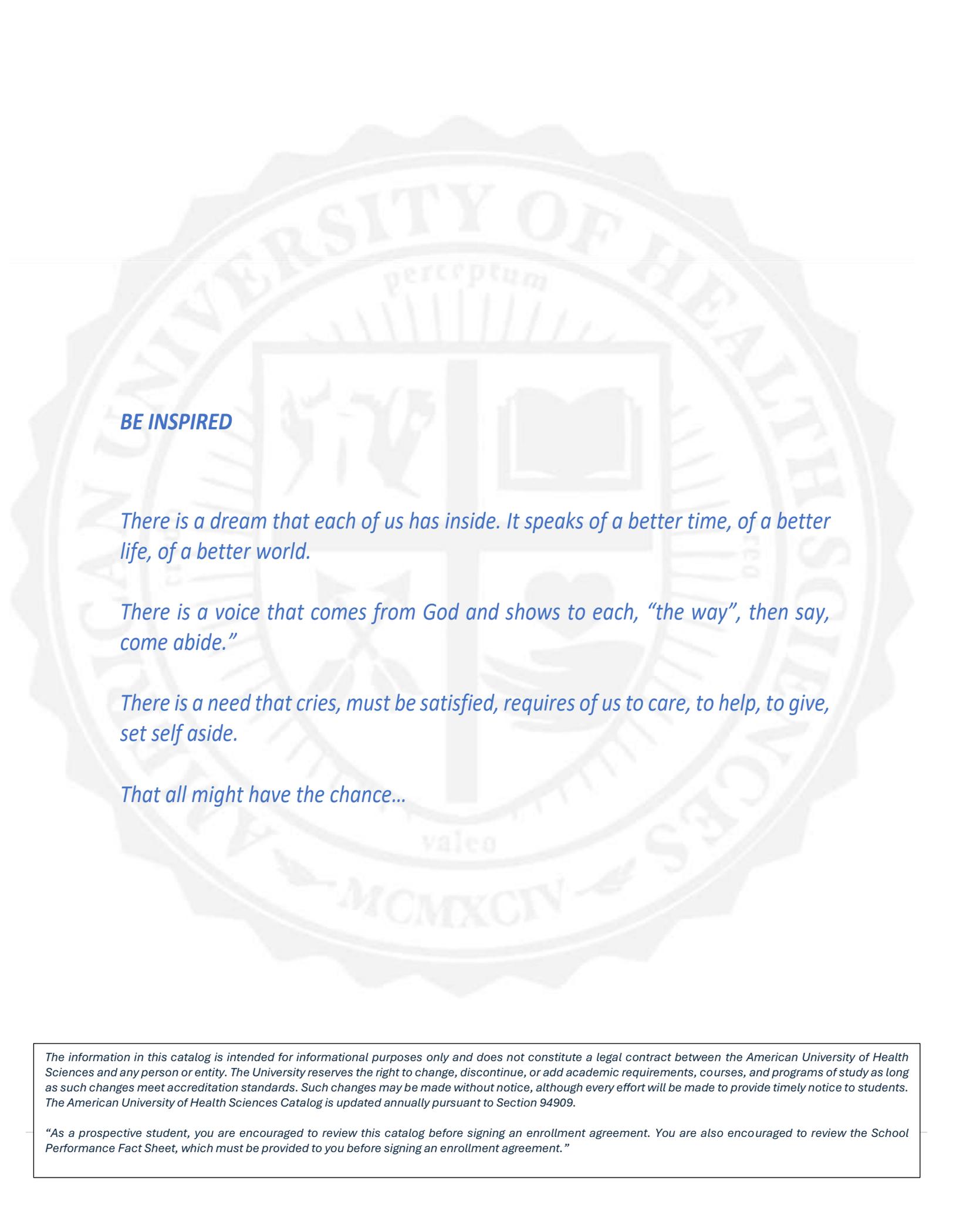# AUHS

AMERICAN UNIVERSITY
OF HEALTH SCIENCES

University Catalog

September 15, 2025 – August 31, 2026

1600 E. Hill Street, Signal Hill, CA 90755 | P. 562.988.2278 | F. 562.988.1791 | www.auhs.edu

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...

WELCOME MESSAGE FROM THE PRESIDENT

Dear Students:

On behalf of our dedicated faculty and staff, it is my distinct pleasure to welcome you to the American University of Health Sciences (AUHS).

Whether you are exploring AUHS for the first time as a prospective student, continuing your journey as a current student, or reconnecting as a valued alumnus, I trust you will find within these pages a genuine reflection of who we are and what we stand for.

Since 1994, AUHS has been transforming lives through high-quality, relevant education in the health sciences. As a private Christian-based, minority-serving university, we proudly welcome students from diverse backgrounds and prepare them to make a meaningful and lasting impact on society through the provision of exceptional, patient-centered care—grounded in a global understanding of the human condition.

Our mission is accomplished by creating a strong and caring academic environment where excellence and diversity are embraced, and where the development of the entire person—mind, body, and spirit—is central to the educational experience. Teaching and learning, research, service, and scholarship are not merely institutional functions; they are deeply valued expressions of our commitment to holistic education. We promote intellectual growth, analytical and critical thinking, evidence-based knowledge, and a dedication to lifelong learning.

Inspired by a strong belief in God and the Christian values of love, justice, respect, and caring for humankind, AUHS is guided by a higher calling. Our vision is beautifully captured in the words written by Pastor Gregory A. Johnson:

"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 says, '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."

This vision challenges us to educate not only skilled healthcare professionals, but compassionate leaders who serve with integrity and humility. It calls us to set self aside so that others may have the opportunity to believe, to learn, to create, and to succeed.

At AUHS, you will find a community committed to excellence, faith, service, and the advancement of health equity. We encourage you to build meaningful, lifelong connections and to engage deeply with the diverse communities you will serve.

I look forward to meeting you personally. It is truly an honor to welcome you to the AUHS family, and I wish you a rich, transformative, and purpose-driven academic journey.

Sincerely,

Caroll Ryan

Dr. Caroll Ryan
University President and CEO

Contents

APPROVAL OF 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.

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 can be found at www. Consumer Information – American University of Health Sciences (auhs.edu). The Catalog can be accessed through www.auhs.edu.

Prospective enrollees are encouraged to visit the physical facility of the school and to discuss your personal educational and career plans with school personnel prior to enrolling or signing Enrollment Agreements.

People seeking to resolve problems or complaints should first contact the instructor in charge. Requests for further action may be made in the following order: (1) Asst. Director of Student Services; (2) Program Director, Chair, Dean; (3) VP of Operations; (3) SVP/Provost & Chief Nurse Administrator, (4) the President. 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.

ACCREDITATIONS AND APPROVALS

Institutional Accrediting Agencies

WASC Senior Colleges and University Commission (WSCUC)
WASC Senior College and University Commission (WSCUC)
1001 Marina Avenue, Suite 100, Alameda, CA 94501
Tel: (510) 748-9001 | Fax: (510) 748-9797 https://www.wscuc.org
https://www.wscuc.org/institutions/american-university-of-health-sciences/?print=pdf Link to Statement of Accreditation Status.

Contact & form to file a public comments & complaints can be found at https://www.wscuc.org/contact/
https://www.wscuc.org/resources/comments/

Transnational Association of Christian Colleges and Schools (TRACS)

15935 Forest Road, Forest VA 24551

Tel: (434) 525-9539 | Fax: (434) 616-2638

https://tracs.org/ ; https://www.tracs.org/member-institutions

Policy & Forms for filing a grievance can be found at:
https://www.tracs.org/resources; https://www.tracs.org/complaints
https://www.tracs.org/_files/ugd/a8a4b6_1ced49c857f84d3294dabcf4eeb9be6b.pdf

Programmatic Accrediting Agencies

Commission on Collegiate Nursing Education (CCNE)
"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 I Fax: (202) 887-8476".

"The Doctor of Nursing Practice program at American University of Health Sciences is pursuing initial accreditation by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). Applying for accreditation does not guarantee that accreditation will be granted".

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, for compliance issues with the following standrds: 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."

State Approving Agencies

Bureau for Private Postsecondary Education (BPPE)
1747 North Market Blvd., Suite 225, Sacramento, CA 95834
P.O. Box 980818, West Sacramento, CA 95798-0818
Website Address: https://www.bppe.ca.gov/

"A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370- 7589 or by completing a complaint form, which can be obtained on the bureau's internet website (internet website address)."

Complaint form can be obtained on the bureau's Internet Web site https://www.bppe.ca.gov/.

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

California Board of Registered Nursing (BRN)
1747 N. Market Blvd., Suite 150, Sacramento, CA 95834
Tel: (916) 322-3350| Fax: (916) 574-7699 RN Programs (ca.gov);
https://www.rn.ca.gov

Complaint form can be obtained on the CA BRN Internet Web site https://www.rn.ca.gov/enforcement/filecomplaint.shtml

How to File a Complaint?
Online: DCA Breeze Online Services
Mail: You may complete a Complaint Form and mail to:
Board of Registered Nursing

Attn: Complaint Intake
PO Box 944210
Sacramento, CA 94244-2100
Fax: (916) 574-7693
Email: Enforcement.BRN@dca.ca.gov

In filing your complaint, the information you provide will determine the action the Board will take. The most effective complaints are those that contain firsthand, verifiable information. Therefore, please provide a statement, in your own words, which describes the nature of your complaint. Please include as many specific details as possible, including dates and times, as well as any documentary evidence related to your complaint. The emphasis should be on providing necessary factual information. While anonymous complaints will be reviewed, they may be impossible to pursue unless they document evidence of the allegations made.

Please visit The Complaint Process page for helpful information regarding the complaint process.

GENERAL INFORMATION

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.

OVERVIEW: AUHS PROGRAMS

The American University of Health Sciences (AUHS) believes in the ability of individuals to improve themselves and, in turn, contribute to the betterment of society. AUHS is committed to providing every student with the opportunity to take responsibility for their personal growth and to serve others through comprehensive training and education.

In response to the growing demand for skilled healthcare professionals and the evolving needs in the fields of medical and clinical sciences, AUHS offers a range of accredited programs designed to equip students with the knowledge, skills, and ethical grounding necessary for success in today's healthcare landscape.

Graduate Degree Programs

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

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

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	51.0805; SOC 29-2052

UNIVERSITY VISION, MISSION, PHILOSOPHY & PRINCIPLES, STATEMENT OF FAITH, LEARNING OUTCOMES/ GOALS

Vision

"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. *Written By Pastor Gregory A. Johnson*

Mission

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 are 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.

Philosophy & Principles

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 developing 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.

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 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 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.

Institutional Learning Outcomes (goals)

AUHS Institutional Learning Outcomes (goals) are centered around five (5) core guiding concepts/major pillars or what we also termed hallmarks, which include:

- Performance (Academic Excellence/ Research/ Scholarship)
- Cultural Competence
- Critical Thinking to enhance academic preparation
- Social Responsibility (Service)
- Christian Values

These hallmarks enhance both our undergraduate and graduate students, and all include innovation, implementation, and assessment 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.

- **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.).
- **Cultural Competence** (Diversity). In the area of cultural competence, graduates will deliver culturally competent and sensitive care that is evidence-based in the appropriate health career (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.) service area.
- **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.
- **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.).
- **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 client-patient outcomes by sharing their Christian Values of love, caring, justice, and respect, as an advocate for 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.

SCHOOL HISTORY

The American University of Health Sciences (AUHS) is a private, for-profit, Christian-based institution that is minority-owned and minority-serving. Established in 1994 by founder Kim Dang and co-founder Pastor Gregory Johnson, the university was founded with the mission of providing postsecondary education while fostering a faith-centered learning community focused on making a positive impact in the healthcare sector.

Rooted in Christian values, AUHS integrates spiritual principles such as love, service, and justice into its educational model. The university emphasizes holistic development, ensuring that students are not only equipped with technical skills but also imbued with a sense of ethical and moral responsibility. This approach ensures that AUHS graduates emerge as both skilled healthcare professionals and compassionate individuals who treat patients with respect, integrity, and empathy.

AUHS offers a rigorous curriculum designed to prepare students for careers in various healthcare fields, with a special focus on allied health, nursing, pharmacy, and clinical research. By aligning its programs with the latest industry standards, AUHS ensures that students are well-prepared to meet the evolving demands of the healthcare industry. Graduates are equipped with the knowledge and skills necessary to address complex healthcare challenges, including those related to patient care, health disparities, and community health. They are capable of delivering care that meets the needs of a wide range of patient populations.

AUHS operates as an S Corporation, which makes it a for-profit entity wholly owned by American University of Health Sciences, Inc. Despite its for-profit status, the university remains steadfastly mission-driven, with a strong focus on social responsibility, community service, and ethical healthcare education. AUHS's success is a testament to its ability to balance business efficiency with its mission to educate healthcare professionals who contribute positively to the healthcare industry and society.

About AUHS

"*How blessed is the man who does not walk in the counsel of the wicked, nor stand in the path of sinners, nor sit in the seat of scoffers! But his delight is in the law of the LORD, and on 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

Language of Instruction

At the American University of Health Sciences (AUHS), all courses and academic instruction are conducted in English. Proficiency in English is essential for success in all programs, as students will be required to engage in coursework, clinical practice, presentations, and examinations in English.

English Language Proficiency Requirements

All applicants whose first language is not English are required to demonstrate proficiency in English through one of the following:

- A minimum score on an English language proficiency test, such as TOEFL or IELTS.
- Completion of an accredited degree program where English is the primary language of instruction.

For students needing additional language support, AUHS provides resources such as tutoring and language workshops to help ensure academic success.

Academic Calendar 2025-2026

FALL QUARTER 2025	WINTER QUARTER 2026
09/22/2025 to 12/05/2025	**01/05/2026 to 03/20/2026**
June 30, 2026 – 2025-2026 FAFSA Corrections or Updates deadline	Jan. 5, 2026 - Winter Quarter Begins
Sept. 22, 2025 - Tuition Payment Deadline	Jan. 5, 2026 - Tuition Payment Deadline
Sept. 22, 2025 - Fall Quarter Begins	Jan. 9, 2026 - Deadline to Cancel Class
Sept. 26, 2025 - Deadline to Cancel Class	Week of Jan. 12, 2026 - Cost of Living Allowance (COLA)-current student
Week of Oct. 6, 2025- Cost of Living Allowance (COLA)-current student	Jan. 19, 2026 - Martin Luther King Jr. Day
Nov. 7, 2025 - Deadline to Drop with a "W"	Feb. 20, 2026 - TEAS Test
Nov. 11, 2025 - Veterans Day Observed	Feb. 16, 2026 - Presidents' Day
Nov. 27-28, 2025 - Thanksgiving Day	Feb. 27, 2026 - TEAS Retest
Dec 1-5, 2025 - Final Exams	Feb. 20, 2025 - Deadline to Drop with a "W"
Dec. 6, 2025 – Jan. 4, 2026 - Recess	Mar. 16-20, 2026 - Final Exams
	Mar. 21-29 2026 - Recess
SPRING 2026	**SUMMER QUARTER 2026**
03/30/2026 to 06/12/2026	**06/29/2026 to 09/11/2026**
Mar. 30, 2026 - Spring Quarter Begins	Jun. 29, 2026- Summer Quarter Begins
Mar 30 2026 - Tuition Payment Deadline	Jun. 29 2026 - Tuition Payment Deadline
Apr. 3, 2026 - Deadline to Cancel Class	Jul. 3, 2026 - Deadline to Cancel Class
Week of Apr.13, 2026 - Cost of Living Allowance (COLA)-current student	Jul. 4, 2026 - Independence Day
Apr. 3, 2026 - Good Friday	Week of Jul. 13, 2026- Cost of Living Allowance (COLA)-current student
May 16, 2025 - Deadline to Drop with a "W"	Aug. 14, 2026 - TEAS Test

May 25, 2026 - Memorial Day	Aug. 14, 2025 - Deadline to Drop with a "W"
Jun 8-12, 2026 - Final Exams	Aug. 21, 2026 - TEAS Retest
Jun. 13-28, 2026- Recess	Sept. 1, 2026 - Labor Day
Jun. 19, 2026 - Juneteenth Day	Sept7-11,2026 - Final Exams
	Sept. 12-28, 2026 - Recess

Location: Address of class sessions

AUHS is located at 1600 East Hill St., Signal Hill, CA 90755 where class sessions are held in Buildings 1 & 3.

Signal Hill, where the American University of Health Sciences (AUHS) is located, is a small city in Los Angeles County, California, surrounded entirely by the city of Long Beach. Perched on a hill, the area offers scenic views of the Pacific Ocean, downtown Long Beach, and the surrounding metropolitan region. Its central location provides easy access to major highways, making it convenient for commuting and close to the cultural, recreational, and healthcare hubs of the greater Los Angeles area.

Telephone Number: (562) 988-2278
Fax Number: (562) 988-1791
Website: www.auhs.edu

Hours Of Operation

Office Hours:

8:00 AM – 5:00 PM	Monday through Friday
12:00 PM – 1:00 PM	Closed for Service on Wednesday only

School Hours:

8:00 AM – 9:00 PM	Monday through Friday
8:00 AM – 7:00 PM	Saturday (*check quarterly schedule for school hours*)
12:00 NN – 1:00 PM	Closed for Service on Wednesday only

Physical Facilities

The University and its facilities fully comply with all federal, state, and local regulations, ensuring adherence to fire safety, building codes, handicapped access, and health standards. The campus encompasses a 72,000 square-foot complex that includes classrooms, laboratories, offices, and a student lounge, with ample parking available for all students.

For didactic instruction, the University employs advanced technology such as Canvas, Smart Boards, Zoom, Teams, Proctorio, and other electronic platforms. In laboratory settings, AUHS offers state-of-the-art simulation rooms equipped with high-fidelity mannequins for realistic healthcare training. Additionally, the University features a Pharmacy Simulation Lab, where students engage in hands-on practice in drug preparation, dispensing, and patient counseling, simulating real-world pharmacy environments. Students also gain experience with simulation modules, EKG and other healthcare-related equipment, preparing them for clinical practice in a variety of settings.

Smoke-Free Campus

AUHS is a smoke-free campus. Smoking, vaping, or the use of tobacco products is strictly prohibited within and around the campus perimeters, extending up to 200 yards.

Professional Memberships

- Accreditation for Pharmacy Educators (CAPE)
- American Association of Colleges of Pharmacy (AACP)
- American 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

Dress Code

At American University of Health Sciences, each program requires students to wear official AUHS approved attire corresponding to their program. This policy is in place for security purposes, ensuring that students can be easily identified as members of the AUHS community. Students must strictly adhere to these guidelines. (***See Student Handbook)***

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 website of the U.S. Copyright Office at https://copyright.gov/

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/. 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.

Cancellation of Classes

American University of Health Sciences reserves the right to cancel any course or class that does not meet the minimum required enrollment. This policy ensures that courses maintain a viable number of participants to facilitate effective instruction and resource allocation. If a class is cancelled due to insufficient enrollment, the university provides students with two options to accommodate their educational needs:

- **Guaranteed Reservation in the Next Scheduled Class**: Students affected by a class cancellation are given the option to secure a place in the next available session of the same course. This guarantees that the student will be able to

enroll in the class when it is next offered, allowing them to continue their program of study with minimal disruption.

- **Cancellation of Enrollment with Full Refund**: Alternatively, students may choose to cancel their enrollment for the cancelled class altogether. In this case, the student is entitled to receive a full refund of any tuition or fees paid for that particular class. This option provides financial protection for students and flexibility in deciding their academic plans.

These measures are designed to ensure that students are not negatively impacted by class cancellations and can either continue their studies without delay or receive appropriate financial compensation. The university remains committed to providing high-quality educational experiences and will strive to ensure that cancellations occur as infrequently as possible.

Rights of the University

American University of Health Sciences reserves the right to amend any part of this catalog as needed to reflect institutional changes or external developments. This may include, but is not limited to, updates to university policies, procedures, academic programs, and courses. The university also holds the right to make staffing adjustments, such as changes to faculty and administrative personnel. Additionally, alterations may be made to the academic calendar, including important dates such as the start and end of quarters, holidays, and deadlines.

The university further reserves the right to revise tuition rates, fees, and other financial obligations at any time. Changes to equipment, instructional materials, and classroom resources may be implemented in response to new technologies, teaching methods, or programmatic needs. AUHS also retains the flexibility to modify curriculum content to maintain academic relevance and quality. In certain cases, the university may cancel classes or adjust offerings due to resource constraints, enrollment numbers, or institutional priorities.

These rights ensure that AUHS can continuously adapt to meet the needs of its students, faculty, and the broader community, while maintaining the highest standards of academic excellence and operational efficiency.

Program Changes/Policy Guidelines

American University of Health Sciences (AUHS) 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. AUHS 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.

Closure of a Program

In the unfortunate event that the American University of Health Sciences (AUHS) must close a program, every effort will be made to minimize disruption and support affected students in completing their academic goals. AUHS is committed to providing students with viable options to continue their education. In such cases, the university will implement a teach-out plan in compliance with accrediting bodies' standards, including a teach-out agreement with another institution that offers a similar program.

