio-cultural, and educational need of the gynecological primary health care of women from adolescence through post-menopausal years. Students will combine broad foundational knowledge with specialty knowledge essential for the unique health needs of women. Students can apply their knowledge in a concurrent clinical practicum in a culturally diverse primary care women's health setting.

(This course covers PLO: 1, 2, 4, 6, 8, 9, 10; AACN DOMAINS: 1, 2, 4, 6, 8, 9, 10; AACN COMPETENCIES: 1.2f, 1.2j, 1.3e, 2.2g, 4.1h, 4.1j, 4.1k, 4.1l, 4.2f, 4.2g, 4.2h, 4.2j, 4.2k, 6.2g, 6.2j, 8.1g, 9.2j, 9.6d, 9.6e, 9.6g, 9.6i, 10.2g, 10.3k; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Informatics and Healthcare Technologies; NLN: Facilitate Learning, Facilitate Learner Development and Socialization, Use Assessment and Evaluation Strategies, Function as a Change Agent and Leader, Participate in Curriculum Design and Evaluation of Program Outcomes, Pursue Continuous Quality Improvement)

### GN 532 Innovative Strategies in Nursing Education (5 credit units)

Focuses on strategies to develop knowledge and skill sets in pedagogy, teaching-learning theories, and selected educational technologies. This course provides students with the opportunity to use and evaluate various technologies and strategies in the academic or clinical environment. The emphasis is placed on developing curriculum, building nursing courses and accessibility considerations. Students will spend 30 hours in this course to engage in developing a curriculum utilizing the concepts of innovative teaching strategies in nursing education.

(This course covers PLO: 1, 2, 4, 5, 8, 9, 10; AACN DOMAINS: 1, 2, 4, 5, 8, 9, 10; AACN COMPETENCIES: 1.1e, 1.2f, 1.2g, 1.2j, 1.3f, 2.2g, 4.1j, 4.2f, 4.2g, 4.2h, 4.2k, 5.1l, 8.1g, 8.1k, 8.2g, 8.3g, 8.3j, 8.3k, 9.2i, 9.2j, 9.6d, 9.6g, 10.2g, 10.2i, 10.3q; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Informatics and Healthcare Technologies, Quality and Safety; NLN: Facilitate Learning, Facilitate Learner Development and Socialization, Use Assessment and Evaluation Strategies, Function as a Change Agent and Leader, Participate in Curriculum Design and Evaluation of Program Outcomes, Engage in Scholarship, Function within the Educational Environment)

### GN 533 Evaluation Strategies and Methods for Nursing Education (5 credit units)

Designed to provide nurse educators with valid and reliable tools to assess students learning effectively and systematically in different educational settings, this course outlines and explores the following processes: (a) evaluation process including test construction, didactic strategies for student engagement, clinical performance assessment within the cognitive, psychomotor and affective domains, considering diversity in student learning; (b) strategies and issues in the evaluation process; (c) development of evaluation strategies and methods instruments that are effective and systematic for learning and application in practice, and (d) program evaluation and accreditation processes. Students will spend 30 hours in this course to engage in developing a curriculum evaluations strategies and methods for nursing education.

(This course covers PLO: 1, 4, 5, 7, 9, 10; AACN DOMAINS: 1, 4, 5, 7, 9, 10; AACN COMPETENCIES: 1.2f, 1.2j, 1.3d, 1.3e, 4.1j, 4.1k, 4.2f, 4.2g, 4.2h, 4.2j, 4.2k, 5.1i, 5.1k, 5.1l, 5.1o, 7.3f, 9.4f, 9.4h, 9.6f, 9.6g, 10.2h, 10.2i; AACN CONCEPTS: Clinical Judgment, Communication, DEI, Evidence-Based Practice, Ethics, Health Policy, Leadership (Professionalism), Professionalism, Quality and Safety; NLN: Facilitate Learning, Use Assessment and Evaluation Strategies, Function as a Change Agent and Leader, Participate in Curriculum Design and Evaluation of Program Outcomes, Pursue Continuous Quality Improvement in the Role of the Nurse Educator, Engage in Scholarship, Function within the Educational Environment)

### GN 542L Primary Care of the Adult/Older Patient in Advanced Practice- Clinical (7.5 credit units)

To be enrolled in this course students must be currently taking GN 542, Primary Care of the Adult/Older Adult Patient in Advanced Practice. Students will spend a total of 225 hours in their assigned clinical practice setting to care for adult/older adult patients across the wellness-illness continuum. They will learn to collect subjective and objective data from which to make appropriate diagnoses and plan care that considers the bio- psycho-social, economic, cultural factors with the goal of maximizing patients' wellbeing.

(**PLO:** 1, 2, 3, 4, 6, 8, 9) (**AACN DOMAINS:** 1, 2, 3, 4, 6, 8, 9)

(**AACN COMPETENCIES:** 1.1e, 1.1f, 1.2f, 1.2g, 1.2h, 1.2j, 1.3d, 1.3e, 1.3f, 2.1d, 2.2g, 2.2i, 2.3h, 2.4f, 2.4g, 2.5h, 2.5i, 2.5j, 2.5k, 2.6i, 2.7d, 2.7f, 2.8f, 2.8h, 2.9g, 2.9h, 3.1n, 3.3f, 4.2f, 4.2k, 5.1k, 5.2i, 6.1g, 6.1k, 6.2g, 6.2j, 6.4g, 8.4e, 8.4f, 8.5h, 8.5i, 9.1i, 9.3l)

(**AACN CONCEPTS:** Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Informatics, Interprofessional Collaboration, Professionalism, Quality and Safety, Social Determinants of Health) (**NONPF:** 1, 2, 3, 4, 6, 8, 9; QSEN-Graduate competencies)

### GN 543 Primary Care of the Family in Advanced Practice- Putting It Together (5 credit units)

This course utilizes knowledge obtained in previous FNP courses such that this course builds on the previous didactic content. In this course students are expected to apply previous content to provide thoughtful, comprehensive, holistic, quality, safe care to patients and families that is evidence-based. The emphasis is on operationalizing the role of the family nurse practitioner in caring for patients, understanding their families are dynamic systems with specific needs as they move through the various stages of development. The use of scenario-based learning activities and simulation will illustrate the concepts covered in this course. Students will have an opportunity to reflect on their approach to patients care that is cognizant of the physical, psychological, social, cultural, and economic status of families while also considering organizational factors, legal, ethical, and geopolitical factors that influence health of patients.

(**PLO:** 1, 2, 3, 4, 5, 6, 8, 9) (**AACN DOMAINS:** 1, 2, 3, 4, 5, 6, 8, 9)

(**AACN COMPETENCIES:** 1.1e, 1.1f, 1.2f, 1.2g, 1.2h, 1.2j, 1.3d, 1.3e, 1.3f, 2.1d, 2.2g, 2.2i, 2.2j, 2.3h, 2.4f, 2.4g, 2.5h, 2.5i, 2.5j, 2.5k, 2.6i, 2.7d, 2.7f, 2.8f, 2.8h, 2.9g, 2.9h, 3.1n, 3.3f, 4.2f, 4.2k, 5.1k, 5.2i, 6.1g, 6.1k, 6.2g, 6.2j, 6.4g, 8.4e, 8.4f, 8.5h, 8.5i, 9.1i, 9.3l)

(**AACN CONCEPTS:** Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Informatics & Communication, Population Health, Social Determinants of Health) (**NONPF:** 1, 2, 3, 4, 5, 6, 8, 9)

### GN 543L Primary Care of the Family in Advanced Practice-Clinical (5 credit units)

To be enrolled in this course students must be currently taking GN 543, Primary Care of Families in Advanced Practice. In this final practicum students will have the opportunity to investigate the inter-relationships among various socioeconomic, legal, and political factors which impact the structure and function of healthcare delivery systems. Students will be assisted to perform the advanced practice roles of manager, clinician, educator, researcher, and consultant in the provision of primary care services across the lifespan to underserved populations. Students will participate in the development of joint protocols, scientific research and development, community service activities and professional endeavors. The purpose

of this course is to enable the student to operationalize the role of the family nurse practitioner in the care of individual member of the family across the life span and the community. Student will complete total of 150 hours in this clinical rotation.

**(PLO: 1, 2, 3, 4, 5, 6, 8, 9) (AACN DOMAINS: 1, 2, 3, 4, 5, 6, 8, 9) (AACN COMPETENCIES: 1.1e, 1.2f, 1.2h, 1.2j, 1.3d, 1.3e, 1.3f, 2.1d, 2.3h, 2.4f, 2.4g, 2.5h, 2.5i, 2.5j, 2.5k, 2.6j, 2.7d, 2.7f, 2.8f, 2.8h, 2.9g, 2.9i, 3.1j, 3.1n, 3.3f, 4.2f, 4.2g, 4.2k, 5.1k, 5.2i, 6.1g, 6.2g, 6.3d, 8.4e, 8.4f, 8.5h, 9.1i, 9.2j, 9.3l) (AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Informatics, Social Determinants of Health) (NONPF: 1, 2, 3, 4, 5, 6, 8, 9; QSEN-Graduate competencies)**

#### **GN 696: Capstone: FNP (5 Units)**

This capstone is the culminating project that demonstrates mastery of all major concepts learned in this program. Students are expected to work with approved preceptors to identify and complete a project according to specialty track. This capstone project prepares students to function in their new roles as advanced practice nurses in the everevolving complex health care environment. Working with an approved preceptor the student will identify patients with complex health conditions as the focal point for this scholarly capstone project within this complex health care setting. The paper will address quality, evidence-based approaches to change and or improve the health of the identified patient.

**(PLO: 1, 2, 3, 4, 5, 6, 9, 10) (AACN DOMAINS: 1, 2, 3, 4, 5, 6, 9, 10) (AACN COMPETENCIES: 1.1e, 1.2f, 1.2g, 1.2j, 1.3d, 1.3e, 1.3f, 2.5j, 2.6i, 3.4i, 4.1h, 4.1j, 4.1l, 4.2f, 4.2g, 4.2i, 4.2j, 4.2k, 5.1i, 5.1k, 5.1l, 5.1o, 6.1k, 6.3d, 8.2f, 8.2j, 9.3j, 9.5h, 9.6g, 10.3j, 10.3k, 10.3o, 10.3p) (AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Informatics and Healthcare Technologies, Interprofessional Collaboration, Leadership, Professionalism, Quality and Safety) (NONPF: 1, 2, 3, 4, 5, 6, 9, 10)**

#### **GN 610 Nursing Education-Clinical Field Practicum (5 credit units)**

This field practicum is an integrative experience designed to facilitate the application of acquired in-depth theoretical knowledge into advanced clinical practice. In this course students will have the opportunity to experience the advanced role of the academic nurse educator through the lens of providing graduate level direct patient care. Students will work with their clinical course instructor to develop an innovative clinical project based on their area of clinical interest/expertise that synthesizes, applies, and demonstrates advanced knowledge from practice, theory, and research for the students' chosen clinical focus area. Students will spend a total of 150 hours in an advanced practice role in a direct patient care setting.

*(This course covers PLO: 1, 4, 5, 6, 7, 8, 9, 10; AACN DOMAINS: 1, 4, 5, 6, 7, 8, 9, 10; AACN COMPETENCIES: 1.1e, 1.2f, 1.2j, 1.3e, 4.1i, 4.1j, 4.1k, 4.2f, 4.2g, 4.2k, 5.1i, 5.1k, 5.2i, 6.1j, 6.1k, 7.1f, 7.3g, 8.3g, 9.3j, 9.5g, 9.5h, 10.2g, 10.2h, 10.2i, 10.3k, 10.3l, 10.3o; AACN CONCEPTS: Clinical Judgment, Communication, DEI, Ethics, Evidence-Based Practice, Health Policy, Informatics and Healthcare Technologies, Leadership, Professionalism, Quality and Safety; NLN: Facilitate Learning, Facilitate Learner Development and Socialization, Use Assessment and Evaluation Strategies, Function as a Change Agent and Leader, Pursue Continuous Quality Improvement in the Role of the Nurse Educator, Engage in Scholarship, Function within the Educational Environment). QSEN-Graduate competencies*

#### **GN 600 Nursing Administration, Leadership, and Management Field Experience (5 units)**

In this field placement the students will have the opportunity to experience the role of the nurse administration/manager/leader by engaging in supervised practice experience which includes management decisions, working with interprofessional team members, assessing budgets, problem-solving and decision-making in the clinical setting. Students will work with their preceptors and other members of the health care team to develop an innovative organizational change project. Students will spend a total of 150 hours in a clinical setting once they have successfully completed the nurse administration, leadership, and management courses.

*(This course covers PLO: 1, 4, 5, 6, 7, 9, 10; AACN DOMAINS: 1, 4, 5, 6, 7, 9, 10; AACN COMPETENCIES: 1.2i, 4.2f, 4.2h, 4.2k, 5.1i, 5.1k, 5.1l, 5.1m, 5.1n, 6.1g, 6.1l, 6.2g, 6.4h, 7.1e, 7.1f, 7.1g, 7.2g, 7.2h, 7.2j, 7.2k, 7.3f, 7.3g, 9.3j, 9.5h, 9.6e, 10.2h, 10.2i, 10.3j, 10.3k, 10.3l, 10.3n, 10.3o, 10.3p; AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy; AONL: Business Skills, Communication and Relationship Building, Knowledge of the Healthcare Environment, Leaders Within, Leadership, Professionalism, QSEN-Graduate competencies)*

#### **GN 970 Capstone Post-Graduate APRN-FNP Certificate Program (1 unit)**

This course is designed to showcase your academic and clinical expertise and prepare you for the multifaceted challenges of modern healthcare. Students are expected to work with approved preceptors to identify and complete a case study. The student will select and complete a case study that demonstrates their readiness to transition into their roles as advanced practice registered nurses within the dynamic and complex healthcare environment. The case study will focus on a patient with a complex health condition from their assigned healthcare setting. It will emphasize quality, evidence-based approaches to improve the patient's health outcomes.

**(PLO: 1, 2, 3, 4, 5, 6, 8, 9, 10) (AACN DOMAINS: 1, 2, 3, 4, 5, 6, 8, 9, 10) (AACN COMPETENCIES: 1.2g, 1.3d, 1.3e, 1.3f, 2.2g, 2.3h, 2.4f, 2.4g, 2.5j, 3.4g, 4.1h, 4.1j, 4.1l, 4.1m, 4.2f, 4.2g, 4.2i, 4.2k, 5.1k, 6.1j, 8.2f, 8.2j, 9.3j, 9.5, 10.3j, 10.3o, 10.3p) (AACN CONCEPTS: Clinical Judgment, Communication, Compassionate Care, DEI, Ethics, Evidence-Based Practice, Health Policy, Informatics, Interprofessional Collaboration, Leadership, Professionalism, Quality and Safety) (NONPF: 1, 2, 3, 4, 5, 6, 8, 9, 10)**

<https://www.qsen.org/competencies-graduate-ksas>

<https://codeofethics.ana.org/home>

**QSEN: AACN Crosswalk | QSEN**

# MASTER OF SCIENCE IN CLINICAL RESEARCH

## FACULTY

Dillague, Gene, MD, MSCR, BA,  
Chair/Professor  
Dessouky, Tarek, MD, MBA, MPH  
Defensor, Linnea, MD, MS, RN

## MISSION

In alignment with the AUHS mission to provide excellence in pharmaceutical education in order to prepare graduates who advance healthcare and make a positive impact on the health of individuals and of society through the provision of high-quality evidence-based pharmaceutical care. To meet the diverse needs of patients and to promote research, scholarship, and service in the provision of pharmaceutical care, our faculty and students will actively engage in activities which advance the practice of patient-centered pharmacy care and that support and promote research, scholarship, service, and practice in order to contribute to society and meet the pharmacy needs of patients and our communities.

AUHS embraces the educational philosophy of the University, which is dedicated to preparing a professional and culturally diverse workforce for the pharmaceutical, nursing and research sectors of healthcare—a workforce who will utilize research and evidence-based practice to guide healthcare delivery, understand the application of research, display high level competencies to health care delivery and value the continuation of learning.

## MASTER OF SCIENCE IN CLINICAL RESEARCH (MSCR)

The School of Master of Science in Clinical of pharmacy at the American University of Health Sciences. Clinical research professionals are the link between the biomedical industry and the physician in testing new drugs, devices, and procedures. These health professionals oversee the administration and progress of a clinical trial on behalf of a sponsor.

### Goals

At the completion of this training program, the student shall be able to demonstrate:

1. Build familiarity with basic medical terminology and recognize the meanings of medical words through knowledge of roots, prefixes, and suffixes.
2. Explain key concepts in human anatomy and physiology, how the various human biologic systems function, and the homeostatic nature of these systems with reference to human disease states.
3. Perform pre-operative physical examination techniques i.e., patient interviews and medical write-ups.
4. Identify health care problems that require appropriate evaluation and management.
5. Understand general treatment approaches and pharmacology for the major body systems.
6. Describe the basic principles of drug actions and interactions, including adverse reactions.
7. Explain techniques by which drugs are administered to treat diseases.
8. Understand regulatory requirements for medical devices and pharmaceuticals, quality control, and design controls for product development.
9. Understand the significance of research as cornerstone for medical innovation.
10. Develop critical thinking and analysis to encourage autonomous thinking necessary for medical decision-making.
11. Understand key health care issues and be able to communicate with other members of the medical community with confidence, precision, and force.
12. Appreciate the financial management of Clinical Research.
13. Have a good baseline understanding and practice of statistics.
14. Be able to design and conduct clinical trials.
15. Show capability in the administering of clinical trials.
16. Manage multiple projects of clinical research.
17. Appreciate and follow Good Clinical Practices.
18. Appreciate and follow current good manufacturing practice.
19. Perform audits and inspections.
20. Show proficiency in business development side of clinical trials.
21. Be familiar with and able to use clinical trial materials.
22. Communicate effectively within the Clinical research community.
23. Be able to take apart, dissect and reconstruct randomized trials.

24. Have the ability to submit grants for funding of clinical trials.

### Program Learning Outcomes (PLOs)

Graduates of the Master of Science in Clinical Research program will be able to:

1. Describe basic research strategies, settings, methods, and goals of clinical research including all aspects of the preclinical and clinical phases of clinical trials.
2. Critique the advantages and disadvantages of various study protocol designs as related to the test product and anticipated endpoints of the clinical research process.
3. Critically appraise published clinical research and interpretation of new research in the context of existing knowledge and global trends/issues.
4. Demonstrate an understanding of the interdependence of the different roles in the clinical research team including the alliance of subjects, regulatory agencies, sponsors, and sites.
5. Identify ethical, legal, regulatory, and financial considerations that impact clinical trials.
6. Apply the essentials of Good Clinical Practice (GCP).
7. Demonstrate an understanding of how the evolution of the safety and efficacy date in drug, biological, and device developments from pre-clinical testing through to registration and post-marketing surveillance impact product development.
8. Demonstrate an understanding of the basic physiological and epidemiological causes and correlates of disease as they relate to clinical trial investigations.

### Admissions

The Master's Degree is designed for students who have a BA or BS degree in the sciences, nursing, pharmacy, allied health fields, or liberal arts.

### Graduation Requirements

1. Complete 84.5 quarter credit units of prescribed Master's degree courses
2. Students must complete all coursework, examinations, and clinical experiences with an cumulative grade point average of 3.0 or a letter grade of B or higher.
3. Present at Poster Session for a selected drug, medical device or research question on health care disparity and present a final paper for that poster session.
4. Complete at least 100 clock hours of community service
5. Successfully prepare and defend the thesis.
6. Has completed at least one AUHS authorized and/or sponsored international mission trip.
7. All financial obligations to the university are paid in full.

The thesis at AUHS is completed over three quarters (9 quarter units/hours), which includes 699A. The thesis represents 10.0% of total course work for the Master's degree. A committee of three representing the student's intended area of research will be

appointed by the Office of the Provost. One of the three members must be appointed as the Chair. The thesis course work cannot be taken until all other courses are completed and the following is achieved.

1. A Committee Chair and two additional members have been duly appointed.
2. The Course work for the Master with the exception of the thesis has been completed.
3. The student must successfully defend the thesis proposal with a one-week advanced notice to the public of this defense.
4. The student has been advanced to candidacy with the approval of the committee (Advancement duly certifies that all components at 1 through 3) have been completed and student is now all but thesis).

The Student will be expected to register for 699B for 3 hours and 699C for 3 units; both of which are not in-class structured classes towards the thesis work. But altogether with 699A total 9 quarter hours toward the thesis.

#### Award of the Master's Degree

1. When the committee believes the Thesis has been duly completed, the student must arrange a public oral defense of the thesis with at least a one week notice to the public. Part I of the defense shall be public and Part II of the defense shall be Private. The Committee must take a vote on the success of the thesis and if successful make a recommendation for graduation. The Student will be expected to register for 699B for 3 hours and 699C for 3 units; both of which are not in- class structured classes towards the thesis work. But altogether with 699A total 9 quarter hours toward the thesis.
2. The degree is awarded only when the thesis committee certifies that the student has complete all course work and supporting course work and other projects. The form certifying completion must be signed and sent to the Office of the Provost eight weeks before the student wishes to graduate. At this time, the Thesis must be book bound, printed on acid free/acid neutral, 20-pound weight, 25% cotton, single- sided, and watermarked paper. The book bound version of the thesis must be sent to the Office of the Provost before the certifying form is accepted.

#### Occupational Options for Master of Science in Clinical Research

For information about possible occupations for graduates of Master of Science in Clinical Research program, please refer to:

<https://www.auhs.edu/academics/clinical-research/>.

#### Foundational/Pre-requisite Courses

(These courses can be taken prior to admission, or during the duration of the MSCR program, prior to graduation)

Course Number	Course Name	Quarter Credit Units
MSCR 100	Medical Terminology	Cr
MSCR 500	Human Anatomy & Physiology	Cr
MSCR 688	Communication Skills Development	Cr
Totals		Cr

#### MSCR COURSE LIST

Course Number	Course Name	Quarter Credits
MSCR 600	Pathophysiology	2
MSCR 610	Medical Law and Ethics	3
MSCR 620	Introduction to Pharmacology	3
MSCR 650	Epidemiology	2
MSCR 655	Physical Diagnosis	1
MSCR 657	Toxicology	2
MSCR 658	Oncology	3
MSCR 659	Health Care Financial Management	3
MSCR 660	Introduction to Drug Development	3
MSCR 662	Regulatory & Compliance Issues	2
MSCR 664	Advanced Regulatory Issues	2
MSCR 665	Medical Device	3
MSCR 670	Biostatistics	2.5
MSCR 672	Design & Conduct of Clinical Trials	3
MSCR 674	Clinical Study Administration I	3
MSCR 676	Clinical Study Administration II	2.5
MSCR 678	Advanced Topics in Clinical Study Management	3
MSCR 680	Multiple Project Management Skills	2.5
MSCR 682	Good Clinical Practices	3
MSCR 685	Audits and Inspections	1.5
MSCR 686	Clinical Trials Business Development	1.5
MSCR 687	Clinical Trials Material	1
MSCR 689	Special Issues in Clinical Research	1.5
MSCR 690	Medical/Technical Writing	3
MSCR 691	Grant Writing	2.5
MSCR 697	Preceptorship- Clinical Research Practicum I	8
MSCR 698	Preceptorship- Clinical Research Practicum II	8
MSCR 699A	Thesis	3
MSCR 699B	Thesis	3
MSCR 699C	Thesis	3
Totals		84.5

Note: Courses may be taught in a sequence that differs from the order represented above.

#### MSCR PROGRAM INFORMATION

(CIP 51.0719; SOC 11-9121)

Program Length .....	18 Months
Quarters .....	6 Quarters
Units .....	84.5 Units
Clock Hours .....	1,376

#### Instructional Clock Hour to Credit Conversion

FOR LECTURE .....	One Credit = 10 Lecture Hours
FOR LABORATORY .....	One Credit = 20 Laboratory Hours
FOR EXPERIENTIAL .....	One Credit = 30 Practicum Hours

#### Instructional Clock Hours to Credit Conversion

A "clock (Contact) hour" includes a minimum instructional time of 50 minutes of supervised or directed instruction and appropriate break(s).

## MASTER OF SCIENCE IN CLINICAL RESEARCH COURSE DESCRIPTIONS

### MSCR 600: Pathophysiology (2 credit units)

This course identifies abnormal physiologic state of disease topics: basic concepts of disease processes, musculoskeletal disorder, skin disorder, lymphatic disorder, cardiovascular disorder, eye disorder, respiratory disorder, endocrine disorder, digestive disorder, urinary disorder and the neurologic disorder.

### MSCR 610: Medical Law and Ethics (3 credit units)

Through past/current examples, lectures and discussion groups, the student will learn the principles and concepts in determining the proper approach to solving ethical dilemmas one might encounter in research.

### MSCR 620: Introduction to Pharmacology (3 credit units)

Introduction to the principles of pharmacology including pharmacokinetics and dose response relationships is explored. DNA and major classes of therapeutic agents are covered with attention to their mechanisms of action. This course also addresses issues of concern in drug development and the biological bases for population variability in drug response.

### MSCR 650: Epidemiology (2 credit units)

An examination of the distribution and dynamics of human health problems on the community level and exploration of the scientific investigations used to determine circumstances under which diseases occur or health prevails.

### MSCR 655: Physical Diagnosis (1 credit unit)

This course is designed to provide students with fundamentals cognitive knowledge of interviewing, formulating write-ups and physical assessment techniques. Techniques of screening, pre-operative physical examinations, lectures, and demonstrations are explored.

### MSCR 657: Toxicology (2 credit units)

A study of the entry, distribution, biotransformation, and mechanism of action of chemical agents harmful to the body is explored.

### MSCR 658: Oncology (3 credit units)

Students receive a baseline understanding of the epidemiology and pathophysiology of cancer; discuss the cancer types and treatment modalities, identify common cancer complications, discuss supportive care issues, and identify key health care professionals involved in cancer care/research.

### MSCR 659: Health Care Financial Management (3 credit units)

A study of effective management of financial resources in health care facilities is explored. The course further focuses on the basic concepts of cost accounting, financial reporting, reimbursement, budgeting, financial controls, and strategic financial planning.

### MSCR 660: Introduction to Drug Development (3 credit units)

This course introduces students to the history of the FDA and drug

development. It describes the science of biotechnology, medical devices, and biopharmaceuticals, taking the student through the history of the industry and covers the basic science of DNA and its functions, immunology, proteins and their purification, and fundamental techniques used in the research and development of biotechnological and bio-pharmaceutical products. Includes an overview of drug approval by the FDA, introduces students to the pharmaceutical industry, the bio-pharmaceutical industry, and the drug development process. Drug development from chemical synthesis to phases 1-4 is discussed. The regulatory requirements of the FDA are reviewed along with the content of the investigational new drug application (IND), the new drug application (NDA), and the marketing authorization application (international). The role of the investigator, coordinator, sponsor, clinical research associate and monitor are discussed. Individuals are exposed to the skills necessary to function as a successful study monitor.