Teach-Out Plan and Agreement

A teach-out plan is designed to ensure that students enrolled in a discontinued program are able to complete their education. This plan may involve:

- AUHS continues to provide the necessary courses for enrolled students to finish their degrees within a defined period before the program is officially closed.
- Establishing a teach-out agreement with another accredited institution that offers a similar program. Under this agreement, students will be able to transfer their credits seamlessly and complete their degree at the partner institution without academic penalties.

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

Board of Trustees

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Song Tan, MD, FAAP	External Member
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Kim Dang	Internal Member
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Administration & Leadership

Senior Executive Leadership

President/CEO	Ryan, Caroll, PhD	PhD, Northcentral University, AZ; MA, Azusa Pacific University, CA; BA, CSU Fullerton
SVP/COO & Provost/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
Vice-President, Operations, Student Affairs & Services	Javaluyas, Genevieve, EdD	Capella University Ed.D, Western Governors University, MS University of Santo Tomas, Philippines, BS
Chief Financial Officer	Sarge, Sandy, MACC	MACC, University of South Carolina; BA, Texas A&M University

University-Wide Leadership

Vice-President of Institutional Research and Assessment	Nhung Le, PhD
Assistant Director Student Services/Registrar	Alma Pineda
Director, Admissions & Marketing	Nuy Nguyen
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Accountant	Rosa Salcedo
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IT Administrator	Don Jayathilake
Director Center of Simulation & IPE	David Omut, MBA, RN
Faculty Senate Vice-Chair	Maria Shearing
IT Support Administrator	Tommy Le, PhD

School of Pharmacy

Dean	Islam, Mohammed A. PhD, MPhil, MPharm, BPharm	PhD and MPhil in Cardiovascular Pharmacology, Toyama Medical and Pharmaceutical University, Japan; MPharm and BPharm, University of Dhaka, Bangladesh
Interim Associate Dean of Academic Affairs	Schloss, John, PhD, BS	Professor, Biomedical Sciences, Associate Dean of Research; BS (University of Tulsa), 1973; PhD (University of Tennessee-Knoxville/Oak Ridge National Laboratory), 1978; NIH Postdoctoral Fellow (University of Wisconsin-Madison), 1978-81
Assistant Dean, Students & Assessment	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)
Director of Experiential Education	Nguyen, Transon, PharmD	PharmD (Midwestern University), 2001; BS (University of California, Irvine), 1997; RPh (CA)
Chair of the Department of Pharmaceutical Science	Schloss, John, PhD, BS	Professor, Biomedical Sciences, Associate Dean of Research; BS (University of Tulsa), 1973; PhD (University of Tennessee-Knoxville/Oak Ridge National Laboratory), 1978; NIH Postdoctoral Fellow (University of Wisconsin-Madison), 1978-81
Chair, Department of Clinical and Administrative Sciences	Kim, Lauren, PharmD	PharmD, University of Southern California, USA; BS in Biological Sciences.

School of Clinical Research

Chair, Master of Science in Clinical Research	Dillague, Diogenes, MD, MSCR	MD, University of Sto. Tomas, Philippines – Doctor of Medicine; MSCR, American University of Health Sciences (AUHS), Signal Hill, CA – master's in clinical research; BA, Adamson University, Philippines – Sociology

School of Nursing

Executive Dean	Paysan-Modina, Michelle, DNP, APRN, NP-C, PHN	DNP, MBA, APRN, NP-C, PHN - DNP Brandman University, Irvine, CA; MBA William Howard Taft University, Denver, CO; MSN-NP California State University, Long Beach, CA; BSN - California State University, Los Angeles, CA
Dean & Lead Instructor, Graduate Programs	De Grano, Gregorio, PhD, MD, MSN, APRN, FNP-C,	PhD, School Leadership, St. Dominic Savio College, Manila, PH, BSN, Makati Medical Center, Makati, PH; MD, De La Salle University, Cavite, PH; MSN-FNP, Charles R. Drew University, Los Angeles, CA; DNP Psychiatric and Mental Health, Brandman University, Irvine, CA
Clinical Affiliation Coordinator – Graduate Programs	Julian, Jeazale, DNP, MSN, APRN, FNP-C,	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
Asst. Dean, Academics, Undergraduate Programs	Arvin Torres MSN, MD, APRN, FNP-C	MD, Far Eastern University, Manila Philippines; MSN, University of Phoenix; BSN, St. Jude College, Manila, Philippines
Asst. Dean, Clinical Affiliations Undergraduate Programs	Shearing, Maria, MSN-Ed, BSN, RN	MSN-FNP & MSN-Nursing Education, American University of Health Sciences; BSN, American University of Health Sciences

General Education

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

Faculty

School of Nursing Faculty -Undergraduate

Faculty	Degrees and Institutions
Abrahim, Mansoureh,	MSN, ASN, RN – MSN-WHNP California State University, Long Beach, CA; BSN Shahid Beheshti University, Tehran, IR
Antido, Sheryl	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
Arambulo, Marithel	MSN Informatics - Western Governors University, Salt Lake City, UT; BSN - St. Paul University, Manila, PH
Aspiras, Brent	MSN-Ed - 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, Long Beach, CA
Attenello, Marco	MSN - West Coast University, Anaheim, CA; BSN - West Coast University, Anaheim, CA; BA English - California State University, Northridge, Northridge, CA
Belo, Lester	MSN - Grand Canyon University, Phoenix, CA; BSN - West Coast University, Los Angeles, CA; BS Fire Protection Administration & Technology - California State University, Los Angeles, Los Angeles, CA
Cabatingan, 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 - American University of Health Sciences, Signal Hill, 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, WHNP, 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 - American University of Health Sciences, Signal Hill, CA; BSN - Makassed University of Beirut, Beirut, LB
Gharavi, Hesamedine	MD, MSN, APRN, FNP-C, 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, APRN,FNP-BC – MSN-FNP, American University of Health Sciences, Signal Hill CA; BSN, American University of Health Sciences, Signal Hill, CA
Julian, Jeazale	DNP, MSN, APRN, FNP-C, – 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, – 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 - University of Phoenix, Phoenix, AZ; PMC-FNP – American University of Health Sciences, Signal Hill, CA; BS Public Health Nursing - University of Phoenix, Phoenix, AZ
Lay, Sarah	MSN, APRN, FNP-BC – MSN-FNP, American University of Health Sciences, Signal Hill CA; BSN, American University of Health Sciences, Signal Hill, CA
Lay, Sarah	MSN-FNP - American University of Health Sciences, Signal Hill, CA; BSN - American University of Health Sciences; Signal Hill, CA
Marasigan, Aristotle	MSN - Western Governors University, Salt Lake City, UT; BSN - University of Luzon, Pangasinan, PH
Morales, Ma. Suzanne	DNP, 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 - Wilkes University, Wilkes-Barre, PA; MSN - University of California, Los Angeles, CA; BSN - University of Phoenix, Costa Mesa, CA
Nhung, Le	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 Nursing Education, Western Governors University, Salt Lake City, UT; BSN, Washington State University College of Nursing, Spokane, WA
Rabadon, Christopher	BSN, RN – BSN, Western Governors University, Pomona, CA; A.D. in Nursing, Kaplan College, North Hollywood (MSN in progress)
Robinson, Annette,	MSN, Western Governors University, Salt Lake City, UT; BSN, Western Governors University, Salt Lake City, UT; AS Nursing, Whittier, CA
Santos, Josephine Clarisse	MSN, APRN, FNP-C - American University of Health Sciences, Signal Hill, CA; BSN - Western Governors University, Salt Lake City, UT
Sheehy, Patrick	BSN - California State University, Los Angeles, Los Angeles, CA (MSN in Progress)
Smith, Kenya	MSN, APRN, PMHNP-BC – MSN-NP Psychiatric & Mental Health, Charles Drew University of Medicine and Health Sciences, Los Angeles, CA
Sohn, Alea	DNP, MSN, APRN, FNP-C – 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
Tan, Crizelle	MSN-FNP, Chamberlain University, Chicago, IL; BSN - American University of Health Sciences, Signal Hill, CA
Tiu, Girlielyn	MSN, MD, APRN, FNP-C, - 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, Santiago City, PH; BS Psychology - University of Santo Tomas, Manila, PH
Ugorji, Isaac	MSN, PMHNP, - PMC-PMHNP, National University, Los Angeles, CA; PMC-EDU, West Coast University, Cypress, CA; ELMSN, California Baptist University, Riverside, CA; BS Applied Microbiology & Brewing, Nnamdi Azikiwe, NG; LVN, Angeles Institute, Artesia, CA
Usman, Dave	DNP, MSN, APRN, FNP-BC - Charles R. Drew University of Medicine & Science, Los Angeles, CA; BSN, University of Phoenix, Costa Mesa, CA; AS Nursing, West Coast University, Irvine, CA
Wagas, Stephanie	MSN-Ed, RN – MSN, American University of Health Sciences, Signal Hill, CA; BSN, American University of Health Sciences, Signal Hill, CA
Waller, Denise	MSN-Ed, RN, American University of Health Sciences, Signal Hill, CA; BSN - American University of Health Sciences, Signal Hill, CA

School of Nursing Graduate Programs Leadership and Faculty

Executive Dean/Assistant CNA, School of Nursing: Paysan-Modina, Michelle, DNP, MBA, APRN, NP-C, PHN - DNP Brandman University, Irvine, CA; MBA William Howard Taft University, Denver, CO; MSN-NP California State University, Long Beach, CA; BSN - California State University, Los Angeles, CA

Dean/Lead Instructor, School of Nursing, Graduate Programs: De Grano, Gregorio, Phd, MD, MSN, APRN, 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

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

School of Nursing Graduate Programs Faculty

Faculty	Degrees and Institutions
Cabatingan, Rowena	MD, APRN, MSN, 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, APRN, MSN, FNP-C,– 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, APRN, FNP-C – 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

School of Nursing Graduate Programs Adjunct Faculty (FT/PT)

Faculty	Degrees and Institutions
Antido, Sheryl	DNP, MSN, APRN, 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	DNP, MD, APRN, MSN, FNP-C, PMHNP, 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)
Arambulo, Marithel	MSN Informatics - Western Governors University, Salt Lake City, UT; BSN - St. Paul University, Manila, PH
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)
Chung, Ann	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)
Evalle, Hazel	DNP, 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 (FT)
Francisco, Joseph	DNP, APRN, MSN, FNP-C, PMHNP-BC -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)
Le, Nhung	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, APRN, MSN, FNP-C, – 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, APRN, MSN, FNP-C,. 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)

Faculty	Degrees and Institutions
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, APRN, MSN, FNP-C– 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-Nurse Administration, Leadership, and Management (NALM)

Faculty	Degrees and Institutions
Shearing ,Maria	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 Pharmacy (SOP) Leadership

Dean: Islam, Mohammed   A, PhD, MPhil, MPharm, BPharm, RPh – 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

Interim Associate Dean of Academic Affairs - John V. Schloss, PhD, BS – BS (University of Tulsa), PhD (University of Tennessee-Knoxville/Oak Ridge National Laboratory), NIH Postdoctoral Fellow (University of Wisconsin-Madison)

Assistant Dean of Students & Admissions: 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)

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

Chair of Department of Clinical & Administrative Sciences: Kim, Lauren – PharmD, University of Southern California, USA

School of Pharmacy Faculty

Faculty	Degrees and Institutions	Certification
Bagheri, Rose	PharmD, BS - West Coast University, University of Texas; Specialization: Infusion Pharmacist, Antibiotic Dosing, TPN Formulation	RPh (California)
Chen, Ifon,	PharmD, Assistant Professor, Clinical & Administrative Sciences, BS (University of California - Los Angeles), PharmD (Philadelphia College of Pharmacy at Saint Joseph's University in Philadelphia), RPh (CA) Community Pharmacist, Ambulatory Care Pharmacist	RPh (California)
Crain, Pujah	PhD, BPharm - Loma Linda University, Pune University	
Gollapudi, Shankar	PharmD, MS, BPharm - Creighton University, University of Northern Colorado, Nagpur University	BCPP, RPh (California)
Hussain, Alamdar	PhD, BPharm - Texas Tech University Health Sciences Center, Kakatiya University	
Islam, Mohammed	PhD, MPhil, MPharm, BPharm - Toyama Medical and Pharmaceutical University, University of Dhaka; Postdoctoral Fellow, Postdoctoral Research Associate, ALFP Fellow	RPh (Florida)
Kim, Lauren	PharmD, University of Southern California, USA; BS in Biological Sciences	
Le, Nhung	PhD, MS, BS - Southern Illinois University School of Medicine, Washington University, Westminster College	
Nguyen, Transon	PharmD, BS - Midwestern University, University of California, Irvine	RPh (California)
Schloss, John V	PhD, BS - University of Tennessee, University of Tulsa; NIH Postdoctoral Fellow	
Sheng, Jonathan	PhD, MD - State University of New York, Kunming Medical College; Postdoctoral Fellow	
Yang, Suhui	PhD, MS, BS - Chonnam National University, Stony Brook University, Pukyong National University; Postdoctoral Fellow, Visiting Assistant Research Scientist	
Zayachkivska, Oksana	DSc, PhD, MD - National Medical University	

Adjunct Faculty	Degrees and Institutions	Certification
Chung, Ann	PharmD, BS - Western University of Health Sciences, University of California, Los Angeles; Specialization: Acute Care Pharmacist	RPh (California), BCPS
Dang, Thi	PharmD - University of Colorado; Specialization:	RPh (California)

	Independent Pharmacy Owner, Community Leader	
Garcia, Leonel	PharmD, BS - Western University, California State University	RPh (California)
Kunchandy, Joseph	PhD, MPharm, BPharm - Institute of Pharmaceutical Sciences, Medical College, Trivandrum; Postdoctoral Fellow	RPh (California)
Meyer, Lee	PharmD, BA - University of the Pacific School of Pharmacy, University of the Pacific College of the Pacific; Board Certification: Geriatrics	RPh (California), BCPS
Nguyen, Elaine	PharmD, MS, BS - Western University of Health Sciences, Oklahoma State University, University of California, Irvine; PGY-1 Residency, Juris Doctor	RPh (California)
Overby, Halline	MD - Howard University; American Board of Medical Oncology, Fellowship in Hematology-Oncology	
Rhee, Helen	PharmD - Loma Linda University; PGY-1 Pharmacy Practice Residency	
Yuan, Carol	PharmD, BS - Western University of Health Sciences, California State University	

School of Clinical Research Faculty

Faculty	Degrees and Institutions
Tarek Dessouky	MD, University of Lyon, France - Doctor of Medicine, Neurology Surgery; MBA, Claremont Graduate University, CA - Executive Master of Business Administration; MPH, University of California Los Angeles, CA - Public Health
Linnea Defensor	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
Gene Dillague	MD, University of Sto. Tomas, Philippines - Doctor of Medicine; MSCR, American University of Health Sciences (AUHS), Signal Hill, CA – Master of Science in Clinical Research; BA, Adamson University, Phil. - Sociology
Le, Nhung	PhD, MS, BS - Southern Illinois University School of Medicine, Washington University, Westminster College

General Education Faculty

Faculty	Degrees and Institutions
Baker, Christina	MS in Education, Capella University, MN, USA; MBA, Hope International University, CA, USA; MA in Speech and Communication, California State University, CA, USA; BA in Speech and Communication, California State University, CA, USA
Candelario, Jose	Ph.D. Health Sciences, Liberty University, Lynchburg, MBA, University of Illinois, MS in Human Biology, Liberty University, Lynchburg,

Carter, Duane	JD, Irvine University School of Law, CA, USA; MA in Teaching, Whitworth University, WA, USA; BA in Psychology/History, St. Martin's College, WA, USA
Davis, Brent	PhD in Speech Science & Technology, University of Southern California (USC), CA, USA; MA in Applied Linguistics, University of Southern California (USC), CA, USA; MA in Psychology, California State University, Fresno, CA, USA; BA in Psychology, Fresno Pacific University, CA, USA
Dillague, Gene	MSCR, American University of Health Sciences (AUHS), Signal Hill, CA, USA; MD, University of Sto. Tomas, Philippines; BA in Sociology, Adamson University, Philippines
Hernandez, Paloma	MA in History, California State University, Long Beach, CA, USA; BA in History, University of California, Santa Barbara, CA, USA
Hussain, Alamdar	PhD, B.Pharm - (Kakatiya University, India), 2000; PhD (Texas Tech University Health Sciences Center, Amarillo), 2005
Koval, Gregorio	PhD(c), BA/MA in Music, MA Music Performance, Zurich University.; Doctoral Degree in Music (Pending completion of Dissertation, University of Southern California, USA.
Landry, Kate	MFA, Laguna College of Art and Design, CA, USA; M.Ed., University of Framingham, MA, USA; BA, College of the Holy Cross, MA, USA
Luu, Uyen	PharmD, University of Southern California
Queida, Maher	MA in Public and International Affairs - Security Studies, University of Pittsburgh; BA in Political Science and International Affairs, University of California, Riverside
Ryan, Steve	MA in English, City College of New York, NY, USA; BA in English, College of Staten Island, Staten Island, NY, USA
Truong, Tien Quang	MA in Mathematics, California State University, Fullerton, CA, USA; BA in Mathematics, California State University, Fullerton, CA, USA
Uvero, Marilyn	EdD in Higher Education Leadership, Nova Southeastern University, FL, USA; MSN in Public Health Policy and Administration, Walden University, USA; MSN, California State University, CA, USA
Wu, Pamela	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

General Information

The Student Affairs/Services Department at the American University of Health Sciences (AUHS) is dedicated to providing comprehensive support to students, enhancing both their personal and professional development throughout their university journey. With a commitment to fostering an environment that promotes academic excellence and holistic well-being, the department offers a wide range of services tailored to meet the diverse needs of the student body.

These services include:

- Academic advising
- Career counseling
- Mental health support
- Tutoring
- Student leadership programs
- Extracurricular activities that encourage engagement and community building

The department also assists with:

- Student accommodation
- Accessibility services
- Providing resources for navigating university policies and procedures

AUHS is committed to delivering high-quality services efficiently, with ongoing evaluation and improvement efforts to ensure that offerings evolve in alignment with the changing needs of students. The Student Affairs/Services Department plays a crucial role in empowering students to succeed academically, socially, and professionally, supporting their goals from enrollment through graduation.

Alumni Services

The Student Alumni Services at the American University of Health Sciences (AUHS) is dedicated to fostering meaningful connections between current students and alumni. Through a variety of initiatives, including networking events, mentorship programs, and online networking resources, the Student Services Department plays a crucial role in helping students build valuable relationships with alumni professionals. These opportunities allow students to gain industry insights, receive career guidance, and expand their professional networks, setting the foundation for future career success.

Career Services

The Career Services at the American University of Health Sciences (AUHS) is dedicated to supporting students and alumni in launching and advancing their careers. While the university cannot guarantee employment, the comprehensive resources and personalized assistance provided by Career Services significantly enhance students' and graduates' chances of achieving their professional goals.

Career Services focuses on both skill development and connecting students with potential employers. Key services include:

- One-on-One and Small Group Coaching: Personalized feedback and guidance to help students refine their career strategies.
- Workshops: Offered during or outside of class sessions, covering key topics like job search techniques and professional development.
- Resume Reviews: Detailed evaluations to help students create polished, professional resumes.
- Mock Interviews: Practice sessions to build confidence and improve interview skills.
- Career Search Tools and Techniques: Access to resources and strategies to effectively navigate the job market.
- Networking Events: Opportunities to connect with industry professionals through university employer panels.

By providing these resources, AUHS equips students and alumni with the tools and support needed to pursue successful careers in healthcare and beyond.

Extracurricular and Co-Curricular Activities

Extracurricular and co-curricular activities at the American University of Health Sciences (AUHS) are integral to enriching students' academic experience. These activities offer a balanced opportunity for both personal and professional growth, fostering leadership, teamwork, and social responsibility.

Professional Organizations

Students can participate in professional organizations, gaining exposure to their chosen fields through workshops, seminars, and conferences. These opportunities allow students to network with industry professionals, deepen their understanding of healthcare trends, and explore career pathways.

Student Associations

Involvement in student associations helps students cultivate leadership skills, collaborate with peers, and advocate for initiatives that reflect their personal and academic interests. These associations provide a platform for shaping campus life and honing essential organizational and communication skills.

Community Engagement

Through volunteering, health fairs, and outreach programs, students contribute to the health and well-being of both local and global communities. These activities allow students to apply their academic knowledge to real-world challenges, aligning with AUHS's mission of service and social justice.

Center of Excellence for Homelessness and Mental Health

The AUHS Centers of Excellence (COE) represent focused areas where academic quality, student outcomes, community service, and mission alignment converge to produce measurable impact on homelessness and mental health. This project is completed over five quarters. The COE for Homelessness and Mental Health at the AUHS, launched in Fall 2025, is embedded in the AUHS curricula and applied projects to prepare students to address homelessness and mental health needs in underserved communities through community-engaged scholarship and evidence-based practice.

The Center strengthens students' research readiness and professional formation while advancing AUHS's mission of developing better professionals, engaged community members, and better Christians through service, integrity, and humility.

Measurable outcomes include oral/poster presentations at the symposium, submission of a final paper for grading, and publication selection using standardized Research Rubrics. The COE is required across all undergraduate and graduate programs.

Details of this requirement including the number of required hours can be found in the Student Handbook and are integrated throughout the curriculum to promote ongoing community engagement and support the program's mission of service and leadership

Career-Readiness

Participation in activities such as University Employer Panels, Resume Writing Workshops, and Portfolio Preparation equips AUHS students with the skills necessary for achieving their career goals.

Student Clubs and Organizations

At the American University of Health Sciences (AUHS), students have the opportunity to engage in a variety of clubs and organizations that align with their interests and career goals. These clubs and organizations enrich students' academic journeys by fostering leadership, personal and professional growth, and a strong sense of community on campus. Below is a detailed overview of the prominent clubs and organizations at AUHS:

Student Nurses Association (SNA)

The Student Nurses Association (SNA) is a professional organization for nursing students that facilitates involvement in the nursing field at the student level. SNA provides students with opportunities to develop leadership skills, engage in advocacy, and promote nursing standards and ethics.

Key objectives include:

- Mentoring students preparing for licensure as registered nurses.
- Promoting the development of professional skills, ethics, and accountability within nursing.
- Advocating for accessible, evidence-based healthcare.
- Supporting advances in nursing education and preparing future leaders in the profession.

Members participate in national and local conferences, advocacy events, and community service projects, providing a foundation for lifelong professional growth.

AUHS – SON Honors Society

The School of Nursing (SON) Honors Society recognizes academic excellence and commitment to the nursing profession among AUHS students. This society fosters professional development by facilitating the dissemination and utilization of knowledge in the nursing field.

Key activities include:

- Providing a bridge between academic life and the professional nursing world.
- Offering leadership opportunities through research and educational activities.
- Supporting nursing leadership, advancing scholarship, and promoting nursing research as a tool to improve patient care and influence public policy.

This society actively engages members in initiatives that strengthen nursing as a discipline while encouraging spiritual growth and Christian values.

Alpha Alpha Sigma Chapter, Sigma Nursing (Global Nursing Excellence)

The Alpha Alpha Sigma Chapter of Sigma Nursing, the international honor society of nursing, was established at AUHS in May 2021. Sigma recognizes outstanding academic achievement, leadership, and service within the nursing profession.

Membership eligibility:

- Students must achieve academic excellence, with a GPA of at least 3.0 in a baccalaureate program, and rank in the top percentage of their class.
- Demonstrate professional leadership potential in the field of nursing.

Benefits of membership:

- Access to a global network of nurse leaders and scholars.
- Opportunities for scholarships, grants, leadership development, and research support.
- Active involvement in nursing leadership, scholarship, and global healthcare initiatives.

Sigma provides a prestigious platform for nursing students to enhance their professional growth and contribute to the advancement of healthcare worldwide.

American Pharmacists Association/California Pharmacists Association - Academy of Student Pharmacists (APhA/CPhA-ASP)

The APhA/CPhA-ASP is a student chapter representing pharmacy students at AUHS. The California Pharmacists Association (CPhA) is the largest state organization for pharmacists, supporting pharmacists in all practice settings. Key activities include:

- Networking opportunities with industry professionals, including those in community pharmacies, hospitals, and specialty practices.
- Hosting guest speaker events, professional workshops, state and national conferences, and social mixers.
- Offering career guidance and mentorship programs to explore pharmacy career paths in clinical, retail, and health-system settings.

This chapter helps pharmacy students prepare for the challenges of the pharmacy profession by promoting leadership, patient care, and professional excellence.

Pharmacist in Training (PhIT) Club

The Pharmacist in Training (PhIT) Club is designed to help pharmacy students develop into responsible and competent practitioners. The club focuses on professional and clinical growth through leadership, mentorship, and career preparation. Club activities include:

- Workshops and events focused on developing soft skills such as communication, collaboration, and leadership.
- Test-taking strategies and preparation for licensure exams.
- Opportunities for networking with professionals and exploring career paths in pharmacy practice, from clinical roles to administrative positions.

PhIT aims to build confidence and competence in future pharmacists, helping them to become well-rounded healthcare providers.

California Society of Health-System Pharmacists (CSHP)

The CSHP-AUHS Student Chapter is part of the statewide California Society of Health-System Pharmacists (CSHP), a professional organization dedicated to promoting safe and effective medication use and improving patient outcomes. Key benefits include:

- Educational workshops on various career paths in health-system pharmacy, including hospital and ambulatory care settings.
- Access to professional networking opportunities with pharmacists, residency program directors, and other healthcare professionals.
- Participation in residency showcases, conferences, mentorship programs, and career development events.

This chapter allows students to explore specialized pharmacy practice areas, connect with experienced pharmacists, and stay informed about advancements in health-system pharmacy.

Rho Chi Pharmacy Honor Society - Zeta Gamma Chapter

The Rho Chi Pharmacy Honor Society is the academic honor society for pharmacy students at AUHS. Membership in this prestigious society is by invitation only and recognizes academic excellence, leadership, and dedication to advancing the field of pharmacy. Eligibility criteria include:

- Completion of at least 50% of the required didactic coursework.
- Ranking in the top 20% of the class with a minimum GPA of 3.5.
- A commitment to upholding the highest ethical standards and professionalism in the pharmacy field.

As a member of Rho Chi, students participate in activities that encourage intellectual leadership, research, and collaboration within the healthcare field.

Salt and Light Ministry

Salt and Light is AUHS's campus ministry, which provides spiritual support and opportunities for students to grow in their faith and character. The ministry is focused on fostering a sense of community among students through Bible study, prayer, and service. Key activities include:

- Bible Study (Salty Crew): Held every Tuesday, providing a space for students to study scripture and discuss its relevance to their lives.
- Prayer Meetings (Lighthouse): Held every Thursday, offering students the opportunity to come together in prayer and reflection.

Salt and Light is dedicated to helping students integrate their faith into their academic and professional lives, preparing them to serve their communities with compassion and integrity.

These clubs and organizations at AUHS offer students diverse opportunities to enhance their academic, professional, and spiritual development. Through active participation, students can gain leadership experience, network with professionals, and contribute to their communities, all while preparing for successful careers in healthcare.

Center for Academic Success (CAS)

The Center for Academic Success (CAS) at AUHS serves as a cornerstone of student support, dedicated to helping students reach their full academic potential. CAS provides a wide array of services designed to address individual learning needs and foster a culture of excellence. From tutoring to group study sessions, CAS offers tailored academic assistance that allows students to strengthen their knowledge, develop effective study strategies, and gain confidence in their abilities.

In addition to academic tutoring, the Center offers workshops on time management, test preparation, writing skills, and other critical areas to enhance student performance across disciplines. CAS also provides access to learning resources such as study guides, practice tests, and academic tools designed to support student learning both inside and outside the classroom.

The CAS is committed to inclusivity, recognizing the diverse needs of AUHS students. Whether students are seeking help with specific coursework, navigating learning challenges, or aiming to refine their academic skills, the CAS provides a welcoming and supportive environment for all. CAS collaborates closely with faculty, advisors, and other student services staff to ensure each student receives the holistic support they need to succeed academically.

The CAS's efforts to remove barriers to success reflect AUHS's overarching mission to deliver a supportive and enriching educational experience. By empowering students with the resources and guidance to overcome academic challenges, CAS plays a key role in preparing students for long-term success.

Counseling Resources

The Counseling Resources at American University of Health Sciences (AUHS) are a vital resource for students, providing professional support in a confidential and caring environment. These services are designed to help students manage psychological, emotional, and social challenges that may impact their well-being, personal growth, and academic success. By addressing issues such as stress, anxiety, relationship difficulties, and other personal concerns, Counseling

Services assist students in overcoming obstacles that could hinder their educational and personal development.

Students seeking guidance or support can access the services by scheduling an appointment with the AUHS counselor via email at auhscounselor@auhs.edu. The AUHS counselor is dedicated to helping students thrive during their time at AUHS, fostering both personal and academic success.

Housing

While the American University of Health Sciences (AUHS) does not provide on-campus housing or take responsibility for securing housing for students, there are numerous housing options available in the surrounding community. Students are encouraged to independently explore these options, considering factors such as estimated costs, proximity to campus, and personal preferences.
AUHS encourages students to utilize available resources, including networking within the university community, to find accommodations that best suit their needs and budget. By planning ahead and leveraging local information, students can secure suitable housing during their academic journey.

Constitution Day and Citizenship Day

American University of Health Sciences holds a class for the student body on Constitution Day and Citizenship Day, this is a combined annual event observed in the United States on September 17. (if it falls on a weekend or on students break, it is held in the following week when classes are in session). This event commemorated the formation and signing of the Constitution of the United States on September 17, 1787.

Voter Registration

We encourage all students to register to vote. You can visit the following website and follow the instructions to complete your registration: http://www.sos.ca.gov/elections/elections_vr.htm. This page provides all the necessary information regarding voter eligibility, how to register, and important deadlines for submitting voter registration applications.

Textbooks

Students may purchase textbooks from any source that best meets their needs and budget. It is recommended that students compare prices and availability across multiple vendors to ensure they receive the best deal. Additionally, students should confirm they are purchasing the correct edition required for their courses to avoid any discrepancies in course materials.

Procedures for Keeping Educational Records

All pertinent educational records at the American University of Health Sciences (AUHS) are organized, maintained, and securely stored in the Student Affairs/Services Office, located at 1600 East Hill St., Building #1, Signal Hill, CA 90755. Student records are systematically documented and filed by the School Registrar. These records are kept in secure, theft- and fire-resistant cabinets for protection.

AUHS will maintain student records for each student, whether or not the student completes their educational program, for a period ending seven years after the date of the student's graduation, withdrawal, or termination. Student transcripts will be maintained indefinitely.

Students are responsible for ensuring that current contact information is on file with the campus Registrar's Office. Any change in name, address, or phone number must be reported within 30 days of the change.

Registrar's Office - Student Affairs/Services Department
1600 East Hill St, Building 1 Signal Hill, CA 90755
Tel: (562) 988-2278

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 systems 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:

- Use resources only for authorized purposes.
- Protect personal user ID and system from unauthorized use. Each individual is responsible for all activities on their personal user ID or that originate from their system.
- Access only information that is from your own personal ID, that is publicly available, and to which you have been given access.
- Use only legal versions of copyrighted software in compliance with vendor license requirements.
- Be considerate in your use of shared resources. Refrain from monopolizing systems, overloading networks with excessive data, or wasting computer time, connect time, printer paper, manuals, or other resources.

Student Right to Know

The Student Right to Know Act requires any institution that participates in student financial assistance programs under Title IV of the Higher Education Act of 1965 (as amended) to disclose graduation rate information to both current and prospective students. This ensures that students have access to critical data about the success rates of those who have attended the institution before making decisions about their education.

AUHS annually reports its graduation rates through the IPEDS (Integrated Postsecondary Education Data System) website, commonly known as the "Student Right to Know" rate.

Graduation Rates

- Undergraduate Programs: The graduation rate tracks the percentage of full-time students who complete their degree within 150% of the normal time (e.g., completing a 4-year degree within 6 years).
- Graduate Programs: The rate is measured at 200% of the normal time (e.g., completing a program designed for 2 years within 4 years).

Family Educational Rights and Privacy Act Of 1974, As Amended "FERPA"

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

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the American University of Health Sciences (AUHS) has established policies governing the access, review, and release of student and graduate information. FERPA is designed to protect the privacy of students' education records and provides students with certain rights concerning those records.

Student Rights to Access and Review Educational Records

All students attending AUHS, as well as parents of minor students or tax-dependent students, have the right to:

- Inspect: Students may view their academic records, including grades, attendance, advising notes, and other relevant information contained in their educational files.
- Review: Students may review the entirety of their records under appropriate supervision to ensure accuracy.
- Challenge: If a student believes that any part of their record is inaccurate or misleading, they have the right to request a correction. This does not apply to grades unless they are inaccurately recorded.

Parents of minor or tax-dependent students may also access their child's education records without the student's consent, as defined by Section 152 of the Internal Revenue Code of 1954. However, students do not have the right to inspect their parents' financial records.

Definition of Education Records

Education records are defined as files, materials, or documents that contain information directly related to a student and are maintained by AUHS or its agents. These records may include but are not limited to grades, attendance records, and advising notes. The President of AUHS supervises these records, and access is granted to authorized school officials for tasks such as:

- Recording grades
- Monitoring attendance
- Academic advising
- Determining financial aid eligibility

These records are retained by the institution for a period of five years after a student's last date of attendance but are maintained indefinitely in a digital format to ensure long-term availability.

Requesting Access to Records

Students may request to review their records by submitting a written request to the Student Affairs/Services Office at AUHS's main campus. Reviews will be scheduled during regular business hours, and students will be supervised while accessing their records. Copies of records are available to students upon request for a nominal fee to cover administrative costs.

Challenging the Content of Records

Students have the right to challenge the content of their education records to request corrections or deletions of inaccurate or misleading information. Requests must be submitted in writing, and the reason for the requested change should be clearly stated. Challenges to grades or course evaluations are permissible only if they are improperly recorded, not as a matter of personal dispute.

Once a challenge is filed, the faculty member or advisor involved will review the record and the student's challenge. If necessary, the faculty or advisor will meet with the student to resolve the issue. Based on the findings, the faculty member or advisor will decide whether to retain, change, or delete the disputed information.

If the student is not satisfied with the outcome, they may request a hearing with the President of AUHS, who will provide a fair opportunity for the student to present evidence related to the dispute. The President's decision will be final. If changes are made, or if an explanation of the dispute is provided, this documentation will become a permanent part of the student's education record.

Directory Information

Certain student information is considered "directory information" and may be released to third parties without the student's prior consent unless the student specifically requests otherwise. Students have the right to opt out of the release of directory information by submitting a written request to the Student Affairs/Services Office within 10 days of their enrollment date. Directory information includes:

- Name
- Address
- Phone Number
- Email address
- Birthday and month
- Enrollment Status/Grade Level (e.g., First Term, Second Term, etc.)
- Date of Graduation
- Degrees and Honors Received
- Major Field of Study
- Dates of Attendance
- Participation in officially recognized activities and sports
- Most Recent Institution Attended
- A student ID or online user ID (as long as it may not be used to access educational records except when in conjunction with a student's personal password or personal PIN)

A student's social security number is never considered Directory Information. A student may opt out of Directory Information disclosure by submitting a written request to the Registrar within 30 days of the student's start of classes.

A student has the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Personally Identifiable Information

Maintained by the campus, in any form, which concerns a student. Generally excluded from right of review is the following information:

- Information provided by a parent, which relates to the student's application for financial aid or scholarships.
- Confidential letters or recommendations filed on or before January 1, 1975.
- Information, notes, etc., maintained by a faculty or staff member and not revealed to anyone except a substitute.
- Records established by physicians and psychiatrists, and records of psychologists and other psychotherapists provided those records relate to a course of therapy. These records are reviewable by a surrogate only.
- Employee records.
- Alumni records which contain only information relating to a person after that person is no longer a student.

Disclosure of Education Records to Third Parties

AUHS requires written consent from students before disclosing education records to third parties, except in cases authorized by FERPA. Exceptions include:

- School officials with legitimate educational interests: This includes faculty, staff, or administrators who need to access records to fulfill their professional responsibilities.
- Accrediting organizations: Accrediting bodies authorized by law to ensure institutional compliance.
- Government agencies: Agencies such as the U.S. Department of Education or state/local authorities involved in auditing or enforcing compliance with educational laws.
- Financial aid personnel: For purposes of determining financial aid eligibility, amounts, and terms, or to enforce the terms of the aid.
- Judicial orders or subpoenas: AUHS may release information in compliance with a lawfully issued subpoena or judicial order, and students will be notified of such a release unless the order specifically prohibits disclosure.
- Health and safety emergencies: In cases where the information is necessary to protect the health and safety of the student or others, AUHS may release records to appropriate authorities.

Written consent from the student is not required for these exceptions, but students will be informed when their records are shared under circumstances authorized by FERPA.

Students who believe that their rights have been abridged by the University may file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C 20202-4605.

STUDENT POLICIES AND RESOURCES

Students are required to adhere to all policies and procedures outlined in the university catalog, student handbook, and any applicable programmatic handbooks. Compliance with these guidelines is essential to maintaining a good standing within the university and its programs.

Library

The American University of Health Sciences (AUHS) Library serves as the knowledge center for the curricular, research, and professional needs of students, faculty, and the university community. Each campus offers comprehensive library services tailored to meet the needs of students, faculty, and staff, while providing resources and services that strengthen and enhance the university's academic programs.

The library actively promotes learning by delivering high-quality materials in both physical and virtual environments. Its print collections include general and subject-specific reference materials, monographs, serials, manuals, scholarly works, and trade publications, all organized using the Library of Congress Classification System. AUHS also offers electronic resources, including select databases such as LexisNexis®, EBSCO, ProQuest, Gale/Cengage, Credo Reference, Ovid, Lexicomp®, and Therapeutic Research Center, providing access to thousands of full-text articles and case studies. The eBook Academic Collection includes over 180,000 virtual books, accessible to students and faculty both on and off campus. Multimedia tools, web resources, and online tutorials are available. The AUHS Library website allows users to explore the collections across all locations.

A professional librarian and trained support staff are available to assist with library and research needs. Services offered include 24/7 reference chat, research assistance, subject guide advisory, in-depth research consultations by appointment, interlibrary loans through the OCLC WorldShare™ Interlibrary Loan program.

AUHS encourages students, faculty, and staff to become familiar with the library's resources and services. The library plays an important role in fostering student-centered learning, contributing to professional success by developing the information literacy skills essential for today's evolving environment.

Lost and Found

For any lost and found items, please visit or contact the department's reception desk for assistance. Should you require further information or additional support, contact Student Services for all related inquiries.

Parking

At American University of Health Sciences (AUHS), we are committed to providing a safe, organized, and accessible parking experience for all students, faculty, and visitors. To ensure the smooth operation of our parking facilities, AUHS has established clear guidelines for parking on campus.

1. **Parking Permits**: All students are required to display their official AUHS parking tags visibly on their vehicle's rearview mirror or dashboard at all times while parked on campus. Failure to display the parking tag may result in a citation or towing.
2. **Designated Parking Areas**: Students must park only in designated student parking areas. Parking in visitor parking spaces or any other unauthorized areas is strictly prohibited and may result in fines or towing at the owner's expense.
3. **Access to Parking Lot**: To access the campus parking lot automated gates, students must swipe valid ID for entry.

4. **Enforcement**: The parking policy is strictly enforced to ensure fair and efficient use of parking facilities. Violations, including parking in restricted areas or failure to display parking tags, may result in fines or disciplinary action.
5. **Visitor Parking**: Visitor parking spaces are reserved exclusively for guests of the university. Students are not permitted to use these spaces at any time.
6. **Safety and Security**: AUHS encourages students to lock their vehicles and ensure valuables are not left in plain sight. The university is not responsible for theft or damage to vehicles parked on campus.

Student ID Cards

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

Student Official Email Address

All students are required to use their officially assigned AUHS email address for all correspondences with the university. To maintain account security, AUHS enforces a password policy requiring users to update their passwords every 180 days. This mandatory password change applies to the AUHS Email system (Office 365).

Student passwords must meet the following criteria:

- Be at least 12 characters long
- Include at least one uppercase letter, one lowercase letter, one number, and one special character (e.g., &, $, *)
- You may not reuse any of your five previous passwords.

For security reasons, AUHS student emails cannot be forwarded to personal email accounts. This policy helps protect sensitive information and maintain the integrity of the university's communication system.

Transportation

The Student Services Department at American University of Health Sciences maintains a comprehensive list of local public transportation options to help students navigate their commute to and from campus. For detailed information on bus routes, train services, ride-sharing, and other transit options, students are encouraged to reach out to Student Services.

Visitors

All visitors, including a student's guests, are required to register with the receptionist upon arrival at AUHS. The student hosting the guest is fully responsible for their guest's behavior during their visit to the campus. This policy helps ensure the safety and security of the AUHS community.

At AUHS, children are not permitted in classrooms or labs under any circumstances. If children are brought to campus, they must be accompanied by an adult at all times and are not allowed in academic areas. This policy ensures both the safety of the children and the maintenance of a focused learning environment for all students.

Americans With Disabilities Act Policy

Also found on https://www.auhs.edu/campus/student-services/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. A 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 accommodation, support services, or programs.
B. Communication disability: Limitations in speech and/or hearing processes that impede the educational process and may necessitate accommodation, 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 indicate 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 neurocognitive 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 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 [URL]/. 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 accommodation is under no obligation to seek or obtain one.

Students with disabilities who require accommodation, 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 or designee. Students who request accommodation 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 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 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 coursework 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 director or designee of services to students 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 Disability Resources – American University of Health Sciences (auhs.edu).

Student Accommodation Denial Appeal

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 Director of Student Affairs. 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 Director of Student Affairs.

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 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 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 Director of Student Services, or a designee of the Director of Student Services. 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 Director of Student Affairs will assist the student. A copy of the Complaint form can be found at 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 Director's designee will either assign him or herself the role of Investigator, or select an impartial staff member from the office of the 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 Director of Student Affairs 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 Dean of Students shall promptly confer with the professor regarding implementing the student's approved academic adjustment. In conferring with the professor, the Investigator and the Dean of Students 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 Dean of Students 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 Dean of Students 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 Dean of Students will refer the disagreement to the Provost. The Provost will confer with the Investigator and the Dean of Students 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 Informal 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 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 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.