### MSCR 662: Regulatory & Compliance Issues (2 credit units)

This course addresses the regulatory requirements necessary to take a product from basic research through clinical trials. Topics include pre-clinical safety and testing requirements, IND components, manufacturing and products quality regulations and guidelines, and the regulatory requirements for clinical trials. The focus is on therapeutics, diagnostic agents, and devices. The development of these components is discussed from a regulatory standpoint.

### MSCR 664: Advanced Regulatory Issues\* (2 credit units)

Details of FDA guidelines for the development and commercialization of drugs, devices, and biologics is explored. The documents and forms required for the entire process are covered, as well as international harmonization regulatory concerns and establishment license applications (ELA). *\*Prerequisite: MSCR 662 Regulatory & Compliance Issues*

### MSCR 665: Medical Device (3 credit units)

A study of the medical product development process, regulatory requirements for medical devices, and their quality systems is explored.

### MSCR 670: Biostatistics (2.5 credit units)

Risk and causality; comparing therapies: The randomized controlled clinical trial, normal (gaussian) distribution, confidence intervals, hypothesis testing, tests of statistical significance-Chi-square procedures, quantification of risks, Tests of statistical significance: Regression and correlation paired and pooled tests, analysis of variance. Lecture and laboratory consist of training in the following software: SPSS, SAS and if time permits Minitab statistical software.

*\*Prerequisite: MSCR 668*

### MSCR 672: Design & Conduct of Clinical Trials (3 credit units)

Covers the history and current methodologies used in the design and conduct of clinical trials. Topics include sample selection; data forms and management; patient recruitment, enrollment, and compliance; and measures of cost containment and effectiveness. The role of the varied individuals who accomplish the success of clinical trials, i.e., the PI, coordinator, CRA, Sponsor, Monitor is explored. The need and value of integrity within work without compromise is also explored. The importance of being self-motivated and willing to work on one's own is also explored.

### [MSCR 674: Clinical Study Administration I \(3 credit units\)](#)

This course is an overview of the development contents and process of the clinical research study. Topics include protocols, case report forms, investigator brochures, informed consent, institutional review boards, and statement of investigator form 1572.

### [MSCR 676: Clinical Study Administration II \(3 credit units\)](#)

Expands upon the processes of study management, topics include source documents verification, visit types, drug accountability, adverse events, laboratory, and supplies. \*Prerequisite: MSCR 674 Clinical Study Administrations I

### [MSCR 678: Advanced Topics in Clinical Study Management \(3 credit units\)](#)

This capstone experience utilizes the background materials presented before to develop concepts of negotiation, presentations, time management, travel smarts as they pertain to the role of clinical research associates. In addition, record keeping, data management, and data correction techniques are presented.

### [MSCR 680: Multiple Project Management Skills \(2.5 credit units\)](#)

This course is designed to give clinical research associates and coordinators the skills necessary to manage large and small projects such as research protocols and studies. Students develop, manage, and present a project using the computer, utilizing techniques such as charts, critical paths, written reports, and visual presentations. Projects are tracked and managed using comparisons of initial baselines of forecasts with ongoing and final results.

### [MSCR 682 Good Clinical Practices \(3 credit units\)](#)

This course introduces the regulatory responsibilities of the sponsors, monitors and investigators conducting clinical trials. Practical information and exercises designed for the clinical trial professional on procedures for ensuring GCP compliance from an industry perspective. Topics include identifying and selecting qualified investigators, obtaining ethical approval to enroll patients and initiating site visits successfully. In addition, covers issues related to collecting required regulatory documentation, verifying high quality data. Maintaining study materials, accountability, and reporting serious adverse events. Group discussions and guest speakers help students learn the practical skills used in the field. The need for and importance of standard operating procedures.

### [MSCR 685: Audits and Inspection \(1.5 credit units\)](#)

Audits that reference particular guidelines in the CFR are explored.

### [MSCR 686: Clinical Trials Business Development \(1.5 credit units\)](#)

Issues which make up the business development side of research or establishing an investigational group are explored. This course is inclusive of the setting up of the office and the recruitment of patients, arranging investigator meetings and financial cost issues, and managing and tracking expenditures, etc.

### [MSCR 687: Clinical Trials Materials \(1 credit unit\)](#)

This course explores the forms their correct usage and flow in the clinical trial process. In addition, this course also reviews what happens at closeout visits and reconciliation of GCP materials.

### [MSCR 689: Special Issues in Clinical Research \(1.5 credit units\)](#)

Students examine clinical investigations through analysis of two randomized clinical trials.

### [MSCR 690: Medical/Technical Writing \(3 credit units\)](#)

To supply students with the necessary and basic tools needed for medical/technical writing of reports, proposals, grants, and other documentation as part of clinical research.

### [MSCR 691: Grant Writing \(2.5 credit units\)](#)

Finding and developing proposals for public and private funds, writing corporate proposals, writing government proposals, editing techniques, search engines. Grant reviews and funding decisions. Students will write and submit an actual grant by the end of the class. Oral presentation of the grant proposal is also required of each student.

### [MSCR 697 and MSCR 698: Preceptorship-Clinical Research Practicum\\* \(16 credit units\)](#)

The preceptorship is a three-month, full time experience, which occurs both in either a clinical setting or clinical research organizational setting. Students will interact with clinical research associates, clinical research coordinators, and clinical scientists in a workplace setting to develop and polish clinical research coordinating and monitoring skills. \*Prerequisite: Completed all required coursework in the catalog.

### [MSCR 699A -THESIS/PROJECT\\* \(3 credit units/No In-Class Time\)](#)

With the guidance of a faculty committee, each student begins task of writing the thesis. Students meet with their individual committee to begin the thesis project. Completion of this activity helps to develop the students' abilities for critical review of literature, understanding key health care issues and communicating with precision, cogency, and force. \*Prerequisite: Completion of all didactic coursework and certification for candidacy must be accomplished during this term.

### [MSCR 699B -THESIS/PROJECT\\* \(3 credit units/No In-Class Time\)](#)

Continuing with the guidance of a faculty committee, each student continues the process of writing the thesis. Completion of this term allows the students to continue directed work towards the completion of the thesis. \*Prerequisite: MSCR 699A

### [MSCR 699C -THESIS/PROJECT\\* \(3 credit units/No In-Class Time\)](#)

Continuing with the guidance of a faculty committee, each student continues the process of writing a thesis. With the completion of the thesis, and the appropriate public defense of the thesis, and the certification by the duly appointed committee, the student may make application for graduation. \*Prerequisite: MSCR 699A, MSCR 699B

## ADMISSIONS TO BACCALAUREATE LEVEL PROGRAMS

*"On the parable of the Good Samaritan: "I imagine that the first question the priest and Levite asked was: 'If I stop to help this man, what will happen to me?' But by the very nature of his concern, the good Samaritan reversed the question: 'If I do not stop to help this man, what will happen to him?"*

*~Martin Luther King Jr., Strength to Love*



Community Service-A Core AUHS

## QUARTER SYSTEM

This University has a quarter-year-round operation system. AUHS' credits are expressed in a quarter unit: one quarter unit represents no less than one hour of class work and two or more hours of outside study per week for a quarter. One and one-half (1½) quarter units are equivalent to one (1) semester units, and one quarter unit is equivalent to 2/3 semester units of credit.

### Definition of Quarter Credit Unit

One quarter credit hour equals 10 hours lecture, 20 hours of laboratory work, or 30 hours of externship/field instruction.

### Course Numbering System

"Upper-division" is a status given to students who have completed all lower-division (100 and 200 series) courses, including any stated prerequisites for the program, and who are currently enrolled in 300 and 400-series courses. Upper-division courses are advanced, specialized, in-depth, and emphasize problem-solving, analytical thinking, and theoretical applications beyond the introductory level. These courses often build on the foundation provided by the skills and knowledge of lower-division courses. Upper-division courses may require the student to synthesize topics from a variety of sources and may require greater responsibility or independence on the part of the student. Masters' courses begin at 500 and 600 series.

## ADMISSIONS PROCEDURES

Prospective students must have applied for admission to their program of study to be officially accepted for a specific starting date. The process includes the following steps:

1. Contact the university and make an appointment with an admissions representative for an initial consultation.
2. Send a complete application packet with requested documents to AUHS Admissions Department. Only complete applications will be processed.
3. Take and pass the University Entrance test (Wonderlic Scholastic Test).
4. Complete scheduled formal interviews, by invitation only.
5. Submit an official result of The Test of Essential Academic Skills version 5 (TEAS V) only for those with completion of nursing prerequisite courses.
6. Take and achieve desired scores on the Accuplacer for, reading proficiency, and mathematics proficiency (except those with completion of nursing prerequisite courses).
7. Complete Financial Aid meetings.
8. Admissions Committee completes document review.
9. Respond to the Acceptance Letter.
10. Attend the New Student Orientation.

## ADMISSIONS REQUIREMENTS

The program-specific admission requirements and procedures are detailed in the catalog under the specific school(s).

General Admission Requirements for the Baccalaureate Degrees, each applicant must have:

- Accumulative GPA of 2.5 or higher in all the college coursework from U.S. accredited schools.
- At least a High School Diploma or:
  - A GED certificate.
- a certificate or other official completion documentation demonstrating that the student has passed a state authorized examination (such as the Test Assessing Secondary Completion (TASC) the High School Equivalency Test (HiSET), or, in California, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma (certificates of attendance and/or completion are not included in this qualifying category); an associate's degree.
- Successful completion of at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution nationally or regionally accredited.
- Enrollment in a bachelor's degree program where at least 60 semester or trimester credit hours or 72 quarter credit hours have been successfully completed, including credit hours transferred into the bachelor's degree program.
- A 500-word personal statement which explains the applicant's professional goals in the target field and why the applicant will be an asset to AUHS and the community.
- Official transcripts (sealed) from all schools that the applicant has attended.
- A resume that itemizes the applicant's volunteer experience in the related field, and/or any community services that demonstrate leadership and organizational skills.
- Two (2) sealed recommendations on the AUHS letter of recommendation forms, preferably from a science teacher or a healthcare provider that knows the applicant well.
- Official TOEFL (Test of English as a Foreign Language) results to demonstrate English competency (For foreign applicants only). The minimum TOEFL score is 213 on the CBT (Computer Based Test) or 80 on the IBT (Internet Based Test), with 24 on speaking section. For TOEFL information, please visit <https://www.ets.org/toefl>. AUHS code is 4262.
- Completion of formal interviews.
- Appropriate English and Math levels by taking Proficiency Assessment Exams (Accuplacer Tests or The Essential Academic Skills Test, TEAS [For matriculating students to the undergraduate program only]).

General Requirements for High School Graduates

AUHS requires that first-time College applicants to complete a comprehensive pattern of college preparatory study at high school that totals 15 units with grades of C+ or higher. One (1) unit is worth one (1) year of study in high school.

- 4 years of English (College preparatory English that includes frequent and regular writing, reading of classic and modern

literature. Only one year of English Development (ELD) counts toward this requirement.

- 3 years of Math (Algebra, Geometry, and Algebra 2; 4 years of math preferred).
- 2 years of Laboratory Science (at least 2 of these 3 disciplines: biology, physics, chemistry; 4 years of science preferred).
- 2 years of History/Social Science (Including one year of world history, cultures, and historical geography and one year of US history or one-half year of US history and one-half year of civics or American Government).
- 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence).
- 1 year of visual and performing arts: art, dance, drama/theater, or music.
- Completion of SAT or ACT (recommended, not required).

#### General Requirements for Transfer Applicants

Applicants who have completed fewer than 56 transferable semester college units (84 quarter units) from regionally accredited schools are considered lower division transfer students.

Applicants who have completed 56 or more transferable semester college credits units (84 quarter units) from regionally accredited schools are considered upper division transfer students. Applicants who completed college units from a regionally accredited school between high school and AUHS enrollment are considered first-time freshmen.

Transfer applicants must have achieved a cumulative GPA of 2.5 or higher in all the college coursework from U.S. accredited schools to assure satisfactory background for professional studies.

#### Transfer Applicants with Previous Military training/or Coursework

Applicants with coursework received while in the military may apply to the University for Evaluation of previous learning.

#### PROVISIONAL ADMISSION

AUHS may admit on a provisional basis on the recommendation of the admissions committee. In this case, the student must pass the first 3 courses with 78% or better to remain enrolled.

#### CANCELLATION OF ADMISSION

A student admitted to the university for a given quarter, but who does not register in the specified quarter, will have the admission canceled. The student must file a new application form again when seeking admission and must follow the complete application procedure and meet the current admission requirements.

#### TESTS

University Entrance Test: Wonderlic Scholastic Test The Wonderlic Scholastic Level Exam (SLE) is a short- form computer-based test of general cognitive ability. Often referred to as general intelligence, or cognitive ability is a term that is used to describe the

level at which an individual learns, understands instructions, and solves problems. It provides quantitative insight into how easily individuals can be trained, how well they can adjust to, and solve problems, and how well satisfied they are likely to be with the demands of the curriculum. The information is available at [www.wonderlic.com](http://www.wonderlic.com). Students achieve a score of 19 on a computer- based test (CBT) or 21 on a paper-based test to continue the application process at AUHS.

#### Proficiency Assessment Test Requirements

AUHS requires all entering students, except those who qualify for an exemption, to take the Accuplacer tests or The Essential Academic Skills Test [TEAS] prior to their enrollment.

Accuplacer tests are used for advanced placement status in courses in reading, writing, and Arithmetic. In order to secure students' academic success, those who are unable to demonstrate proper English or Math level will be placed in Fundamentals of English or Fundamentals of College Math prior to or during the first quarter of their enrollment. The scores for placement in fundamental courses in English or Math are found below:

- ENGLISH 098 (P/NP): Fundamentals of English (4 units) is designed for those who scored below 90 on the Accuplacer- English Test and below 109 on Accuplacer- Sentence Structure Test. Each test must have the demonstrated appropriate score achieved independently of the other. Failure to pass one or both tests will require the student to be placed in this Fundamental of English course. This course does not count for matriculation towards a degree. This course may only be taken three (3) times before the student will be considered unable to progress.
- MATH 098 (P/NP): Fundamentals of College Mathematics course (4 units) is designed for those who scored below 63 on the Accuplacer-College Algebra Test and below 109 on the Accuplacer- Elementary Algebra Test. This course does not count for matriculation towards a degree. This course may only be taken three (3) times before the student will be considered unable to progress.
- CHEMISTRY 100: Basic Chemistry (P/NP) (4 credit units) This course introduces the basic principles of chemistry from a conceptual approach, focusing on the concepts of chemistry with little emphasis on the calculations. It also provides basic knowledge and problem- solving techniques necessary for CHEM-151 such Formula and equation writing, basic gas laws and stoichiometry. \*Recommended

Preparation: One year of high school Chemistry with at least a C within 5 years of graduation.

\*Chemistry-100 is recommended to students who have not yet taken AP Chemistry or college- level chemistry as the prerequisite of Chemistry 151 at American University of Health Sciences. This course is offered on a pass/no pass basis only. This course may be taken a maximum of 3 times.

Although, the fundamental courses are on a pass or non-pass basis, the enrollments in the foundational courses may affect

program length and cost. Fundamental courses that are graded pass (P) or no pass (NP) do not count in the Cumulative Grade Point Average (CGPA) and Maximum time Frame (MTF). Failure to complete foundational courses after the 3rd attempt will result in no further progression in the program.

The Accuplacer Tests are computerized assessment, and their information is available at <https://accuplacer.collegeboard.org/>.

#### The TEST of Essential Academic Skills (TEAS)

The Test of Essential Academic Skills version 5 (TEAS-V) is required of nursing applicants by the School of Nursing (SON) at AUHS as an entrance examination, which assess the Applicant's academic aptitude in reading, math, science, English, and language usage skills. Those who show a strong aptitude in academics are more likely to succeed in completing their nursing school education. AUHS SON requires incoming nursing students to score 65% on the adjusted TEAS score to be considered for admission.

More information is available at <https://www.atitesting.com/>

### ADMISSIONS FOR INTERNATIONAL STUDENTS

#### Official Transcripts and Records

AUHS requires records from all secondary schools attended, showing subjects taken and grades received as well as any national or government certificates earned. Official documents of all college or university course work must also be sent in the original language, along with certified English translations. They should be certified copies, initialed by an authorized official of the issuing institution with the school stamp in a sealed envelope from the institution.

Please send all official transcripts from former colleges and universities directly along with other required application documents to the AUHS Admissions Department, 1600 East Hill Street, Signal Hill, CA 90755.

All foreign transcripts must be evaluated, course by course, by agencies such as World Education Services (WES) and sent directly to AUHS Admissions Department before acceptance of transfer credits or proof of graduation from a degree granted program.

For information on other agencies that AUHS accepts evaluated transcripts from, please contact Admissions Department at [admissions@auhs.edu](mailto:admissions@auhs.edu) if questions remain.

#### Language Requirement

##### Test of English as a Foreign Language (TOEFL)

A proficiency in English will be critical to success. AUHS requires foreign/international applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three (3) years full-time where English is the principal language of instruction, to take and present a TOEFL score. The TOEFL scores submitted must not have been earned more than two (2) years prior to the desired enrollment date. As circumstances warrant, minimum TOEFL scores may be changed.

Because the Test of English as a Foreign Language (TOEFL) is offered on a limited number of dates, it is important that prospective international applicants sign up to take the examination as soon as

possible. Advising centers in the home country can provide information about dates, locations, and procedures for taking the test. When the applicants take the test, scores should be forwarded by the testing service to AUHS Admissions Department. AUHS School Code is 4262.

The minimum TOEFL score for admission to undergraduate programs is 213 on the CBT (Computer Based Test) or 80 on the IBT (Internet Based Test), with 24 on speaking section for undergraduate-level and graduate-level programs.

Foreign/international applicants who do not obtain the minimal score required on TOEFL must take English as a Second Language Course (ESL) offered by other institution and submit the required documentation that ESL has been taken and satisfied prior to beginning a program within the University.

The University does offer an I-20 form for a Student Visa but does not offer ESL classes at this time.

#### Special Notes:

- All agencies are private organizations. It is the responsibility of the student to pay for the services rendered.
- If the student is requesting evaluation of a Bachelor's degree or higher, the request for US high school equivalency should also be made.
- It is important for the student to provide complete and accurate information, following the specific directions of the respective agencies and country requirements.

#### Financial Certifications

In order to comply with regulations of the US Immigration and Naturalization Service (INS), the University requires applicants who are not citizens or permanent residents of the United States to submit a complete AUHS International Financial Statement accompanied by notarized Financial Certificates or Bank Statements from the savings accounts, for example, under the name of the applicant or the applicant's legal guardians, demonstrating sufficient financial resources to study at the University.

The University requires that payment of all fees (application fee, tuition deposit, etc.) be in the form of a money order or a cashier's check drawn on a US bank or an International Postal Order in U.S. dollars.

#### Visa Requirements

Upon acceptance to the University, the prospective international applicant will receive an I-20 form. The student should use the I-20 form issued by the University to obtain a student (F-1) visa from the U.S. embassy or consulate in the home country to enter the United States to study.

International applicants will need various documents to support the visa application. They are advised to prepare carefully for the visit to the U.S. embassy or consulate. Visa procedures vary from one

embassy/consulate to another, so it is best to check with the office where the applicant plans to apply to determine exactly what supporting documentation is required.

Several standard items are required for the student visa application. Same as the above-mentioned requirements depending on the program applying for, and including:

1. A passport valid for at least six months.
2. Form I-20, included with the acceptance packet.
3. School admission letter.
4. Completed visa applications (DS-156 or DS-160, DS-158 and, if applicable, DS-157. In most countries, applications are now available online).
5. Two 2-inch x 2-inch photographs in the prescribed format (see the Bureau of Consular Affairs' Nonimmigrant Visa Photograph Requirements).
6. A receipt for the visa application fee.
7. A receipt for the Student and Exchange Visitor Information System (SEVIS) fee. If you paid the fee electronically and have not received an official receipt in the mail showing payment, the consulate will accept the temporary receipt printed from your computer. If you do not have a receipt, the consulate may be able to see your payment electronically if your payment was processed at least three days before your interview.
8. Financial evidence (original documents only) shows you have sufficient funds to cover your tuition and living expenses during the period you intend to study.
9. Any information that proves that you will return to your home country after finishing your studies in the U.S. This may include proof of property, family, or other ties to your community.

Students transferring from a U.S. institution will use I-20 form to apply for transfer authorization through the Department of Homeland Security.

### **Insurance Requirement**

Effective September 1, 2013, as a condition of receiving an I-20 form, all F-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in AUHS. Such insurance must be in amounts specified by the department of State and NAFSA: Association of International Educators. Further information may be obtained from Student Services and Affairs Office at AUHS

# BACHELOR OF SCIENCE IN NURSING

## LEADERSHIP

**Michelle Paysan-Modina, PhD, DNP, APRN, NP-C, PHN**

Executive Dean/Asst. Chief Nursing Administrator (CNA)  
School of Nursing

**Arvin Torres, MD, MSN-FNP, BSN, RN**  
Assistant Dean Academics

**Maria Shearing, MSN-Ed, BSN, RN**  
Assistant Dean, Clinical Affiliations

## FACULTY

**Abrahim, Mansoureh, MSN, ASN, RN**

**Antido, Sheryl, DNP, MSN, APRN, FNP-BC, FNP-C, CPAN**

**Arambulo, Marithel, MSN, ASN, RN**

**Aspiras, Brent, BSN, RN**

**Atienza, Manuel, MD, MSN, RN**

**Attenello, Marco, MSN, BSN, BA, RN**

**Cabatingan, Maria Rowena, MD, BSN**

**Feria, Raulin, DNP, MSN, APRN-CNP, FNP-BC, FNP-C,**

**PEDBC, PHN, CPN, CPEN, CCRN-K**

**Gatewood, Denise, MSN-FNP, RN**

**Ghadeer, Hamieh, MSN-Ed, BSN, RN**

**Gharavi, Hesam, MSN-FNP, RN, MD**

**Juliano, Mary, MSN, RN**

**Johnson, Alexandria, MSN-FNP, BSN**

**Kazibwe, Janet, MSN, BSN, PHN, RN**

**Lim, Seowon, BSN, RN**

**Morante, Pedro, DNP, MSN/FNP, BSN, RN**

**Morales, Ma. Suzanne, MSN-ED, APRN, FNP-BC**

**Rabadon, Christopher, BSN, RN**

**Robinson, Randesha, BSN, RN**

**Sadeg, Aldolaim, PhD, MSN, BSN, RN**

**Salalila, Leonor, DNP, MSN-FNP, BSN, ASN**

**Sohn, Alea, MSN-FNP, BSN, ASN**

**Tan, Crizelle, MSN, RN**

**Ugorji, Isaac, MHP-NP, MSN, RN**

**Wagas, Stephanie MSN-Ed, BSN, RN**

**Waller, Denise MSN-Ed, BSN, RN**

## MISSION

In alignment with the AUHS mission, School of Nursing (SON) prepares students to make a positive impact on society through the provision of competent, caring, and evidence-based nursing care to diverse patient populations. This mission is accomplished by recruiting and graduating diverse students, especially students from minority groups that are under-represented in the nursing community and preparing them to deliver competent, culturally sensitive, caring, and evidence-based nursing services to all persons in need. The SON shares the core values of the University including a belief in Christian Values, a holistic approach to education, promotion of the intellectual, analytical, and critical thinking abilities of its students, evidence-based knowledge, and a commitment to teaching/learning, research, service, and scholarship.

## BACHELOR OF SCIENCE IN NURSING

Baccalaureate preparation in nursing is the basic educational level for entry into professional nursing practice. AUHS provides its students with the foundational education that includes both academic and professional nursing courses therefore providing a base for clinical competence and informed judgments about health and patient care in a variety of settings. These settings include, but are not limited to, home/community agencies, outpatient/ambulatory care, and hospital-based practice ranging from chronic to high acuity. Utilizing the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as our foundation along with selected other guiding principles, our program builds upon knowledge acquired from the humanities and biological, physical, social, and behavioral sciences. By engaging in state-of-the-art technologies, a variety of clinical experiences, and other teaching strategies, the graduate is prepared to care for diverse families and individuals of all ages. The integration of principles of nursing research and principles of leadership and management also assist the graduate to function as an informed member of an interdisciplinary health team. Graduates of the program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to become a registered nurse (RN).

The Bachelor of Science in Nursing (BSN) Program currently offers only one program option leading to a traditional Bachelor of Science (BSN) degree for beginning nurse generalists. Our program is fast track bachelor's program, allowing students to complete the program in less time than a four-year traditional college program. We admit and focus solely on educating entry level (pre-licensure) baccalaureate students, especially those from diverse cultural backgrounds who are typically underrepresented in the health care field. All pre-requisites and co-requisites can be taken at AUHS as the student matriculates through our program. Our program transitions the student from a concept of simple to more complexed concepts and care and a continuum of wellness to illness. The focus of our program is on direct alignment and supports the mission of the University in preparing beginning health-care practitioners who can appreciate and identify with racial and ethnically diverse populations especially as it relates to culturally competent care. Graduates of the BSN degree program are prepared as generalists able to assume responsibility for organizing, implementing and evaluating hospital, population, and/or community-based plans of nursing care for a highly complex and culturally diverse society.

The BSN program, in alignment with the *Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (amended 2021)*, and has identified program outcomes, including student outcomes, alumni outcomes, and faculty outcomes to evaluate the program's effectiveness. The student outcomes include program completion and employment rates, achievement of expected student learning outcomes, satisfaction with courses and instruction, and satisfaction with overall program effectiveness. The program outcomes are also aligned with the *Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) until January 1, 2025. The BSN program curricula will utilize the AACN (2021) The Essentials: Core Competencies for Professional Nursing Education effective January 1, 2025. (2021 AACN – The Essentials: Core Competencies for Professional Nursing Education to be published by January 1, 2025)*. The 2021 AACN: The Essentials: Core Competencies for Professional Nursing Education; <https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf;https://www.aacnnursing.org/essentials/tool-kit/domains-concepts>

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alumni is expected outcome addresses alumni satisfaction with overall program effectiveness in meeting expected student learning outcomes.

### Admissions

In addition to the university's general admissions requirements for baccalaureate degree in order to transition into the BSN (nursing) program, students must:

1. Be accepted by the University
2. Take the TEAS examination and achieve a minimum score of 65%
3. Have taken the following four science courses and achieved a 2.5 or higher cumulative GPA (on a 4.0 scale: Chemistry 151 A & B; Biology 200A; Biology 200B; Microbiology 201
4. Have obtained a cumulative GPA of 2.5 or higher (on a 4.0 scale) of the following nine transferable college courses. These include: Chemistry 151A & B; Biology 200A; Biology 200B; Microbiology 201; English 101; Philosophy 160; Sociology 100; Psychology 100; Mathematics 110. In addition, a minimum of a grade of "C" or better must be achieved in the above nine listed courses.