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 Investigator
    b.   The effect of the misconduct on 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
    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:

- whether the decision was supported by a preponderance of evidence;
- whether the findings of the Investigator as to whether or not the incidents occurred are supported by a preponderance of the evidence; and
- 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.

https://www.auhs.edu/media/resources/disability/IMPLEMENTATION_OF_%20APPROVED_REASONABLE_ACCOMMODATION_PROCEDURES.pdf

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:

- Academic dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the University.
- Forgery, alteration, misuse, or mutilation of University documents, records, identifications, educational materials, or University property.
- Obstruction or disruption of teaching, administration, disciplinary procedures, or other activities including public service functions or other authorized activities on the campus.
- Interfering with the learning process of other students, classroom presentation, or individual instruction being conducted in any class, laboratory, and authorized activity.
- Physical or verbal abuse of, or threats toward, any person, including harassment or stalking, or conduct which threatens or endangers the health or safety of individuals or the campus community at large.
- 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.
- Unauthorized entry to, use, or occupation of University facilities.
- Intentional and unauthorized interference with a right of access to University facilities or freedom of movement or speech of any person on the premises.
- 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.
- Disorderly conduct or lewd, indecent, or obscene conduct or expression.
- 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.
- Rioting, or aiding, abetting, encouraging, or participating in a riot.
- 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.
- Aiding, abetting, or inciting others to commit any act of misconduct set forth in 1 through 13 above.
- 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 suspended pending disposition of the charges in civil court).

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

- Reprimand
- Specific restrictions
- Disciplinary probation
- Temporary suspension
- 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 Grievance Procedure for Claims of Discrimination, Harassment, and Retaliation

Unlawful discrimination is defined as the 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 they have 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 their 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 [URL]. Students 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 themselves 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 Director of Student Affairs 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").

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 their 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 Provost may take into consideration the following:

a. The report and recommendation of the Investigator.
b. The effect of the 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 as 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 they continue to experience or witness discrimination, harassment, or retaliation they 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 their 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 the 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 they 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 their 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.

Student's Rights and Responsibilities

The University acknowledges that students, as members of an academic community, have rights based on federal and local laws, as well as the principles of education and learning. The well-being of students and the conditions in which they study must be protected. Campus policies and procedures are designed to guarantee these rights, and student understanding and cooperation are essential for the effective implementation of this framework.

Definition of Sexual Harassment

A. "Quid Pro Quo" Sexual Harassment

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.

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

B. Unwelcome Conduct

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. Examples of Prohibited Conduct

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.

D. Policy Scope

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
      - Provost/CAO, 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://www.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.mca.gov/

Commission on Collegiate Nursing Education (CCNE)
655 K Street NW, Washington DC 20001
Telephone: 202-887-6791
Email: firstinitiallastname@ccneaccreditation.org
Website https://www.aacnnursing.org/CCNE

Transnational Association of Christian Colleges and Schools (TRACS)
15935 Forest Road, Forest, VA 24551
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: 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 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

1. The student with a complaint should first try to reach an 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: faculties from the academic program, two students (one from the program and one from another program on campus), and the Director of Student Affairs/Student Services completes the 5-member panel.
7. The panel shall schedule a hearing and:
8. Have all materials and testimony available for review 5 calendar days before the hearing;
9. Provide the student and faculty member an opportunity to examine all the documentation;
10. Allow the selection of an advisor from the school community for the student and/or faculty; and
11. Allow the student and faculty to submit summary statements at the hearing.
12. Submit a report of the panel's decision to the Chief Academic Officer of AUHS within 10 calendar days following the hearing.
13. 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 they 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 they demonstrate hardship and, if represented, their 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 their 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 or 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 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 for 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.

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. This annual disclosure is designed to provide transparency regarding campus safety, enabling students and their families to be informed about potential risks and the security measures in place at their chosen institution. Both acts play a

key role in ensuring that students have the necessary information to make informed choices about their education and campus environment.

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 Student Affairs / Services Office.

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 using drugs and alcohol on campus property.

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.
- The unauthorized possession of any alcoholic beverages on campus property or used during 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 the 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.

Copyright Infringement

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 copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

Peer to Peer File Sharing

Students authorized to utilize the institutional electronic equipment for purposes of conducting research, practical work, writing essays, doing homework assignments or in any general use of the equipment for course-related work, are strictly unauthorized to copy or distribute any copyrighted material and any violations will subject the individual violator (staff member, non-staff member, or student) to civil and criminal liabilities. The first violation will be punished by removing any authorized privileged use of any institutional equipment. If the violation includes the use of individually owned equipment, the individual will not be allowed to bring in their personal equipment into the school premises. For a second violation, the staff member may be terminated, or the student may be expelled from school. This decision will be taken by the school administration. The institution conducts annual evaluations of the procedures in place to prevent any violations of copyrighted materials, observing the need of the students to have access to the institutional network. The institution will keep a log summarizing violations reported, and disciplinary actions taken.

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:

- 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 filesharing.

Alternatives to Illegal File Sharing

The Higher Education Opportunity Act mandates that all colleges and universities provide legal alternatives to unauthorized downloading. The following list includes legitimate online services recognized by AUHS, without any endorsement or evaluation implied.

Category	Service	Website URL
Streaming Services	Netflix	https://www.netflix.com
Streaming Services	Hulu	https://www.hulu.com
Streaming Services	Disney+	https://www.disneyplus.com
Music Services	Spotify	https://www.spotify.com
Music Services	Apple Music	https://music.apple.com
Music Services	Tidal	https://www.tidal.com
E-book Libraries	Kindle Unlimited	https://www.amazon.com/kindle-unlimited
E-book Libraries	Scribd	https://www.scribd.com
Software Subscriptions	Adobe Creative Cloud	https://www.adobe.com/creativecloud
Software Subscriptions	Microsoft Office 365	https://www.microsoft.com/microsoft-365
Public Domain & Creative Commons	Project Gutenberg	https://www.gutenberg.org
Public Domain & Creative Commons	Internet Archive	https://archive.org
Online Rentals	Amazon Prime Video	https://www.primevideo.com
Online Rentals	Google Play	https://play.google.com/store/movies
Legal Torrents	Public Domain Torrents	http://www.publicdomaintorrents.info
Legal Torrents	Vuze	https://www.vuze.com

Note: *Some of the listed sites offer free content, supported by advertising or provided by artists who wish to distribute their work for free or other reasons. Free content isn't necessarily illegal. However, there are websites that may charge for content that is not included in this list. Just because content is paid for doesn't mean it's legal.*

Notice to Applicants and Students with Misdemeanor and Felony Convictions

Employment in most healthcare positions requires a background check. The University believes that students should not make a significant investment of time and money if their ability to secure employment in their field of study is unlikely. Students in the Nursing and Pharmacy programs with misdemeanor convictions may face challenges in securing placements for their clinical coursework or obtaining licensure.

Prospective students must disclose any felony or misdemeanor convictions to their admissions representative during the application process or immediately if such an event occurs after admission. This ensures transparency and helps assess the potential impact on the student's future career prospects.

Background Check Policies

All applicants to programs at American University of Health Sciences which lead to licensure or certifications are subject to a background check. 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.

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 their 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 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 prerequisites 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.

GENERAL UNIVERSITY ADMISSIONS PROCESS

Prospective students are required to apply for their chosen program of study to receive formal acceptance for a designated start date. The admission process comprises the following steps:

- **Program Exploration and Eligibility Check**: Candidates should initially visit the AUHS website at https://www.auhs.edu/ to gather information on program requirements and assess their eligibility.
- **Contact the university:** Make an appointment with an admissions representative for an initial consultation.
- **Submission of Documents and Fees**: Applicants are required to submit all necessary documents along with the applicable fees by the deadlines. For additional information, please consult the Admissions Department.
- **Completion of Application Forms**: It is essential that all application forms are filled out completely. Only complete applications will be processed. *(NOTE: See additional admissions criteria requirements for all licensure program(s).)*
- **University Entrance Exam:** Take and pass the University Entrance Exam
- **Participation in the Interview Process**: Applicants must undergo an interview process, which evaluates their compatibility with the program by invitation only.
- **Take and achieve desired scores on the Accuplacer**: Reading proficiency, and Mathematics proficiency. (*NOTE: not required for those who completed English Composition and Intermediate Algebra.)*
- **Financial Aid Consultations**: Meet with the Financial Aid Office to discuss funding opportunities and determine financial aid eligibility.
- **Acceptance Letter Response**: Respond to the acceptance letter to confirm enrollment intentions.
- **Attendance at New Student Orientation**: Attend the mandatory New Student Orientation to become acquainted with university life and resources, facilitating a smooth transition into the academic community.

English Language Verification

Instruction at American University of Health Sciences (AUHS) is conducted exclusively in English. As such, all students are required to possess comprehensive reading, writing, speaking, understanding, and communication skills in English. AUHS provides English as a Second Language (ESL) instruction, and it is important that applicants demonstrate proficiency in English to succeed in their chosen academic programs.

Applicants whose first language is not English are required to submit valid documentation proving their language proficiency. A qualifying score on one of the accepted standardized English language tests serves as proof that the applicant meets the necessary English language requirements for AUHS.

Accepted English Language Proficiency Tests:

1. **Test of English as a Foreign Language (TOEFL)**: 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; or

2. **International English Language Testing System (IELTS)**: A minimum overall band score of 6.5 is required, with no individual band score less than 6.5.

Test scores must be recent, valid for two years from the date of the exam. All test results must be sent directly to the AUHS Admissions Department from the TOEFL or IELTS administering bodies. AUHS does not accept unofficial copies of test scores. The Academic Leadership at AUHS may consider additional exams or alternative methods for demonstrating English proficiency as part of the admissions process at their discretion.

Foreign/International applicants who have not attained the minimum TOEFL or IELTS score are required to enroll in an ESL (English as a Second Language) program offered by AUHS prior to beginning a program.

Admission to Programs with Prerequisite Requirements at AUHS

American University of Health Sciences (AUHS) offers several programs that necessitate the completion of prerequisite coursework prior to admission. While prospective students may meet all other admission criteria, those lacking the prerequisite courses may still be admitted and enrolled, provided they complete these courses before commencing core program courses.

Criteria for Admission Eligibility for Students Lacking Prerequisite Courses:

1. **Degree Requirements**: If the program requires a specific degree for admission, the prospective student must have completed all coursework required for that degree and be on schedule for graduation as verified by an official transcript.
2. **Restrictions on Prerequisite coursework**: Prerequisite coursework cannot be used to enhance a student's cumulative GPA for meeting the admission requirements of a program.
3. **Course Location**: Prospective students are permitted to undertake preparatory courses at AUHS or another accredited institution. However, priority for admission is contingent upon completion of these courses at AUHS.
4. **Documentation Requirement**: Prior to enrollment in Prerequisite coursework, students must submit documentation to the Admissions Department confirming that all other admission requirements have been met.
5. **Enrollment in Core Courses**: Students may not be admitted to or enrolled in any core program courses until they have successfully completed the Prerequisite coursework.
6. **Grade Requirements**: All preparatory courses must be passed with a minimum grade of C.
7. **Completion Timeline**: Prerequisite coursework must be completed within one calendar year to maintain eligibility for progression into the core courses.
8. **Financial Assistance**: Students admitted under these conditions should consult the Financial Policies and Information Section of the Catalog for details regarding available financial assistance options.

Students in Default

American University of Health Sciences (AUHS) may deny admission to any applicant who are in default on a federal student loan or owe a repayment on a federal grant. Affected applicants are encouraged to settle their financial obligations before reapplying.

General Requirements for Transfer Applicants

Applicants who have completed fewer than 48 transferable semester college units (72 quarter units) from regionally accredited schools are considered lower 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 *(see specific program requirements)* 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

American University of Health Sciences (AUHS) may offer provisional admission to applicants based on the recommendation of the admissions committee. This type of admission allows students who do not fully meet the standard admission criteria but show potential for success to enroll under specific conditions. Here are key points regarding provisional admission:

- **Criteria for Provisional Admission**: Candidates may be considered for provisional admission if they fall short in one or more standard admission requirements but demonstrate significant potential in other areas.
- **Recommendation**: The admissions committee reviews each candidate's overall profile, including academic records, test scores, and personal achievements, before recommending provisional admission.

- **Conditions**: Students admitted provisionally must meet certain conditions specified by the admissions committee, which could include achieving a specified GPA during their first term(s), completing additional coursework, or providing further documentation.
- **Review Process**: The academic progress of provisionally admitted students is closely monitored. Fulfillment of the set conditions within the designated timeframe is necessary for the continuation of their studies at AUHS.
- **Transition to Full Admission**: Upon satisfying the provisional conditions, students may be granted full admission status, allowing them to continue their education without restrictions.

Provisional admission at AUHS provides an opportunity for applicants to prove their academic capabilities and integrate into university life, ultimately aiming to meet the full admission standards.

Cancellation Of Admission

A student who is granted admission to American University of Health Sciences (AUHS) for a specific quarter but fails to register within that quarter will have their admission status canceled. Should the student wish to seek admission at a later date, they are required to submit a new application form and undergo the entire application process again. Additionally, the student must satisfy the prevailing admission requirements at the time of their subsequent application. This policy ensures that all applicants are evaluated according to the most current standards and expectations of the university.

Credit Evaluation

The University will grant appropriate credit for prior education 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 profession of nursing or pharmacy field must be in good physical health as they 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 involves extensive physical demands. We promote the acceptance of students with physical limitations or disabilities if these students (physician or legal guardian) believe they can fulfill training demands. Expectant mothers should consult with their physician(s) before enrolling.

University Entrance Testing

The Wonderlic Scholastic Level Exam (SLE) is a short-form computer-based test of general cognitive ability. Often referred to as general intelligence, cognitive ability describes 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.

Students must 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.

International Students Admissions Process

When applying to American University of Health Sciences (AUHS), international applicants must adhere to specific requirements to ensure their credentials align with U.S. educational standards. Below is an overview of the key processes and guidelines for international students:

- **Equivalency Evaluation of Foreign Credentials**: All foreign high school diplomas and post-secondary degrees must undergo an official United States equivalency evaluation. This assessment must be conducted by an organization approved by the National Association of Credential Evaluation Services (NACES), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), or the Association of International Credential Evaluators (AICE). This step is crucial for ensuring that the educational background of international students meets the specific criteria required by AUHS.

- **English Proficiency**: As instruction at AUHS is exclusively delivered in English, all students must demonstrate proficiency in reading, writing, speaking, understanding, and communicating in English. It is important to note that AUHS does not provide English as a Second Language (ESL) instruction, making it essential for applicants to meet the English language requirements prior to admission.

- **Online Program Restrictions**: Programs primarily delivered online are not available to foreign applicants who are under a student visa. This policy aligns with visa requirements that stipulate a certain proportion of coursework must be completed in person.

- **Financial Certifications**: To comply with the regulations set by the U.S. Department of Homeland Security (DHS), 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, demonstrating sufficient financial resources to study at the University.

- **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 their 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, 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**: As a condition of receiving an I-20 form, all F-1 visa applicants must agree to obtain and maintain health insurance as specified by the Department of State and NAFSA: Association of International Educators.

- **Submission of Transcripts**: All transcripts must be sent directly to the AUHS Admissions Department and evaluated course-by-course by agencies such as World Education Services (WES), NACES (National Association of Credential Evaluation Services). This evaluation is necessary before the acceptance of transfer credits or proof of graduation from an accredited degree-granting program.

  Special Notes: Evaluation agencies are private organizations, and it is the student's responsibility to pay for the services rendered.

This comprehensive process ensures that international students are well-prepared and eligible to commence their studies at AUHS, adhering to both academic and US immigration standards.

Open University/Non-Degree Admissions

"Non-degree" status at American University of Health Sciences (AUHS) allows qualified individuals who are not pursuing a degree at AUHS to take courses without formal admission. To enroll as a non-degree student, the following conditions must be met:

- **Application Process**: Complete and submit a non-degree student application and sign all required enrollment documents.
- **Educational Requirements**: Provide proof of having earned a high school diploma or a GED.
- **Course Prerequisites**: Meet any prerequisite and/or program requirements needed to register for courses. Registration in core courses requires written permission from the program's Dean or Chair.

Conditions for Continuous Enrollment:

- **Academic Performance**: Maintain a minimum GPA of 2.0 in undergraduate courses or 3.0 in graduate courses.
- **Credit Limitation**: Earn no more than 20 credits while in non-degree status.
- **Policy Adherence**: Comply with all institutional policies as outlined in the university catalog or student handbook.

Additional Requirements for Previous AUHS Students

- Applicants who have been previously dismissed or withdrawn from AUHS must receive approval from the Chief Academic Officer/Provost to apply for non-degree status.

This pathway provides an opportunity for individuals to further their education without committing to a full degree program, while still adhering to the academic standards and policies of AUHS.

Transfer Of Credit

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT AUHS:

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 program credits, bachelor of science degree, master of science degrees, doctoral degrees, or certificate you earn in Bachelor of Science in Nursing degree, Bachelor of Pharmaceutical Sciences, Master of Science in Nursing degree (FNP, NALM, NE), Post-Graduate APRN certificate program, Doctor of Pharmacy, or Doctor of Nursing Practice at AUHS is also at the complete discretion of the institution to which you may seek to transfer. If the Bachelor of Science degree, master of science degrees, doctoral degrees, or certificate that you earn at AUHS 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 AUHS 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 bachelor of science degree, master of science degrees, doctoral degrees, or certificate will transfer.

At present, we do not have an articulation agreement or transfer of credit agreement with any other institutions. However, we do accept transfer of credit, and this is detailed below. Following the guidelines of transfer credit policy from the 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.

The Admissions Department converts 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 the Admissions Department for transfer credit verification and evaluation.

- 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 transferable, 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 are 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 except for School of Nursing and School of Pharmacy.

Course Number/Title	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

Course Number/Title	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 with Lab	5
Physics 403 and 403 L-College Physics with Lab	
Mathematics 110—Quantitative Reasoning	4
Statistics 415(Bio) Statistics	4
Calculus 102- Calculus I	4
Calculus 201- Calculus II	4

Credit By Examination

Students enrolled in any undergraduate program 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 for attending 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" Form 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 quarter and you will be dropped from the class.
5. If you do not pass the exam, you must 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 Student Affairs Office. 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 Officer, Dean or Senior Administrator or by the Chair 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 currently 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 requirements are:

1. Advanced Placement (AP) tests
2. The College Level Examination Program (CLEP)
3. The International Baccalaureate (IB) program

Credit for Advanced Placement (AP) Exams

The Advanced Placement Program sponsored by the College Board and administered by Educational Testing Service (ETS) offers secondary school students 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 Code	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 151A/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 Course Code Quarter Credit Units AP Score Microeconomics Economics 202: Microeconomics 4 3,4, 5 Macroeconomics Economics 302: Macroeconomics 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 101: General Psychology 4 3,4, 5 US History 101: American History and Constitutions 4 3,4, 5 Physics B: Mechanics Physics 305 and 305L: College Physics I 5 4, 5

AP Exam Subject	Credit for AUHS Course	Code	Quarter Credit Units	AP Score
Microeconomics	Economics 202: Microeconomics	202	4	3, 4, 5
Macroeconomics	Economics 302: Macroeconomics	302	3	3, 4, 5
Government	Political Science 101: American Political Institutions	101	4	3, 4, 5
Physics B: Mechanics	Physics 305 and 305L: College Physics I	305 and 305L	5	4, 5
Psychology	Psychology 101: General Psychology	101	4	3, 4, 5
US History	History 101: American History and Constitutions	101	4	3, 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 with an opportunity to spend additional time preparing for the exam or the option of taking a classroom course. Please visit the CLEP Center on the College Board website at https://clep.collegeboard.org/ for useful tips on assessing and preparing for any of the CLEP exams.

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.

Subject	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	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	Sociology 100	Introduction to Sociology	4	50%
Principle of Macroeconomics	Economics 302		4	60%
Principle of 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 Math SL College Algebra 4 5, 6, 7 Math HL Calculus 102: 4 6, 7 Further Math SL Calculus 201: Calculus II 2 6,7 Physics HL Physics 305 and 305L: College Physics I 5 6,7 Psychology HL Psychology 101: General Psychology 4 6,7 Social Anthropology HL Anthology 250: Cultural Anthropology 4 5,6,7

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
Math SL	College Algebra	4	5, 6, 7
Math HL	Calculus 102	4	6, 7
Further Math SL	Calculus 201: Calculus II	2	6, 7
Physics HL	Physics 305 and 305L: College Physics I	5	6, 7
Psychology HL	Psychology 101: General Psychology	4	6, 7
Social Anthropology HL	Anthology 250: Cultural Anthropology	4	5, 6, 7

NOTE: *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 makes it possible for the award of credit to allow an LVN to receive enough credits 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 makes 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.

GENERAL ADMISSION REQUIREMENTS

Doctoral Degree(s)

The program-specific admission requirements and procedures are detailed in the catalog under the specific school(s).

Admissions Requirements

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

1. At least a master's degree from a U.S. accredited school or a degree equivalent to a U.S. master's degree. *(NOTE: See program specific as PharmD do not require master's degree)*
2. A cumulative GPA of 3.0 is recommended and considered competitive.
3. Official transcripts (sealed) or electronic transcripts (Parchment) from all schools that the applicant has attended.
4. 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.
5. 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;
6. Two recommendations on the AUHS letter of recommendation forms.
7. 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 is 250 on the CBT (Computer Based Test) or 100 on the IBT (Internet Based Test), with 24 on the speaking section. For TOEFL information, please visit www.ets.org/toefl. AUHS code is 4262.
8. Completion of formal interviews.
9. Meet any additional program-specific requirements.

Master's Degree(s)

The program-specific admission requirements and procedures are detailed in the catalog under the specific school(s).

Admissions Requirements

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

1. At least a bachelor's degree from a U.S. accredited school or a degree equivalent to a U.S. bachelor's degree.
2. 3.0 or higher cumulative GPA on a four-point (4.0) scale.
3. Official transcripts (sealed) or electronic transcripts (Parchment) from all schools that the applicant has attended.
4. 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.
5. 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.
6. Two recommendations on the AUHS letter of recommendation forms.
7. 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 the speaking section. For TOEFL information, please visit [URL]. The AUHS code is 4262.
8. Completion of formal interviews.
9. Meet any additional program-specific requirements.

Baccalaureate Degree(s)

The program-specific admission requirements and procedures are detailed in the catalog under the specific school(s).

Admissions Requirements

Each applicant must have:

1. A cumulative GPA of 2.5 or higher in all the college coursework from U.S. accredited schools.

2. 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.

3. 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.

4. Official transcripts (sealed) or electronic transcripts (Parchment) from all schools that the applicant has attended.

5. A resume that itemizes the applicant's volunteer experience in the related field, and/or any community services that demonstrate leadership and organizational skills.

6. Two (2) recommendations on the AUHS letter of recommendation forms, preferably from a science teacher or a healthcare provider that knows the applicant well.

7. *Official TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) results to demonstrate English competency (for foreign applicants only). **(NOTE: See International Students Admissions Requirements.)***

8. Completion of formal interviews.

General Requirements for High School Graduates

AUHS requires that first-time college applicants 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 U.S. history or one-half year of U.S. 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).

Proficiency Assessment Test Requirements

AUHS requires all entering students, except those who qualify for an exemption, to take the Accuplacer tests prior to their enrollment. Accuplacer tests are used for advanced placement status in courses in reading, writing, and arithmetic. 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.

Appropriate English and Math levels by taking Proficiency Assessment Exams (Accuplacer Tests). (**NOTE: not required for those who completed English Composition and Intermediate Algebra.)**

Placement Scores and Courses
1. ENGLISH 098 (P/NP): Fundamentals of English (4 units) - This course is designed for those who scored below 90 on the Accuplacer English Test and below 109 on the 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 Fundamentals of English course. This course does not count towards a degree. This course may only be taken three (3) times before the student is considered unable to progress.
2.
3. MATH 098 (P/NP): Fundamentals of College Mathematics (4 units) - This course 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 towards a degree. This course may only be taken

three (3) times before the student is considered unable to progress.
4. 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 calculations. It also provides basic knowledge and problem-solving techniques necessary for CHEM 151, such as 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.)* **NOTE: Chemistry 100 is recommended for students who have not yet taken AP Chemistry or college-level chemistry as the prerequisite of Chemistry 151 at AUHS. This course is offered on a pass/no pass basis only. This course may be taken a maximum of 3 times.**

Although the fundamentals courses are on a pass or non-pass basis, 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 assessments, and their information is available at https://accuplacer.collegeboard.org/

AUHS ACADEMIC PROGRAMS

General Education Philosophy

The General Education program provides a strong academic foundation designed to prepare students for advanced study in their chosen disciplines while fostering the development of responsible and ethical citizenship in a global context. The curriculum emphasizes the enhancement of academic and analytical skills, supporting students' educational, professional, and personal growth. Focused on advancing proficiency in reading comprehension, professional writing, and workplace-appropriate conduct, the program equips students with the competencies necessary for success in diverse professional environments.

General Education Program Learning Outcomes

- **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.

General Education Courses

Course Number	Course Name	Quarter Credit Units
Biology 200A & 200AL	Human Anatomy with Laboratory	4
Biology 200B & 200BL	Human Physiology with Laboratory	4
Chemistry 151 A&B	Chemistry 151 A&B L General, Organic and Bio-Chemistry with Laboratory	6
Mathematics 110	Quantitative Reasoning	4
Microbiology 201 & 201L	Microbiology with Laboratory	4
Philosophy 160	Critical Thinking	4
Psychology 100	Psychology	4
Sociology 100	Sociology	4
English101	English College Composition I	4
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 207	Creative Writing	4
History 101	American History & Constitution	4
Political Science101	American Political Institutions	4
Philosophy 304	Ethics	4
Statistics 415	Statistics	4
Biology 230	Pathophysiology	4
Nutrition 230	Nutrition	3
Pharmacology 210	Clinical Pharmacology	3

DOCTOR OF PHARMACY (PHARMD)

LEADERSHIP

Mohammed Islam, PhD, MPhil, MPharm, BPharm
Dean, School of Pharmacy

John V. Schloss, PhD, BS
Interim Associate Dean of Academic Affairs
Chair of Pharmaceutical Science and
Associate Dean of Research

Suhui Yang, PhD, MS
Assistant Dean of Students and Assessment

Lauren Kim, PharmD
Chair of Clinical and Administrative Sciences

Transon Nguyen, PharmD
Director of Experiential Education

VISION

The School of Pharmacy Vision is to reduce healthcare disparities and render healthcare to the underprivileged and underserved.

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.

The AUHS School of Pharmacy embraces the educational philosophy of the University, which is dedicated to prepare 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.

General Information

The Doctor of Pharmacy (PharmD) degree program at the American University of Health Sciences (AUHS) is a 3-year, intensive course of study designed to prepare students for a dynamic career in pharmacy. This program provides a strong educational foundation in pharmaceutical sciences and clinical practice, fostering an environment where evidence-based practices and research are integral to the learning process.

At AUHS, the PharmD program emphasizes the inclusion of diverse perspectives, with a commitment to minority inclusion and cultural diversity. Students are encouraged to engage in outreach activities that promote public health and wellness in underserved communities. Additionally, the program supports the development of future scientists and educators, offering opportunities for students to participate in research and academic advancement.

Grounded in a holistic approach, the PharmD program integrates faith-based principles, encouraging students to pursue their professional goals while fostering a belief in God and a dedication to serving others. Graduates of the program will be well-equipped to succeed as pharmacists, leaders, and advocates for health equity in their communities.

Program Overview

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.

Admissions

1. Education Requirement. AUHS School of Pharmacy requires successful completion of pre-requisites coursework. A bachelor's degree is recommended.
2. Grade Point Average (GPA) Requirement. A cumulative 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 Courses	Quarter Credit Units	Semester Units
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
TOTAL	**80**	**57**

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

3. 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.
4. 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.
5. Pharmacy Experience – not required although pharmacy experience (volunteer or work) is strongly recommended.
6. 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 licensures 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 PY1. Students will be provided with intern application packets during the pre-IPPE co-curricular course and given instructions on its completion. Live Scan 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 students' 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 Pharmacist 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, Gotō 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 CPJE board 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)

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/

Program Learning Outcomes (PLOS)

Education outcomes are 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 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.
    4.2 Leadership (Leader) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.
    4.3 Innovation and Entrepreneurship (Innovator) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
    4.4 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.

Doctor of Pharmacy Program Information (CIP 51.2001; SOC 29-1051)

Program Length	Quarters	Quarter Credit Units	Clock Hours
36 Months	12 Quarters	183 Units	3380

Formula for Calculating Quarter Units

Type	Credit Hours
Lecture	One Credit = 10 Lecture Hours
Laboratory	One Credit = 20 Laboratory Hours
Experiential	One Credit = 40 Practicum Hours

Instructional Clock Hour 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 Core Courses

Course Number	Course Name		Quarter Credits Units
PS 717	Biochemistry		4.0
CS 718	Patient Care Process: Health and Drug Information		4.0
PS 719	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 I		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 728	Psychosocial Aspect of Health Care		2.0
AS 726	Judeo-Christian Values in Patient Care-Old Testament II		1.0
PS 741	Pathophysiology		3.0
PS 743	Introduction to Medicinal Chemistry		3.0
CS 724	Pharmacy Practice: Medication Use Systems Management		3.0
PS 742	Introduction to Pharmacology & Toxicology		4.0
AS 729	Medical Illustration II		2.0
AS 730	Pharmacy Law & Ethics		3.0
AS 737	Judeo-Christian Ethics-Old Testament III		1.0
PS 738	Extemporaneous & Sterile Compounding with Lab		2.0
PS 733	Basic Pharmacokinetics		3.0
PS 721	Pharmacogenomics & Genetics		2.0
AS 745	Biostatistics & Research Design		3.0
EE 746	IPPE I – Community		2.0
CS 748	Practice Readiness I		2.0
AS 747	Judeo-Christian Leadership-Old Testament IV		1.0
PE 884	Elective I		2.0

CS 732	Health Informatics & Patient Safety		2.0
CS 857	Integrated Pharmacotherapy I: Fluids, Electrolyte & Nutrition		5.0
CS 858	Integrated Pharmacotherapy II: Cardiology		6.0
PE 913	Elective II		2.0
EE 855	IPPE II – Hospital		2.0
AS 856	Judeo-Christian Values in Patient Care-New Testament I		1.0
AS 864	Pharmacy Practice Management		2.0
AS 860	Epidemiology, Public Health & Policy		2.0
CS 859	Integrated Pharmacotherapy III: Pulmonology & Nephrology		5.0
CS 867	Integrated Pharmacotherapy IV: Gastroenterology & Endocrinology		5.0
EE 865	IPPE III – Ambulatory Care		2.0
AS 866	Judeo-Christian Values in Patient Care-New Testament II		1.0
CS 870	Integrated Pharmacotherapy V: Neurology & Psychiatry		5.0
CS 868	Integrated Pharmacotherapy VI: Infectious Disease I		4.0
CS 869	Integrated Pharmacotherapy IX: Dermatology & Rheumatology		2.0
PE 914	Elective III		2.0
EE 874	IPPE IV - Transitions of Care		2.0
AS 875	Judeo-Christian Ethics-New Testament III		1.0
AS 912	Pharmacoeconomics		2.0
CS 876	Integrated Pharmacotherapy VI: Infectious Disease II		4.0
CS 877	Integrated Pharmacotherapy VII: Oncology		6.0
CS 878	Integrated Pharmacotherapy VIII: Urology & Reproductive System		3.0
AS 885	Judeo-Christian Leadership-New Testament IV		1.0
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
	TOTAL		183

Doctor Of Pharmacy Course Descriptions

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 the 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 relative 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 of 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 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 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, and inferential statistical testing such as parametric and non-parametric. This course also covers various methodologies and their applications in study design. In addition, students will learn to estimate risks and odds in clinical trials, as well as different approaches to reviewing 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 resource management in the current healthcare environment. *Prerequisite: AS 737.*

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 the development of innovative pharmacy care services. The course will also focus on managerial responsibilities in healthcare 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 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 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 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 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 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 (6 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 (6 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, PS743

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 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 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 their 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 toward 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, expand their understanding of professional opportunities, and 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, expand their understanding of professional opportunities, and 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 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 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 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 717.

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 717, PS 731.

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 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 the pharmacology of autonomic drugs. *Prerequisite: PS 717, 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 717

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. Has completed 100 hours of community service.

6. Has completed all programmatic co-curricular and non-credit requirements (including but not limited to interprofessional activities, outreach events, student portfolios, and course and programs surveys).
7. Has completed SAP requirements including all degree requirements within SEVEN AND A HALF (7.5) years following initiation of the matriculation process.
8. Has completed at least one AUHS authorized and/or sponsored international mission trip.
9. Has met all AUHS legal, financial requirements, and obligations are paid in full.

Bachelor of Science in Pharmaceutical Sciences

Program Overview

The AUHS Bachelor of Science in Pharmaceutical Sciences is a three-year interdisciplinary program that focuses from the outset on the foundation of coursework in mathematics and the basic sciences including Chemistry and Biology. 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 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.

Admissions

Follow the university's general admissions requirements for baccalaureate degree.

Transferring into BSPS

College students 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 2.5.
- Students who have achieved a bachelor's degree with a 2.5 or greater meet the admission requirement in this category.

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, 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.

BSPS Program Information (CIP 51.2010; SOC 29-1051)

Program Length	Quarters	Quarter Credit Units	Clock Hours
36 Months	12 Quarters	189 Units	2260

Formula for Calculating Quarter Units

Type	Credit Hours
Lecture	One Credit = 10 Lecture Hours
Laboratory	One Credit = 20 Laboratory Hours
Experiential	One Credit = 30 Practicum Hours

Clock Hours to Credits Conversion

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

BSPS Required General Education Courses

Course Number	Course Name	Quarter Credit Units
Art 200	Medical Illustration I	3
Art 300	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	General, Organic and BioChemistry with Laboratory	6
Communications 150	Oral Communications & Public Speech	4
English 101	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 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
Nutrition 240	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 Writing 301	Technical Writing	3
TOTAL		**81**

BSPS Core Course List

Course Number	Course Name	Quarter Credit Units
BMS 302	Intro Clinical 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
TOTALS		**40**

NOTE: Courses may be taught in a sequence that differs from the order represented above.

BSPS General Education Course Description

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 are 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)
Literally, the term 'illustrations' can be defined as any kind of visualization such as painting, drawing, photograph, or other art form that depicts or elaborates a story 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.
*Prerequisite: 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 acids, lipids and membrane transport, biochemical evolution, and an 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 systems will have at a cellular (and molecular) level on the 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 systems at cellular and molecular levels.

BIOLOGY 101L (1 Credit Unit)
Lab portion of the Biology 101 course.

BIOLOGY 102: General Biology II (3 Credit Units)
This course introduces biological principles underlying human biology. The course includes an introduction to human biology, its organization, and an understanding of structure-function relationships. Emphasis will be on structure-function aspects of organ systems. The course includes practical concepts of human biology and its organization at the organ system level.

BIOLOGY 102L (1 Credit Unit)
Lab portion of the Biology 102 course.

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 course.

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 includes an introduction to the chemistry and metabolism of biological molecules such as carbohydrates, lipids, amino acids, proteins, and nucleic acids; and coverage of vitamins and their components, with an emphasis on their relationship to disease states and drug therapy.

BIOLOGY 200B L: Human Physiology – Laboratory (1 Credit Unit)
Lab portion of the Biology 200B: Human Physiology course.

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 understanding cell structure, function, and regulation. Topics include endocytosis, intra-membrane transport, protein targeting, organelle biosynthesis, protein sorting, and exocytosis.

BIOLOGY 202L: Cell Biology I – Laboratory (1 Credit Unit)
Lab portion of the Biology 202 course.

BIOLOGY 204: Cell Biology II (3 Credit Units)
This course is a continuation of Biology 202, focusing on molecular approaches to understanding cell structure and function. Topics include motility, cell-to-cell interaction, and cellular functions relevant To programmed cell death.
*Prerequisite: BIOLOGY 202

BIOLOGY 204L: Cell Biology II – Laboratory (1 Credit Unit)
Lab portion of the Biology 204 course.
*Prerequisite: 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 investigating disease mechanisms and the contributions of model systems from cancer biology and 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 151 A&B, Chemistry 160, Chemistry 203

BIOLOGY 301L: Molecular Biology – Laboratory (1 Credit Unit)
Lab portion of the Biology 301: Molecular Biology course.

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, students 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, the course reviews the calculus of curves defined by parametric equations and polar coordinates. It concludes with an in-depth discussion of series and their application to the representation of functions by power series.
*Prerequisites: Calculus 102

CHEMISTRY 151 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 principles underlying the chemistry of living systems, providing an introduction to bioenergetics, metabolism, biosynthesis, and molecular physiology.

CHEMISTRY 151 A & B L: General, Organic, and Biochemistry – Laboratory *(2 Credit Units)*
Lab portion of the Chemistry 151 A & B: General, Organic, and Biochemistry course.

CHEMISTRY 160: General Chemistry II *(3 Credit Units)*
This course continues the Chemistry 151 A & B series, focusing on inorganic and organic chemistry. Topics include bonding (including molecular orbital theory) and states of matter. The course provides an introduction to bioenergetics, metabolism, biosynthesis, and molecular physiology.
*Prerequisites: Chemistry 151 A & B

CHEMISTRY 160L: General Chemistry II – Laboratory *(1 Credit Unit)*
Lab portion of the Chemistry 160: General Chemistry II course.
*Prerequisites: Chemistry 151 A & B

CHEMISTRY 203: General Chemistry III *(3 Credit Units)*
This course concludes the General Chemistry series, emphasizing the chemistry of the elements, properties of solutions, and principles of qualitative analysis. Topics include bioenergetics, metabolism, and biosynthesis with applications to formulation chemistry.
*Prerequisites: Chemistry 160

CHEMISTRY 203L: General Chemistry III – Laboratory *(1 Credit Unit)*
Lab portion of the Chemistry 203: General Chemistry III course.

CHEMISTRY 303: Organic Chemistry I *(3 Credit Units)*
This course is the first in the Organic Chemistry series, focusing on the principles underlying the chemistry of living systems. Topics include bioenergetics, metabolism, biosynthesis, and molecular physiology.
*Prerequisites: Chemistry 151 A & B, Chemistry 160, Chemistry 203

CHEMISTRY 303L: Organic Chemistry I – Laboratory *(1 Credit Unit)*
Lab portion of the Chemistry 303: Organic Chemistry I course.

CHEMISTRY 304: Organic Chemistry II *(3 Credit Units)*
The second in the Organic Chemistry series, this course continues the exploration of living systems' chemistry, emphasizing metabolism and biosynthesis.
*Prerequisites: Chemistry 303

CHEMISTRY 304L: Organic Chemistry II – Laboratory *(1 Credit Unit)*
Lab portion of the Chemistry 304: Organic Chemistry II course.

CHEMISTRY 401: Organic Chemistry III *(4 Credit Units)*
The final course in the Organic Chemistry series, emphasizing bioenergetics, metabolism, and biosynthesis with practical applications in advanced organic chemistry topics.
*Prerequisites: Chemistry 304

CHEMISTRY 401L: Organic Chemistry III – Laboratory *(1 Credit Unit)*
Lab portion of the Chemistry 401: Organic Chemistry III course.

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 teaches basic economic concepts, emphasizing the nature and functions of product markets (supply and demand), marginal analysis, and opportunity costs. Topics include factor markets, 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. The 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 & the Constitution *(4 Credit Units)*
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)*
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. Topics also include control methods for these microorganisms, the human body's natural defense mechanisms, and selected microbial pathogens.

MICROBIOLOGY 201L: Microbiology – Laboratory *(1 Credit Unit)*

Lab portion of the Microbiology 201 course.

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, and proteins), and micronutrients (vitamins, minerals, and water). Topics include medical nutritional therapy as applied throughout the life cycle and to specific disease states, 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. Topics include deductively valid and invalid argument forms, rudiments of inductive logic, scientific reasoning, and informal fallacies.

PHILOSOPHY 304: Ethics *(4 Credit Units)*

This course involves the analysis of empirical and normative factors involved in choice, types of ethical theory, and the nature of moral standards and judgments. The course examines value theories in Eastern and Western philosophies with relevance to educational, aesthetic, religious, and social problems.
*Prerequisite: English College Composition I

PHYSICS 305: College Physics I *(4 Credit Units)*

This course develops students' understanding of physics concepts and principles required to describe and predict the motion of objects. The laboratory component provides opportunities to perform experiments on concepts discussed in class. Students learn techniques and methods of experimental physics and the analysis and interpretation of experimental data.

PHYSICS 305L: College Physics I – Laboratory *(1 Credit Unit)*

Lab portion of the Physics 305 course.

PHYSICS 403: College Physics II *(4 Credit Units)*

This course builds on College Physics I, advancing students' understanding of physics concepts and principles. The laboratory component includes hands-on experiments and data interpretation.
*Prerequisites: Physics 305

PHYSICS 403L: College Physics II – Laboratory *(1 Credit Unit)*

Lab portion of the Physics 403 course.
*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 the development of the individual, learning, thinking, motivation, emotion, and perception.

SOCIOLOGY 100: Sociology *(4 Credit Units)*

This course surveys the theories, philosophies, and problems of sociology, analyzing human relationships through the study of concepts, institutions, cultural origins, and social interaction and change.

SPANISH 201: Healthcare Spanish *(4 Credit Units)*

The Healthcare Spanish course equips students with the vocabulary and grammar needed for basic conversations in Spanish. Students explore cultural aspects of the Spanish-speaking world while developing communication skills in speaking, listening, reading, and writing. The course also introduces intermediate-level grammar and vocabulary relevant to healthcare settings.

STATISTICS 415: Statistics *(4 Credit Units)*

This course covers descriptive and inferential statistics, mathematics of finance, linear programming, and graph theory.

TECHNICAL WRITING 301: Technical Writing *(3 Credit Units)*

This course focuses on translating technical information into readable, accessible writing for diverse audiences. Students create manuals, help systems, and instructional materials. The course covers approaches and techniques for organizing and producing various types of technical documents.