Transferring into the BSN Program See:

1. LVN 45 Unit Option
2. LVN Applicants

### Program Learning Outcomes (PLOs)

The expected objectives of the Bachelor of Science in Nursing program are to produce graduates who have the ability to:

1. Apply the theoretical and scientific underpinnings of nursing, biological and behavioral sciences, and humanities to the professional practice of nursing – (Derived from Derived from 2011 Bachelor Essential I- *changed to Domain 1: Knowledge for Nursing Practice*, AACN 2021).
2. Incorporate the nursing process as a problem-solving tool of the nurse in assisting individuals, groups, and communities to attain, maintain and regain health (Derived from 2011 Bachelor Essential I, IX, *- changed to Domain 2: Person-Centered Care & Domain 6: Interprofessional Partnerships*, AACN 2021).
3. Effect positive client/patient outcomes through application of appropriate communication and teaching-learning theories, as well as advocating for the client/patient needs and rights (Derived from Derived from 2011 Bachelor Essential II, VII, VIII, *- changed to Domain 3: Population Health Domain 6: Interprofessional Partnerships & Domain 7: Systems-Based Practice*, AACN 2021)
4. Develop, implement, modify, and evaluate a culturally appropriate plan of care, even when client/patient needs may differ from the nurses' personal values (Derived from 2011 Bachelor Essential II, VII, VII- *changed to Domain 4: Scholarship for Nursing Discipline*, AACN 2021)
5. Utilize scientific processes, evidence-based practice, critical thinking, and professional judgment as integral parts of all decision-making. (Derived from 2011 Bachelor Essential II, VII, VII- *changed to Domain 5: Quality & Safety*, AACN 2021)
6. Practice within professional standards, an ethical framework, and regulatory guidelines (Derived from 2011 Bachelor Essential II, VII, VII- *changed to Domain 6: Interprofessional Partnership*, AACN 2021)

7. Facilitate collaborative relationships with the client/patient and members of the health team in the application of the nursing process and the delivery of health care. (Derived from 2011 Bachelor Essential II, VII, VII- changed to Domain 7: System base practice & Domain 9: Professionalism, AACN 2021)
8. Demonstrate basic competence in nursing research, leadership, and management consistent with an increasingly diverse and multicultural workforce and complex health care system. (Derived from 2011 Bachelor Essential II, VII, VII- changed to Domain 8: Informatics and Healthcare Technologies, AACN 2021)
9. Demonstrate knowledge of social, historical, and philosophical significance of the nursing profession. (Derived from 2011 Bachelor Essential II, VII, VII- changed to Domain 9: Professionalism, AACN 2021)
10. Develop personal responsibility for ongoing professional growth and development including higher education in advanced practice nursing. (Derived from 2011 Bachelor Essential II, VII, VII- changed to Domain 10: Personal Professional and Leadership Development, AACN 2021)
11. Influence health care systems and policy through professional involvement in nursing organizations and political activities.

KEY DOMAINS:

A = Cognitive Domain  
 B = Effective Domain  
 C = Psychomotor Domain

The 2008 AACN BSN nine Essentials are:  
<https://www.aacnnursing.org/Portals/42/Publications/BaccalaureateEssentials08.pdf>: Replaced with AACN 2021 Essentials effective Jan 1, 2025

- I. Liberal Education for Baccalaureate Generalist Nursing Practice
- II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- III. Scholarship for Evidence-Based Practice
- IV. Information Management and Application of Patient Care Technology
- V. Health Care Policy, Finance, and Regulatory Environments
- VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- VII. Clinical Prevention and Population Health
- VIII. Professionalism and Professional Values
- IX. Baccalaureate Generalist Nursing Practice

Quality and Safety Education for Nurses (QSEN) Competencies Pre-Licensure Knowledge, Skills, and Attitudes  
<https://www.qsen.org/competencies-pre-licensure-ksas>:

1. Patient-Centered Care
2. Teamwork and Collaboration
3. Evidence-Based Practice(EBP)
4. Quality Improvement (QI)
5. Safety
6. Informatics

#### Alignment

The mission of the SON is strongly aligned with the mission of the University and focuses on preparing students to make a accomplished by preparing students from diverse ethnic backgrounds to deliver competent culturally sensitive evidence-based care to all persons in need. The School of Nursing robustly supports the core values of the University including a belief in God and the Christian values this represents, a holistic approach to education and patient care, promotion of the intellectual and analytical abilities of the student, professional practice based upon evidence, giving back to society as service to human-kind, and a self-commitment to life-long learning.

#### RN to BSN Program

The Registered Nurse to Bachelor of Science in Nursing (RN to BSN) degree program (post-licensure) is designed for working registered nurses (currently licensed in California) who aspire to develop professional skills needed to be agents of change in the 21st century. The degree instills advanced theories and skills that position graduates for a deeper level of patient care and greater roles of leadership within their profession.

The AUHS mission of the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) degree program (post-licensure) is to develop professional nursing leaders in all areas of practice who can apply new and/or past nursing knowledge and build upon existing competencies. The BSN Program (Pre-licensure and Post-Licensure) Program is designed to prepare nurse to function both independently and interdependently with other professionals in a wide variety of settings, and to meet present and future health care needs of society. The program is designed to articulate with community college programs and provide a baccalaureate completion program for licensed registered nurses with an associate degree in nursing or its equivalent.

The AUHS BSN program The BSN (Pre-licensure and Post- Licensure) Program emphasizes the practice of professional nursing including the design of nursing systems to provide assistance to individuals, families, groups, communities and populations who are unable to meet either self-care or dependent care needs without nursing intervention. Students are individuals already licensed by the state to practice as registered nurses who are seeking to advance their nursing knowledge and education. Baccalaureate education in nursing prepares for the practice of professional nursing in multiple sites and with a variety of clientele. The curriculum provides students an opportunity to broaden their base of liberal education through Upper Division general education and elective courses.

- In addition, nursing courses will enhance knowledge of human development, assessment skills, theories of nursing, ethics, and current issues in the practice of professional nursing, community health, leadership, and research.
- The BSN Program (Pre-licensure and post-licensure) equips RNs with advanced skills and knowledge to care more thoroughly for patients and distinguishes them as capable leaders in many health care settings.
- Professors use students' experiences as the foundation upon which theory and practice are tested.

- Courses are designed to affirm personal and professional strengths.
- Nursing education provides the theoretical basis for nursing practice, emphasizing the essential interrelationship of theory, practice, policy, and research.
- Students in the program study in a cohort and progress through the entire program together.

#### Program Learning Outcomes (PLOs) RN to BSN

Graduates of the Registered Nurse Bachelor of Science in Nursing (BSN) program will be able to:

1. Apply the theoretical and scientific underpinnings of nursing, biological and behavioral sciences, and humanities to the professional practice of nursing.
2. Incorporate the nursing process as a problem-solving tool of the nurse in assisting individuals, groups, and communities to attain, maintain and regain health.
3. Effect positive client/ patient outcomes through application of appropriate communication and teaching-learning theories, as well as advocating for the client/ patient needs and rights.
4. Develop, implement, modify, and evaluate a culturally appropriate plan of care, even when client/ patient needs may differ from the nurses' personal values.
5. Utilize scientific processes, evidence-based practice, critical thinking, and professional judgment as integral parts of all decision-making.
6. Practice within professional standards, an ethical framework, and regulatory guidelines
7. Facilitate collaborative relationships with the client/ patient and members of the health team in the application of the nursing process and the delivery of health care.
8. Demonstrate basic competence in nursing research, leadership, and management consistent with an increasingly diverse and multicultural workforce and complex health care system.
9. Demonstrate knowledge of social, historical, and philosophical significance of the nursing profession.
10. Develop personal responsibility for ongoing professional growth and development including higher education in advanced practice nursing.
11. Influence health care systems and policy through professional involvement in nursing organizations and political activities

#### RN to BSN Program (Post-Licensure) Requirements

In addition to the university's general admissions requirements for baccalaureate degree, in order to be admitted to RN BSN program, students must:

1. Be a currently California Registered Nurse (RN) who has graduated from an accredited associate degree or diploma nursing program.
2. Have a minimum of 90 transferable quarter units from an accredited college or university with a minimum GPA of 2.0; and 55 elective quarter units offered at AUHS.
3. Submit sealed official transcripts from all schools attended.
4. Provide two letters of recommendation.
5. Submit copy of active RN license.

#### RN-BSN Quarter Unit Requirements- Must be taken at AUHS

Course Number	Course Name	Units
QUARTER 9		
Biology 230	Pathophysiology	4
Nursing 220	Physical Assessment	4
Nursing 220L	Physical Assessment	2
Nursing 340	Nursing Ethics	3
TOTAL UNITS		13
QUARTER 10		
Nursing 390	Professional Concepts in Nursing	3
Statistics 415	Statistics	4
Nursing 400	Community Health Science	3
Nursing 395	Rendering Culturally Competent Care	3
TOTAL UNITS		13
QUARTER 10		
Nursing 410	Community Health Nursing Care	4
Nursing 410L	Community Health Nursing Care Clinical Studies	4
Nursing 420	Nursing Research	4
TOTAL UNITS		12
QUARTER 10		
Nursing 430	Leadership & Management in Nursing	3
Nursing 430L	Leadership & Management in Nursing Clinical Studies	3
TOTAL UNITS		6
TOTAL		44

Total Quarter Credit Units Awarded is 44 with possible 145 transferrable units for a total of 189 Credit Units for Bachelor of Science in Nursing (BSN) Degree.

Have a minimum of 90 transferable quarter units from an accredited college or university and 55 elective quarter units offered at AUHS towards earning a total of 189 quarter credits to be awarded a degree of Bachelor of Science in Nursing (BSN).

90 TRANSFERRABLE QUARTER UNIT COURSES		
COURSE NUMBER	COURSE NAME	QUARTER CREDIT UNITS
Biology 200A & AL	Human anatomy with Laboratory	4
Biology 200B & BL	Human Physiology with Laboratory	4
Mathematics 110	Quantitative Reasoning	4
English 101	English College Composition	4
Microbiology 201	Microbiology with Laboratory	4
Philosophy 160	Critical Thinking	4
N250	Introduction to Nursing Care	4
N250L	Introduction to Nursing Health Care Clinical Studies	4
N300	Older Adult Health NursingCare	3
N300L	Older Adult Health NursingCare Clinical Studies	3
N330	Intermediate Nursing Health Care	4
N330L	Intermediate Nursing Health Care Clinical Studies	5
N350	Child Health Nursing Care	4
N350L	Child Health Nursing Care Clinical Studies	4
N360	Women's Health Nursing Care	4
N360L	Women's Health Nursing Care Clinical Studies	4
N370	Psychiatric/Mental healthNursing Care	4
N370L	Psychiatric/Mental Health Nursing Care Clinical Studies	4
N380	Critical Care Nursing	4

N380L	Critical Care Nursing HealthCare	5
N470	Advanced Adult Nursing Health Care	5
N470L	Advanced Adult Nursing Health Care Clinical Studies	5
TOTAL		90
55 UNITS ELECTIVE COURSES		
COURSE NUMBER	COURSE NAME	QUARTER CREDIT UNITS
Chemistry 151 A&B	General Organic and Bio-Chemistry with Laboratory	4
Chemistry 151 A&BL	General Organic and Bio-Chemistry with Laboratory	2
Sociology	Sociology	4
Communications 150	Oral communications & Public Speech	4
Anthropology 250	Cultural Anthropology	4
Art 200	Medical Illustration I	3
Art 300	Medical Illustration II	3
English 207	Creative Writing	4
History 101	American History and Constitution	4
Philosophy 304	Ethics	4
Political Science 1901	American Political Institution	4
N460	Transition to Professional Practice	2
N310	Human Life Cycle	3
Pharmacology 210	Clinical Pharmacology	3
Nutrition 230	Nutrition	3
Psychology 100	Psychology	4
TOTAL		55

#### RN to BSN Program Information

Program Length ..... 12 Months  
 Quarters..... 4 Quarters  
 Units ..... 44 Units  
 Clock Hours ..... 620

The formula used to calculate the number of QUARTER CREDIT units  
 FOR LECTURE ..... One Credit = 10 Lecture Hours  
 FOR LABORATORY ..... One Credit = 20 Laboratory Hours  
 FOR EXPERIENTIAL ..... One Credit = 30 Practicum Hours

#### Instructional Clock Hours to Credit Conversion

A "clock (Contact) hour" includes a minimum instructional time of 50 minutes of supervised or directed instruction and appropriate break(s).

#### Graduation Requirements

1. In addition to the requirements for the nursing major, all students in the college follow the "pattern of degree requirements" in the AUHS Catalog. The minimum requirement for graduation is 189 quarter credit units of prescribed Bachelor's degree courses.
2. Completion of course requirements within 12 months of entrance to the program.
3. Students must complete all coursework, examinations, and clinical experiences with a cumulative grade point average of 2.0 or a letter grade of C or higher and a nursing grade point average of
4. Complete at least 100 clock hours of community service in university sponsored community driven initiatives.
5. Each BSN nursing student is required to maintain a portfolio showcasing their work, education, and learning experiences while attending the AUHS Nursing Program. This Portfolio will reflect the AACN CCNE Baccalaureate Essentials as well as selected additional content. Refer to Portfolio Content Guidelines. Successful completion of the Student Portfolio is contingent upon the maintenance of the Portfolio throughout the nursing program and will be used as a basis for evaluation and to provide.
6. All financial obligations to the university are paid in full.

#### LVN 45 Unit Option

1. The LVN 45 Unit Option is mandated by California Administrative Code, Title 16, Article 3, Section 1429. California law for nurses requires that every school make possible the award of credit to make it possible for a LVN to receive enough credit to sit for the RN-NCLEX examination in the state of California. The LVN 45-unit option was designed as a career ladder for California Licensed Vocational Nurses (LVN) wishing to become registered nurses. While most states do not recognize California's LVN 30- or 45-Unit Options and will not issue RN licenses to these LVNs, the Board of Nursing (BRN) in California mandates that every California school make the option available to licensed vocational nurses (LVNs). The number of units (30 or 45) depends on quarter or semester options. AUHS is

on a quarter unit system and therefore a 45-unit option is mandated by law.

2. The applicant must be a licensed vocational nurse in the state of California.
3. Course work will be evaluated to determine transfer status in clinical nursing classes.
4. The L.V.N. may elect to complete a 45-unit option to become eligible to sit for the State Board RN licensure exam, or NCLEX-RN. The LVN may be awarded credit for 17 units of lower division nursing following assessment of their transcripts. Following admission, the student electing this option must complete the following 45-unit option program consisting of the following courses:

Course Number	Course Name	Units
Biology 200A & 200AL	Human Anatomy with Laboratory	4
Biology 200B & 200BL	Human Physiology with Laboratory	4
Microbiology 201& 201L	Microbiology with Laboratory	4
N300 & 300L	Older Adult Health Nursing Care Theory & Clinical Studies	6
N370 & 370L	Psychiatric/Mental Health Care Theory & Clinical Studies	8
N430 & 430L	Basic Leadership/ Management Nursing Theory & Clinical Studies	6
N470 & N470L	Advanced Adult Nursing Health Care Theory & Clinical Studies	10
N460	Transition to Professional Practice	2
TOTAL		44

Critical thinking, decision making and the development, implementation, and evaluation of care plans for the client/patient populations encountered during the practice of safe and competent nursing as a licensed RN in California must master the content found in these courses. These courses may be challenged by these students selecting these options.

Any nurse considering the LVN 45-Unit Option is required to meet with the Dean/Director or the Asst. Dean/Asst. Director to discuss this option and constraints associated with this choice prior to beginning any course work at AUHS.

Please note for Students Considering this Option: Completion of this course work does not fulfill all requirements for a baccalaureate degree in nursing and the student is NOT

considered a graduate of the nursing program. Students are admitted to this option on a space- available basis only.

\*For information and assistance regarding entrance, the applicant is invited to contact the Office of Admissions.

LVN Applicants (to the BSN Program) In order to be eligible for review, applicants must:

1. Be a graduate from an accredited L.V.N. program and hold a current L.V.N. license for the 45-unit option. Applicants must submit a photocopy of L.V.N. license.
2. Be accepted by the University.
3. Complete the application including the required essay.
4. Submit two recommendations on the form provided.
5. Failure of two (2) required nursing courses, either the same course or two (2) separate courses, will result in non-admission.
6. Demonstration of English competency (for foreign students only) on the TOEFL (Test of English as a Foreign Language), or on the paper-based test, or on the CBT (Computer based total), or on the IBT (Internet Based Test).
7. Complete the general education courses listed below with a "C" or better grade. Courses must be college transferable.

Chemistry 151 A&B-151A&BL	General, Organic and Biochemistry with Laboratory
Biology 200A & 200AL	Human Anatomy with Laboratory
Biology 200B & 200BL	Human Physiology with Laboratory
Philosophy 160	Critical Thinking
Microbiology 201 & 201L	Microbiology with Laboratory
Sociology 100	Sociology
English 101	English Composition I
Psychology 100	Psychology
Mathematics 110	Quantitative Reasoning

#### LVN Challenge Exams

(For LVNs wishing to receive the BSN and write the NCLEX, the following option is allowed if the applicant meets the following):

- Current licensure as a Licensed Vocational Nurse (LVN) in the State of CA with good standing.
- Documentation of recent nursing practice experience, a minimum of one (1) year, full-time employment as an LVN.

- Submit Credit by Examination Form (application to challenge) to the Office of Students Services at AUHS 2 weeks prior to the start of the nursing (BSN) program.
- You may download the Credit by Examination Form (application to challenge) at <https://www.auhs.edu/campus/student-services/student-forms/>
- You must have purchased ATI, and have it activated.

#### Courses Available for Challenge

- A. N250/N250L: Introduction to Nursing Health Care (8 quarter units)
- B. Pharmacology 210: Clinical Pharmacology (3 quarter units)

#### Tests Required

Challenge testing includes an assessment of content contained within the most updated didactic course as well as clinical skills, if applicable. Students should review the content prior to the challenge examination.

- A. National League for Nursing (NLN) – NURSING ACCELERATION CHALLENGE EXAMS AND ACHIEVEMENT TESTS (NACE) specific for the course.
- B. ATI Fundamentals for Nursing proctored examination
- C. Nursing Skills demonstration and examination associated with N250/250L, Introduction to Nursing Health Care

Details about the NLN test are located at <http://www.nln.org/>

#### Performance Scoring

- A. NLN NACE exam: 78%
- B. ATI Fundamentals proctored exam: Level II
- C. Clinical Demonstration and Skills examination: 78%

A passing score on all components of the challenge examination allows the student to receive credit for the course. If unsuccessful, the student is required to take the full course including all quizzes, tests, papers, and other assignments. Candidates for the challenge process have the option of scheduling the examinations in such a way that if unsuccessful, subsequent enrollment in the course is possible. Challenge examinations must be completed prior to the first day of class.

Course credit will be granted upon successful completion of the challenge exam. Courses may be challenged one time only at the cost of \$500/subject (non-refundable).

Read more:

<https://careertrend.com/list-6636128-requirements-challenge-lvn-nursing-board-.html>

#### General Education Course Requirements

##### Course Listing for Other Required General Education Courses

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Biology 230 .....	Pathophysiology
Sociology 100 .....	Sociology
Economics 302...	Macro Economics
Economics 202.....	Micro Economics
Communications150.....	Oral Communications and Public Speech
Anthropology 250 .....	Cultural Anthropology
Art 200.....	Medical Illustration I
Art 300 .....	Medical Illustration II
Statistics 415 .....	Statistics
Political Science 101 .....	American Political Institutions
English 207 .....	Creative Writing
History 101 .....	American History and the Constitution
Philosophy 304 .....	Ethics

A maximum of 72-quarter units earned in an accredited institution will be allowed towards the units required for graduation. Neither upper division credit nor credit for professional education courses is allowed for community college work.

#### Program Learning Outcomes (PLOs)

Graduates of the Bachelor of Science in Nursing program will be able to:

- apply the theoretical and scientific underpinnings of nursing, biological and behavioral sciences, and humanities to the professional practice of nursing
- incorporate the nursing process as a problem-solving tool of the nurse in assisting individuals, groups and communities to attain, maintain and regain health
- effect positive client/patient outcomes through application of appropriate communication and teaching-learning theories, as well as advocating for the client/patient needs and rights
- develop, implement, modify and evaluate a culturally appropriate plan of care, even when client/patient needs may differ from the nurses' personal values
- utilize scientific processes, evidence-based practice, critical thinking and professional judgment as integral parts of all decision-making

- practice within professional standards, an ethical framework, and regulatory guidelines
- facilitate collaborative relationships with the client/patient and members of the health team in the application of the nursing process and the delivery of health care
- demonstrate basic competence in nursing research, leadership and management consistent with an increasingly diverse and multicultural workforce and complex health care system
- demonstrate knowledge of social, historical and philosophical significance of the nursing profession
- develop personal responsibility for ongoing professional growth and development including higher education in advanced practice nursing
- influence health care systems and policy through professional involvement in nursing organizations and political activities

#### Program Requirements

This undergraduate program is open to high school graduates/transfer students who are interested in becoming Registered Nurses after successfully passing NCLEX.

#### Graduation Requirements for Bachelor of Science in Nursing

1. In addition to the requirements for the nursing major, all students in the college follow the "pattern of degree requirements" in the AUHS Catalog. The minimum requirement for graduation is 189 quarter credit units of prescribed Bachelor's degree courses.
2. Completion of course requirements within 4 ½ years of entrance to the program.
3. Students must complete all coursework, examinations and clinical experiences with a cumulative grade point average of 2.00 or a letter grade of C or higher and a nursing grade point average of 2.5 or a letter grade of C+.
4. Develop a poster on a research question on health care and present at a Poster Session.
5. Complete at least 100 clock hours of community service in university sponsored community driven initiatives.
6. Pass the ATI Comprehensive Test with a minimum raw score of 75.3% or higher. (note: The raw score value may be changed if the ATI score equivalent to NCLEX passing rates or the score requirement for passing the NCLEX exam is changed.)

7. Each BSN nursing student is required to maintain a portfolio showcasing their work, education, and learning experiences while attending the AUHS Nursing Program. This Portfolio will reflect the AACN CCNE Baccalaureate Essentials as well as selected additional content. Refer to Portfolio Content Guidelines. Successful completion of the Student Portfolio is contingent upon the maintenance of the Portfolio throughout the nursing program and will be used as a basis for evaluation and to provide evidence of growth. A satisfactory completed portfolio is a requirement for graduation from the program.
8. To be recommended to the California Board of Registered Nursing (BRN) to take the licensure exam as a Registered Nurse, students must successfully complete the RN Prelicensure Certification Requirements. The results of this RN Licensure Certification Requirements will not impact the conferring of the bachelor's degree.
9. Students are eligible for graduation upon completion of all the University and School of Nursing Program requirements.
10. All financial obligations to the university are paid in full. Requirement for Licensing in the Program Career Field

There are numerous eligibility requirements for licensure depending on the student's field of study. Regulations vary from state to state, and students are encouraged to carefully read the requirements and conduct further research. Nursing career field:

<https://www.rn.ca.gov/>

#### Occupational Options for Nursing Graduates

For information about possible occupations for graduates of Bachelor of Science in Nursing program, please refer to:

<http://auhs.edu/about-auhs/student-consumerinformation/>

#### General Education Program Learning Outcomes (PLOs)

- Written Communication. Demonstrate the ability to communicate with others using written communication clearly and appropriately in writing for a range of social, academic, and professional contexts and use appropriate writing technologies.
- Oral Communication. Demonstrate competence in utilizing oral communication skills appropriately to a variety of social, academic, and professional audiences.
- Critical Thinking. Employ critical thinking and reasoning skills to a broad understanding of creative problem-solving techniques to define their

own perspectives and positions and evaluate the implications and consequences of their conclusions.

- Information Literacy. Demonstrate the ability to locate, interpret, determine the credibility of, and use information effectively to ethically and responsibly use and share that information.
- Quantitative Reasoning. Exhibit analytical thought and informed judgment to analyze problems and identify solutions supported by quantitative evidence; and clearly communicate those arguments in a variety of formats as necessary and appropriate.
- Ethical and Social Responsibility. Demonstrate personal and professional ethical and social responsibility in the application of best practices to understand the ethical implications of their actions based on those values as well as the principles of human behavior and social interaction.
- Humanities and The Arts. Gain greater awareness, by being able to apply theory to an understanding of how social, cultural, linguistic, artistic, religious, philosophical, and historical contexts have shaped the thoughts and actions of people worldwide.
- Life Sciences. Apply the knowledge of life sciences to understand basic concepts of living things, the nature of scientific knowledge, and relevance of biological knowledge to human affairs.

Course Number	Course Name	Quarter Credit Units
Anthropology 250	Cultural Anthropology	4
Art 200	Medical Illustration I	3
Art 300	Medical Illustration II	3
Biology 200A & 200AL	Human Anatomy with Laboratory	4
Biology 200B & 200BL	Human Physiology with Laboratory	4
Chemistry 151 A&B Chemistry 151 A&BL	General, Organic and Biochemistry with Laboratory	6
Communications 150	Oral Communications & Public Speech	4
English101	English College Composition I	4
English 207	Creative Writing	4
History 101	American History & Constitution	4
Mathematics 110	Quantitative Reasoning	4
Microbiology 201 & 201L	Microbiology with Laboratory	4
Philosophy 160	Critical Thinking	4
Political Science101	American Political Institutions	4
Psychology 100	Psychology	4
Sociology 100	Sociology	4
Required General Education Courses	TOTAL	64

Course Number	Course Name	Quarter Credits
Biology 230	Pathophysiology	4
Nutrition 230	Nutrition	3
Pharmacology210	Clinical Pharmacology	3
Philosophy 304	Ethics	4
Statistics 415	Statistics	4
	TOTAL	18

Other Require Courses: Nursing Theory and Clinical Courses

Course Number	Course Name	Quarter Credits
N220	Physical Assessment	4
N220L	Physical Assessment Laboratory	2
N250	Introduction to Nursing Health Care	4
N250L	Intro to Nursing Health Care Clinical Studies	4
N260	Health Care Communications	3
N300	Older Adult Health Nursing Care	3
N300L	Older Adult Health Nursing Care Clinical Studies	3
N310	Human Life Cycle	3
N320	Psychosocial Aspects of Health Care	3
N330	Intermediate Nursing Health Care	4
N330L	Intermediate Nursing Health Care Clinical Studies	5

(CORE Courses)

N340	Legal and Ethical Aspects of Health Care	3
N350	Child Health Nursing Care	4
N350L	Child Health Nursing Care Clinical Studies	4
N360	Women's Health Nursing Care	4
N360L	Women's Health Nursing Care Clinical Studies	4
N370	Psychiatric/Mental Health Nursing Care	4
N370L	Psychiatric/Mental Health Nursing Care Clinical Studies	4
N380	Critical Care Nursing	4
N380L	Critical Care Nursing Clinical Studies	5
N400	Community Health Science	3
N410	Community Health Nursing Care	4
N410L	Community Health Nursing Care Clinical Studies	4
N420	Nursing Research Leadership/Management Nursing	4
N430	Basic	3
N430L	Basic Leadership/Management Nursing Clinical Studies	3
N460	Transition to Professional Practice	2
N470	Advanced Adult Nursing Health Care	5
N470L	Advanced Adult Nursing Health Care Clinical Studies	5
	TOTAL	107

*Note: Courses may be taught in a sequence that differs from the order represented above.*

#### BSN PROGRAM INFORMATION

(Without Pre-Req.) (CIP 51.3801; SOC 29-1141)

Program Length .....	39 Months
Quarters .....	13 Quarters
Units .....	189 Units
Clock Hours .....	2760

BSN PROGRAM INFORMATION (With Pre-Req.)