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, which 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 the 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 a continuation of the introduction of pharmacy in preparation for 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 one drug report to presenting multiple drug reports.
*Prerequisite**:** PHM 101*

PHM 103: Pharmacy III *(6 Credit Units)*

The PHM 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 functioning 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.
Prerequisite: PHM 102

PHM 201: Pharmacy IV (6 Credit Units)

This course is built on PHM 101, 102, and 103, giving the student an insight into the field of pharmacy and pharmacy practice. This course focuses 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 pharmacists are responsible for in hospital practice, including the distribution of medications, medication compounding, collaborations as a member of the healthcare team, and therapeutic drug monitoring.
Prerequisite: 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.

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 focuses 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 also learn about consultant pharmacists whose varied roles include reviewing patient medication profiles at long-term care facilities, recommending medication changes when appropriate, collaborating with other healthcare providers, providing information to patients and their families, educating students, and conducting in-service training sessions.

PHM 401: Therapeutics I *(2 Credit Units)*

The Foundations of Pharmaceutical Sciences I course will introduce the student to traditional physical pharmacy aspects such as solubility, stability, interfacial tension, and drug complications that can affect product selection and therapeutics. There will be an emphasis on the physicochemical 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 403L 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 focuses on the practice of home infusion pharmacy, including the preparation of sterile solutions and monitoring of patients who need intravenous medications at home. The students will learn why infusion therapy is needed and how the medications are prepared and delivered to the patient. During this course, the student will also be introduced to the practice of nuclear pharmacy, including the preparation of radioactive compounds used to diagnose or treat specific diseases. The student will learn about the importance of

consultations within the nuclear medicine healthcare team, training requirements, and specialty certification 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 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 also learn firsthand about 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 Units)*
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 involves directed study through readings, projects, papers, community engagement, and/or focused seminars. Students pursue an area of interest with the guidance of a faculty mentor and create an original work focused on teaching and/or service. The course is intended to further student development by applying leadership skills, assessing problems affecting quality healthcare delivery, and relating evidence-based practice to the care of 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)*
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 involves directed study through readings, projects, papers, community engagement, and/or focused seminars. Students pursue an area of interest with the guidance of a faculty mentor and create an original work focused on teaching and/or service. The course is intended to further student development by applying leadership skills, assessing problems affecting quality healthcare delivery, and relating evidence-based practice to the care of 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.

Graduation Requirements

1. 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.

2. Completion of course requirements within 4½ 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.

4. 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.

5. Complete at least 100 clock hours of community service in university-sponsored community-driven initiatives.

6. Each BSPS student is required to maintain a portfolio showcasing their 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 it 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.

7. Students are eligible for graduation upon completion of all the University and BSPS program requirements.

8. All financial obligations to the university are paid in full.

SCHOOL OF NURSING

Bachelor of Science in Nursing

General Information

Baccalaureate preparation in nursing is the basic educational level for entry into professional nursing practice. AUHS provides its students with a 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: Core Competencies for Professional Nursing Education (AACN, 2021)* as our foundation along with selected other guiding principles, our competency-based education nursing 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 assists 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 on educating entry level (pre-licensure) baccalaureate students, especially those from diverse cultural backgrounds who are typically underrepresented in the health care field.

The Bachelor of Science in Nursing (BSN) program is designed to guide students from foundational concepts to increasingly complex levels of nursing care across the continuum of wellness to illness. The curriculum aligns with and supports the University's mission of preparing entry-level health care practitioners who understand, appreciate, and effectively serve racially and ethnically diverse populations, with a strong emphasis on culturally competent care.

Graduates of the BSN program are prepared as generalist professional nurses who are able to organize, implement, and evaluate nursing care in hospital, population-based, and community settings. The program equips graduates with the knowledge, skills, and professional values necessary to provide safe, effective, and culturally responsive care within a complex and 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 2024), 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 BSN program adapts the 2021 AACN Essentials – Core Competencies for Professional Nursing Education transitioning from the past versions of Essentials (2008 & 2011). The BSN program curricula integrates the AACN (2021) The Essentials: Core Competencies for Professional Nursing Education (https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf) in all nursing programs.

The 2021 AACN Essentials are embedded throughout the BSN curriculum to ensure progressive development of competencies and sub-competencies. The ten (10) domains of nursing practice provide the framework for competency-based (CBE) course design, and appropriate professional standards, while the eight cross-cutting concepts—such as *clinical judgment, compassionate care, ethics, and social determinants of health*—are integrated across CBE learning activities and assessments. Application of competencies within the *four spheres of care*—health promotion and disease prevention, chronic disease management, restorative care, and hospice and palliative care—ensures alignment of theory, practicum, and clinical experiences. This BSN curriculum design supports readiness for professional nursing practice across diverse populations.

2021 AACN: The Essentials: Core Competencies for Professional Nursing Education
https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf, (pages 27-54)

https://www.aacnnursing.org/essentials/tool-kit/domains-concepts

10 Domains (Competencies and sub-competencies for Entry-Level Professional Nursing Education are embedded in these domains)

Domain Number	Domain Name
1	Knowledge for Nursing Practice
2	Person-Centered Care
3	Population Health
4	Scholarship for the Nursing Discipline
5	Quality and Safety
6	Interprofessional Partnerships
7	Systems-Based Practice
8	Informatics and Healthcare Technologies
9	Professionalism
10	Personal, Professional, and Leadership Development

Concepts
https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf (pg.27 – 54)

https://www.aacnnursing.org/essentials/tool-kit/domains-concepts

Concepts
Clinical Judgement
Communication
Compassionate Care
Diversity, Equity, and Inclusion
Ethics
Evidence-Based Practice
Health Policy
Social Determinants of Health

4 Spheres of Care (AACN 2019;
https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf (pg.27 – 54)

4 Spheres of Care (AACN 2019)
Wellness, Disease Prevention
Chronic Disease Care
Regenerative/Restorative Care
Hospice/Palliative Care

*Quality and Safety Education for Nurses (QSEN) Competencies **Pre-Licensure** (undergraduate) Knowledge, Skills, and Attitudes (KSAS)*
https://www.qsen.org/competencies-pre-licensure-ksas;
https://docs.google.com/document/d/1ASXJbHSPcG9KO2WLXZsMp0h-y4pgPTAI/edit?tab=t.0

1. Patient-Centered Care
2. Teamwork and Collaboration
3. Evidence-Based Practice (EBP)
4. Quality Improvement (QI)
5. Safety

Informatics Professional Standards:
https://codeofethics.ana.org/home
https://www.nursingworld.org/practice-policy/scope-of-practice/

Mission

In alignment with the AUHS mission, the Bachelor of Science in Nursing 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 BSN 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.

Alignment

The mission of the BSN is strongly aligned with the mission of the University and focuses on preparing students to make a positive impact on society through the provision of competent, caring and evidence-based nursing services to diverse patient populations. This mission is 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 humankind, 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 at the American University of Health Sciences (AUHS) is a post-licensure program designed for licensed registered nurses in California who aspire to enhance their professional skills and leadership potential in the healthcare field. This program prepares nurses to be agents of change in the 21st century, instilling advanced theories and practical skills that enable graduates to provide a higher level of patient care and assume greater roles of leadership within their profession.

Aligned with the AUHS mission, the RN to BSN program aims to develop professional nursing leaders capable of applying both new and existing nursing knowledge to advance their practice. It emphasizes preparing nurses to function both independently and collaboratively with other professionals across a wide range of healthcare settings, addressing both current and future healthcare needs. Designed to articulate with community college programs, the program serves as a baccalaureate completion pathway for registered nurses who hold an associate degree in nursing or an equivalent qualification.

The AUHS BSN Program *(Pre-Licensure and Post-Licensure)* focuses on the practice of professional nursing, particularly the design of nursing systems to support individuals, families, groups, communities, and populations who require assistance with self-care and dependent-care needs. The program encourages students to expand their liberal education foundation through upper-division general education and elective courses, while also providing nursing courses that deepen their knowledge in areas such as human development, assessment skills, nursing theories, ethics, community health, leadership, and research.

Graduates of the program are equipped with advanced skills and knowledge to provide thorough and effective patient care while distinguishing themselves as capable leaders in various healthcare environments. Faculty members integrate students' professional experiences into the curriculum, using them as a basis for connecting theory to practice.

The RN to BSN program offers a strong theoretical foundation for nursing practice, highlighting the essential connections between theory, practice, policy, and research. Students' progress through the program as a cohort, completing the program together and forming a supportive community of learning. Through this comprehensive approach, AUHS ensures that its graduates are prepared to meet the challenges of modern healthcare and excel as leaders in their field.

Admissions

In addition to meeting the university's general admissions requirements for baccalaureate degrees, students seeking to transition into the Bachelor of Science in Nursing (BSN) program must fulfill the following criteria:

BSN Pre-Licensure:

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.

Rn To BSN (Post-Licensure):

1. Be a current Registered Nurse (RN) in any US state or territory 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 or electronic official transcripts from all accredited schools previously attended

4. Provide two letters of recommendation

5. Submit a copy of active RN license

Program Learning Outcomes

The expected objectives of the Bachelor of Science in Nursing program are to produce graduates who can:

1. Apply the theoretical and scientific underpinnings of nursing, biological and behavioral sciences, and humanities to the professional practice of nursing *(Domain 1: Knowledge for Nursing Practice; Concept: Clinical Judgment)*

2. Incorporate the nursing process as a systematic problem-solving tool of the nurse in assisting individuals, groups, and communities to attain, maintain, and regain health *(Domain 2: Person-Centered Care & Domain 6: Interprofessional Partnerships; Concepts: Clinical Judgement, Communications, Compassionate Care, Evidenced Practice).*

3. Effect positive client/patient outcomes through the professional communication, therapeutic relationships, teaching-learning principles, and advocacy for client/patient needs and rights *(Domain 3: Population Health Domain 6: Interprofessional Partnerships & Domain 7: Systems-Based Practice; Concepts: Clinical Judgement, Communications, Compassionate Care, Evidenced Practice, Ethics, Health Policy, Social Determinants of Health [SDOH])*

4. Develop, implement, and evaluate a culturally responsive plans of care that respect client/patient values, beliefs, and preferences, even when they differ from the nurse's own *(Domain 4: Scholarship for Nursing Discipline; Concepts: Diversity, Equity, & Inclusion, Ethics, Compassionate Care, Clinical Judgement, Evidence-Based Practice).*

5. Utilize scientific inquiry, evidence-based practice, critical thinking, and professional judgment as essential components of decision-making in nursing care *(Domain 5: Quality & Safety; Concepts: Ethics, Compassionate Care, Clinical Judgement, Evidence-Based Practice)*

6. Deliver nursing care within professional standards, an ethical framework, Christian Values, and regulatory guidelines that promote justice, respect, and patient advocacy *(Domain 6: Interprofessional Partnership; Concepts: Ethics, Diversity, Equity & Inclusion, Health Policy).*

7. Facilitate collaborative relationships with the clients/patients, families, communities, and members of the healthcare team to achieve coordinated, person-centered outcomes, and provide compassionate care *(Domain 7: System base practice & Domain 9: Professionalism; Concepts: Communication, Clinical Judgement, Compassionate Care).*

8. Apply foundational leadership, management, quality improvement, and research principles in diverse and complex health care systems while utilizing informatics and healthcare technologies integrating communication, ethics, health policy, diversity, equity, and inclusion, and the social determinants of health to support equitable, patient-centered care. *(Domain 8: Informatics and Healthcare Technologies; Concepts: Diversity, Equity, and Inclusion, Ethics, Health Policy, Communication, Social Determinants of Health [SDOH]).*

9. Demonstrate understanding of the social, historical, and philosophical foundations of the nursing profession while practicing professionalism through ethical conduct, evidence-based practice, awareness of health policy, and the delivery of compassionate, patient-centered care. *(Domain 9: Professionalism; Concepts: Evidenced-Based Practice, Ethics, Health Policy, Compassionate Care).*

10. Develop personal responsibility for ongoing professional growth and development including higher education in advanced practice nursing *(Domain 10: Personal Professional and Leadership Development; Concepts: Health Policy, Ethics, Diversity, Equity, & Inclusion, Clinical Judgment, Communication, Compassionate Care).*

11. Participate in professional organizations, leadership initiatives and political activities to Influence health care systems and policy and promote equitable access to care *(Domain 10: Personal Professional and Leadership Development; Concepts: Health Policy, Social Determinants of Health, Ethics, Evidenced-Based Practice, Diversity, Equity & Inclusion).*

(PLOs) (Aligned with the 2021 AACN: The Essentials: Core Competencies for Professional Nursing Education (https://www.aacnnursing.org/essentials/tool-kit/domains-concepts; competencies & sub-competencies are embedded in each domain)).

BSN Program Information (CIP 51.3801; Soc 29-1141)

BSN Without Pre-Requisite

Program Length	Quarters	Quarter Credit Units	Clock Hours
39 Months	13 Quarters	189 Units	2760

BSN With Pre-Requisite

Program Length	Quarters	Quarter Credit Units	Clock Hours
30 Months	10 Quarters	151 Units	2370

Formula for Calculating Quarter Units

Type	Credit Hours
Lecture	One Credit = 10 Lecture Hours
Laboratory	One Credit = 20 Laboratory Hours
Experiential	One Credit = 30 Practicum Hours

Clock Hours to Credits Conversion

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

BSN Required General Education Courses

Course Number	Course Name	Quarter Credit Units
Biology 200A & 200AL *	Human Anatomy with Laboratory	4
Biology 200B & 200BL*	Human Physiology with Laboratory	4
Chemistry 151 A&B*	Chemistry 151 A&B L General, Organic and Biochemistry with Laboratory	6
Mathematics 110*	Quantitative Reasoning	4
Microbiology 201 & 201L*	Microbiology with Laboratory	4
Philosophy 160*	Critical Thinking	4
Psychology 100*	Psychology	4
Sociology 100*	Sociology	4
English101*	English College Composition I	4
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 207	Creative Writing	4
History 101	American History & Constitution	4
Political Science101	American Political Institutions	4
Philosophy 304	Ethics	4
Statistics 415	Statistics	4
Biology 230	Pathophysiology	4
Nutrition 230	Nutrition	3
Pharmacology 210	Clinical Pharmacology	3
TOTAL		**82**

NOTE: Nursing Prerequisite Courses

CORE NURSING (Theory and Clinical Courses)

Course Number	Course Name	Quarter Credit Units
N220	Physical Assessment	2
N220L	Physical Assessment Laboratory	4
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
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	4
N430	Basic Leadership/ Management Nursing	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 General Education 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.

BSN General Education Course Description

ANTHROPOLOGY 250: Cultural Anthropology *(4 credit units)*
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)*
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)*
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: Medical Illustration I

BIOLOGY 200 A: Human Anatomy – *(3 credit)*
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 unit)*
Lab portion of the Biology 200A: Human Anatomy

BIOLOGY 200 B: Human Physiology *(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 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 progress beyond the normal compensatory capabilities of the human body.

BIOLOGY 200 B L: Human Physiology – Laboratory *(1 credit unit)*
Lab portion of the Biology 200 B: Human Physiology

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

CHEMISTRY 151 A & B: General, Organic and Bio - Chemistry (*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 the theory and techniques of qualitative analysis. Organic chemistry includes the exploration of principles underlying the chemistry of living systems, providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology.

CHEMISTRY 151 A & B L: General, Organic and Bio-Chemistry – Laboratory (*2 credit units*)
Lab portion of the Chemistry 151 A & B: General, Organic and Bio-Chemistry.

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.

ENGLISH 101: English College Composition I(*4 credit unit*)
This is a foundation course in critical reading and writing skills required for university studies. The course focuses equally on writing and critical reading of diverse literature, as well as the preparation of research papers in which students accurately, clearly, and coherently synthesize ideas and information from various sources and perspectives.

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, including analysis of published literary works.

HISTORY 101: American History & the Constitution (*4 credit units*)
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*)
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 unit*)
This course introduces the fundamental principles of microbiology, including 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 the Microbiology 201: Microbiology.

NUTRITION 230: Nutrition (*3 credit units*)
This course covers the basic nutritional needs of the body and the processes of metabolism, defining and contrasting catabolism and anabolism, and the metabolic roles of carbohydrates, fats, proteins, vitamins, and minerals. Emphasis is placed on metabolic alterations caused by diseases and their nutritional requirements, including diet therapy, evolving science, and trends.

PHARMACOLOGY 210: Clinical Pharmacology (*3 credit units*)
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*)
This course presents a logical analysis of language and critical evaluation of arguments in everyday language, including deductively valid and invalid argument forms, rudiments of inductive logic and scientific reasoning, and informal fallacies.

PHILOSOPHY 304: Ethics (*4 credit units*)
This course involves the analysis of empirical and normative factors in decision-making, types of ethical theories, and the nature of moral standards and judgments. Concepts are applied through investigations of value theories in Eastern and Western philosophies, with an emphasis on relevance to educational, aesthetic, religious, and social problems.
Prerequisite: English – College Composition.

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 the development of the individual, learning, thinking, motivation, emotion, and perception.

SOCIOLOGY 100: Sociology (*4 credit units*)
This course surveys the theories, philosophies, and problems of sociology, analyzing human relationships through the study of concepts, institutions, cultural origins, and social interaction and change.

STATISTICS 415: Statistics (*4 credit units*)

This course develops and applies concepts in descriptive and inferential statistics, mathematics of finance, linear programming, and graph theory.

Nursing Theory And Clinical Core Courses

Pharmacology 210 (*3 credit units*)

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, Ethics, Evidence-Based Practice, Health Policy; **QSEN** Patient-Centered Care, Evidence-Based Practice, Quality Improvement, Safety, and Informatics;)*
*Prerequisite: Chemistry 151A & B; Biology 200A & Lab; Biology 200B & Lab

N220: Physical Assessment (*4 credit units*)

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 patient health problems.

*(This course covers **PLO** 2, 8, 9; **AACN Essentials Domains** 2, 8, 9; **Competencies** 2.3, 2.4, 2.5, 8.1, 8.2, 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: N220L

N220L: Physical Assessment Laboratory (*2 credit units*)

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; Mathematics110.
**Co-requisite: N220

NUT230: Nutrition (*3 credit units*)

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*)

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 Healthcare Clinical Studies *(4 credit units)*
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)*
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, Evidence-Based Practice, Safety, and Informatics)*
*Prerequisite: N220; N220L
**Co-requisites: N250; N250L

N300: Older Adult Health Nursing Care *(3 credit units)*
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)*
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)*
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)*
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

N330: Intermediate Care Nursing *(4 credit units)*
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
Corequisites: N330L; N340

N330L: Intermediate Nursing Health Care Clinical Studies *(5 credit units)*
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

N340: Legal and Ethical Aspects of HealthCare *(3 credit units)*
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)*
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)*

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 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)*

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)*

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.

*(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)*

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: N 370L; N380; N380L

N370L: Psychiatric/Mental Health Nursing Care Clinical Studies *(4 credit units)*

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** 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)*
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)*
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)*
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)
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

N410L: Community Health Nursing Care Clinical Studies *(4 credit units)*

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)*

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)*

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

430L: Basic Leadership and Management in Nursing Clinical Studies *(3 credit units)*

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-perquisites: N430; N420

N460: Transition to Professional Practice *(2 credit units)*

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)
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)
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)

NGE 498: Special Topics (*2 credit units*)
This independent study course allows students to explore areas of interest through readings, projects, papers, community engagement, and focused seminars. Guided by a faculty mentor, students create original works related to teaching or service, applying leadership skills and evidence-based practices to improve health care delivery for vulnerable populations. The culminating project is aligned with University and Program outcomes and shared on social media.

GE 499: Special Topics (*1 credit units*)
This independent study course provides opportunities for directed learning through projects, readings, papers, and seminars. Students, under faculty mentorship, apply leadership and evidence-based practices to address health care delivery challenges, culminating in an original project shared on social media.

RN TO BSN Program Information

Program Length	Quarters	Quarter Credit Units	Clock Hours
12 Months	4 Quarters	44 Units	620

Formula for Calculating Quarter Units

Type	Credit Hours
Lecture	One Credit = 10 Lecture Hours
Laboratory	One Credit = 20 Laboratory Hours
Experiential	One Credit = 30 Practicum Hours

Clock Hours to Credits Conversion

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

RN – BSN Quarter Unit Requirements - Must Be Taken At Auhs

Course Number	Course Name	Quarter Credit Units
Biology 230	Pathophysiology	4
Nursing 220	Physical Assessment	4
Nursing 220L	Physical Assessment	4
Nursing 340	Nursing Ethics	3
Nursing 390	Professional Concepts to Nursing	3
Statistics 415	Statistics	4
Nursing 400	Community Health Science	3
Nursing 395	Rendering Culturally Competent Care	3
Nursing 410	Community Health Nursing Care	4
Nursing 410L	Community Health Nursing Care Clinical Studies	4
Nursing 420	Nursing Research	4
Nursing 430	Leadership & Management in Nursing	3
Nursing 430L	Leadership & Management in Nursing Clinical Studies	3
TOTAL		44

NOTE: 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
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 Nursing Care	3
N300L	Older Adult Health Nursing Care 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 health Nursing Care	4
N370L	Psychiatric/Mental Health Nursing Care Clinical Studies	4
N380	Critical Care Nursing	4
N380L	Critical Care Nursing Health Care Clinical Studies	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 101	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

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 2.50

4. Complete at least 100 clock hours of community service in university-sponsored community-driven initiatives.

5. Each BSN student is required to maintain a professional portfolio documenting their coursework, clinical experiences, and learning achievements throughout the AUHS Nursing Program. The portfolio is structured to reflect program-specific requirements and content. Successful completion of the portfolio requires consistent maintenance throughout the program and serves both as an evaluative tool and a professional showcase for potential employers.