Program Length ..... 30 Months

Quarters .....	10 Quarters
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Units .....	151 Units
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Clock Hours .....	2370
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*Instructional Clock Hours to Credit Conversion*

A "clock (Contact) hour" includes a minimum instructional time of 50 minutes of supervised or directed instruction and appropriate break(s).

*The formula used to calculate the number of QUARTER CREDIT units*

FOR LECTURE ..... One Credit = 10 Lecture Hours

FOR LABORATORY ..... One Credit = 20 Laboratory Hours

FOR EXPERIENTIAL ..... One Credit = 30 Practicum Hours

## BACHELOR OF SCIENCE IN NURSING COURSE DESCRIPTIONS

#### Required Core Competencies

- WRITTEN COMMUNICATION. Demonstrate the ability to communicate with others using written communication clearly and appropriately in writing for a range of social, academic, and professional contexts and use appropriate writing technologies.
- ORAL COMMUNICATION. Demonstrate competence in utilizing oral communication skills appropriately to a variety of social, academic, and professional audiences.
- CRITICAL THINKING. Employ critical thinking and reasoning skills to a broad understanding of creative problem-solving techniques to define their own perspectives and positions and evaluate the implications and consequences of their conclusions.
- INFORMATION LITERACY. Demonstrate the ability to locate, interpret, determine the credibility of, and use information effectively to ethically and responsibly use and share that information.
- QUANTITATIVE REASONING. Exhibit analytical thought and informed judgment to analyze problems and identify solutions supported by quantitative evidence; and clearly communicate those arguments in a variety of formats as necessary and appropriate.
- ETHICAL AND SOCIAL RESPONSIBILITY.

Demonstrate personal and professional ethical and social responsibility in the application of best practices to understand the ethical implications of their actions based on those values as well as the principles of human behavior and social interaction.

- HUMANITIES AND THE ARTS. Gain greater awareness, by being able to apply theory to an understanding of how social, cultural, linguistic, artistic, religious, philosophical, and historical contexts have shaped the thoughts and actions of people worldwide.
- LIFE SCIENCES. Apply the knowledge of life sciences to understand basic concepts of living things, the nature of scientific knowledge, and relevance of biological knowledge to human affairs.

## REQUIRED GENERAL EDUCATION COURSES

### ANTHROPOLOGY 250: Cultural Anthropology (4 credit units/40 Clock Hours)

This course is an exploration of the origin and development of the human species, heredity and population genetics, and diversity. Through study of the origin and development of human cultures will describe material cultures as well as social organization. Content includes political systems, religious beliefs and insights gained through linguistic study.

### ART 200: Medical Illustration I (3 credit units/30 clock hours)

This course will introduce the student to art as a form of communication. The focus will be on drawing and the introduction of foundation art techniques. The knowledge and skill acquired is related to enhanced assessment and visualization as part of the communication process. The course will enable the students to apply a unique mix of skills in project management, understanding of science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development.

### ART 300: Medical Illustration II (3 credit units/ 30 clock hours)

Literally the term 'illustrations' can be defined as any kind of visualization such as painting, drawing or photograph or other kind of art form that depicts or elaborates a story or a particular story poem or textual information. The Art 300 course is a continuation of Art 200 which will introduce the student to art as a form of communication. The course will enable the student to articulate a unique mix of skills in project management, understanding of science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development. *\*Pre-requisite: ART 200: Medical Illustration*

**BIOLOGY 200 A: Human Anatomy (3 credit units/30 Clock Hours)**

This course provides a comprehensive study of the structure and functions of the human body through analysis of the body systems. The student will progress from the cellular structure and function of each system to homeostatic mechanisms among all systems and the external environment.

**BIOLOGY 200 A L: Human Anatomy – Laboratory (1 credit units/20 Clock Hours)****Lab portion of the Biology 200A: Human Anatomy****BIOLOGY 200 B: Human Physiology (3 credit units/30 Clock Hours)**

This course provides students with an understanding of the basic principles and concepts of cellular and organ system physiology and pathophysiology. The course will include an introduction to the chemistry and metabolism of biological molecules including carbohydrates, lipids, amino acids, proteins, and nucleic acids, and coverage of vitamins and their components, with emphasis on their relationship to disease states and drug therapy. The biological basis of common clinical disease states is also examined. Pathophysiology is described as a disruption of normal homeostatic mechanisms that progresses beyond the normal compensatory capabilities of the human body.

**BIOLOGY 200 B L: Human Physiology – Laboratory (1 credit units/20 Clock Hours)****Lab portion of the Biology 200 B: Human Physiology****BIOLOGY 230: Pathophysiology (4 credit units/40 Clock Hours)**

This course explores the response of the human body to illness and injury with respect to common disorders of the major physiologic systems. Clinical correlations are provided to assist the health professional in applying this knowledge toward proposing therapeutic interventions. *\*Prerequisite: BIOLOGY 200A; BIOLOGY 200B*

**CHEMISTRY151 A & B: General, Organic and Biochemistry (4 credit units/40 clock hours)**

This course is a descriptive course in inorganic and organic chemistry. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis. Organic chemistry includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology.

**CHEMISTRY151 A & B L: General, Organic and BioChemistry – Laboratory (2 credit units/40 clock hours) Lab portion of the Chemistry 151 A & B: General, Organic and Biochemistry.****COMMUNICATIONS 150: Oral Communications & Public Speech (4 credit units/40 Clock Hours)**

This course is an introduction to effective oral communication through study and experiences in analysis, synthesis, and presentation of informative and persuasive discourse in a public speaking forum.

**ENGLISH 101: English College Composition I (4 credit units/40 Clock Hours)**

This is a foundation course in critical reading and writing skills required for university studies. This course focuses equally on writing and critical reading of a diverse variety of literature; preparation of research papers in which students accurately, clearly, and coherently synthesize ideas and information from a variety of sources and points of view.

**ENGLISH 207: Creative Writing (4 credit units/40 Clock Hours)**

A beginning creative writing workshop that introduces students to techniques of imaginative writing in fiction, poetry, and drama in a constructive workshop setting that includes analysis of published literary works.

**HISTORY 101: American History & the Constitution (4 credit units/ 40 Clock Hours)**

A survey of United States history from the Colonial Period to the present emphasizing major political, social, economic, and cultural developments.

**MATHEMATICS 110: Quantitative Reasoning (4 credit units/40 Clock Hours)**

Principles of quantitative reasoning, data presentation, descriptive statistics, correlation, probability, distributions of random variables, sampling distributions, interval estimation, and statistical inference, with multi-disciplinary applications.

**MICROBIOLOGY 201: Microbiology (3 credit units/30 Clock Hours)**

This course introduces the fundamental principles of microbiology, including general aspects of the structure, metabolism, multiplication, genetics and classification of bacteria, fungi, protozoa, and viruses; the methods used to control these microorganisms, the human body's natural defense mechanisms, and selected microbial pathogens.

**MICROBIOLOGY 201 L: Microbiology -Laboratory (1 credit units/20 Clock Hours)****Lab portion of the Microbiology 201: Microbiology****NUTRITION 230: Nutrition (3 credit units/30 Clock Hours)**

This course covers the basic nutritional needs of the body and the processes of metabolism, defining and contrasting catabolism and anabolism, and metabolic roles of carbohydrates, fats, proteins, vitamins, and minerals. Considerable emphasis will be placed on alterations in metabolism and/or nutritional needs based on specific diseases, including diet therapy, evolving science and trends.

**PHARMACOLOGY 210: Clinical Pharmacology (3 credit units/30 Clock Hours)**

This course is an introduction to the basic principles of pharmacology with a focus on pharmacokinetics, pharmacodynamics, and therapeutic implications for major drug categories as well as natural products, including principles of medication administration.

*\*Prerequisite: Chemistry 151A & B; Biology 200A & Lab; Biology 200B & Lab*

**PHILOSOPHY 160: Critical Thinking (4 credit units/40 Clock Hours)**

This course presents a logical analysis of language and critical evaluation of arguments in everyday language; deductively valid and invalid argument forms; rudiments of inductive logic and scientific reasoning; informal fallacies.

**PHILOSOPHY 304: Ethics (4 credit units/40 Clock Hours)**

This course utilizes analysis of empirical and normative factors involved in choice, types of ethical theory, and the nature of moral standards and judgments. Application of concepts will occur through investigation of value theories in philosophies of Eastern and Western cultures with emphasis on relevance to educational, aesthetic, religious and social problems. **\*Prerequisite: English – College Composition**

**POLITICAL SCIENCE 101: American Political Institutions (4 credit units/40 Clock Hours)**

A study of national, state, and local governments, national and state constitutions, the rights and responsibilities of citizens, and the political processes, issues, and policies of those governments.

**PSYCHOLOGY 100: Psychology (4 credit units/40 Clock Hours)**

This course provides a general survey of psychology including development of the individual, learning, thinking, motivation, emotion, and perception.

**SOCIOLOGY 100: Sociology (4 credit units/40 Clock Hours)**

This course is a survey of the theories, philosophies, and problems of sociology, analyzing human relationships through a study of concepts, institutions, cultural origins, and social interaction and change.

**STATISTICS 415: Statistics (4 credit units/40 Clock Hours)**

This course includes development and application of the following topics: Descriptive and Inferential Statistics, Mathematics of Finance, Linear Programming and Graph Theory.

**REQUIRED NURSING THEORY AND CLINICAL COURSES****N210: Clinical Pharmacology (3 credit units/30 Clock Hours)**

This course introduces pharmacology fundamentals, including pharmacokinetics, pharmacodynamics, medication administration, and dosage calculations. Emphasizing patient safety and quality care, students will apply evidence-based processes, follow national safety standards, and understand the nurse's role in preventing medication errors within interprofessional teams. Students will also develop their professional nursing identity, demonstrating ethical decision-making, emotional intelligence, and sensitivity to diverse patient needs. By course completion, they will be prepared to ensure safe medication practices and contribute to high-quality patient care.

(This course covers PLO 5, 9; AACN Essentials Domains 5, 9; Competencies 5.1, 5.2, 5.3 and 9.5 AACN Concepts Clinical Judgement, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, Social Determinants of Health; QSEN Patient-Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Safety, and Informatics)

**\*Prerequisite: Chemistry 151A & B; Biology 200A & Lab; Biology 200B & Lab**

**N220: Physical Assessment (4 credit units/40 Clock Hours)**

This course covers evidence-based history taking and physical examination techniques to assess healthy individuals, identify health concerns, and introduce the students to developing care plans. Students will learn to conduct systematic, holistic assessments, distinguish normal from abnormal findings, and prioritize patient needs based on clinical data. Emphasizing professional communication and culturally sensitive care, students will be introduced to information and communication technology to document data accurately and adhere to ethical, legal, and professional standards. By course completion, students will be prepared to apply assessment skills and identify patients health problems.

This course covers PLO 2, 8, 9; AACN Essentials Domains 2, 8, 9; AACN Concepts Clinical Judgement, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, Social Determinants of Health; QSEN Patient-Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Safety, and Informatics

**\*Prerequisite: Chemistry 151 A & B; Biology 200A; Biology 200B; Philosophy 160; Microbiology 201; Sociology 100; English 101; Psychology 100; Mathematics 110.**

**\*Co-requisite: N220L**

**N220L Physical Assessment Laboratory (2 credit units/60 Clock Hours)**

This course covers evidence-based history taking and physical examination techniques to assess healthy individuals, identify health concerns, and introduce the students to developing care plans. Students will learn to conduct systematic, holistic assessments, distinguish normal from abnormal findings, and prioritize patient needs based on clinical data. It includes a demonstration and practice of physical assessment techniques with a return demonstration to assess student competency. By course completion, students will be prepared to apply assessment skills and identify patient health problems.

(This course covers PLO 2, 3, 4, 9; AACN Essentials Domains 2, 3, 4, 9; Competencies 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 3.1, 3.2, 4.1, 4.2, and 9.1 AACN Concepts Clinical Judgement, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, Social Determinants of Health; QSEN Patient-Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Safety, and Informatics)

**\*Prerequisite: Chemistry 151 A& B; Biology 200A; Biology 200B; Philosophy 160; Microbiology 201; Sociology 100; English 101; Psychology 100; Mathematics 110.**

**\*Co-requisite: N220**

**NUT230: Nutrition (3 credit units/30 Clock Hours)**

This course explores the body's nutritional needs and metabolic processes, including catabolism and anabolism, and the roles of macronutrients and micronutrients. Emphasis is placed on altered metabolism, disease-specific dietary therapy, and evolving trends in nutrition science. Students will demonstrate an understanding of health promotion, illness prevention, and disease management and the importance of educating individuals and families on self-care. By course completion, students will be prepared to apply evidence-based nutrition principles in patient care, support self-care management, and collaborate effectively in healthcare settings.

(This course covers PLO 1, 2; AACN Essentials Domains 1, 2; Competencies 1.2, 2.8 AACN Concepts Communication, Compassionate Care, Evidence-Based Practice, and Social Determinants of Health; QSEN Patient-Centered Care, Teamwork and Collaboration, Evidence-Based Practice, and Safety)

**N250: Introduction to Nursing Healthcare (4 credit units/40 Clock Hours)**

This course introduces students to nursing fundamentals, including health promotion, wellness, self-care, cultural awareness, and foundational sciences. Students will develop skills in assessing clients, distinguishing normal from abnormal findings, and diagnosing actual or potential health issues. They will utilize evidence-based practice to create prioritized care plans and anticipate outcomes

based on patient needs while adhering to legal, ethical, and regulatory guidelines and demonstrating accountability, integrity, and moral courage in their decision-making. By the end of the course, students will be equipped to deliver patient-centered, ethical, and evidence-based nursing care in diverse healthcare environments.

(This course covers **PLO** 2, 4, 6, 9; **AACN Essentials Domains** 2, 4, 6, 9; **Competencies** 2.3, 2.4, 2.5, 2.8, 4.2, 6.1, 6.2, 6.3, 6.4, 9.1, 9.3, 9.4, and 9.5; **AACN Concepts** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, and Social Determinants of Health; **QSEN** Patient-Centered Care, Teamwork and Collaboration, Evidence-Based Practice, and Safety)

**\*Prerequisite:** *N220; N220L*

**\*Co-Requisites:** *N250L; N260*

#### **N250L: Introduction to Nursing Health Care Clinical Studies (4 credit units/120 Clock Hours)**

This course provides guided clinical experiences in skill and simulation laboratories and direct patient encounters, introducing students to foundational nursing knowledge, skills, and the nursing process. Students will apply theory and research-based knowledge from nursing, the arts, humanities, and sciences to build an understanding of human health and nursing practice. Emphasizing professional communication, students will conduct holistic health assessments, integrate evidence-based interventions, anticipate care outcomes, and develop care plans to enhance patient safety and outcomes. By course completion, students will be prepared to apply evidence-based care in nursing practice, communicate effectively, and demonstrate professional accountability in clinical care.

(This course covers **PLO** 1, 2, 4, 9; **AACN Essentials Domains** 1, 2, 4, 9; **Competencies** 1.1, 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.2, 9.2, and 9.3; **AACN Concepts** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, and Social Determinants of Health; **QSEN** Patient-Centered Care, Teamwork and Collaboration, Evidence-Based Practice, and Safety)

**\*Prerequisite:** *N220; N220L*

**\*Co-requisites:** *N250; N260*

#### **N260: Health Care Communication (3 credit units/30 Clock Hours)**

This course explores psychosocial and cultural factors in health professional-client interactions, emphasizing effective communication, empathy, and person-centered care. Students will develop skills in sensitive conversations, team collaboration, and professional communication while considering diversity, equity, and inclusion. Students will refine their ability to navigate complex healthcare interactions, use varied communication tools, comply with legal and regulatory requirements, and manage risks in digital communication. By course completion, students will be equipped to communicate effectively and professionally across diverse healthcare settings.

(This course covers **PLO** 1, 2, 6, 8, 9; **AACN Essentials Domains** 1, 2, 6, 8, 9; **Competencies** 1.1, 2.1, 2.9, 6.1, 6.2, 8.5, 9.2, and 9.6; **AACN Concepts** Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Health Policy, and Social Determinants of Health; **QSEN** Patient-Centered Care, Teamwork and Collaboration,

**\*Prerequisite:** *N220; N220L*

**\*Co-requisites:** *N250; N250L*

#### **N300: Older Adult Health Nursing Care (3 credit units/30 Clock Hours)**

This course examines how to deliver optimal healthcare to aging clients within a nursing framework, emphasizing the nursing process. Students will assess the unique needs of older adults, including chronic disease care, hospice, palliative, and supportive care, promote health and self-care, and identify varied responses to pathological conditions while maintaining functional independence and quality of life. They will also explore the impact of policies on health equity and social justice in geriatric care. By course completion, students will be equipped to provide patient-centered, evidence-based care that enhances the health and well-being of aging populations.

(This course covers PLO 3, 6; AACN Essentials Domains 3, 6; Competencies 3.1, 3.3, 6.1, 6.2, and 6.3; AACN Concepts Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, and Social Determinants of Health; QSEN Patient-Centered Care, Teamwork and Collaboration, Evidence-Based Practice, and Safety)

**\*Prerequisite:** *N250; N250L; N260. \*Co- requisites:* *N300L; N320*

#### **N300L: Older Adult Health Nursing Care Clinical Studies (3 credit units/90 Clock Hours)**

This clinical course provides students with hands-on experience in the nursing process, focusing on the care needs of aging clients in a variety of settings and understanding key gerontological concepts, principles, and theories. Key areas of focus include assessing common geriatric conditions such as frailty, cognitive impairments, incontinence, and mobility limitations. Students will learn to develop culturally sensitive communication strategies tailored to the needs of older adults. The course also covers mental health conditions like depression and anxiety, along with conducting medication reviews to identify risks such as polypharmacy and drug interactions. By course completion, students will learn to navigate the complexities of geriatric care, highlighting both the challenges and rewards of working with older adults.

(This course covers PLO 2, 3, 4, 5; AACN Essentials Domains 2, 3, 4, 5; Competencies 2.2, 2.3, 2.4, 3.1, 9.1, 9.2, 9.3, and 9.4; AACN Concepts Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, and Social Determinants of Health; QSEN Patient-Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Safety, and Informatics)

**\*Prerequisite:** *N250; N250L; N260*

**\*Co-requisites:** *N300; N320*

### **N310: Human Life Cycle (3 credit units/30 Clock Hours)**

This course offers a comprehensive overview of human growth and development theory, examining physiological, emotional, cognitive, and social perspectives. It addresses every stage of the human life cycle, from birth and infancy to adulthood and end-of-life issues, while incorporating ethical principles in understanding these stages. Students will utilize information technology to explore theories of human development and identify significant milestones throughout their lifespan. The course will also delve into the challenges of death and dying that individuals and families encounter during this time. By course completion, students will possess both theoretical and practical knowledge about individual growth and change across the lifespan, as well as an understanding of the cultural variables that impact the human life cycle from diverse cultural perspectives.

(This course covers **PLO 1, 2, 3, 6, 7, 10; AACN Essentials Domains 1, 2, 3, 6, 7, 10; Competencies 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.9, 3.1, 3.2, 3.3, 6.1, 7.1, 7.2, and 10.2; AACN Concepts Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, and Social Determinants of Health; QSEN Patient-Centered Care, Evidence-Based Practice, Safety, and Informatics**)

**Prerequisite: N250; N250L; N260**

### **N320: Psychosocial Aspect of Health Care (3 credit units/30 Clock Hours)**

This course examines how psychosocial, cultural, and environmental factors influence the wellness and illness of individuals and families. Students will use nursing theories and make clinical decisions to understand healthcare experiences, focusing on building relationships. Students will integrate nursing theories and clinical judgment to understand the human experience in healthcare better, emphasizing relationship-centered care. They will develop empathy and enhance communication skills, including managing sensitive conversations and utilizing evidence-based patient education for diverse populations. They will engage in self-care and build resilience. By course completion, students will be prepared to offer holistic, patient-centered care while supporting their professional growth and well-being.

(This course covers **PLO 1, 2, 5, 10; AACN Essentials Domains 1, 2, 5, 10; Competencies 1.1, 1.2, 1.3, 2.1, 2.2, 5.1, 10.1, and 10.2; AACN Concepts Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Social Determinants of Health; QSEN Patient-Centered Care and Evidence-Based Practice**)

**\*Prerequisite: N250; N250L; N260**

**\*Co-requisites: N300; N300L**

children and families, health promotion, and age-specific nursing interventions. The course emphasizes clinical judgment, critical thinking, and evidence-based practice. By course completion, students will have experience collaborating with interdisciplinary healthcare teams and adapting care for diverse pediatric populations.

(This course covers **PLO 1, 2, 4, 5, 6, 8, 9; AACN Essentials Domains 1, 2, 4, 5, 6, 8, 9; Competencies 1.2, 1.3, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.6; AACN Concepts Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Social Determinants of Health; QSEN Patient-Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, and Informatics**)

**\*Prerequisite: N330; N330L; N340**

**\*Co-requisites: N350; N360; N360L**

### **N360: Women's Health Nursing Care (4 credit units/40 Clock Hours)**

This course offers a comprehensive understanding of nursing care for women throughout their reproductive lives and beyond. It highlights the physiological, psychological, and socio-cultural aspects of women's health, focusing on infertility, family planning, pregnancy, labor, delivery, postpartum care, and common reproductive health issues. Students will enhance their foundational knowledge in anatomy, physiology, pharmacology, and assessment to deliver safe, evidence-based, and culturally sensitive care to women and newborns. By course completion, students will be prepared to provide maternal care that integrates theoretical knowledge with clinical practice, emphasizing critical thinking and patient-centered care in various settings.

(This course covers **PLO 1, 2, 3, 4; AACN Essentials Domains 1, 2, 3, 4; Competencies 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 4.1, and 4.2; AACN Concepts Clinical Judgment, Communication, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Social Determinants of Health; QSEN Patient-Centered Care, Teamwork and Collaboration, Safety, Evidence-Based Practice, and Informatics**)

**\*Prerequisite: N330; N330L; N340**

**\*Co-requisites: N350L; N350; N360L**

### **N360L: Women's Health Nursing Care Clinical Studies (4 credit units/120 Clock Hours)**

This clinical practicum provides students with supervised, hands-on experience in holistic nursing care for women during their reproductive years and for newborns. It includes assessments, health education, and nursing interventions throughout the prenatal, intrapartum, and postpartum periods, allowing students to apply theoretical knowledge and develop clinical competencies in maternal and newborn health. Students will explore how multicultural influences and financial constraints impact healthcare choices for women and their families. The course emphasizes professional communication, clinical judgment, and culturally sensitive care. By completion, students will be equipped to collaborate with clients, families, and healthcare teams to improve patient outcomes.

### **N340: Legal and Ethical Aspects of HealthCare (3 credit units/30 Clock Hours)**

This course focuses on nursing laws and ethical decision-making, emphasizing professional responsibility and legal compliance. Students will explore nursing's unique perspective, its connection to other disciplines, and its role in promoting social justice and health equity, guided by the Code of Ethics for Nurses. Students will develop skills in decision-making, ethical reasoning, and conflict management while using evidence-based care processes. The course emphasizes interprofessional collaboration, effective communication, and the use of health information technologies and accurate documentation. By course completion, students will be prepared to navigate ethical dilemmas, integrate nursing science into practice, uphold legal standards, promote safety, and commit to ongoing professional development.

(This course covers **PLO** 1, 2, 5, 6, 7, 8, 9, 10; **AACN Essentials Domains** 1, 2, 5, 6, 7, 8, 9; **Competencies** 1.1, 1.2, 2.6, 5.1, 6.1, 6.2, 7.3, 8.1, 8.2, 8.3, 9.1, 10.1, 10.2, and **10.3 AACN Concepts** Communication, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, and Social Determinants of Health; **QSEN** Patient-Centered Care, Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, and Informatics)

**\*Prerequisite:** N300; N300L; N320

**\*Co-requisites:** N330L; N330

### **N350: Child Health Nursing Care (4 credit units/40 Clock Hours)**

This course provides a comprehensive exploration of pediatric nursing, focusing on evidence-based practices and culturally sensitive approaches to care. Students will learn to assess, plan, implement, and evaluate nursing care for children from infancy through adolescence, addressing physical, emotional, and developmental needs. Emphasis is placed on family-centered care, recognizing and respecting cultural diversity, and applying current research to clinical decision-making. Topics include growth and development, common pediatric conditions, communication strategies, and ethical considerations. By the end of the course, students will be equipped to deliver safe, effective, and compassionate care to diverse pediatric populations.

(This course covers **PLO** 1, 2, 4, 5; **AACN Essentials Domains** 1, 2, 4, 5; **Competencies** 1.2, 1.3, 2.4, 2.5, 4.1, 4.2, 4.3, 5.1, and 5.2; **AACN Concepts** Clinical Judgment, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, and Social Determinants of Health; **QSEN** Evidence-Based Practice, Quality Improvement, and Informatics)

**\*Prerequisite:** N330; N330L; N340

**\*Co-requisites:** N350L; N360; N360L

### **N350L: Child Health Nursing Care Clinical Studies (4 credit units/120 Clock Hours)**

This clinical course offers hands-on experience in pediatric care across hospitals, outpatient clinics, and community settings. Students will apply theoretical knowledge to assess, plan, implement, and evaluate nursing care for infants, children, and adolescents. Key topics include growth and development, family-centered care, communication with

### **N330: Intermediate Nursing Health Care (4 credit units/40 Clock Hours)**

This course builds intermediate-level knowledge of wellness and illness, focusing on direct patient assessment, intervention, and critical thinking. Students will utilize foundational sciences and nursing principles to manage health instability and address illness exacerbations. They will develop evidence-based nursing interventions through the nursing process while emphasizing interprofessional collaboration and effective communication skills. Students will assess community health priorities, advocate for diverse populations, and contribute to patient-centered, community-based action plans that enhance safety, effectiveness, and resource efficiency. They will also examine policy impacts on health outcomes, social justice, and health equity. By course completion, students will be prepared to assess patient and community health needs, implement evidence-based interventions, and collaborate within healthcare teams to improve outcomes.

(This course covers **PLO** 2, 3, 6; **AACN Essentials Domains** 2, 3, 6; **Competencies** 2.3, 3.1, 3.4, 6.1, 6.2, and 6.3; **AACN Concepts** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Social Determinants of Health; **QSEN** Patient-Centered Care, Teamwork and Collaboration, Safety, Evidence-Based Practice, Quality Improvement, and Informatics)

**\*Prerequisite:** N300; N300L; N320

**\*Co-requisites:** N330L; N340

### **N330L: Intermediate Nursing Health Care Clinical Studies (5 credit units/150 Clock Hours)**

This course provides laboratory and clinical experiences to develop intermediate nursing skills through simulation and direct patient care. Students will assess health conditions, perform point-of-care diagnostics, identify normal versus abnormal findings, and prioritize care based on patient needs. Emphasizing compassionate, patient-centered care, the course encourages respect for individual beliefs and effective communication. Students will collaborate with healthcare teams, involve patients in care planning, implement tailored interventions, and modify care plans as needed. They will also educate patients and families on self-care and ensure effective coordination across healthcare systems. By course completion, students will be ready to deliver safe and evidence-based nursing care.

(This course covers **PLO** 2; **AACN Essentials Domains** 2; **Competencies** 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, and 2.9; **AACN Concepts** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Social Determinants of Health; **QSEN** Patient-Centered Care, Teamwork and Collaboration, Safety, Evidence-Based Practice, Quality Improvement, and Informatics)

**\*Prerequisite:** N300; N300L; N320

**\*Co-requisites:** N330; N340

(This course covers **PLO 1, 2, 3, 5, 6, 8, 9; AACN Essentials Domains 1, 2, 3, 5, 6, 8, 9; Competencies 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 3.6, 5.1, 6.1, 8.2, and 9.1 ; AACN Concepts Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Social Determinants of Health; QSEN Patient-Centered Care, Teamwork and Collaboration, Safety, Evidence-Based Practice, Quality Improvement, and Informatics)**

\***Prerequisite:** N330; N330L; N340  
\***Co-requisites:** N350L; N350; N360

#### **N370: Psychiatric/Mental Health Nursing Care (4 credit units/40 Clock Hours)**

This course introduces mental health nursing and therapeutic communication, focusing on health promotion, illness prevention, and the management of acute and chronic mental health conditions. Students will integrate nursing theories and interdisciplinary knowledge to develop clinical reasoning and informed clinical judgment in psychiatric care that highlights safety and quality principles, including reducing harm through safety design, fostering a culture of safety, and ensuring accountability in reporting unsafe conditions. Emphasizing relationship-centered care, students will learn to conduct systematic patient assessments and obtain accurate health histories using standardized, evidence-based processes to deliver effective and ethical mental health care. By course completion, students will demonstrate empathy, compassionate care, and mutual respect, while using various communication modes to engage in sensitive conversations and provide culturally competent, evidence-based patient care and education to this special population.

(This course covers **PLO 1, 2, 5; AACN Essentials Domains 1, 2, 5; Competencies 1.1, 1.3, 2.1, 2.2, 2.3, 5.1, and 5.2; AACN Concepts Clinical Judgment, Communication, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Social Determinants of Health; QSEN Patient-Centered Care, Teamwork and Collaboration, Safety, Evidence-Based Practice, Quality Improvement, and Informatics**)

\***Prerequisite:** N350; N350L; N360; N360L  
\***Co-requisites:** N370L; N380; N380L

#### **N370L: Psychiatric/Mental Health Nursing Care Clinical Studies (4 credit units/120 Clock Hours)**

This clinical course allows the students to apply nursing and interdisciplinary theories to the care of individuals with psychiatric and mental health conditions. Students will develop clinical reasoning, integrate nursing and related sciences, and refine clinical judgment to inform decision-making. Students will assess health findings, prioritize concerns, anticipate care outcomes, and adapt care plans to meet individual needs. They will demonstrate relationship-centered care, including empathy, compassionate communication, and emotional intelligence, while engaging in sensitive conversations and respecting individual beliefs and values. Through interprofessional collaboration, students will implement evidence-based care, promote a culture of safety, and take accountability for reporting errors and unsafe conditions. They will also explore workplace safety strategies, identifying risks to providers and prevention of workplace violence. By course completion,

students will effectively apply theoretical knowledge, adapt care based on best evidence, and contribute to a safe and effective healthcare environment.

(This course covers **PLO 1, 2, 5; AACN Essentials Domains 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 5.1, 5.2, and 5.3; AACN Concepts Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Social Determinants of Health; QSEN Patient-Centered Care, Teamwork and Collaboration, Safety, Evidence-Based Practice, Quality Improvement, and Informatics**)

\***Prerequisite:** N350; N350L; N360; N360L  
\***Co-requisites:** N370; N380; N380L

#### **N380: Critical Care Nursing (4 credit units/40 Clock Hours)**

This course focuses on the theory and research-based nursing care of acute complex illnesses and end-of-life processes, emphasizing pathophysiology, therapeutic interventions, and critical thinking in diverse populations. Students will integrate nursing theory, interprofessional collaboration, and evidence-based care to manage population health across various settings, including routine, community, and disaster care.

Students will develop professional communication skills, effectively apply team dynamics and leadership principles, and collaborate interprofessional to establish mutual healthcare goals. They will also refine their ability to clarify roles, coordinate care, and advocate for diverse populations while ensuring quality and safety in nursing practice. By course completion, students will be prepared to collaborate effectively with healthcare teams, adapt nursing care to complex health conditions, and lead interdisciplinary efforts to improve patient outcomes.

(This course covers **PLO 3, 5, 6, 7; AACN Essentials Domains 3, 5, 6, 7; Competencies 3.2, 3.3, 3.5, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, and 7.3; AACN Concepts Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, and Social Determinants of Health; QSEN Patient-Centered Care, Teamwork and Collaboration, Safety, Evidence-Based Practice, Quality Improvement, and Informatics**)

\***Prerequisite:** N350; N350L; N360; N360L  
\***Co-requisites:** N370; N370L; N380L

#### **N380L: Critical Care Nursing Clinical Studies (5 credit units/150 Clock Hours)**

This clinical course focuses on applying advanced clinical theories and research-based nursing care in acute care settings, particularly for patients with complex or co-morbid illnesses. Students will collaborate with interprofessional teams to advocate for diverse populations and manage population health in various healthcare environments, including routine, community, and disaster care. The course emphasizes clear communication of nursing roles, effective team engagement, and integration of other professionals to provide coordinated, patient-centered care. Students will use evidence-based strategies to improve care delivery, enhance patient safety, and navigate the continuum of care with cost-effective practices. By course completion, students

will be ready to lead in acute care settings and apply strategies to improve patient outcomes.

(This course covers **PLO** 3, 5, 6, 7; **AACN Essentials Domains** 3, 5, 6, 7; **Competencies** 3.2, 3.3, 3.5, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, and 7.3; **AACN Concepts** Clinical Judgment, Communication, Compassionate Care, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, Health Policy, and Social Determinants of Health; **QSEN** Patient-Centered Care, Teamwork and Collaboration, Safety, Evidence-Based Practice, Quality Improvement, and Informatics)

\***Prerequisite:** N350; N350L; N360; N360L

\***Co-requisites:** N370; N370L; N380

#### **N400: Community Health Science (3 credit units/30 Clock Hours)**

This course introduces the principles of community and public health nursing, focusing on health promotion, disease prevention, and population-centered care. Students will explore important concepts such as epidemiology, morbidity, mortality, and communicable disease control while examining the social, economic, and environmental factors that influence health outcomes. The course emphasizes the role of nurses in collaborative, interprofessional efforts to promote equity and improve the health of diverse populations across the United States. By course completion, students will be prepared to demonstrate an understanding of population health, clinical prevention, and systems-based practice at the baccalaureate level.

(This course covers **PLO** 2, 3, 6, 7,8; **AACN Essentials Domains** 2, 3, 6, 7, 8; **Competencies** 2.2, 3.1, 3.2, 3.4, 6.1, 6.3, 7.3, 8.1, 8.2, and 8.3; **AACN Concepts** Clinical Judgment, Communication, Diversity, Equity, and Inclusion, Evidence-Based Practice, Person-Centered Care, and Social Determinants of Health; **QSEN** Patient-Centered Care, Teamwork and Collaboration, Safety, Evidence-Based Practice, Quality Improvement, and Informatics)

\***Prerequisite:** N370; N370L; N380; N380L

\***Co-requisites:** N 410; N410L

#### **N410: Community Health Nursing Care (4 credit units/40 Clock Hours)**

This course focuses on current theories and research from biological, social, ecological, and nursing sciences as they relate to community and public health nursing practice. Emphasizing a population health perspective, students will explore the role of the generalist nurse in promoting the health of families, communities, and vulnerable populations. Students will identify and address health needs within diverse community settings by applying the nursing process, which includes assessment, planning, implementation, intervention, measurement of outcomes, and evaluation. By course completion, students will be prepared to integrate evidence-based strategies, collaborate with interprofessional teams, and advocate for health equity and social justice to improve health outcomes.

(This course covers **PLO** 2, 3, 4, 6, 8; **AACN Essentials Domains** 2, 3, 4, 6, 8; **Competencies** 2.2, 2.4, 3.1, 3.2, 3.4, 4.1, 4.3, 6.1, 6.2, 8.1, and 8.3; **AACN Concepts** Clinical Judgment, Communication, Diversity, Equity, and Inclusion, Evidence-Based Practice, Person-Centered Care, and Social Determinants of Health, Ethics, Health Policy, Safety; **QSEN** Patient-Centered Care, Teamwork and Collaboration, Safety, Evidence-Based Practice, Quality Improvement, and Informatics)

\***Prerequisite:** N370; N370L; N380; N380L

\***Co-requisites:** N400; N410L

#### **N410: Community Health Nursing Care Clinical Studies (4 credit units/120 Clock Hours)**

This clinical experience offers students the chance to apply concepts from community health nursing care in real-world community settings. Focusing on population-centered care, students will participate in health promotion and disease prevention activities through home visits, school and occupational health environments, and community-based clinics. Students will collaborate with individuals, families, and interprofessional teams to address social determinants of health and promote health equity. By course completions, students will develop competencies in assessment, care coordination, communication, and provide culturally responsive care.

(This course covers **PLO** 1, 2, 3, 6, 8; **AACN Essentials Domains** 1, 2, 3, 6, 8; **Competencies** 1.2, 1.3, 2.2, 2.4, 3.1, 3.2, 3.4, 6.1, 6.2, 8.1, and 8.3; **AACN Concepts** Clinical Judgment, Communication, Diversity, Equity, and Inclusion, Evidence-Based Practice, Person-Centered Care, and Social Determinants of Health, Ethics, Health Policy, Safety; **QSEN** Patient-Centered Care, Teamwork and Collaboration, Safety, Evidence-Based Practice, Quality Improvement, and Informatics)

\***Prerequisite:** N370; N370L; N380; N380L

\***Co-requisites:** N400; N410

#### **N420: Nursing Research (4 credit units/40 Clock Hours)**

This course introduces statistical concepts and research design to support evidence-based decision-making in nursing. Students will explore the research process, the role of nursing research, and various methodologies used in clinical studies, including descriptive and inferential statistics, hypothesis testing, and risk estimation. Focusing on evidence-based practice, students will learn to analyze and apply research findings to improve nursing scholarship and patient care. They will gain skills in using information and communication technologies to manage clinical data while adhering to ethical and professional standards. Through teamwork and interdisciplinary collaboration, students will engage in research discussions and use electronic tools for clinical decision-making. By course completion, they will be prepared to integrate evidence into practice and apply statistical reasoning in patient care.

(This course covers **PLO** 4, 6, 8; **AACN Essentials Domains** 4, 6, 8; **Competencies** 4.2, 6.1, 8.1, and 8.2; **AACN Concepts** Communication, Evidence-Based Practice, Health Policy, Ethics, and Social Determinants of Health; **QSEN** Patient-Centered Care, Teamwork and Collaboration, Safety, Evidence-Based Practice, Quality Improvement, and Informatics)

\***Prerequisite:** N400; N410; N410L

\***Co-requisites:** N430; N430L

#### **N430: Basic Leadership and Management in Nursing (3 credit units/30 Clock Hours)**

This course introduces foundational leadership and management theories relevant to professional nursing practice. It emphasizes the development of essential leadership competencies required to influence quality care, guide teams, and manage change within complex healthcare systems. Students will explore key concepts such as power, decision-making, communication, and change strategies at individual and group levels. By course completion, students will be prepared to take on leadership roles in clinical settings, promoting collaboration, accountability, and evidence-informed practices to improve health outcomes.

(This course covers **PLO** 2, 4, 5, 6, 9,10; **AACN Essentials Domains** 2, 4, 5, 6, 9, 10; **Competencies** 2.6, 4.3, 4.4, 5.2, 5.4, 6.1, 6.3, 9.1, 9.4, 10.1, and 10.4; **AACN Concepts** Clinical Judgment, Communication, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Health Policy; **QSEN** Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, and Informatics)

\***Prerequisite:** N400; N410; N410L

\***Co-requisites:** N430L; N420

#### **N430L: Basic Leadership and Management in Nursing Clinical Studies (3 credit units/90 Clock Hours)**

This clinical course offers students the opportunity to apply leadership and management concepts in real-world healthcare settings. Students will engage in hands-on learning by taking on leadership roles within nursing service units. They will work with individuals and groups to improve care coordination, team effectiveness, and quality outcomes. The course emphasizes the development of professional communication, decision-making, and systems-thinking skills, while promoting collaboration across interprofessional teams. By course completion and through guided clinical experiences, students will enhance their ability to lead safe, equitable, and person-centered care.

(This course covers **PLO** 2, 5, 6, 9,10; **AACN Essentials Domains** 2, 5, 6, 9, 10; **Competencies** 2.2, 2.6, 5.2, 5.4, 6.1, 6.2, 9.1, 9.4, 10.1, and 10.4; **AACN Concepts** Clinical Judgment, Communication, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Health Policy; **QSEN** Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, and Informatics)

\***Prerequisite:** N400; N410; N410L

\***Co-requisites:** N430; N420

#### **N460: Transition to Professional Practice (2 credit units/20 Clock Hours)**

This final-quarter course integrates theoretical knowledge with clinical judgment to deliver safe and effective nursing care to patients across various healthcare settings, assessed through NCLEX-style examinations. Students will develop essential skills in time management, prioritization, and organization, enhancing the knowledge, competencies, and attitudes necessary for safe, effective, and ethical nursing practice. The course also promotes self-reflection and lifelong learning, motivating students to identify their strengths, areas for improvement, and strategies for ongoing professional growth. This commitment to self-improvement will be a key part of their professional journey. By course completion, students will be prepared to transition into professional practice with confidence, ethical integrity, and strong leadership skills. They will have the necessary knowledge, skills, and competencies to improve patient outcomes and effectively address complex problems in a compassionate manner, and ready to sit for the NCLEX-RN exam.

(This course covers **PLO** 1, 9, 10; **AACN Essentials Domains** 1, 9, 10; **Competencies** 1.1, 1.2, 1.3, 9.5, 10.1, 10.2, and 10.3; **AACN Concepts Clinical Judgment**, Communication, Evidence-Based Practice, Health Policy, Ethics, and Social Determinants of Health; **QSEN** Patient-Centered Care, Teamwork and Collaboration, Safety, Evidence-Based Practice, Quality Improvement, and Informatics)

\***Prerequisite:** All Nursing Courses

**N470 Advanced Adult Nursing Health Care (5 credit units= 50 Clock Hours)** This course offers advanced level theory and evidenced- based nursing practices as they relate to complex illnesses and populations. Course instruction will include foundational sciences, knowledge, skills, and therapeutic nursing interventions. Utilization of critical thinking and review of pharmacological principles and pathophysiological states will be emphasized.

\***Prerequisite:** N420, N430, N430L

**N470L Advanced Adult Nursing Health Care Clinical Studies (5 credit units/150 Clock Hours)** This course will provide opportunities to apply theoretical concepts from Nursing 470 in acute care clinical settings. The student will apply advanced level theory and evidenced- based nursing care practices as they relate to complex sets of illnesses in individuals and among populations. Knowledge and skills such as assessment skill, formulation of nursing diagnoses, care planning; implementation of care and evaluation will be combined with enhanced pharmacological experiences and exposure to pathology.

\***Prerequisite:** N420; N430; N430

(This course covers **PLO** 1, 2, 4, 5, 6, 9,10; **AACN Essentials Domains** 2, 5, 6, 9, 10; **Competencies** 2.1a, 2.1b, 2.1c 2.2a, 2.2c, 2.3b, 2.3c, 2.3e, 2.4a, 2.5b, 2.5c, 2.6b, 2.6c, 2.7b, 2.7c, 2.8b, 2.9b, 2.9c, 2.9d, 2.9e; **AACN Concepts** Clinical Judgment, Communication, Diversity, Equity, and Inclusion, Ethics, Evidence-Based Practice, and Health Policy; **QSEN** Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, and Informatics)

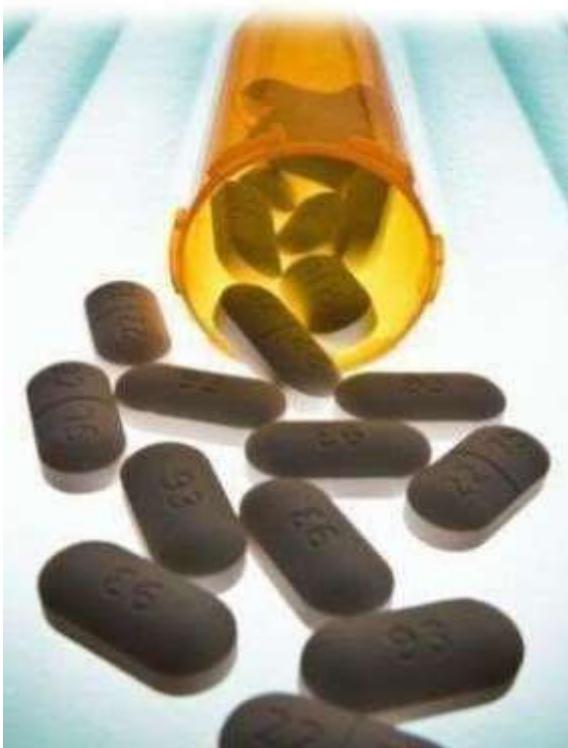
# BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES

## LEADERSHIP

Arjun Dutta, PhD, BPharm  
Dean

## FACULTY

Dessouky, Tarek, MD, MBA, MPH  
Defensor, Linnea, MD, MS, RN  
Dillague, Gene, MD, MSCR, BA



## MISSION

In alignment with the AUHS mission, School of Pharmacy (SOP) is to provide excellence in pharmaceutical education in order to prepare graduates who advance healthcare and make a positive impact on the health of individuals and of society through the provision of high-quality evidence-based pharmaceutical care. To meet the diverse needs of patients and to promote research, scholarship, and service in the provision of pharmaceutical care, our faculty and students will actively engage in activities which advance the practice of patient-centered pharmacy care and that support and promote research, scholarship, service, and practice in order to contribute to society and meet the pharmacy needs of patients and our communities.

The AUHS School of Pharmacy embraces the educational philosophy of the University, which is dedicated to preparing a professional and culturally diverse workforce for the pharmaceutical, nursing and research sectors of healthcare- a workforce who will utilize research and evidence-based practice to guide healthcare delivery, understand the application of research, display high level competencies to health care delivery and value the continuation of learning.

## **BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES (BSPS)**

The Bachelor of Science in Pharmaceutical Sciences Program (BSPS) is a department under the school of pharmacy at the American University of Health Sciences provides a rigorous and interdisciplinary degree program. The program will ultimately prepare graduates for career paths in both the pharmaceutical industry and the health care sector.

The AUHS Bachelor of Science in Pharmaceutical Science is a three-year interdisciplinary program that focuses from the outset on the foundation of coursework in mathematics and the basic sciences (Chemistry, Biology, and Physics). The program then progresses to advanced coursework in the pharmaceutical sciences, including aspects of drug design and synthesis, mechanisms of drug action, pharmacology and toxicology, dosage formulation, manufacturing, quality assurance, and regulatory compliance. The curriculum also includes elective credits for individual preparation and educational focus. Students will not only be able to specialize in one of the three areas of "Chemical Biology and Biomedical Pharmacology"; "Biotechnology, Drug Discovery and Translational Research"; and "Industrial and Physical Pharmacy".

The anticipated outcome of the BSPS program will be centered on the expected ability for the graduates to secure positions in pharmacy schools/colleges, other professional schools, and graduate schools. This BSPS program presents various career path opportunities that include entry-level technical positions in the pharmaceutical and biotechnology industry; graduate education in pharmaceutical, medical, and basic sciences; and post- baccalaureate professional education in pharmacy, medicine, law, and business. A value-added objective of the AUHS BSPS program is the offer of practical experience through internship programs in industry (available in the United States and globally as part of the AUHS strategic goals regarding globalization of pharmaceutical education and research), government agencies, and on-campus research laboratories.

### **Admissions**

Follow the university's general admissions requirements for baccalaureate degree.

### **Transferring into BSPS**

College Student or previous college students who have completed at least one year of college may be admitted if:

- Completed at least 2 semesters (semester system) or 3 quarters (quarter system) of a college program from an accredited college. Must have attained an overall GPA of at least a 2.5.
- Students who have achieved a bachelor's degree with a 2.5 or greater meet the admission requirement in this category.

### **Objectives**

The Objectives of the Bachelor of Science in Pharmaceutical Science program are:

To provide a well-rounded undergraduate education with an emphasis on the pharmaceutical sciences.

- To integrate knowledge with hands-on experience to enhance career path development in pharmaceutical sciences.
- To provide educational solutions to health issues centered around professional pharmacy and pharmaceutical sciences.
- To attract and prepare students, especially minority students, to enter and successfully graduate from the school of pharmacy.
- To attract and prepare students, especially minority students, for a career in the pharmaceutical industry.
- To prepare underrepresented students as future lifelong learners and future leaders in the healthcare and researcher, as well as serve as future policy advocates in regulatory affairs.

### **Program Learning Outcomes (PLOs)**

The purpose of the health sciences program is to provide graduates with the relevant knowledge base, skills, attitudes, ethics, and values to succeed in basic and applied health-related careers.

Graduates will have a strong foundation in the physical, biological, and clinical, and behavioral sciences coupled with an understanding of how business and management models apply to health sciences- related fields. Graduates will develop the skills and habits to acquire and apply new knowledge:

1. Demonstrate the ability to communicate effectively with others and to be understood in both the spoken and written word.
2. Use critical thinking skills to identify, analyze, and solve pharmaceutical science problems.
3. Use logic to solve problems and draw valid conclusions by interpreting mathematical formulas, tables, and graphs.
4. Recognize and assess the interdependence of social and cultural systems and evaluate their impact on achieving unity and harmony in everyday life.
5. Demonstrate Christian values in serving others.
6. Retrieve, assess, and use information effectively to improve outcomes of academic and personal endeavors.
7. Apply the chemical and biological principles that govern the function of the human body to assess health related problems.
8. Integrate principles of chemistry, biochemistry, biology, and mathematics in drug development and in the design of drug delivery systems.

### **Graduation Requirements**

In addition to the requirements for the BSPS major, all students in the university follow the "pattern of degree requirements" in the AUHS Catalog. The minimum requirement for graduation is 189 quarter credit units of prescribed Bachelor's degree courses.

1. Completion of course requirements within 4 1/2 years of entrance to the program.
2. Students must complete all coursework, examinations, and clinical experiences with a cumulative grade point average of 2.00 or a letter grade of C or higher.
3. Present at Poster Session for a selected drug, medical device or research question on health care and present a final paper for that poster session.
4. Complete at least 100 clock hours of community service in University sponsored community driven initiatives.

5. Each BSPS student is required to maintain a portfolio showcasing his/her work, education, and learning experiences while attending the AUHS BSPS Program. Refer to Portfolio Content Guidelines. Successful completion of the Student Portfolio is contingent upon the maintenance of the Portfolio throughout the BSPS program and will be used as a basis for evaluation and to provide evidence of growth. A satisfactorily completed portfolio is a requirement for graduation from the program.
6. Students are eligible for graduation upon completion of all the University and BSPS program requirements.
7. All financial obligations to the university are paid in full.

#### Required General Education Courses

Course Number	Course Name	Quarter Credit Units
Art200	Medical Illustration I	3
Art300	Medical Illustration II	3
Biology 101 w/Lab	General Biology I with Laboratory	4
Biology 102 w/Lab	General Biology II with Laboratory	4
Biology 200A & 200AL	Human Anatomy with Laboratory	4
Biology 200B & 200BL	Human Physiology with Laboratory	4
Chemistry 151 A&B Chemistry 151	General, Organic and Bio-Chemistry with Laboratory	6
Communications 150	Oral Communications & Public Speech	4
English101	English College	4
English 207	Creative Writing	4
History 101	American History & Constitution	4
Mathematics 110	Quantitative Reasoning	4
Microbiology 201 &201L	Microbiology with Laboratory	4
Philosophy 160	Critical Thinking	4
Political Science 101	American Political Institutions	4
Psychology 100	Psychology	4
Sociology 100	Sociology	4
TOTAL		68

#### Other Required Courses

Course Number	Course Name	Quarter Credit Units
Biochemistry 201	Biochemistry	6
Biology 202 & 202L	Cell Biology I with Laboratory	4
Biology 204 & 204L	Cell Biology II with Laboratory	4
Biology 230	Pathophysiology	4
Biology 301 & 301L	Molecular Biology with Laboratory	4
Calculus 102	Calculus I	4
Calculus 201	Calculus II	2
Chemistry 160 & 160L	General Chemistry II with Laboratory	4
Chemistry 203 & 203L	General Chemistry III with Laboratory	4
Chemistry 303 & 303L	Organic Chemistry I with Laboratory	4
Chemistry 304 & 304L	Organic Chemistry II with Laboratory	4
Chemistry 401 & 401L	Organic Chemistry III with Laboratory	5
Economics 202	Micro-Economics	4
Nutrition240	Nutrition	3
Philosophy 304	Ethics	4
Physics 305 & 305L	College Physics I with Laboratory	5
Physics 403 & 403L	College Physics II with Laboratory	5
Spanish 201	Healthcare Spanish	4
Statistics 415	Statistics	4
Technical Writing301	Technical Writing	3
TOTAL		81

#### BSPS CORE Course List

Course Number	Course Name	Quarter Credit Units
BMS 302	IntroClinical Research	3
BMS 405	Genetics	2
PHM 101	Pharmacy I	6
PHM 102	Pharmacy II	6
PHM 103	Pharmacy III	6
PHM 201	Pharmacy IV	6

PHM 301	Pharmacology I	4
PHM 302L	Pharmacy Experience V	2
PHM 401	Therapeutics I	2
PHM 403L	Pharmacy Experience VI	2
PHM 407L	Pharmacy Experience VII	2
PHM 411L	Pharmacy Experience VIII	2
	<b>TOTAL</b>	40

Note: Courses may be taught in a sequence that differs from the order represented above.

### **BSPS INFORMATION PROGRAM (CIP 51.2010; SOC 29-1051)**

Program Length ..... 36 Months  
 Quarters ..... 12 Quarters  
 Units ..... 189 Units  
 Clock Hours ..... 2,260

#### Instructional Clock Hours to Credit Conversion

A "clock (Contact) hour" includes a minimum instructional time of 50 minutes of supervised or directed instruction and appropriate break(s).