6. All financial obligations to the university are paid in full.

LVN 45 Unit Option

1. The LVN 45 Unit Option is mandated by the 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 (LVNs) 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 makes 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	Quarter Credit 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 Nursing 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 coursework 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.

NOTE: 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 their 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), on the paper-based test, on the CBT (Computer-based test), 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.

Course Number	Course Name	Quarter Credit Units
Chemistry 151 A&B-151A&BL	General, Organic and Biochemistry with Laboratory	6
Biology 200A & 200AL	Human Anatomy with Laboratory	4
Biology 200B & 200BL	Human Physiology with Laboratory	4
Philosophy 160	Critical Thinking	4
Microbiology 201 & 201L	Microbiology with Laboratory	4
Sociology 100	Sociology	4
English 101	English Composition I	4
Psychology 100	Psychology	4
Mathematics 110	Quantitative Reasoning	4

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 Student Services at AUHS 2 weeks prior to the start of the nursing (BSN) program.

- Visit the Registrar's Office for Credit by Examination Form (application to challenge).

- 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 https://www.nln.org/education

Performance Scoring

- NLN NACE exam: 78%

- ATI Fundamentals Proctored Exam: Level II

- 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. See Financial Aid Office for cost associated with challenge exam per subject (non-refundable).

COURSE LISTING FOR OTHER REQUIRED GENERAL EDUCATION

Course Number	Course Name	Quarter Credit Units
Biology 230	Pathophysiology	4
Pharmacology 210	Pharmacology	3
Nutrition 230	Nutrition	3
Communications 150	Oral Communications & Public Speech	4
Anthropology 250	Cultural Anthropology	4
Art 200	Medical Illustration I	3
Art 300	Medical Illustration II	3
Statistics 415	Statistics	4
Political Science 101	American Political Institutions	4
English 207	Creative Writing	4
History 101	American History & the Constitution	4
Philosophy 304	Ethics	4

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.

Master Of Nursing (MSN) Program

Post-Graduate APRN Certificate

Mission

Aligned with the mission of AUHS, the Master of Science in Nursing (MSN) program is committed to preparing students to make a meaningful impact on society by providing competent, compassionate, and evidence-based nursing care to diverse patient populations. This mission is achieved by recruiting and graduating students from diverse backgrounds, equipping them to deliver culturally sensitive, evidence-based nursing care to individuals and communities in need.

The School of Nursing reflects the University's core values by emphasizing Christian principles, a holistic approach to education, and the development of students' intellectual, analytical, and critical thinking skills. It is dedicated to fostering evidence-based knowledge and a commitment to excellence in teaching, learning, research, service, and scholarship.

Guided by the University's educational philosophy, the School of Nursing is focused on preparing a professional and culturally diverse nursing workforce. This workforce will utilize evidence-based practices and research to inform healthcare delivery, demonstrate advanced competencies in patient care, understand the practical application of research, and prioritize lifelong learning in their professional journey.

The Master of Nursing Practice Degree prepares individuals for advanced nursing practice and students gain cutting-edge leadership skills needed to influence positive changes in health care 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 two tracks: Nursing Education and Family Nurse Practitioner.

Three (3) Concentrations/Specializations:

1. Nursing Education
2. Nursing Administration, Leadership & Management
3. Family Nurse Practitioner (FNP)

Program Learning Outcomes

The program learning 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 Domain1: 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 relating 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).

The Program provides three different tracks for bachelor's prepared nurses to advance their careers in the areas of:

- Nursing education
- Nursing leadership and management
- Advanced practice as a family nurse practitioner

The courses in the Nurse Leader and Manager option will help students gain advanced knowledge of organizational leadership, health policy, and evidence-based health care delivery to prepare for leadership and administrative roles in various health care settings. The Nursing Education option is designed to prepare students for a nurse educator role in academia 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.

Admissions

In order to be eligible for review, the application must include:

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. A cumulative GPA of 3.0 or higher 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. 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.

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.

MSN Program Information CIP 51.3805

SPECIALIZATION	Program Length	Quarters	Quarter Credit Units	Clinical Hours
Family Nurse Practitioner (FNP)	18 Months	6	85 Units	600
Nursing Education	15 Months	5	65 Units	150
Nursing Administration, Leadership, and Management	15 Months	5	65 Units	150
Post-Graduate, APRN Certificate Program (FNP)	9 Months	3	41 Units	600

Formula for Calculating Quarter Units

Type	Credit Hours
Lecture	One Credit = 10 Lecture Hours
Laboratory	One Credit = 20 Laboratory Hours
Experiential	One Credit = 30 Practicum Hours

Clock Hours to Credits 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 (MSN) Core Courses

Core Courses	Course Name	Quarter Credit 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 Health Assessment	5
GN 505	Informatics for Advanced Practice	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

Course Number	Course Name	Credits Units
GN 520	Advanced Nursing Leadership	5
GN 521	Organizational Behavior in Healthcare	5
GN 522	Healthcare, Financial Management and Economics	5
GN 523	Analysis and Application of Administrative Strategies in Nursing	5
GN 600	Nursing Administration, Leadership, and Management Field Experience	5
TOTAL		**25**

Nursing Education

Course Number	Course Name	Credit Units
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	GN 610 Nursing Education-Clinical Field Practicum	5
TOTAL		**25**

Family Nurse Practitioner

Course Number	Course Name	Credits Units
GN 540	Primary Care of the Adult /Geriatric Patient in Advanced Practice	5
GN 540L	Primary Care of the Adult /Geriatric Patient Clinical	5
GN 541	Primary Care of the Pediatric Patient in Advanced Practice	2.5
GN 541L	Primary Care of the Pediatric Patient Clinical	2.5
GN 542	Primary Care in Women's Health in Advanced Practice	7.5
GN 542L	Primary Care in Women's Health in Advanced Practice Clinical	7.5
GN 543	Primary Care of the Family in Advanced Practice- Putting It Together	5
GN 543L	Primary Care of the Family in Advanced Practice-Clinical	5
GN 696	Capstone: FNP	5
TOTAL		**45**

Post Graduate APRN (Family Nurse Practitioner)

Course Number	Course Name	Credit Units
GN 540	Primary Care of the Adult /Geriatric Patient in Advanced Practice	5
GN 540L	Primary Care of the Adult /Geriatric Patient Clinical	5
GN 541	Primary Care of the Pediatric Patient in Advanced Practice	2.5
GN 541L	Primary Care of the Pediatric Patient Clinical	2.5
GN 542	Primary Care in Women's Health in Advanced Practice	7.5
GN 542L	Primary Care in Women's Health in Advanced Practice Clinical	7.5
GN 543	Primary Care of the Family in Advanced Practice- Putting It Together	5
GN 543L	Primary Care of the Family in Advanced Practice-Clinical	5
GN 970	Capstone: Post-Graduate APRN Certificate Program	1
TOTAL		**41**

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 *(5 credit units)*
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 (*5 credit units*)

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 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, 2.8h, 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 (*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 inter-professional teams to improve patient and systems outcomes.

(This course covers 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 (*5 credit units*)

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.

(This course covers 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 & Tools for Healthcare Improvement (*5 credit units*)

Course Description: 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.

(This course covers 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 (*5 credit units*)

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.

(This course covers 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 *(5 credit units)*
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.

*(This course covers **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)*

Family Nurse Practitioner

Program Overview

The MSN Family Nurse Practitioner (FNP) track requires the completion of 85 quarter credit (41 functional courses + 40 Core courses). This program's curriculum is based on the 2017 Core Competencies with curriculum content of the National Organization of Nurse Practitioner Faculties (NONPF). Students are prepared in both theoretical and evidence-based clinical knowledge essential to comprehensive primary care in a variety of settings to clients across the lifespan. The Criteria for Evaluation of Nurse Practitioner Programs (2016) along with the Essentials of Master's Education in Nursing (AACN 2011) are used as the basis for developing this concentration of the program. Graduates from this program will be prepared and eligible to take the following certification board examinations for Family Nurse Practitioner: American Academy of Nurse Practitioners (AANPCB) to earn the NP-C or FNP-C credential, American Nurses Credentialing Center (ANCC) Certification Program (FNP- BC). Graduates are prepared in both theoretical and evidence-based clinical knowledge consisting of the graduate core, advanced practice registered nursing core, and nurse practitioner role and population-focused courses, essentials to comprehensive primary care in a variety of settings to family / individual across the lifespan.

Master of Science in Nursing (FNP) Course Descriptions
Functional Courses: Family Nurse Practitioner

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 adolescent.

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.

*(This course covers **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, 3.1l, 3.1m, 3.1n, 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)*
This supervised clinical practicum is taken concurrently with GN 540 and provides students with hands-on experience delivering primary care to pediatric populations from birth through adolescence. Over the course of **75 clinical hours**, students will engage in comprehensive health assessments, developmental screenings, and the management of common acute and chronic pediatric conditions. Emphasis is placed on recognizing developmental milestones, applying family-centered care principles, and integrating cultural, psychosocial, and environmental factors into care planning. Under the guidance of a preceptor, students will develop clinical judgment, refine diagnostic reasoning skills, and implement evidence-based interventions in culturally diverse, interprofessional healthcare settings.

*(This course covers **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, 9.3l) (**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)*

GN 541 Primary Care of Women in Advanced *Practice (5 credit units)*
This course focuses on advanced nursing care to women in diverse populations. It is designed to provide students with the opportunity to function in the role of 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, 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 (2.5 credit units)

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.

*(This course covers **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, 9.3l) (**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 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 deliver comprehensive health care, the student will focus on caring for adults along the wellness-illness continuum focused on health promotion, health maintenance, 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 allows them to apply the therapeutic concepts in multicultural practice settings.

*(This course covers **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 542L Primary Care of the Adult/Older Patient in Advanced Clinical Practice (7.5 credit units)

This supervised clinical practicum is taken concurrently with GN 542 and provides students with the opportunity to apply theoretical concepts to direct patient care in multicultural and interprofessional settings. Students will complete **300 clinical hours** focused on the care of adult and older adult patients across the wellness-to-illness continuum. Under the guidance of an approved preceptor, students will demonstrate increasing autonomy in performing comprehensive health assessments, formulating differential diagnoses, and developing individualized, evidence-based management plans. Emphasis is placed on integrating bio-psycho-social, cultural, and economic considerations into care planning, as well as fostering interprofessional collaboration and ethical decision-making to enhance health outcomes and promote patient-centered care.

*(This course covers **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)*

GN 543 Primary Care of the Family in Advanced Practice- Putting It Together (5 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.

*(This course covers **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 Units)

This advanced clinical practicum, taken concurrently with GN 543, provides family nurse practitioner (FNP) students with 300 hours of supervised, hands-on experience delivering comprehensive primary care to individuals and families across the lifespan. Students will apply

theoretical knowledge and clinical skills to manage acute and chronic conditions, promote wellness, and address the unique and dynamic needs of families as evolving systems. Emphasis is placed on collecting and synthesizing subjective and objective data, developing differential diagnoses, and implementing holistic, evidence-based, and culturally responsive care plans. Clinical decision-making will be guided by ethical, legal, and geopolitical considerations, as well as social determinants of health. Students will develop increasing autonomy in clinical practice and engage in collaborative care within interprofessional teams.

*(This course covers **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)*

GN 696 Capstone (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 ever-evolving 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 improve the health of the identified patient.

*(This course covers **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 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.

*(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:** 1.2g, 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)*

Master Of Science In Nursing: Nursing Administration, Leadership, And Management (NALM)

Program Overview

The MSN Nurse Administration, Leadership, and Management (MSNNALM) track requires 65 quarter credits (25 functional 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 changes 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).

Master of Science in Nursing (NALM) Course Descriptions

GN 520 Advanced Nursing Leadership
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
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
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 600 Nursing Administration, Leadership, and Management Field Experience

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)

Master Of Science In Nursing: Nursing Education (NE)

Program Overview

The MSN Nurse Education (NE) track requires 65 quarter credits (25 functional courses + 40 Core courses). The MSN Nurse Educator curriculum prepares graduates to teach in schools of nursing, health systems-based patient, and family education, as well as continuing education. Course work focuses on the professional role of the nurse educator, as well as on the provision of instruction in an area of specialization teaching and evaluation strategies, curriculum design, and evaluation and the use of information technologies enabling graduates to acquire skills necessary for the education of current and future nurses. The competencies in the Essentials of Master's Education in Nursing (AACN, 2011), and National League for Nursing Core Competencies (NLN, 2010), and Outcomes and Competencies for Graduate Academic Nurse Educator Preparation (NLN, 2018) were used to develop the curriculum content for the MSN-NE track. Graduates of this program will be prepared to take both or one of the examinations for Certification for Nurse Educator (CNE) and Certification.

Master of Science in Nursing (NE) Course Descriptions

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.

(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 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 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)*

Doctor Of Nursing Practice

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.

The Doctor of Nursing Practice (DNP) Program, in alignment with the Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (amended 2024), 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 DNP program adapts the 2021 AACN Essentials – Core Competencies for Professional Nursing Education transitioning from the past versions of Essentials (2008 & 2011). The DNP curricula will utilize the AACN (2021) The Essentials: Core Competencies for Professional Nursing Education(https://www.aacnnursing.org/Portals/0/PDFs/Publications /Essentials-2021.pdf) in all nursing programs. All DNP programs (post-baccalaureate and post-master's) demonstrate that graduates attain and integrate Level 2 sub-competencies and competencies for at least one advanced nursing practice specialty or advanced nursing practice role (p. The 2021 AACN Essentials are embedded throughout the DNP curriculum to ensure progressive development of competencies and sub-competencies. The ten (10) domains of nursing practice provide the framework for competency-based (CBE) course design, and appropriate professional standards, while the eight cross-cutting concepts—such as clinical judgment, compassionate care, ethics, and social determinants of health—are integrated across CBE learning activities and assessments. Application of competencies within the four spheres of care—health promotion and disease prevention, chronic disease management, restorative care, and hospice and palliative care—ensures alignment of theory, practicum, and clinical experiences. These curricula are designed to support graduates with the readiness for advanced professional nursing practice across diverse populations. All DNP students will complete a scholarly project/product, which will be evaluated by faculty; DNP students will demonstrate the attainment and integration of the Level 1 sub-competencies, Level 2 sub-competencies, and advanced specialty/role competencies (2021 AACN Essentials, p. 26). AUHS prepares its graduates as an advanced-level nursing education program and are prepared for practice in public health/population health, or health policy.

The Essentials: Core Competencies for Professional Nursing Education (AACN, April 6, 2021) https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials -2021.pdf
2021 AACN: The Essentials: Core Competencies for Professional Nursing Education
https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials -2021.pdf, (pages 27-54)
https://www.aacnnursing.org/essentials/tool-kit/domains-concepts

10 Domains (Competencies and sub-competencies for Advanced-Level Nursing Education and Specialty/Role requirements are embedded in these domains)

Domain Number	Domain Name
1	Knowledge for Nursing Practice
2	Person-Centered Care
3	Population Health
4	Scholarship for the Nursing Discipline
5	Quality and Safety
6	Interprofessional Partnerships
7	Systems-Based Practice
8	Informatics and Healthcare Technologies
9	Professionalism
10	Personal, Professional, and Leadership Development

Concepts

https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials -2021.pdf (pg.27 – 54)
https://www.aacnnursing.org/essentials/tool-kit/domains-concepts

Concepts
Clinical Judgement
Communication
Compassionate Care
Diversity, Equity, and Inclusion
Ethics
Evidence-Based Practice
Health Policy
Social Determinants of Health

4 Spheres of Care (AACN 2019;
https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials -2021.pdf (pg.27 – 54)

4 Spheres of Care Type
Wellness
Disease Prevention
Chronic Disease Care
Regenerative/Restorative Care
Hospice/Palliative Care

Quality and Safety Education for Nurses (QSEN) Competencies Graduate Knowledge, Skills, and Attitudes
 https://www.qsen.org/competencies-graduate-ksas

Number	QSEN Competencies
1	Patient-Centered Care
2	Teamwork and Collaboration
3	Evidence-Based Practice (EBP)
4	Quality Improvement (QI)
5	Safety
6	Informatics

Professional Standards: https://codeofethics.ana.org/home
https://www.nursingworld.org/practice-policy/scope-of-practice/
https://www.nonpf.org/page/DNP_NPCompetencies
https://www.aonl.org/resources/nurse-leader-competencies
https://www.nln.org/education/nursing-education-competencies/competencies-for-graduates-of-nursing-programs

Admissions

1. Complete and submit a DNP application.

2. Application Fee.

3. Professional resume or curriculum vitae.

4. 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.

5. Minimum GPA of 3.0

6. Official transcripts from all regionally accredited institutions

7. MSN Degree (University/College) Accreditation Requirements: Commission on Collegiate Nursing Education (CCNE) or a National League of Nursing Accreditation Commission (NLN CNEA)

8. For APRN students, the remaining 500 hours will be acquired during the plan of study of the DNP Program.*

9. Licensing Requirements (Applies to both Domestic and International applicants):

10. Unencumbered APRN/RN license in the state where you plan to do your clinical hours.

11. Submit proof of certification in an Advanced Practice Nursing specialty

12. DNP students are required to maintain an unencumbered APRN/RN License as required in the state in which the student will be practicing.

13. Personal goal statement, including the following:

14. Proposed Clinical Scholarly Project Statement

15. Potential Population Project Site

16. Potential Project Mentor

17. Three letters of recommendation (academic or professional)

18. Panel interview with DNP Leadership and faculty

19. State of California residency or residency in a state where AUHS has been granted State Authorization.

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 to approval.

DNP Program Information CIP 51.3818

Specialization	Program Length	Quarters	Quarter Credit Units	Clock Hours
Doctor of Nursing Practice	15 Months	5	45 Units	600

Formula for Calculating Quarter Units

Type	Credit Hours
Lecture	One Credit = 10 Lecture Hours
Laboratory	One Credit = 20 Laboratory Hours
Experiential	One Credit = 30 Practicum Hours

Clock Hours to Credits Conversion

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

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	COURSE	UNITS
1	DNP 700 Population Health Management	5*
1	DHC 701 Healthcare Delivery, Informatics, and Innovation	5*
2	DHC 702 Biostatistics and Research Design	5*
2	DNP 800 Population Health Project Improvement 1: Assessing the Needs of Populations	5**
3	DHC 703 Translational Research and Evidence-Based Thinking for Scholarship and Practice	5*
3	DNP 801 Population Health Project Improvement 2: Address Needs/Pops EB Interventions	5**
4	DHC 704 Leadership, Bioethics, and Interprofessional Collaboration	5*
4	DNP 802 Population Health Project Improvement 3: Implement EB Change in Practice Project	5**
5	DNP 803 Project Culmination of Evidence-Based Change of Practice Project	5**
Total Program		45

*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

Synchronous distance education:

The DNP program is delivered through synchronous distance education which is a form of instruction in which faculty and students engage in teaching and learning activities in real time through technology, such as video conferencing integrated with AUHS's Canvas learning management system. Students receive lessons during scheduled class sessions and are able to interact directly with faculty and classmates during the instructional period. Faculty respond to student questions and provide feedback during the session and through follow-up communication in accordance with institutional policies to ensure regular and substantive interaction.

Doctor of Nursing Practice Course Descriptions

DNP 700: Population Health Management *(5 Units)*
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)*

DHC 701: Healthcare Delivery, Informatics, and Innovation
Credits: 5 Units
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)*

DHC 702: Biostatistics and Research Design (5 Credits)

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)*

DHC 703 Translational Research and Evidence-Based Thinking for Scholarship and Practice (5 Credits)

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)*

DHC 704 Leadership and Inter-professional Collaboration (5 credits)

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)*

DNP 800: Population Health Project Improvement 1: Assessing The Needs of Populations (5 Credits)

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)*

DNP 801: Population Health Project Improvement 2: Addressing the Needs of Populations through Evidence-Based Interventions (5 Credits)

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 (5 Credits)

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 evalua4ng innova4ve 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 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, 9.2l, 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)*

DNP 803: Project Culmination of Evidence-Based Change of Practice Project (5 Credits)

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)*

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, 500 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.

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.

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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. *

For Non-APRNs with MSN Degree: Clinical hours earned during MSN coursework will be 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 activities in related practice 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	
Participate in a committee at institutional, state, national or international level regarding nursing, healthcare policy or patient outcomes	90	9, 10
		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 and is part of co-curricular activities. 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

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.

NOTE: See DNP Graduate Student Handbook for additional information.

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.

SCHOOL OF CLINICAL RESEARCH

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 in health care delivery, and value the continuation of learning.

Master of Science in Clinical Research

Program Overview

The Master of Science in Clinical Research (MSCR) program at AUHS is designed to meet the advanced educational needs of individuals interested in the rapidly evolving fields of clinical research and biotechnology. This graduate-level program offers comprehensive instruction that sharpens critical thinking, enhances analytical skills, and fosters the development of essential interpersonal competencies, equipping students for leadership roles and expanding their professional opportunities.