The formula used to calculate the number of QUARTER CREDIT units  
 FOR LECTURE ..... One Credit = 10 Lecture Hours  
 FOR LABORATORY ..... One Credit = 20 Laboratory Hours  
 FOR EXPERIENTIAL ..... One Credit = 30 Practicum Hours

## **BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES**

### **COURSE DESCRIPTIONS**

#### Required General Education Courses and Other Required Courses

#### **ART 200: Medical Illustration I (3 credit units)**

This course will introduce the student to art as a form of communication. The focus will be on drawing and the introduction of foundation art techniques. The knowledge and skill acquired is related to enhanced assessment and visualization as part of the communication process. The course will enable the students to apply a unique mix of skills in project management, understanding science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development. The course will enable the student to articulate a unique mix of skills in project management, understanding science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development.

#### **ART 300: Medical Illustration II (3 credit units)**

Literally the term 'illustrations' can be defined as any kind of visualization such as painting, drawing or photograph or other kind of art form that depicts or elaborates a story or a particular story poem of textual information. The Art 300 course is a continuation of Art 200

which will introduce the student to art as a form of communication. The course will enable the student to articulate a unique mix of skills in project management, understanding of science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development. **\*Pre-requisite: ART 200**

#### **BIOCHEMISTRY 201: Biochemistry (6 credit units)**

To develop an understanding of the major biomolecules found in living organisms, the control and regulation of protein structure and function,

enzyme kinetics, nucleic acid, lipids and membrane transport, biochemical evolution and introduction to carbohydrates and metabolism.

#### **BIOLOGY 101 – General Biology I (3 credit units)**

This course is an introduction to general biology principles. Emphasis will be on the influence biological system will have at a cellular (and molecular) level on biological functioning of living systems. The course includes laboratory aspects of general biology, its organization and biodiversity. Emphasis will also be on the genetic mechanisms influencing the organization of biological system at cellular and molecular levels.

#### **BIOLOGY 101L (1 credit unit) Lab portion of the Biology 101**

#### **BIOLOGY 102 – General Biology II (3 credit units)**

This course introduces biological principles underlying the human biology. The course includes introduction to human biology, its organization, and an understanding of structure function relationship. Emphasis will be on structure-function aspects of organ systems. The course includes practical concepts of human biology and its organization at organ system level. Emphasis will be on understanding structure- function relationship associated with each organ system.

#### **BIOLOGY 102L (1 credit unit) Lab portion of Biology 102**

#### **BIOLOGY 200A: Human Anatomy (3 credit units)**

This course provides a comprehensive study of the structure and functions of the human body through analysis of the body systems. The student will progress from the cellular structure and function of each system to homeostatic mechanisms among all systems and the external environment.

#### **BIOLOGY 200A L: Human Anatomy Laboratory (1 credit unit) Lab portion of the Biology 200A: Human Anatomy**

#### **BIOLOGY 200B: Human Physiology with Laboratory (3 credit units)**

This course provides students with an understanding of the basic principles and concepts of cellular and organ system physiology and pathophysiology. The course will include an introduction to the chemistry and metabolism of biological molecules including carbohydrates, lipids, amino acids, proteins, and nucleic acids, and coverage of vitamins and their components, with emphasis on their relationship to disease states and drug therapy. The biological basis of common clinical disease states is also examined. Pathophysiology is described as a disruption of normal homeostatic mechanisms that progresses beyond the normal compensatory capabilities of the human body.

#### **BIOLOGY 200B L: Human Physiology Laboratory (1 credit unit)**

#### **Lab portion of Biology 200B: Human Physiology**

#### **BIOLOGY 202: Cell Biology I (3 credit units)**

The Cell Biology course focuses on the foundations of biological sciences and emphasizes the molecular approaches to understand cell structure, function, and regulation, and the analysis of experimental design and data interpretation. Structural details and the molecular functions of the different parts of eukaryotic cells will be emphasized and topics including endocytosis, intra- membrane transport, protein targeting, organelle biosynthesis, protein sorting, exocytosis, cell shape, motility, and cell-to-cell interaction will be introduced. The concept of signal transduction processes and cellular functions that are important for cell growth and programmed cell death will be emphasized. The lab component will focus on the experimental

approaches taken to elucidate certain biology principles. The extent of the course will continue as Biology 204.

**BIOLOGY 202: Cell Biology I – Laboratory (1 credit unit) Lab portion of Biology 202: Cell Biology I**

**BIOLOGY 204: Cell Biology II (3 credit units)**

This course is the continuation of Biology 202. The cell biology course in the main is focused on the foundations of biological sciences and emphasizes the molecular approaches to understand cell structure, function, and regulation, and the analysis of experimental design and data interpretation. Structural details and the molecular functions of the different parts of eukaryotic cells will be emphasized and topics including endocytosis, intra- membrane transport, protein targeting, organelle biosynthesis, protein sorting, exocytosis, cell shape, motility, and cell-to-cell interaction will be introduced. The concept of signal transduction processes and cellular functions that are important for cell growth and programmed cell death will be emphasized. The lab component will focus on the experimental approaches taken to elucidate certain biology principles.

*\*Prerequisites: Biology 202*

**BIOLOGY 204L: Cell Biology II Laboratory (1 credit unit) Lab portion of Biology 204: Cell Biology II** *\*Prerequisites: Biology 202*

**BIOLOGY 230: Pathophysiology (4 credit units)**

This course explores the response of the human body to illness and injury with respect to common disorders of the major physiologic systems. Clinical correlations are provided to assist the health professional in applying this knowledge toward proposing therapeutic interventions.

*\*Prerequisite: Biology 200A; Biology 200B*

**BIOLOGY 301: Molecular Biology (3 credit units)**

The course considers the concepts of cellular and molecular biology as applied to human disease with emphasis on current experimental approaches to investigate disease mechanisms and the contributions of model systems from cancer biology, viral induced disease to gene therapy. The course blends integrated reading, writing, and experimentation in molecular biology to evaluate the design and implementation of experiments using modern molecular biology techniques to address current questions in biology. *\*Prerequisites: Chemistry 151A&B, Chemistry 160, Chemistry 203*

**BIOLOGY 301L: Molecular Biology Laboratory (1 credit units) Lab portion of Biology 301: Molecular Biology**

**CALCULUS 102: Calculus I (4 credit units)**

This course is an introduction to calculus, the subject that studies change. The concept of limit, the key idea of calculus will be introduced. Using the limit, we will be able to understand the notion of instantaneous rate of change (the derivative), and the total change (the integral). The course will be presented using a conceptual approach that emphasizes understanding.

*\*Prerequisites: Mathematics 110*

**CALCULUS 201: Calculus II (2 credit units)**

This course builds on the solid knowledge of Calculus I, particularly differentiation and integration techniques and their applications. Following the discussion of techniques of integration (including areas, volumes, work, arc length, surface area, and center of mass), the reviews the calculus of curves defined by parametric equations and curves defined in a new coordinate system called polar coordinates. The course concludes with an in-depth discussion of

series and their application to the representation of functions by power series. The student will emerge knowing how to integrate combinations of elementary functions with accuracy and confidence. *\*Prerequisites: Calculus 102*

**CHEMISTRY151 A & B: General, Organic and Biochemistry (4 credit units)**

This course is a descriptive course in inorganic and organic chemistry. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis. Organic chemistry includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology.

**CHEMISTRY151 A & B L: General, Organic and Bio- Chemistry - Laboratory (2 credit units) Lab portion of Chemistry 151 A & B: General, Organic and Biochemistry.**

**CHEMISTRY 160: General Chemistry II (3 credit units)** CHEMISTRY 160 continues the CHEMISTRY 151 A& B course focused on inorganic and organic chemistry. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis. Organic chemistry includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology. The laboratory portion of the course will introduce students to the methods used in modern chemical synthesis and measurement. CHEMISTRY 160 has extensive discussions on bonding (including the molecular orbital theory) and states of matter. *\*Prerequisites: Chemistry 151*

**A&B**

**CHEMISTRY 160L: General Chemistry II - Laboratory (1 credit unit) Lab portion of Chemistry 160: General Chemistry II** *\*Prerequisites: Chemistry 151A&B*

**CHEMISTRY 203: General Chemistry III (3 credit units)** CHEMISTRY 203 courses conclude the General Chemistry course focused on the principles underlying all of chemistry with applications illustrating these principles. This course is a descriptive course in inorganic and organic chemistry. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis. Organic chemistry includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology. The laboratory portion of the course will introduce students to the methods used in modern chemical synthesis and measurement. CHEMISTRY 203 will emphasize extensively the chemistry of the elements and expand on the properties of solutions, pertinent in formulation chemistry.

*\*Prerequisites: Chemistry 160*

**CHEMISTRY 203 L: General Chemistry III Laboratory (1 credit unit) Lab portion of Chemistry 203: General Chemistry III**

**CHEMISTRY 303: Organic Chemistry I (3 credit units)**

This course is descriptive course in organic chemistry. CHEMISTRY 303 introduces the sequence of courses in organic chemistry includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis. The course

continues as CHEMISTRY 304 and 401. **\*Prerequisites:** Chemistry 151A&B, Chemistry 160, Chemistry 203

CHEMISTRY 303 L: Organic Chemistry I-Laboratory (1 credit units) Lab portion of Chemistry 303: Organic Chemistry I

#### CHEMISTRY 304: Organic Chemistry II (3 credit units)

CHEMISTRY 304 is the second set in the series of Organic chemistry courses. This course is descriptive course in organic chemistry. Organic chemistry includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis. **\*Prerequisites:** Chemistry 303

CHEMISTRY 304 L: Organic Chemistry II-Laboratory (1 credit units) Lab portion of Chemistry 304: Organic Chemistry II

#### CHEMISTRY 401: Organic Chemistry III (4 credit units)

CHEMISTRY 401 is the last set of the course series. The organic chemistry course is descriptive course in organic chemistry. Organic chemistry includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis.

**\*Prerequisites:** Chemistry 304

CHEMISTRY 401 L: Organic Chemistry III with Laboratory (1 credit unit) Lab portion of the Chemistry 401: Organic Chemistry III

#### COMMUNICATIONS 150: Oral Communications & Public Speech (4 credit units)

This course is an introduction to effective oral communication through study and experiences in analysis, synthesis, and presentation of informative and persuasive discourse in a public speaking forum.

#### ECONOMICS 202: Microeconomics (4 credit units)

The course is aimed at teaching the students basic economic concepts and provides instruction in the nature and functions of product markets (supply and demand), promoting understanding of economic decision making and its factors, such as marginal analysis and opportunity costs. The course goes on to provide examine factor markets and discuss market failure and the role of government.

**\*Prerequisites:** Mathematics 110

#### ENGLISH 101: English College Composition I (4 credit units)

This is a foundation course in critical reading and writing skills required for university studies. This course focuses equally on writing and critical reading of a diverse variety of literature; preparation of research papers in which students accurately, clearly, and coherently synthesize ideas and information from a variety of sources and points of view.

#### ENGLISH 207: Creative Writing (4 credit units)

A beginning creative writing workshop that introduces students to techniques of imaginative writing in fiction, poetry, and drama in a constructive workshop setting that includes analysis of published literary works.

#### HISTORY 101: American History and Constitution (4 credit units)

A survey from the United States from the colonial period to the present emphasizing major political, social, economic, and cultural developments.

#### MATHEMATICS 110: Quantitative Reasoning (4 credit units)

Principles of quantitative reasoning, data presentation, descriptive statistics, correlation, probability, distributions of random variables, sampling distributions, interval estimation, and statistical inference, with multi- disciplinary applications.

#### MICROBIOLOGY 201: Microbiology (3 credit units)

This course introduces the fundamental principles of microbiology, including general aspects of the structure, metabolism, multiplication, genetics and classification of bacteria, fungi, protozoa, and viruses; the methods used to control these microorganisms, the human body's natural defense mechanisms, and selected microbial pathogens.

#### MICROBIOLOGY 201 L: Microbiology Laboratory (1 credit unit) Lab portion of Microbiology 201: Microbiology

#### NUTRITION 240: Nutrition (3 credit units)

This course covers basic human nutrition, including the process of digestion and absorption, metabolic roles of macronutrients (carbohydrates, fats, proteins, and micronutrients (vitamins, minerals, and water). Emphasis will be placed on medical nutritional therapy as applied to throughout the life cycle and to specific disease states. Additional topics covered may include nutrient- drug interaction, consumer food safety, menu planning and current trends in nutrition.

#### PHILOSOPHY 160: Critical Thinking (4 credit units)

This course presents a logical analysis of language and critical evaluation of arguments in everyday language; deductively valid and invalid argument forms; rudiments of inductive logic and scientific reasoning; informal fallacies.

#### PHILOSOPHY 304: Ethics (4 credit units)

This course utilizes analysis of empirical and normative factors involved in choice, types of ethical theory, and the nature of moral standards and judgments. Application of concepts will occur through investigation of value theories in philosophies of Eastern and Western cultures with emphasis on relevance to educational, aesthetic, religious and social problems. **\*Prerequisite:** English – College Composition

#### Physics 305: College Physics I (4 credit units)

The course is aimed at developing the interest of the student in physics concepts and principles required to describe and predict the motion of objects. The laboratory component will provide an opportunity for the student to perform experiments and the concepts discussed in class. The course will empower the student to understand the techniques and methods of experimental physics and the analysis and interpretation of experimental data.

#### Physics 305 L: College Physics I Laboratory (1 credit unit) Lab portion of Physics 305 L: College Physics I

#### Physics 403: College Physics II (4 credit units)

The course aims to advance and develop the interest of the student in physics concepts and principles required to describe and predict the motion of objects. The laboratory component will provide an opportunity for the student to perform experiments and the concepts discussed in class. The course will empower the student to understand the techniques and methods of experimental physics and the analysis and interpretation of experimental data. **\*Prerequisites:** Physics 305

Physics 403 L: College Physics II Laboratory (1 credit unit) Lab portion of Physics 403: College Physics II \*Prerequisites: Physics 305

POLITICAL SCIENCE 101: American Political Institutions (4 credit units)

A study of national, state, and local governments, national and state constitutions, the rights and responsibilities of citizens, and the political processes, issues, and policies of those governments.

PSYCHOLOGY 100: Psychology (4 credit units)

This course provides a general survey of psychology including development of the individual, learning, thinking, motivation, emotion, and perception.

SOCIOLOGY 100: Sociology (4 credit units)

This course is a survey of the theories, philosophies, and problems of sociology, analyzing human relationships through a study of concepts, institutions, cultural origins, and social interaction and change.

SPANISH 201: Healthcare Spanish (4 credit units)

The Healthcare Spanish course presents the student with the vocabulary and grammar needed by beginning students for use in basic conversations based in the Spanish language. Students will have the opportunity to learn about different cultural aspects related to the Spanish language from various countries around the Spanish-speaking world. The communication skills of speaking, listening, reading, and writing are emphasized and used in class each day in order to build language skills as completely as possible. Students should expect to participate daily in class activities. Be prepared to move, act silly and have fun exploring another language and culture. The course will introduce students to the four elements of language study: listening, speaking, reading, and writing. The course continues to the intermediate level where students begin to develop strong vocabulary and grammar skills through a study of culture, cultural readings, and writing. The course builds upon the basic communication skills mastered in the Spanish I course. The student will be studying advanced vocabulary and grammatical concepts. The student will be expected to use these skills in communication within situations studied. In addition, the student will study aspects of Hispanic culture and history via a variety of media. Students review structures of the language previously learnt, concentrating on more complex as well as new aspects of Spanish grammar. Conducted entirely in Spanish, the course introduces students to new vocabulary for usage in situations of everyday living. The course also serves as an introduction to literary works by Spanish and Latin American writers as well as to the history, geography, and cultures of the Spanish speaking world. Students will be required to write short compositions and prepare oral presentations.

STATISTICS 415: Statistics (4 credit units)

This course includes development and application of the following topics: Descriptive and Inferential Statistics, Mathematics of Finance, Linear Programming and Graph Theory.

TECHNICAL WRITING 301: Technical Writing (3 credit units)

The technical writing course will focus on the art and science of translating technical information into readable, accessible writing usable by a wide audience that may include creating manuals, help and technical support systems, online help systems, and instruction manuals. The course will examine various ways to approach and organize a technical writing project and look at the kinds of materials technical writers produce, from written manuals to video tutorial

The course will introduce a variety of projects technical writers work on and consider approaches in technical writing project (with an examination of the kinds of materials technical writers produce).

BSPS CORE Courses

BMS 402: Grant Writing (4 credit units)

Funding to support both applied research and service provision is a critical aspect of professionals in the pharmaceutical and health sciences. Students in pharmaceutical and health sciences often complete their education with little formal training in grant writing beyond the investigator initiated R01. The course will discuss strategies for identifying appropriate funders and applying for support are instrumental to the initiation of new areas of study and service provision and the sustainability of ongoing public health programs. An understanding of the utility of various types of funders including local, state, and federal governments, foundations, and corporations provides a catalyst for diversifying funding sources. Students will attend weekly sessions presented in a lecture/workshop format. Sessions will be held in a computer laboratory to foster hands-on exploration of information resources. The course will derive projects from the spectrum of topics covered in the Clinical Research program and students' interests.

BMS 405: Genetics (2 credit units)

This course introduces the students to genetic basis for disease and individualizing drug therapy and healthcare. The genome and proteomic principles in relation to disease and drug development will be discussed.

PHM 101: Pharmacy I (6 credit units)

This course serves as an introduction to pharmacy practice for the BS Pharmaceutical Science student in preparation for taking the PTCB exam to obtain CPhT by the end of the 4th quarter. This course is designed to expose the student to fundamentals, principles, and practice of pharmacy at an introductory level. Coursework includes theory and application of theory to lab experience necessary for an entry-level position as a certified pharmacy technician capable of working in any pharmacy environment or related allied health industry.

PHM 102: Pharmacy II (6 credit units)

This course serves as continuation of the introduction of pharmacy in preparation for the taking the PTCB exam to obtain CPhT by the end of the 4th quarter. The course includes a review of the role of the pharmacist and pharmacy technician, SPF's for Controlled Substances, Applied Aseptic Technique along with the Preparation of Sterile Products - LVP, TPN and IVPB and will progress with the practice of dispensing drugs that affect the Skin, Eye and Ear, Digestive System, Muscle Skeletal System, Endocrine System, and Infection. Discussion and practice of Medication Safety and Errors will be further developed. Multiple Drug Report Presentations: The student will progress from presenting 1 drug report to presenting multiple drug reports.

\*Prerequisites: PHM 101

PHM 103: Pharmacy III (6 credit units)

The Pharm 120 course is the final sequence of preparatory courses that introduces the BSPS student to the health science technician arena with the purpose of preparing for a career as a pharmacy technician in both community and hospital pharmacies, and function successfully in the role. The course has a large amount of time spent in the clinical setting for the purpose of hands-on training that prepares the student for national certification. \*Prerequisites: PHM 102

#### PHM 201: Pharmacy IV (6 credit units)

This course builds on PHM 101, 102, and 103 giving the student an insight into the field of pharmacy and pharmacy practice. This course is focused on introducing the BSPS student to community and hospital pharmacy. The student will become familiar with the important roles of the pharmacist in community practice including the dispensing process for prescription medications, medication compounding, patient consultations, over-the-counter drug counseling, education of pharmacy students and residents, and patient-oriented clinical services such as the administration of immunizations. The student will gain knowledge of the many roles that pharmacist is responsible for in hospital practice, including the distribution of medications, medication compounding, collaborations as a member of the healthcare team and therapeutic drug monitoring. **\*Prerequisites: PHM 103**

#### PHM 301: Pharmacology I (4 credit units)

During the course basic pharmacological principles and various classifications of drugs will be discussed. The mechanism of action of drugs associated with interaction with biological receptors as well as the concepts of absorption, distribution, metabolism, and excretion will be emphasized. When the different classifications of drugs are instructed, the student is expected to know indications, clinical uses, side effects and drug interactions. Clinical management of patients and therapeutics is also emphasized as problem-oriented situations are presented. The course continues with the basic pharmacological principles and various classifications. The mechanism of action of drugs associated with interaction with biological receptors as well as the concepts of absorption, distribution, metabolism, and excretion will be emphasized. When the different classifications of drugs are instructed, the student is expected to know indications, clinical uses, side effects and drug interactions. Clinical management of patients and therapeutics is also emphasized as problem-oriented situations are presented.

#### PHM 302L: Pharmacy Experience V (2 credit units)

This course is the continuation of the series of pharmacy field experience courses focused on introducing the BSPS student to community and hospital pharmacy. The course is focused on integrative medicine and consultant pharmacy. The student will learn firsthand the work of pharmacists in ambulatory clinical practices such as medication therapy management, disease management, wellness and prevention, and specialty services. The practice in integrative medicine incorporates treatments from conventional medicine and complementary and alternative medicine (e.g., herbal therapies). The student will learn about consultant pharmacist who can have varied roles that includes reviewing patient medication profiles at long-term care facilities (e.g., nursing homes), recommending medication changes when appropriate, collaborations with other health care providers, providing information to patients and their families, educating students, and conducting in-service training sessions.

#### PHM 401: Therapeutics I (2 credit units)

Foundations of Pharmaceutical Sciences I course will introduce the student to traditional physical pharmacy aspects (such as solubility, stability, interfacial tension, and compaction) of drugs and dosage forms that can affect product selection and therapeutics. There will be emphasis on the physical-chemical properties of drug compounds and dosage forms particularly as they correlate to biopharmaceutics and pharmacokinetics. Pharmaceutical calculations and extemporaneous compounding principles will be core highlights of the course

#### PHM 403L: Pharmacy Experience VI (2 credit units)

This course is the continuation of the series of the PHM 302L course aimed at introducing the BSPS student to the practice of pharmacy. The present PHM 404L is focused on the managed care environment and pharmacy benefit management. This includes managing prescription benefit plans for employers, communicating with prescribers and patients, prescription processing and dispensing, providing medications to patients through mail-service delivery, and medication therapy management services.

#### PHM 407L -Pharmacy Experience VII (2 credit units)

This course continues the introduction of the BSPS student to the practice of pharmacy and is focused on the practice of home infusion pharmacy, including the preparation of sterile solutions, and monitoring of patients who need intravenous medications at home. The student will learn why infusion therapy is needed, how the medications are prepared and delivered to the patient. During this course, the student will be introduced to the practice of nuclear pharmacy including the preparation of radioactive compounds used to diagnose or treat specific diseases. The student will also learn about the importance of consultations within the nuclear medicine healthcare team, training requirements, and specialty certification that are available for the nuclear pharmacy field.

#### PHM 411L Pharmacy Experience VIII (2 credit units)

This course focuses on "Anticoagulation Pharmacy" and describes the role of the Pharmacist in the practice of managing anticoagulation drug therapy. The student will learn why these drugs are needed, devices that are used to monitor various parameters in the patient's blood, collaborations with other health professionals, training pharmacy students, and educating patients about their therapies. The student will learn firsthand the various antithrombotic medications, especially Coumadin®, which is used to reduce the degree to which a patient's blood clots.

**GE 498: Special Topics (2 credit unit/20 Clock Hours)**

This course is an independent study. The student will be required to complete the contact hours as described in the syllabus under "Instructional Methods" and "Attendance".

This special topic course is an independent study which involves directed study through readings, projects, papers, community engagement, and/or focused seminars. Students pursue an area of interest with the guidance of the faculty mentor and create an original work focused on teaching and/or service. The course is intended to further student development through a process of applying leadership skills, assessing problems affecting quality health care delivery, and relating evidence-based practice in the delivery of care to vulnerable populations. The student is expected to complete a culminating project focused on University and Program outcomes and will upload the approved project on social media.

**GE 499: Special Topics (1 credit unit/10 Clock Hours)** This course is an independent study. The student will be required to complete the contact hours as described in the syllabus under "Instructional Methods" and "Attendance".

This special topic course is an independent study which involves directed study through readings, projects, papers, community engagement, and/or focused seminars. Students pursue an area of interest with the guidance of the faculty mentor and create an original work focused on teaching and/or service. The course is intended to further student development through a process of applying leadership skills, assessing problems affecting quality health care delivery, and relating evidence-based practice in the delivery of care to vulnerable populations. The student is expected to complete a culminating project focused on University and Program outcomes and will upload the approved project on social media.

## ADMISSIONS TO CERTIFICATE PROGRAMS

*What good will it be for someone to gain the whole world, yet forfeit their soul? Or what can anyone give in exchange for their soul? ~Matthew 16:26*

Annual Thanksgiving Food Drive



## ADMISSIONS PROCEDURES

Prospective students must have applied for admission to their program of study to be officially accepted for a specific starting date. The process includes the following steps:

- Contact the university and make an appointment with an admissions representative for an initial consultation.
- Submit all required application documents and fees to AUHS Admissions Department. Only complete applications will be reviewed and evaluated.
- Complete the University entrance test (Wonderlic Scholastic Exam).
- Complete the interview process.
- Complete Financial Aid meetings.
- Respond to the Acceptance Letter.
- Attend the New Student Orientation.

## ADMISSIONS REQUIREMENTS

In order to be eligible for review, applicants must:

1. Must be an US legal resident.
2. For the Certificate Program: Must have a high school diploma or GED.
3. Must have submitted a typed written personal statement which explains the applicant's interest in the target field and why the applicant will be an asset to AUHS and the community.
4. Must submit a resume that itemizes the applicant's educational background and/or employment history, extracurricular activities that demonstrate leadership skills etc.
5. Must have submitted two (2) sealed recommendations on the AUHS letter of recommendation forms (preferably from a science teacher or a health care provider that knows you well).
6. Must have submitted proof of general good health on the form provided by AUHS.
7. Must have passed the university entrance test (Wonderlic Scholastic Exam).
8. Have completed a formal Interview.

## CANCELLATION OF ADMISSION

A student admitted to the university for a given quarter; but who does not register in the specified quarter will have the admission canceled. The student must file a new application form again when seeking admission and must follow the complete application procedure and meet the current admission requirements.

## TEST

University Entrance Test: Wonderlic Scholastic Test

The Wonderlic Scholastic Level Exam (SLE) is a short-form computer-based test of general cognitive ability. Often referred to as general intelligence, or cognitive ability is a term that is used to describe the

level at which an individual learns, understands instructions, and solves problems. It provides quantitative insight into how easily individuals can be trained, how well they can adjust to, and solve, problems, and how well satisfied they are likely to be with the demands of the curriculum. The information is available at <https://wonderlic.com/>.

Students achieve a score of 19 on the computer-based test or 21 on the paper-based test to continue the application process at AUHS.

## AUHS EXTENSION PROGRAM (OPEN UNIVERSITY)

*Praise the LORD. Praise God in his sanctuary; praise him in his mighty heavens. Praise him for his acts of power; praise him for his surpassing greatness. Praise him with the sounding of the trumpet, praise him with the harp and lyre, praise him with timbrel and dancing, praise him with the strings and pipe, praise him with the clash of cymbals, praise him with resounding cymbals. Let everything that has breath praise the LORD. Praise the LORD. ~Psalm 150:1-6*



Prescription Dispensing Laboratory

## PHARMACY TECHNICIAN

Today, pharmacy technician work in a variety of pharmacy environments, such as retail pharmacy, hospital pharmacy, home health care, long term care, and managed care. The purpose of this program is to provide the student with the theory and hands-on experience necessary for an entry-level position as a pharmacy technician capable of working in any pharmacy environment or related allied health industry.

### Program Learning Outcomes (PLOs)

At the completion of this training program, the student shall be able to demonstrate:

1. Knowledge and understanding of different pharmacy practice settings.
2. Knowledge and understanding of the duties and responsibilities of a technician in relationship to pharmacists and of standards and ethics, laws and regulations governing pharmacy practice.
3. Knowledge and ability to apply, to identify and employ pharmaceutical and medical terms, abbreviations and symbols commonly used in prescribing, dispensing and charting medications.
4. Knowledge and ability to apply identification, general chemical and physical properties of drugs handled in a pharmacy.
5. Knowledge and ability to carry out calculations required for common dosage determination and preparation of solutions employing both the metric and apothecary systems.
6. Knowledge and understanding of drug dosages, a route of administration, and dosage forms.
7. Knowledge of and ability to perform manipulative and record keeping functions involved in and related to dispensing prescriptions for ambulatory patients.
8. Knowledge of and ability to perform procedures and techniques related to aseptic compounding and admixture of parenteral product.
9. Knowledge of and ability to perform the procedures and operations relating to aseptic compounding of cytotoxic agents, including knowledge of applicable state or federal regulations.
10. Knowledge of and ability to perform the technician functions in an institution drug distribution system.
11. Knowledge of and ability to perform basic PC compute functions and Microsoft Office package.

### Occupational Options for Pharmacy Technician:

1. Pharmacy Technician
2. Pharmacy Managed Care (Prior Authorization)
3. Pharmacy Buyer
4. Pharmacy Assistant

### PROGRAM OUTLINE

CIP Code 51.0805

Course Number	Course Name	Quarter Credit Units
PT 1	General Pharmacy Principles & Standards	4
PT 2	Pharmacology	4
PT 3	Pharmaceutical Calculations	4
	Retail Pharmacy Procedures & Operations	
PT 4		4
PT 5	Pharmacy Law	4
PT 6	Internal Medicine	4
PT 7	Sterile Preparation	4
	Hospital Pharmacy Procedures & Operations	
PT 8		4
PT 9	Insurance and Inventory	4
PT 10	Internship	12
		TOTAL
		48

### Graduation Requirements

1. Complete 48 Quarter Credit Units
2. Complete Externship Requirements
3. Student must obtain a cumulative grade point average of 2.0 or higher at completion of the program.
4. All financial obligations to the university are paid in full.

### Pharmacy Technician Course Descriptions

#### Pharmacy Technician Coursework

##### [PT-1 General Pharmacy Principles & Standards \(4 Credit Units, 3 Lecture + 1 Lab\)](#)

This module emphasizes on the pharmacy history, role of a technician, practice setting overview, patient communication, OTC medication and introduction to law, communication, and job development.

##### [PT-2 Pharmacology \(4 Credit Units\)](#)

This module covers the basic principles of Pharmacology with a focus on pharmacokinetics, pharmacodynamics, and therapeutic implications for major drug categories.

##### [PT-3 Pharmaceutical Calculations \(4 Credit Units, 3 Lecture + 1 Lab\)](#)

This module will assist the pharmacy technician student in developing the skills necessary to perform precise calculations when dealing with medication. Students will be able to interpret the written prescription, determine safe dosages and quantities to prepare and dispense for various routes of administration. Mathematic principles will also be applied to do the necessary

calculations used in pharmaceutical manufacturing and parenteral solutions for both pediatric and adult populations.

#### **PT-4 Retail Pharmacy Operations & Procedures (4 Credit Units)**

The module covers the operations side of retail pharmacy, over the counter medications, alternative medicine, vitamins, and minerals, and anti-inflammatory and antihistamines. Students learn trade and generic names, drug classifications, indications, dosages, routes of administration, and side effects.

#### **PT-5 Pharmacy Law (4 Credit Units)**

This module explores laws that govern the field, and the legal duties and responsibilities of both the Pharmacist and Pharmacy Technician are discussed. Students are introduced to various drug reference books and learn to utilize certain resources effectively. Students gain familiarity with regulatory agencies and their functions including DEA, NAPB, State Boards, FDA, JACHO, ASHP, and CSHP.

#### **PT-6 Internal Medicine (4 Credit Units)**

The module covers the digestive, reproductive, and endocrine systems, as well as vaccines. Students will learn internal and external customer care. Students will learn to decipher physician's orders, pharmaceutical calculations, medical terminology, and lecture specific prescription drugs.

**PT-7 Sterile Preparations (4 Credit Units, 3 Lecture+1 Lab)** This module provides comprehensive instruction for the successful preparation of compounded sterile parenteral preparations, a major responsibility of the pharmacy personnel in hospitals, long-term care facilities, and home healthcare. This requires mastery of aseptic technique, the procedures that ensure patient safety and consistent, pathogen-free products.

#### **PT-8 Hospital Pharmacy Operations & Procedures (4 Credit Units)**

This module will prepare students to function in a hospital pharmacy setting. The student will practice purchasing, inventory, and quality assurance in the lab, hospital, or long-term care environment.

#### **PT-9 Insurance & Inventory (4 Credit Units)**

This module covers the basics insurance claims forms for a variety of providers, including Group Plan Insurances, PPOs, Worker's Compensation and Federal and State Disability. Students will learn pharmacy billing in various pharmacy settings and how to expedite the handling and processing of online insurance claims. In addition, students will learn about the importance of purchasing and inventory control.

#### **PT-10 Internships (12 Credit Units)**

Prior to internship placement, students must meet all classroom requirements. He/she is then assigned to an approved ASHP standard hospital pharmacy, retail/community pharmacy, home health-care pharmacy, and managed care pharmacy, drug application (NDA), and the marketing authorization application (international). The role of the investigator, coordinator, sponsor, clinical research associate and monitor are discussed. Individuals are exposed to the skills necessary to function as a successful study monitor

#### **CRC-6 Clinical Trial Administration& Management (4 Credit Units)**

An overview of the development contents and process of the clinical research study. Topics include protocols, case report forms, investigator brochures, informed consent, institutional review boards and statement of investigator form 1572. Designed to give clinical research associates and coordinators the skills necessary to manage large and small projects such as research protocols and studies. Students develop, manage, and present a project using the computer, utilizing techniques such as charts, critical paths, written reports, and visual presentations. Projects are tracked and managed using comparisons of initial baselines of forecasts with ongoing and final results.

# TRANSFER OF CREDIT

*"I pray that out of his glorious riches he may strengthen you with power through his Spirit in your inner being, so that Christ may dwell in your hearts through faith. And I pray that you, being rooted and established in love, may have power, together with all the Lord's holy people, to grasp how wide and long and high and deep is the love of Christ, and to know this love that surpasses knowledge—that you may be filled to the measure of all the fullness of God."*

~Ephesians 3:16-19



## TRANSFER OF CREDIT

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

At present, we do not have an articulation agreement or transfer or credit agreement between any other institutions. However, we do accept transfer of credit, and this is detailed below.

Following the guidelines of transfer credit policy from American Association of Collegiate Registrars and Admissions Officers, (AACRAO), the department head of the program as well as the Chief Academic Officer at AUHS will evaluate all previous college work in relation to the requirements of the program of study. Admissions Department convert semester units of credit transferred to the university to quarter units by multiplying semester-unit totals by one and a half (1½).

All undergraduate degree accepted students will be issued a transferred credit summary upon enrollment that serves as a basis for determining remaining requirements for the students' specific objectives.

The student is held responsible for submission of one of the required documents below to Admissions Department for transfer credit verification and evaluation.

Student, School of Nursing during lecture

- school catalog showing that the institution where the credit was earned, or
- a copy of the course syllabus with a class content outline sufficient in length and content to determine the depth and scope of the course, and
- an official transcript containing the grade received for the course.

## TRANSFER OF CREDIT POLICY

1. All credits/units from other schools proposed for transfer must be verified and evaluated for credit to be established. Credit for comparable coursework required in the program of study must have been completed at an accredited institution recognized by the United States Department of Education within 10 years of admission to AUHS.
2. Credit for coursework identified by such institutions as remedial, or in other ways as being nontransferable will not be accepted toward the satisfaction of baccalaureate degree within limitations of transfer credit requirements and a maximum number of transfer units.
3. Upper-division credit (300 and 400 series courses) is not allowed for courses taken in a community college, occupational or vocational schools.
4. Coursework, to be considered transferrable, must have been achieved with a minimum GPA required by the program of study.
5. Credit is awarded for college-course work completed at appropriately accredited institutions.
6. A maximum of 48 semester (72 quarter) units/credits is allowed to be transferred to undergraduate programs, and a maximum of 6 semester (9 quarter) credits for the graduate program.
7. List of Co-requisite courses may be transferred into Graduate Study:

AUHS General Education Course Number/TitleCourse	Quarter Credit Units
CR 100 Medical Terminology	1.5
CR 500 Human Anatomy & Physiology	3.5
CR 688 Communication Skills Development	3

#### AUHS Transferrable Courses:

AUHS General Education Course Number/TitleCourse	Quarter Credit Units
Anthropology 250-Cultural Anthropology	4
Art 200 Medical Illustration I	3
Art 300 Medical Illustration II	3
Communications 150- Oral Communications & Public Speech	4
English 101- English Composition	4
English 207- Creative Writing	4
Economic 202- Micro-Economics	4
Economic 302—Macro-Economics	3
History 101- American History & Constitutions	4
**Nursing 310- Human Life Cycle	4
**Nutrition 230- Nutrition	3
Philosophy 160—Critical Thinking	4
Philosophy 304 –Ethics	4
Political Science 101—American Political Institutions	4
Psychology 100 —Psychology	4
Sociology 100—Sociology	4

AUHS General Education Course Number/TitleCourse	Quarter Credit Units
Chemistry 151A&B and 151A&B L-General, Organic and Biochemistry with Lab	6
Biology 200A and 200A L-Human Anatomy with Lab	4
Biology 200B and 200B L-Human Physiology with Lab	4
**Biology 230-Pathophysiology	4
Microbiology 201 and 201 L-Microbiology with Lab	4
**Pharmacology 210-Clinical Pharmacology	3
Physics 305 and 305-College Physics Iwith Lab	5
Physics 403 and 403 L-College Physics Iwith Lab	5

AUHS General Education Course Number/TitleCourse	Quarter Credit Units
Mathematics 110—Quantitative Reasoning	4
Statistics 415—(Bio) Statistics	4
Calculus 102- Calculus I	4
Calculus 201- Calculus II	4

\*\* Only available for Nursing Students

#### CREDIT BY EXAMINATION

Students enrolled in any undergraduate programs at AUHS who wish to receive credit for knowledge gained through prior education may challenge a course or requirement. Comprehensive Proficiency Examinations are available on a limited basis and at the discretion of the department Dean/Chairperson. Students are responsible to attend classes until they have passed the CBE challenge successfully.

By request only and follow these steps:

1. Submission of an approved "Course Verification Form" and Request of "Credit by Examination" From to Student Services and Affairs by the deadline.
2. Once proper documents are reviewed and approved, students should pay a non-refundable examination fee.
3. Student Services will arrange the date of the exam.
4. If you pass the exam, credit (CR) for the class will appear on your transcript as test credit for the semester and you will be dropped from the class.
5. If you do not pass the exam, you must need to register and enroll in the class.

Fee: The examinations are listed in the course schedule. A \$500 non-refundable fee rather than tuition applies. Specific information regarding these examinations is available from the Student Services and Affairs. Students are responsible for course fees if they fail the challenge examination.

Required documents: An official transcript accompanied by a course syllabus/description; an approved request form by the Chief Academic Dean or Senior Administrator or by the Chairman of the related department.

Restriction:

- A maximum of eighteen (18) semester units/twenty-seven (27) quarter units (undergraduate program) or six (6) semester/nine (9) quarter units (graduate program) may be earned through proficiency examinations.
- A total number of units either by transfer or by examination should not exceed 48 semester units or 72 quarter units.
- Students are responsible to attend classes until they have passed the course.
- A course may be challenged by examination only once.

Grading: In order to receive credit, the student must pass a comprehensive proficiency examination. The grade assigned for credit by examination is recorded in the same manner as for other courses. Credit is not given for any class which the student has previously attempted and failed or for which he/she has previously sought credit by examination. Only CR (credit) will be awarded for these examinations (No record of failures will appear on a student's transcript.) All credit awarded in this manner will be so noted on the student's transcript.

## TRANSFERABILITY OF CREDITS

"The transferability of credits you earn at American University of Health Sciences is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree/certificate you earn in any of our educational programs is also at the complete discretion of the institution to which you may seek to transfer. If the credits/degree/or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer,

you may be required to repeat some or all your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational

goals. This may include contacting an institution to which you

may seek to transfer after attending American University of

Health Sciences to determine if your credits/degree/or certificate will transfer."

"There is no extra charge for students to request transfer credit.

## CREDIT FOR PRIOR EXPERIENTIAL LEARNING

The University does not at this time accept or give credit for Prior Experiential Learning. However, students who wish to receive Veteran benefits must submit a statement of previous training to the school for consideration. All appropriate credit will be allowed and recorded on a veteran student's enrollment record and the length of the course will be shortened appropriately.

In keeping with the policies of the Veterans Administration, we do accept up to 12-quarter credit units/hours of prior experiential learning for veterans. Award of prior credit is done on a case-by-case basis and is dependent on credit awarded by the Military for its schooling such as basic training, Officer's Candidacy schooling, Command and General Staff etc., or appropriate, creditable prior military experience (e.g., service in a foreign war, service during wartime, continuous and prolonged service to the military, etc.). The veteran must request and provide the following:

- All transcripts
- Acknowledgement and receipt of military schooling
  - A statement which explains prior experiential learning

The above items and experiences are examined, analyzed, and if appropriate may be applied to the area of study as part of the AUHS degree in the chosen area.

## CREDIT FOR EXTERNAL EXAMINATIONS AP/ IB/CLEP EXAMINATION CREDIT

The three (3) standardized examinations recognized by the university to determine knowledge and skill level to be exempted from certain courses or requirement are:

1. Advanced Placement (AP) tests,
2. The College Level Examination Program (CLEP), and
3. The International Baccalaureate (IB) program

secondary school students with the opportunity to participate in challenging college-level coursework while still in high school. Students who have successfully completed courses in the Advanced Placement Program (AP) of the College Entrance Examination Board defined as receiving a score of 3, 4 or 5 shall be granted credit for each advanced placement course toward graduation, advanced placement in the university's sequence of courses and credit for curriculum requirements.

AP Exam Subject	Credit for AUHS Course	Quarter Credit Units	AP Score
Art, Studio Art, Drawing	Art 200 Medical illustration I with portfolio	3	3,4,5
Calculus B/C	Calculus 102 –Calculus I	4	3,4,5
Chemistry	Chemistry 151 A/B and 151 A/B (L)	6	4,5
English Language and Composition	English 101: College Composition	4	3,4,5

AP Exam Subject	Credit for AUHS	Quarter Credit Units	AP Score
Microeconomics	Economics 202: Microeconomics	4	3,4,5
Macroeconomics	Economics 302:	3	3,4,5
Government	Political Science 101: American Political Institutions	4	3,4,5
Physics B: Mechanics	Physics 305 and 305L: College Physics I	5	4,5
Psychology	Psychology 101: General Psychology	4	3,4,5
US History	History 101: American History and Constitutions	4	3,4,5
Physics B: Mechanics	Physics 305 and 305L: College Physics I	5	4,5

## Credit for College Level Examination Program (CLEP)

CLEP is a national program that allows students to obtain credit by examination. CLEP examinations are computer based and create instant score reports. CLEP examinations cover material taught in courses that most students take as requirements in the first two years of college. Each exam is 90 minutes long and primarily comprises multiple-choice questions; however, some exams do have fill-ins. The CLEP program's long-standing policy limiting test retakes to every six (6) months provides students an opportunity to spend additional time preparing for the exam or the option of taking a classroom course. Please visit the CLEP

Credit for Advanced Placement (AP) Exams

The Advanced Placement Program sponsored by the College Board and administered by Educational Testing Service (ETS) offers

Center on the College Board website at <https://clep.collegeboard.org/> for useful tips on assessing and preparing for any of the CLEP exams. For more information about the test and/or to take a CLEP exam, applicants can go to <https://clep.collegeboard.org/exams> Code: 4977.

At AUHS accepts twelve (12) quarter units of CLEP results, subject to achievement of the scores indicated. AUHS does not offer CLEP. Applicants must complete the exam and submit the score along with their application.

CLEP Subjects	Course Number Title	Quarter Credit Units	Passing Score
American Government	Political Science 101: US Government	4	60%
Analyzing & Interpreting Literature	English 101: English Composition	4	50%
College Algebra	Math 110: College Algebra	4	50%
Calculus	Calculus 102: Calculus I	4	60%
History of the United States II: Early Colonization to 1877 and History of the United States II: 1865 to the Present	History 101- American History & Constitutions	4	60%
Human Growth and Development	Nursing 310: Human Life Cycle	3	60%
Introductory Psychology	Psychology 100: General Psychology	4	50%
Introductory Sociology	Sociology100- Introduction to Sociology	4	50%
Principle of Macroeconomics	Economics 302	4	60%
Principle of Microeconomics	Microeconomics Economics 202:Microeconomics	3	60%

### Credit for The International Baccalaureate (IB) Program

IB program is a Geneva-based program of study offered through high schools throughout the world. The program consists of a comprehensive system of courses and examinations that focus on the development of a high quality, liberal arts education (visit <http://www.ibo.org/> for more information). AUHS recognizes the IB program, so applicants may be awarded credits in the subject areas listed below by passing the stated IB examinations with stated scores.

IB Exam Subject	Credit for AUHS Course	Quarter Credit Units	Accepted Score
Chemistry HL	Chemistry 151A/B	6	6, 7
Economics HL	HUM 202: Microeconomics	3	5, 6, 7
MathSL	College Algebra	4	5, 6, 7
MathHL	Calculus 102: Calculus I	4	6, 7
Further Math SL	Calculus 201: Calculus II	2	6, 7
Physics HL	Physics 305 and 305L: College	5	6, 7
Psychology HL	Psychology 101: General Psychology	4	6, 7
Social Anthropology HL	Anthology 250: Cultural Anthropology	4	5, 6, 7

1 A student who receives an "I/INC" that results in a CGPA below the SAP standards will be placed on probation until such time as the "I/INC" is removed and the CGPA is reevaluated.

### LVN 45-Unit Option

The LVN 45 Unit Option is mandated by California Administrative Code, Title 16, Article 3, Section 1429. California law for nurses requires that every school make possible the award of credit to make it possible for a LVN to receive enough credit to sit for the RN-NCLEX examination in the state of California. The LVN 45 -unit option was designed as a career ladder for California Licensed Vocational Nurses (LVN) wishing to become registered nurses. While most states do not recognize California's LVN 30 or 45 -Unit Options and will not issue RN licenses to these LVNs, the Board of Nursing (BRN) in California mandates that every California school make the option available to licensed vocational nurses (LVNs). The number of units (30 or 45) depends on quarter or semester options. AUHS is on a quarter unit system and therefore a 45 -unit option is mandated by law.

## STANDARDS FOR STUDENT ACHIEVEMENT

*"A good name is to be chosen rather than great riches,  
Loving favor rather than silver and gold."*



## GRADING SYSTEM AND PROGRESS EVALUATION

Students receive grades based upon classroom participation, laboratory and project work, written examinations as well as externship evaluation. Students will be given a grade record for each course participated in. AUHS utilizes the following grade system:

GRADE	PERCENTAGE	GPA	INDICATES
A	93.0-100	4.0	Superior Achievement
A-	90.0-92.99	3.7	
B+	87.0-89.99	3.3	
B	83.0-86.99	3.0	High Level of Achievement
B-	80.0-82.99	2.7	
C+	78.0-79.99	2.3	
C	76.0-77.99	2.0	Satisfactory Achievement
C-	70.0-75.99	1.7	Non-Passing
D+	67.0-69.99	1.3	
D	63.0-66.99	1.0	Marginal Achievement
D-	60.0-62.99	0.7	
F	<60	0.0	Failed
I/INC	Incomplete	0.0	

## DEFINITION OF OTHER GRADES

OTHER GRADE	INDICATES	RECEIVED CREDIT	AFFECTS GPA	COMMENT
W	Withdrawal	No	No	
L	Leave of Absence	No	No	
CR	Credit	Yes	No	
U	Un-authorized Withdrawal	No	No	
Passed				Achievement grade of C or Better (Undergraduate) B or Better (Graduate)
Failed				Achievement grade of C or below (Undergraduate) B or below (Graduate)

Students failing to complete any course subject will be given an incomplete. To obtain credit, that portion would have to be retaken for a final grade credit.

\* Note: Certain programs may require higher standards for acceptable class pass – e.g., “Masters in Clinical Research” requires a “B” to pass. For “Bachelor in Nursing” a “C+” is required to pass. For further information, see program student handbook.

### Minimum Grade Point Average

The grade average required for certifying completion of course is a minimum passing grade of 2.0 letter grade of C for undergraduate program\*. The grade average required for certifying completion for the Post Graduate Certificate is 2.7 or B- or above. For the Master’s Program, the grade average required for certifying completion is 3.00 or B or above. For the Doctor of Pharmacy program, the grade average required for certifying completion is 2.0.

Note: Certain programs may require higher standards for acceptable program pass – e.g., BSN requires a 2.5 to progress. For further information, see program student handbook.

### Conditions for Re-enrollment

Re-enrollment or reentrance will be approved only after satisfactory evidence is shown to the Program Dean/Academic Dean or a designated representative that conditions that caused the interruption for unsatisfactory progress have been rectified.

## SATISFACTORY ACADEMIC PROGRESS

To be in good academic standing with the university and to be eligible to receive Title IV aid, students must maintain satisfactory academic progress (applicable only to students enrolled in an academic program). At the end of each quarter (payment period), each student is evaluated on three components to determine if he/she is maintaining satisfactory academic progress:

1. CGPA
2. Successful course completion rate
3. Maximum Time Frame – credits attempted relative to the maximum credits attempted that are allowed (1.5 times the credits in the student’s program).
4. Maximum Time Frame for Doctor of Pharmacy Program – credits attempted relative to the maximum credits attempted that are allowed (2.5 times the credits in the student’s program).

### Evaluation Points

Satisfactory academic progress evaluation points are tied to the student’s academic credits. The EVALUATION POINTS STANDARDS chart describes the evaluation point standards for undergraduate students.

### Pass/No Pass Courses

Foundational courses that are graded pass (P) or no pass (NP) do not count in the Cumulative Grade Point Average (CGPA) or Maximum Time Frame (MTF) calculations.

### Evaluation Points Standards

Evaluation Point	Minimum CGPA	Minimum Successful Completion % of Credits	Academic Status
1-18 Credits Attempted	2.0	67%	FA Warning/FA Probation/FA Dismissal
18.1-72 Credits Attempted	2.0	67%	FA Warning/FA Probation/FA Dismissal
72.1-300 Credits Attempted	2.0	67%	FA Warning/FA Probation/FA Dismissal

Note: Students enrolled in masters-level programs must complete a minimum of 67% of the cumulative credits attempted and maintain a minimum 3.0 CGPA at each evaluation point.

AUHS student will be evaluated at the end of each quarter for the duration of his/her program.

AUHS will round off for pace of progression (example: 66.5% will be rounded to 67%)

### Cumulative GPA Requirements

Students enrolled in undergraduate-level programs must attain a CGPA 2.0 at the end of the first 18 credits attempted. Students must maintain a 2.0 CGPA each quarter thereafter.

A minimum of 3.0 CGPA is required for Master's programs. For the Doctor of Pharmacy program, students must attain a CGPA 2.0 at the end of the first 18 credits attempted. Students must maintain a 2.0 CGPA each quarter thereafter. For Program Graduation requirements, refer to Program's student handbook.

### Completion Rate Requirements

At the midpoint of the first academic year (up to and including 18 quarter credit hours attempted), students enrolled in undergraduate-level programs must have completed a minimum of 67% of the cumulative credits attempted. From that point (18 quarter credit hours attempted) to the end of the second academic year (up to and including 72 quarter credit hours attempted), students must complete a minimum of 67% of the cumulative credits attempted to be making satisfactory progress. From 72.1 to the end of his/her program, the student must complete a minimum of 67% of the cumulative credits attempted to be making satisfactory progress. Any credits for which the student has remained enrolled past the Drop period and has incurred a financial obligation are considered in this calculation. Students enrolled in graduate-level programs must complete a minimum of 67% of the cumulative credits attempted at the end of each quarter to be making Satisfactory Academic Progress. To calculate the completion rate, divide cumulative quarter credit hours a

student successfully completed by cumulative quarter credit hours student has attempted.

### Financial Aid Warning, Financial Aid Probation and Financial Aid Dismissal

At the end of each quarter (payment period), after grades have been posted, students' CGPAs and completion rates are reviewed to determine whether the students are meeting the above requirements.

Financial Aid Warning (FA Warning) is the status students will be placed in for the first quarter (payment period) that a student fails the SAP requirements listed above. Students on FA Warning must meet with their program chair/dean or designee to develop a Student Learning Enhancement Plan that, if followed, will ensure the student is able to meet SAP in a maximum of three quarters. Students who meet the SAP Standards at the end of the FA Warning quarter will be removed from FA Warning and returned to a SAP Met/Good Standing status. Students not meeting the SAP requirements at the end of the quarter (payment period) may be dismissed and must appeal to remain in school (see SAP Appeals). Students placed on FA Warning are eligible to receive Title IV aid.

Students not meeting SAP at the end of the FA Warning quarter must appeal to the school in writing describing the mitigating circumstances that led them to not meet SAP (please see SAP Appeals). If a student chooses not to appeal or his/her appeal is denied he/she will be dismissed. Students whose appeal has been approved will be placed on Financial Aid Probation (FA Probation). Students on FA Probation will continue on a Student Learning Enhancement Plan that, if followed, will ensure the student is able to meet SAP in a maximum of two quarter (payment periods). Students who meet the SAP Standards at the end of their FA Probation quarter (payment period) will be removed from FA Probation and returned to a SAP Met/Good Standing Status. Students not meeting the SAP standards at the end of the FA Probation quarter but continue to meet the requirements laid out in the Student Learning Enhancement Plan will be allowed to continue and do not need to re-appeal. Student failing to meet the requirements laid out in the Student Learning Enhancement Plan will be dismissed from the university. Students placed on FA Probation are eligible to receive Title IV aid.

Students not meeting SAP and not meeting the requirements listed on the Student Learning Enhancement Plan at the end of the FA Probation quarter (payment period) will be dismissed from school. Students who have mitigating circumstances that led them to not meet SAP (see SAP Appeals) or adhere to the Student Learning Enhancement Plan can appeal this dismissal.

Students on FA Warning have a maximum of three quarter to meet SAP, students on FA Probation have a maximum of two quarters to meet SAP, and a FA Dismissal student has a maximum of one quarter to meet SAP. If at any point it is determined that it is mathematically impossible to meet the SAP standards in the maximum number of quarters allowed, the student must be dismissed.

Situation	Academic Status	Federal Financial	Eligibility
First quarter in which CGPA and/or completion rate is below minimum standards	FA Warning	Students are still eligible for federal financial aid for the following quarter	
Second consecutive quarter in which CGPA and/or completion rate is below minimum standards and who have	FA Probation	Students are still eligible for federal financial aid for the following quarter pending successful appeal	
Third consecutive term in which CGPA and/or completion rate is below minimum standards	FA Dismissal	Students are eligible for federal financial aid because they are following a Student Learning Enhancement Plan and can meet the SAP requirements by the end of the	

## SATISFACTORY ACADEMIC PROGRESS (SAP) PROBATION OR DISMISSAL APPEAL

Students who are eligible to appeal may do so by submitting a Financial Aid Appeal form to the Financial Aid Administrator explaining the mitigating circumstances that affected his/her performance. The student must provide documentation of the circumstances that had an adverse impact on his/her performance. Below is a comprehensive list on the appeal process.

- Death of an immediate family member
- Student illness requiring hospitalization (this includes mental health issues)
- Illness of an immediate family member where the student is a primary caretaker
- Illness of an immediate family member where the family member is the primary financial support
- Abusive relationships
- Divorce proceedings
- Previously undocumented disability
- Work-related transfer during the quarter
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Loss of transportation where there are no other means of transportation
- Documentation from a Professional Counselor
- Student is following the Student Learning Enhancement Plan

In conjunction with Student Services/Student Affairs Department, the Program Deans/Academic Deans are responsible for determining the appropriateness of the mitigating circumstances in

regard to severity, timeliness and the student's ability to avoid the circumstances. Any consideration of the conditions outside of the list provided must be appealed to the Chief Academic Officer/Provost. To appeal the application of the satisfactory academic progress standards, the student must follow the appeal process:

1. Obtain a Financial Aid Appeal Form from the Financial Aid Department. Appeal must include:
  - a. Why student failed to meet SAP
  - b. What has changed that will allow the student to meet SAP at the next evaluation point
2. Prior to the last day of Drop or prior to the re-entry quarter, complete the form and submit it to the Financial Aid Department.
3. Should the appeal be granted, the student must meet with the Program Dean/ Academic Dean or designee to develop a Student Learning Enhancement Plan
4. Continue to attend regularly scheduled classes during the review period

The Program Dean/Academic Dean will review the student's request and reach a decision no later than the 14th calendar day after the quarter start.

**Appeal Process for Financial Aid Probation** The appeal can be approved if:

1. The student has a mitigating circumstance and
2. The student will be able to meet SAP at the end of the next quarter (payment period) or
3. The student is following the Student Learning Enhancement Plan that, if followed, the student will meet SAP within two quarters

If the appeal is granted, the student will be placed on a SAP status of Financial Aid Probation. As part of the FA Probation, the student must agree with and sign the Student Learning Enhancement Plan developed by the Program Dean/Academic Dean or designee.

### Appeal Process/Dismissal

For students who successfully appealed FA Probation the previous quarter and are meeting the terms outlined in the Student Learning Enhancement Plan but still are not meeting SAP do not have to appeal the Dismissal and will continue to remain eligible for Title IV aid for one additional quarter (payment period). In such a situation, the student's academic progress would be re-evaluated at the end of the next quarter.

If the student is not meeting the conditions stated on the Student Learning Enhancement Plan (LEP) they must appeal this dismissal status.

The appeal can be approved if:

1. The student has a mitigating circumstance that occurred during the FA Probation quarter and
2. The student will be able to meet SAP at the end of the next quarter (payment period)

Should an appeal be denied, the students' dismissal stands, and he/she can no longer attend classes; any tuition charges that have been posted for the current quarter will be reversed. A student may appeal academic dismissal only one time. Reestablishment as a regular (Title IV eligible)

Students who fail to meet the SAP standards for two consecutive quarters or who are dismissed must complete the appeal. Students whose appeal has been approved are eligible to receive Title IV aid in that subsequent quarter. During that quarter, the student must follow the terms outlined in the Student Learning Enhancement Plan. Students on FA Probation or FA Dismissal SAP Status will remain in active school status and will have their progress evaluated at the completion of each quarter by the Program Dean/Academic Dean or Student Services/Student Affairs Department.

## MAXIMUM PROGRAM LENGTH

### Bachelors and Master's Program

Students must complete the entire program within one- and one-half times the standard program length, which is defined by the college as the total number of credit hours in the program. Therefore, the maximum time frame for any program is calculated by multiplying the number of total credits by 1.5.

For example, a student enrolled in a 90-credit-hour program can attempt no more than 135 credit hours.

Should a student exceed the 150% maximum time requirement, he/she will be dismissed. American University of Health Sciences, as directed by the federal government, does not allow students who do not raise their CGPAs or completion rates of progress to the necessary minimums to continue to receive federal financial assistance, regardless of the students' circumstances. See the chart on this page for further explanation. Students may appeal the dismissal. Appeals will be reviewed on a case-by-case basis.

### Doctor of Pharmacy Program

Because of the specific nature and delivery format of professional education program, students must complete the entire program within two- and one-half times the standard program length, which is defined by the college as the total number of credit hours in the program.

Therefore, the maximum time frame for the program is calculated by multiplying the number of total credits by 2.5.

For example, a student enrolled in a 90-credit-hour program can attempt no more than 225 credit hours.

Should a student exceed the 250% maximum time requirement, he/she will be dismissed. American University of Health Sciences, as directed by the federal government, does not allow students who do not raise their CGPAs or completion rates of progress to the necessary minimums to continue to receive federal financial assistance, regardless of the students' circumstances. See the chart on this page for further explanation. Students may appeal the dismissal. Appeals will be reviewed on a case-by-case basis

## DUAL DEGREE

Students may earn two or more degrees from American University of Health Sciences; however, a student may only be enrolled in one degree at a time. Credits earned for the first degree may apply toward subsequent degrees. Upon enrolling in a second degree, a determination will be made of the student's satisfactory academic progress in the credits attempted and grades earned that count toward the new program of study.

## PROGRAM CHANGES

The maximum time frame for a student who changes from one field of study to another is adjusted by subtracting the earned course credits that are common to both programs and program levels from the total credits in the new program and multiplying that number by 1.5. Depending on the program, the academic/program dean or designee will evaluate a student's academic progress and transfer all relevant courses. All transfer courses will be counted in completion ratio and used in computing in the CGPA. Students must be admitted and enrolled in the new program by the end of the Add/ Change and Drop period of the quarter applicable. For graduate program see Student Handbook.

## INCOMPLETES, WITHDRAWALS AND REPETITION OF COURSES

Students with course incompletes, withdrawals, repetitions, and those doing foundational work are eligible to continue receiving financial aid if the following conditions are met:

1. The student is otherwise making satisfactory progress.
2. Students who satisfactorily complete a course but choose to repeat the course are eligible to receive Title IV aid for the first time the course is repeated. Any subsequent course repeats will not be Title IV eligible.

### Incomplete

The "I/INC" symbol is a notation on the transcript that reports that the student was registered in and attended a class, but that a portion of the required coursework was not completed by the end of the Quarter. The incomplete grade is NOT to be used for other than serious and unavoidable problems that prevented the student from completing all course requirements on time. Typical reasons for an incomplete grade include serious illness or catastrophic event for the student or close family member. Documentation of the reason is required. The student must have a passing grade in the completed work at the time of the request and have completed more than 50% of the course work requirements (pertains to completed work-not attendance). An incomplete cannot be given as a final grade. At the end of the quarter, the student may, with prior approval of the Program Dean/ Academic Dean or Faculty be granted a minimum extension of 14 calendar days to complete the required class work, assignments and/or tests. The extension cannot be used to make-up for accrued absences from class. If the student does not complete the required work within the 14 days extension period, they will receive a failing grade of "F" or the grade achieved factoring in only

ork completed by end of the quarter, whichever is higher. Note, in extreme documented circumstances, and ONLY at the discretion of the Program Dean/ Academic Dean, this may be extended for 7 (or more) additional calendar days. Note that students who have an incomplete in a prerequisite course will not be able to register for the next course in the sequence until the incomplete course is successfully completed.

Procedures/Requirements for requesting an Incomplete: The student meets with the Faculty member to complete the "Assignment of Incomplete Grade Form" (posted on CANVAS). It is the student's responsibility to obtain required signatures and consent of the instructor and the Program Dean/ Academic Dean before the last day of class and prior to the day of the final exam unless other arrangements have been made in advance (extreme circumstances). Completed form should be given to the Faculty member with a copy submitted to Student Affairs/Services Department.

Faculty must assign a default grade which is the current grade for completed work when approving an incomplete. Incomplete (Inc.) will be recorded on the student's transcript when a completed grade is not assigned by the instructor and/or an extension of the incomplete is not processed. If work is not completed, the "I" grade will revert to an F.

### Repetition of Courses with C/D-F Grades

(For Undergraduate programs) Courses that are required for a student's major/minor may only be repeated one time. Only courses for which C-, D, and F, were assigned may be repeated for a higher grade or CR. In cases of repeated courses, the units are counted once, and the higher grade is computed in the GPA if the course is repeated at AUHS.

\*For specific program policy, see Student Handbook.

### Repetition of Courses with B

(For Master's Program) Only courses for which B- and below were achieved may be repeated for a higher grade. Courses that are required for a student's major may only be repeated one time at AUHS.

\*For specific program policy, see Student Handbook.

### Repetition of Courses

(For Doctor of Pharmacy program) Courses that are required for a student's major/minor may only be repeated two times. Only courses for which C-, D, and F, were assigned may be repeated for a higher grade or CR. In cases of repeated courses, the units are counted once, and the higher grade is computed in the GPA if the course is repeated at AUHS.

\*For specific program policy, see Student Handbook.

### Repeating Courses

Any university course, theory, lab, or experiential may be repeated maximum of two times depending on the program.

\*For specific program policy, see Student Handbook.

### Withdrawal from Courses

The grade of W indicates withdrawal from a course. Students wishing to withdraw from a course must meet the following requirements: Within the first seven calendar days of the quarter, students may withdraw from any course with no record of the individual course withdrawal on their permanent academic record. After the "no- record drop" deadline, students may withdraw with a W grade from any course, but only for serious and compelling reasons.

In some cases, reduced tuition may apply. Please refer to the financial aid section of the catalog for further information.

After the deadline for withdrawal (last day of the seventh week—refer to the calendar), a student may request permission to be allowed to withdraw from all of her/his classes because of a medical emergency or extraordinary circumstance by submitting a withdrawal form to the appropriate Program Dean/Academic Dean. The W designation carries no connotation of quality of student performance and is not calculated in the grade point average.

COUNTING GRADES FOR THE COMPLETION RATE CALCULATION			
Grade	Credits Attempted	Credits Completed	Entered in GPA
A-D	Yes	Yes	Yes
F	Yes	Yes	Yes
Incomplete (I/INC)1	Yes	No	Yes
Withdrawal (W)	Yes	No	No
Repeated course	Yes	No	No
Pass (P)	No	No	No
Fail (F)	No	No	No
Transfer Credit (TR)	Yes	Yes	No

receives an "I/INC" that results in a CGPA below the SAP standards will be placed on probation until such time as the "I/INC" is removed and the course is evaluated.

### Foundation Course Credit

Foundation course credits do not count toward the total number of credits for graduation, nor do they count in the CGPA or completion rate.

### Transfer Credit

Accepted transfer credit from external schools will count toward completion of the student's program as both hours attempted, and hours completed.

## PROBATION

### Academic Probation

A student is placed on probation for failing to maintain a 2.0 GPA for all courses undertaken in a quarter. A student must achieve a GPA of 2.0 or higher, during the following quarter in order to continue in the university.

### Academic Dismissal

A student is subject to dismissal for the following reasons:

- Failure to maintain a minimum CGPA of 2.0 during a probationary quarter.
- Failure to maintain a minimum cumulative GPA of 2.0.
- Failure of two courses in any quarter (nursing only).
- Second failure of repeated course (nursing only).
- 3rd failure of repeated course (lower division).

\* For Doctor of Pharmacy, see program student handbook.

Students are notified by the appropriate Program Dean/Academic Dean of their dismissal. When extenuating circumstances, such as prolonged illness, account for the disqualification, the student may be permitted, on written requests to the appropriate Program Dean/ Academic Dean, to continue on probation for the next quarter.

Enrollment in any AUHS program implies willingness on the part of the student to comply with the requirements and regulations of the university. If the student fails to comply with these requirements and regulations, or if it is determined by the Program Dean/ Academic Dean that the student is not able to benefit from the opportunities offered by the university, withdrawal may be requested even though no specific breach of discipline is charged.

### Non-Academic Probation

A student may be placed on non-academic probation for behavioral reasons and must work with the faculty or Program Dean/ Academic Dean to prepare a remediation plan, which may include a requirement that the student enter mental health counseling. A student must fulfill all the conditions of their probation in order to continue in the University. Note: for specific behaviors that present a danger to others or lead to disruption in the work of the university, a student may be suspended without notice and even summarily dismissed from the University.

### Withdrawal from University

Students thinking of withdrawing from the University should schedule an interview with the Student Affairs/Services Director in order to explore other options or assistance. Students who must withdraw from the university at any time must file a request for withdrawal in the Students Affairs/Services Office. Students wishing to re-enter must file an application for re-admission with the Admissions Office.

### Warning (All Program)

Warning, probation, or dismissal will be initiated when a student has unsatisfactory achievement in any area of the nursing program. Below are the applications specific to the School of Nursing.

#### Conditions for warning are:

1. Theory grade of "B-", or below at mid-quarter in any nursing course.
2. Clinical grade of "B-", or below at any point in the course.
3. Behavior not consistent with the School of Nursing's (SON's) Standards for Safe Care.
4. Failure to meet attendance requirements.
5. Failure to comply with established BSN policies.
6. Any behaviors that are contrary to the policies and procedures of AUHS and the SON and/or breaches in the Nursing Practice Act.

### Clinical Warning (For Nursing Program Only)

The student who is placed on warning in a clinical course will remain on warning status until the end of the course. At the end of the course, the student will either:

1. Receive a satisfactory grade.
2. Receive an unsatisfactory grade and will not be allowed to progress in the program.
3. For a rotation, which is less than one quarter, the warning may be extended into one or more rotations at the discretion of the faculty.

### Theory Warning (All Programs)

A student placed on academic warning in a theory course at any time during the quarter will remain on warning status until the end of the course. At that time, the student will either:

1. Receive a satisfactory grade and be removed from the warning status.
2. Receive an unsatisfactory grade and repeat the course. A nursing theory course can be repeated no more than once.

### Procedure for Warning (All Programs)

Students placed on warning must meet with the faculty, which will serve to:

- a. Clarify the problem.
- b. Initiate a plan for achieving satisfactory grade.
- c. Complete the SON's Student Learning Enhancement Plan for clinical courses.

The student has the right to a meeting with the involved faculty. It is the student's responsibility to request, in writing, the meeting with the faculty. If the student does not attend the initial meeting, SON's Student Learning Enhancement Plan for the course will reflect this non-attendance.

\* For Doctor of Pharmacy, see program student handbook.

## Factors Affecting Program Length

American University of Health Sciences makes every effort to ensure students complete their programs in the disclosed program length. Factors that may increase a student's program length may include but are not limited to: less than full-time enrollment, withdrawal from courses, re-taking courses, and financial ability. Students are advised to work closely with the department program chairs, Student Affairs/ Student Services Department, Financial Aid Office, and the Business Office to ensure proper progression through their program.

## Theory Course Failure

(For Undergraduate and Graduate Program)

The student will:

- Receive a letter from the Program Dean/Academic Dean or Designee informing them of their failure.
- Meet with the course faculty to discuss circumstances of the failure.
- Meet with the Student Affairs/Services Director to clarify how to proceed with courses. The student may remain at the university but may not be allowed to proceed to the next course sequence.
- Repeat the failed class the next time it is offered.

## Readmission to Undergraduate and Graduate Program Procedure:

1. If the student decides to write a request letter to the Admissions Committee for possible re-admittance to a university degree Program, the letter should include:
  - a. Reason for not passing the course(s)
  - b. What the student has done to take care of the problem(s)
  - c. How the student will prevent it from happening again
2. It is highly encouraged that a student meets with their Admissions Advisor for help with this letter.
3. The Admissions Committee will make the decision regarding re-admission. The committee may ask the student for additional information to help make this decision.
4. If the student is re-admitted, the student may be given contract/conditions of re-admittance when returning to the appropriate Program. The committee may communicate with Program Dean/Academic Dean and Student Affairs/ Services Director to ensure the student is following the contract/conditions of re-admittance. These contract/conditions of re-admittance will remain in effect throughout the student's stay in the School.

## Examinations

Examinations are given as outlined on the schedule. Examinations reflect the focus of each lecture following each syllabus.

Final examinations are given upon completion of all class work. A minimum passing score is set and required, prior to being placed into Preceptorship/Externship if applicable to your program.

The tests administered by faculty to students aim to measure both the theoretical knowledge learned from books and lecture discussions as well as the clinical or application knowledge learned from real and simulated exposure of students to the clinical setting. Under each program are specific and measurable objectives for actual student learning that must be achieved and realized by students upon completion of the course. The testing instruments serve the purpose of measuring and evaluating whether the students accomplished the course objectives or not.

## Study Sessions

Study sessions are scheduled and pre-arranged by Center for Academic Success (CAS). Any students who seek additional help are encouraged to request a study session.

Students are requested to come prepared to ask specific questions of difficulty in order to facilitate time expenditures. Additional times may be arranged with the faculty as needed.

In addition, each of the programs offered by the University may require group projects. These projects are research oriented, extensive, and detailed in nature and permit the students the chance to work together as a team in putting together the resources needed for presentation and submittal purposes.

## ACADEMIC AWARDS

### Graduation Awards

Bachelor's degree students achieving a CGPA of 3.80–4.00 will graduate Summa Cum Laude, students achieving a CGPA of 3.70–3.79 will graduate Magna Cum Laude and students achieving a CGPA of 3.50–3.69 will graduate Cum Laude.

Certificate/diploma students achieving a 3.50 CGPA or higher upon completion of the program will graduate with highest honors.

## QUARTER AWARDS

### President's List

Students maintaining a term GPA of 3.80–4.00 will be placed on the President's List.

### Dean's List

Students maintaining a term GPA of 3.50–3.79 will be placed on the Dean's List.

## ACADEMIC HONOR CODE

### Academic Integrity

The Administration of American University of Health Sciences believes that integrity is an important attribute for the student population. Students are given the freedom to learn, explore and question, but this must truly be an individual experience. All students need to understand the seriousness of cheating, collusion, and plagiarism.

*Plagiarism:* obtaining, by any means, the work of another student and submitting this work as one's own.

*Cheating:* copying/tracing from another student, using unauthorized materials or devices, and/or collaborating with another student in a testing situation or class project.

*Fabrication:* providing false information about an AUHS related matter in order to gain some benefit to the student. Students involved in plagiarism, collusion, and/or cheating may face loss of credit for a project, a failing grade for a class, and/or dismissal from the university.

## STUDENT CONDUCT POLICY

Enrollment at the University carries with its obligations of conduct, both inside and outside the University.

Students are expected to conduct themselves in a manner that is a credit to them, the University and other health professions at all times.

American University of Health Sciences reserves the right to dismiss any student when the action is deemed necessary and in the best interest of all concerned: The University, the student body, or the student. Every student is expected to respect the rights of others.

Any physical violence between the student and another person(s) or malicious damage to property will be a cause for immediate suspension for all parties involved pending an investigation by administrative personnel.

Possession of alcohol, drugs or any type of weapon is prohibited at this Institution. The intent of this University is to be drug free. Possession use or sale of alcoholic beverages or drugs will be cause for immediate termination. The possession uses or sales of drugs will be reported to the appropriate authorities. If you require any information regarding alcohol or drug abuse, please refer to the Director of Student Services. We have information available regarding the effects of drug and alcohol abuse as well as a listing of agencies for rehabilitation and help.

## Copyright Policy

AUHS is obligated by federal law to inform its students of its policies and sanctions related to copyright infringement. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing (e.g., using Bit Torrent to obtain/distribute music or movies) may subject students to civil and criminal liability.

## Statement of Non-Discrimination

American University of Health Sciences does not discriminate on the basis of sex, age, physical handicap, race, creed or religion in its admission to or treatment in its program and activities, including advertising, training, placement and employment. The Student Services Director is the coordinator of Title IX- the Educational Amendments Act of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. All inquiries or complaints under the sex discrimination provisions of Title IX should be directed to the Student Services Director. The Student Services Director must act equitably and promptly to resolve complaints and should provide a response within seven working days.

## Equal Opportunity

American University of Health Sciences supports Equal Opportunity for all people regardless of their race, religion, sex, or disability.

## Written Paper Format

The required format for submitting papers in all programs is the Publication Manual of the American Psychological Association (APA), most current edition. This book is available in the library.

## Make-up Work

Students are required to make up all assignments and work missed as a result of excused/unavoidable absence. The instructor may assign additional outside make-up work to be completed for each absence. The instructor may also choose to assign a "0" for missed work. Arrangements to take any tests missed because of an absence must be made with the faculty and/or approved by the Program Dean/ Academic Dean. These accommodations are not guaranteed and reserved for emergency/unavoidable situations.

## Cheating

Cheating on an exam will result in a failing grade on that exam and will minimally place the student in a probationary status for the remainder of the quarter. Warning: Students may also be dismissed for any incidents of cheating (depending on the consideration by the administration to determine the incident to be serious & intentional).

## Remediation

AUHS has a formal remediation program through CAS, which is established to identify those students "at risk" for program progression. Students are referred to remediation formally via the Remediation Referral document called the Learning Enhancement Plan (LEP) which outlines student's areas of weakness and deficiencies. Students may be identified by a faculty member, faculty, and/or other staff members who may be working with the student. Additionally, enrolled students who demonstrate a need for additional services may self-identify.

The following factors may indicate a student's need for remediation:

- Self-determined need for supplemental support services.
- Failure to participate in learning activities.
- Performance on a course exam or quiz, as manifest by a test grade of B- or lower (nursing program only).
- Poor mid-term course evaluation.
- Poor clinical performance.
- Failure to adequately demonstrate Level competencies.
- Possession of a cumulative course grade with a grade of B- or lower (nursing program only).

Once identified, the student will be required to create a joint remediation/retention plan with a Faculty member and participate in activities as specified within the approved plan.

Student Learning Enhancement Plan may include, but not be limited to:

- Meetings with a Faculty, frequency as identified in the plan but not less than two instances per plan.
- Attendance in supervised tutoring.
- Monitored completion of skill practice hours in the Labs.
- Verified participation in web accessible tutorials or other available tutoring tools, inclusive of ATI and/or other Total Curriculum Support programs (All Programs).
- Completion and submittal of an academically approved written paper and/or presentation inclusive of research on the deficit subject area.

Once the areas of remediation are completed, the student will have the Student Learning Enhancement Plan signed off by the designated faculty member, as appropriate. Any additional cost associated with the plan will be incurred and satisfied by the student prior to proceeding to the next quarter.

## LEAVE OF ABSENCE POLICY

The purpose of a leave of absence (LOA) is to provide students with the opportunity to leave college for an extended period of time without withdrawing or affecting his/her satisfactory academic progress calculations. The Program Dean/Academic Dean, Student Services/ Student Affairs director, or a designee may authorize a leave of absence under the following circumstances:

- A leave of absence may only be granted to a student who has completed a quarter and has not been in class past the end date of the published Add/Change and Drop period of the current quarter in which he/she wishes to take the leave of absence.
- The student must resume classes at the same point at which he/she exited the program.
- The student must provide a signed written request for the leave of absence. The last date of attendance and return date must be clearly identified on the accompanying Leave of Absence form.
- The student has not completed his/her program.
- Under no circumstances will a leave of absence be extended beyond 180 days.
- Multiple leaves of absences may be granted during any 12- month period, beginning with the start of the most recent leave of absence as long as the total days do not exceed 180.
- All loans and grants will be returned to appropriate parties or disbursements rescheduled for the term of an approved leave of absence.
- The student will incur no additional tuition charges during an approved leave of absence.
- If the student is eligible under the authority of the Higher Education Relief Opportunities for Students Act, he/she may verbally request a leave of absence. However, all other conditions apply.

Reasons for granting a leave of absence may include, but are not limited to:

- Serious student medical problems
- Pregnancy
- Military duty
- Death of an immediate family member

If a student does not resume classes on or before the approved return date, the student will be withdrawn from the program.

Note: If a student does not return from an approved leave of absence, the grace period for Stafford loans will begin with the last date of attendance.

## Deployed Military Leave of Absence (LOA)

A student required to take a leave of absence (LOA) due to military deployment will not have a loss of academic credits earned, institutional scholarships awarded, or registration fees paid when returning from deployed status. Under the 180-day LOA limitation (Subsection [a] [2] [B] of 484B, Higher Education Act of 1965 [20 U.S.C. 1091b]) the student shall not be treated as withdrawn unless the student fails to return upon the completion of the leave of absence.

## TERMINATION PROCEDURES

Students may be terminated by the school for cause. Examples include, but are not limited to:

- Violation of the school's attendance policy to include excessive tardiness or absenteeism.
- Failure to maintain satisfactory academic progress.
- Violation of personal conduct standards.
- Inability to meet financial obligations to the school.
- Falsified his/her educational status certification.
- Possession, distribution, or use of alcohol or illegal drugs.
- Violation of academic honesty policy.
- Failure to comply with established University or department regulations and policies.
- Placing self and/or others in physical and/or emotional jeopardy.

In critical cases, such as unsafe clinical performance, dismissal may be considered without prior warning or probation. This action requires concurrence of the Program Dean/Academic Dean, Student Affairs/Services Executive Director, SVP/COO & Provost Chief Academic Officer and President/CEO.

Students to be terminated are notified in writing and may appeal to the respective Program Dean/ Academic Dean or through channels described under Grievance Procedures.

## **ATTENDANCE/TARDINESS**

All students are expected to attend regularly. Absences from class can seriously affect the progress of training. An absence may only be excused by the faculty. Students who are absent will still be required to complete the assigned class work.

Attendance for Undergraduate and Graduate Courses Attendance and punctuality are important for the successful pursuit of study. Therefore, the number of students' absences may be taken into account in determining academic grades. Students may be expected to explain to the instructor the reason for any absences from class and, in some cases, be asked to provide appropriate documentation.

There is no provision for a system of allowed cuts and absences. Students may be dropped from a class for excessive absences (excessive is defined as missing 20% of the classes) when, in the opinion of the faculty, further enrollment in the class would be of little value to the students.