The program is open to bachelor's degree holders and certified healthcare professionals who are seeking advanced knowledge and skills in clinical research. Graduates will be prepared to contribute to the growing demand for qualified professionals in industries such as biotech, biopharmaceuticals, genetics, medical devices, and pharmaceuticals, particularly in California, where research and innovation are booming.

With the expansion of these industries, there is an increasing need for highly skilled individuals to assume leadership positions. The MSCR program at AUHS bridges the gap by providing students with the knowledge and expertise required to meet current and future demands, thereby improving the quality of services and outcomes for the populations they serve.

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.

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.

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 data 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 correlations of disease as they relate to clinical trial investigations.

MSCR Program Information (CIP 51.0719; SOC 11-9121)

Program Length	Quarters	Quarter Credit Units	Clock Hours
18 Months	6 Quarters	84.50 Units	1376

Formula for Calculating Quarter Units

Type	Credit Hours
Lecture	One Credit = 10 Lecture Hours
Laboratory	One Credit = 20 Laboratory Hours
Experiential	One Credit = 30 Practicum Hours

Clock Hours to Credits Conversion

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

Foundational/Pre-requisite Courses

NOTE: These courses can be taken prior to admission, or during the duration of the MSCR program, prior to graduation

Course Number	Course Name	Quarter Credits Units
MSCR 500	Human Anatomy and Physiology	3
MSCR 600	Pathophysiology	3
MSCR 610	Medical Law and Ethics	3
MSCR 620	Pharmacology	3
MSCR 650	Epidemiology	2
MSCR 655	Study Procedures	1.5
MSCR 657	Toxicology	3
MSCR 658	Oncology	3
MSCR 659	Health Care Financial Management	3
MSCR 660	Drug Discovery and Development	3
MSCR 662	Drug Development Rules and Regulations	3
MSCR 670	Biostatistics	3
MSCR 672	Clinical Trials Design	3
MSCR 674	Clinical Site Management	3
MSCR 676	Clinical Study Management	3
MSCR 678	Clinical Study Management Skills	3
MSCR 680	Project Management Skills	3
MSCR 682	GCP Guidelines	3
MSCR 685	Leadership	3
MSCR 686	Clinical Trials Business Development	3
MSCR 690	Medical and Technical Writing	3
MSCR 697	PRECEPTORSHIP-Clinical Research Practicum I	8
MSCR 698	PRECEPTORSHIP-Clinical Research Practicum II	8
MSCR 699A	Capstone Project	4
MSCR 699B	Capstone Project	4
TOTAL		84.5

NOTE: *Courses may be taught in a sequence that differs from the order represented above.*

Master Of Science [1]Clinical Research Course Descriptions

Science

MSCR500 HUMAN ANATOMY AND PHYSIOLOGY – (3 units)
Anatomy is the study of the structure of the body and the physical relationship involved between body parts. This is a human anatomy course that will initially examine cells and tissue types and then proceed with study of the skeletal, muscular, nervous, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

MSCR 600 PATHOPHYSIOLOGY – (3 units)
This course provides the students with an understanding of the basis for health and homeostasis and the pathological processes that upset the balance of health. The basic etiology and mechanism of pathological disorders affecting the body will be discussed. Medical terminology and medical diagnoses will be covered in aid of understanding medical records for clinical research.

MSCR 620 PHARMACOLOGY – (3 units)
This course provides the students with an understanding of the fundamental principles of pharmacology. It reviews the concepts of

pharmacokinetics, pharmacodynamics, pharmacotherapeutics and drug interactions and their adverse reactions. The course will also provide the students with an overview of drug classification and basic mechanism of action of the drugs in each class.

MSCR 657 TOXICOLOGY – (3 units)
This course introduces the scientific and clinical aspects of toxicology and its harmful effects. The course will identify the classes of toxicants, their absorption, distribution, metabolism and elimination. It will discuss the methods used to determine the safety of any pharmaceutical agents in the context of clinical research.

MSCR 658 ONCOLOGY - 3 units
This course introduces the scientific and clinical aspects of cancer, that is the broad range of concepts of causes, pathology, clinical features, possible investigations, treatments and outcomes both for cancers in general and for common cancers in different countries.

MSCR 660 DRUG DISCOVERY AND DEVELOPMENT - 3 units
This course is designed to outline the process and the principles behind drug discovery and drug development. It examines the basic information on the disparate processes, technologies, and expertise required for modern day drug discovery. It looks at the timeline behind the drug discovery process: from target selection, in vitro screening, medicinal chemistry, ADME pharmacokinetics, use of animal models and the basics of clinical trials.

Regulatory And Ethics

MSCR 610 MEDICAL LAW AND ETHICS - 3 units
This course provides the students with the framework for understanding the fundamental ethical challenge of all research with all human subjects and the principles and benchmarks of ethical clinical research. The course will review all the relevant codes, guidelines and regulatory provisions that govern clinical research as well as look at the ethical questions that beset all the elements of research and the remedies provided.

MSCR 662 DRUG DEVELOPMENT RULES AND REGULATIONS - 3 units
This course is designed to familiarize the students with the history of the U.S. Food and Drug Administration and the development of the rules and regulations. The students will learn the various Codes of Federal Regulations that govern and guide the drug development process in the United States.

MSCR 672 CLINICAL TRIALS DESIGN - 3 units
This course provides the students with the basic understanding of clinical research and clinical trials design. It discusses the concepts behind protocol design, clinical research anatomy and physiology, and explains the parameters for feasible, ethical and efficient research. It

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will guide the students to formulate their own research questions and determine the proper way of answering the research questions.

MSCR 674 CLINICAL SITE MANAGEMENT - 3 units
This course is designed to address the operational requirement of a clinical research site with a focus on operationalizing the study protocol at the site level. Topics include clinical trials life cycle, study protocol implementation, informed consent process, subject eligibility determination, site recruitment and enrollment, data collection and management, investigational product management and lab sample management.

MSCR 676 CLINICAL STUDY MANAGEMENT - 3 units
This course is designed to address the operational requirement of a clinical research sponsor or sponsor-investigator with a focus on initiating and implementing the study for all the sites. Topics include clinical trials study life cycle, sponsors responsibilities, start-up activities, study maintenance activities, study monitoring, audits and inspections, study completion and close-out, subject safety management, and essential documents management.

MSCR 682 GCP GUIDELINES - 3 units
This course is designed to familiarize the students with the history of and the general principles outlined in the ICH-GCP guidelines. It identifies the basic requirements for compliance with the guidelines and describes how the guidelines fit with the U.S. Federal regulations that govern clinical research. The students will learn the GCP principles that guide the various aspects of clinical research conduct.

Management And Leadership

MSCR 655 STUDY PROCEDURES - 1.5 units
This course introduces the various study assessments required in clinical trials. Students will learn how to do informed consenting, take vital signs, document subject medical history, schedule and manage subject visits, assist in the performance of study assessments, perform lab sample collection, processing and shipping, investigational product dispensing and essential documents management.

MSCR 659 HEALTH CARE FINANCIAL MANAGEMENT - 3 units
This course provides an introduction to the essentials of clinical study financial management and the learn the basic skills of reading and analyzing financial statements, capital management and clinical study feasibility and budget preparation and planning.

MSCR 678 CLINICAL STUDY MANAGEMENT SKILLS - 3 units
This course introduces the essentials of managing oneself and building a high-performing team. The course aims to equip the students to learn the basics of management, leadership, negotiations and presentation to enhance their business skills.

MSCR 680 PROJECT MANAGEMENT SKILLS - 3 units
This course provides a comprehensive introduction to the principles, methods, and tools of modern project management. Students will learn how to effectively initiate, plan, execute, monitor, and close projects across various industries. Emphasis will be placed on both the technical and interpersonal aspects of project management, including scope, time, cost, quality, communication, risk, and stakeholder management.

MSCR 686 CLINICAL TRIALS BUSINESS DEVELOPMENT - 3 units
This course is designed to address the issues which make up the business development side of research or establishing an investigational group. Inclusive of the setting up of the office and the recruitment of patients. How to arrange investigator meetings. Financial cost issues and the managing and tracking of expenditures, etc.

MSCR 689 LEADERSHIP - 3 units
This course explores the principles, skills, and character traits essential for effective leadership in today's complex and rapidly changing environments. Students will examine classic and contemporary leadership theories, learn to identify their own leadership styles, and develop practical strategies for leading with vision, integrity, and influence.

MSCR 650 EPIDEMIOLOGY - 3 units
This course introduces the foundational concepts, methods, and applications of epidemiology, the study of the distribution and determinants of health-related states and events in populations. Students will explore how epidemiologic methods are used to investigate disease patterns, identify risk factors, and inform public health policies and interventions.

MSCR 670 BIOSTATISTICS - 3 units
This course introduces the fundamental concepts and methods of biostatistics, emphasizing their application in medicine, public health, and biomedical research. Students will gain a working knowledge of statistical reasoning, data analysis, and interpretation of results within the context of health sciences.

MSCR 690 MEDICAL AND TECHNICAL WRITING - 3 units
This course equips students with the specialized skills needed to communicate complex medical, scientific, and technical information clearly, accurately, and persuasively. Students will learn the principles of effective writing for diverse audiences, including healthcare professionals, regulatory agencies, researchers, and the general public. Emphasis will be placed on clarity, precision, structure, and adherence to professional and ethical standards.

MSCR 697 – MSCR 698 PRECEPTORSHIP 1 – 16 units
The Preceptorship Program is designed to provide students with guided, hands-on learning under the mentorship of experienced practitioners. This program bridges the gap between classroom

knowledge and real-world practice by integrating structured clinical, technical, or professional experiences with reflective learning. The students will be assigned to a clinical research site and will complete 480 hours of on-the-job training under the tutelage of the investigator and site coordinators.

MSCR 699 THESIS WRITING - 3 units
This course is designed to guide students through the process of planning, developing, and writing a scholarly thesis or capstone project paper. It provides structured support for refining research questions, conducting a literature review, designing methodology, organizing data, and presenting findings in a clear, logical, and academically rigorous manner.

MSCR 699A – MSCR 699B CAPSTONE PROJECT 1 – 3 units
The students will be researching and writing their capstone project paper. The capstone project paper must demonstrate the student's grasp of all the fundamentals of clinical research and apply them to a research problem identified at the clinical research site. Students will propose or recommend an appropriate and viable solution to address the research problem and justify their reasons for their recommendations.

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

AUHS EXTENSION PROGRAM (OPEN UNIVERSITY)

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

To qualify for review, applicants must:

- Must be a U.S. legal resident.
- For the Certificate Program: Must have a high school diploma or GED.
- 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.
- Must have submitted a resume that itemizes the applicant's educational background and/or employment history, extracurricular activities that demonstrate leadership skills, etc.
- 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).
- Must have submitted proof of general good health on the form provided by AUHS.
- Must have passed the university entrance test (Wonderlic Scholastic Exam).
- 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 seeking admission and must follow the complete application procedure and meet the current admission requirements.

Test

University Entrance Test: Wonderlic Scholastic Exam

The Wonderlic Scholastic Level Exam (SLE) is a computer-based assessment designed to measure general cognitive ability. Cognitive ability, often referred to as general intelligence, indicates an individual's capacity to learn, comprehend instructions, and solve problems. This exam offers quantitative data regarding how readily individuals can be trained, their aptitude for problem-solving and adaptation, and their potential satisfaction with curriculum requirements. Applicants to AUHS must achieve a minimum score of 19 on the computer-based version or 21 on the paper-based version to proceed with the admissions process.

Pharmacy Technician

Pharmacy Technicians play a vital role in various pharmacy settings, such as retail, hospital, home health care, long-term care, and managed care environments. The Pharmacy Technician Program at AUHS not only provides students with the theoretical knowledge and hands-on experience needed for entry-level positions but also emphasizes a holistic approach to patient care.

This program integrates the importance of addressing patients' physical, emotional, and well-being needs while ensuring safe and effective medication management. Graduates are equipped to work in any pharmacy environment or allied health industry, prepared to deliver patient-centered care that reflects the principles of compassion and holistic health.

Today, pharmacy technicians 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 products.
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 technician functions in an institutional drug distribution system.
11. Knowledge of and ability to perform basic PC computer functions and use Microsoft Office packages.

Pharmacy Technician Program Information (CIP 51.0805)

Program	Program Length	Quarters	Quarter Credit Units
Pharmacy Technician	9 Months	5	54 Units

Formula for Calculating Quarter Units

Type	Credit Hours
Lecture	One Credit = 10 Lecture Hours
Laboratory	One Credit = 20 Laboratory Hours
Experiential	One Credit = 30 Practicum Hours

Clock Hours to Credits Conversion

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

Pharmacy Technician Core Courses

Number	Course Name	Quarter Credit Units
PT 1	General Pharmacy Principles & Standards	4
PT 2	Pharmacology	4
PT 3	Pharmaceutical Calculations	4
PT 4	Retail Pharmacy Procedures & Operations	4
PT 5	Pharmacy Law	4
PT 6	Internal Medicine	4
PT 7	Sterile Preparation	4
PT 8	Hospital Pharmacy Procedures & Operations	4
PT 9	Insurance and Inventory	4
PT 10		12
TOTALS		**48**

Pharmacy Technician Course Descriptions

PT-1: General Pharmacy Principles & Standards *(4 Credit Units, 3 Lecture + 1 Lab)*
This module emphasizes pharmacy history, the role of a technician, practice setting overview, patient communication, OTC medication, and an introduction to pharmacy law, communication, and job development.

PT-2: Pharmacology *(4 Credit Units)*

This module covers the basic principles of pharmacology, focusing on pharmacokinetics, pharmacodynamics, and the therapeutic implications for major drug categories.

PT-3: Pharmaceutical Calculations *(4 Credit Units, 3 Lecture + 1 Lab)*
This module assists pharmacy technician students in developing the skills necessary to perform precise calculations for medications. Students learn to interpret prescriptions, determine safe dosages, and prepare medications for various administration routes. Mathematics principles are applied to pharmaceutical manufacturing and parenteral solutions for pediatric and adult populations.

PT-4: Retail Pharmacy Operations & Procedures *(4 Credit Units)*
This module covers retail pharmacy operations, including over-the-counter medications, alternative medicine, vitamins, minerals, anti-inflammatory drugs, and antihistamines. Students learn trade and generic drug names, classifications, indications, dosages, routes of administration, and side effects.

PT-5: Pharmacy Law *(4 Credit Units)*
This module explores laws governing pharmacy practice and the legal responsibilities of pharmacists and pharmacy technicians. Topics include drug reference resources, regulatory agencies (DEA, NAPB, State Boards, FDA, JCAHO, ASHP, CSHP), and pharmacy manufacturing calculations for pediatric and adult populations.

PT-6: Internal Medicine *(4 Credit Units)*
This module covers the digestive, reproductive, and endocrine systems, as well as vaccines. Students learn internal and external customer care, decipher physician's orders, apply pharmaceutical calculations, and understand medical terminology related to specific prescription drugs.

PT-7: Sterile Preparations *(4 Credit Units, 3 Lecture + 1 Lab)*
This module provides comprehensive instruction for preparing compounded sterile parenteral preparations, a major responsibility of pharmacy personnel in hospitals, long-term care facilities, and home healthcare. Mastery of aseptic techniques is emphasized to ensure patient safety and consistent, pathogen-free products.

PT-8: Hospital Pharmacy Operations & Procedures *(4 Credit Units)*
This module prepares students to function in a hospital pharmacy setting. Topics include purchasing, inventory, and quality assurance practices applicable to labs, hospitals, and long-term care environments.

PT-9: Insurance & Inventory *(4 Credit Units)*
This module covers insurance claim forms for various providers, including Group Plan Insurances, PPOs, Worker's Compensation, and Federal and State Disability. Students learn pharmacy billing processes for diverse pharmacy settings and gain insights into purchasing and inventory control.

PT-10: Internships *(12 Credit Units)*
Before internship placement, students must meet classroom requirements. Internships are completed in approved ASHP-standard

hospital pharmacies, retail/community pharmacies, home healthcare pharmacies, and managed care pharmacies. Students gain hands-on experience in pharmacy operations, medication preparation, and patient care

Graduation Requirements

- Complete 48 Quarter Credit Units
- Complete Externship Requirements
- Students must obtain a cumulative grade point average of 2.0 or higher upon completion of the program
- All financial obligations to the university must be paid in full

STANDARDS FOR STUDENT ACHIEVEMENT

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 grading 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., "master's in clinical research" requires a "B" to pass. For "bachelor's in nursing" a "C+" is required to pass. For further information, see the program student handbook.

Minimum Grade Point Average Requirements

- **Undergraduate Programs**: Minimum passing grade of 2.0 (letter grade C) required for course completion.
- **Post Graduate Certificate**: Minimum grade average of 2.7 (B- or above) required for certifying completion.
- **Master's Program**: Minimum grade average of 3.0 (B or above) required for certifying completion.
- **Doctor of Pharmacy Program**: Minimum grade average of 2.0 required for certifying completion. ***NOTE***: Certain programs may require higher standards for acceptable program pass – e.g., BSN requires a 2.5 to progress. For further information, see the program student handbook.

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, each student is evaluated on three components to determine if they are maintaining satisfactory academic progress:

1. Cumulative GPA
2. Successful course completion rate
3. Maximum Time Frame
   - **Bachelor**- credits attempted relative to the maximum credits attempted that are allowed (1.5 times the credits in the student's program)
   - **Masters**- credits attempted relative to the maximum credits attempted that are allowed (2.0 times the credits in the student's program)
   - **Doctorate** - credits attempted relative to the maximum credits attempted that are allowed (2.0 times the credits in the student's program)
   NOTE: Doctor of Pharmacy (2.5 times the credits in the student's program)

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

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.

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 a teach evaluation point.
AUHS students will be evaluated at the end of each quarter for the duration of his/her program.
AUHS will round of for pace of progression (example: 66.5% will be round of to 67%)

Cumulative GPA Requirements

The following summarizes the academic performance criteria for each degree level at the institution, according to the established CGPA requirements:

Undergraduate Programs

- **Initial Standard:** Students must achieve a Cumulative Grade Point Average (CGPA) of 2.0 by the end of the first 18 credit hours attempted.

- **Ongoing Requirement:** A CGPA of 2.0 must be maintained each quarter thereafter to remain in good academic standing.

- **Graduation Requirements:** Additional criteria for graduation may be specified in the undergraduate student handbook, including major-specific requirements and elective options.

Master's Programs

- **CGPA Requirement:** A minimum CGPA of 3.0 is required throughout the program by the end of the first 18 credit hours attempted.

- **Ongoing Requirement:** A CGPA of 3.0 must be maintained each quarter thereafter to remain in good academic standing.

- **Graduation Requirements:** Students must meet all prescribed academic criteria, and any additional departmental standards. *(For Licensure Program(s), see detail in the master's program student handbook.)*

Doctorate Program

- **Initial Standard:** Students must attain a CGPA of 3.0 by the end of the first 18 credits attempted. *(NOTE: For Doctor of Pharmacy, 2.0 CGPA, see student handbook for additional requirements.)*

- **Ongoing Requirement:** A CGPA of 3.0 must be maintained each quarter thereafter. (*NOTE: For Doctor of Pharmacy, 2.0 CGPA, see student handbook for additional requirements.)*

- **Graduation Requirements:** Detailed graduation criteria, including clinical rotations, capstone projects, and other program-specific requirements, are outlined in the student handbook. (*NOTE: For Doctor of Pharmacy, see student handbook for additional requirements.)*

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 quarter credits 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 credit attempted at the end of each quarter to be making Satisfactory Academic Progress.

To calculate the completion rate, divide cumulative quarter credit hours attempted by 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, after grades have been posted, students' CGPAs and completion rates are reviewed to determine whether they are meeting the above requirements.

Financial Aid Warning (FA Warning) is the status students will be placed in for the first quarter 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 (LEP) 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 who do not meet 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 who do not meet 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 quarters (payment periods).

Students who meet the SAP Standards at the end of their FA Probation quarter will be removed from FA Probation and returned to a SAP Met/Good Standing Status. Students who do not meet 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. Students 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 who do not meet SAP and do not meet the requirements listed on the Student Learning Enhancement Plan at the end of the FA Probation quarter 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 quarters 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.

SAP CHART

Situation	Academic Status	Federal Eligibility	Financial Aid
First quarter in which CGPA and/or completion rate is below minimum standards	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 appealed	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	FA Dismissal	Students are eligible for federal financial aid	because they are following Student Learning Enhancement Plan and can meet the SAP
minimum standards			requirements by the end of the quarter

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 their performance. The students must provide documentation of the circumstances that had an adverse impact on their performance. Below is a comprehensive list of 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. The appeal must include:
   a. Why the students 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 starts.

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 for 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, they 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 does not meet 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 students will be able to meet SAP at the end of the next quarter (payment period).

Should an appeal be denied, the student's dismissal stands, and they 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) Student

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 the 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

Undergraduate

Bachelor

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.

Graduate

Masters

Students must complete the entire program within two 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 2.0. For example, a student enrolled in a 90-credit-hour program can attempt no more than 180 credit hours. Should a student exceed the 200% 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.

Doctorate

Students must complete the entire program within two 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 2.0. For example, a student enrolled in a 90-credit-hour program can attempt no more than 180 credit hours. Should a student exceed the 200% 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.

(***Note: For Doctor of Pharmacy-*** *Because of the specific nature and delivery format of the 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, they will be dismissed.)

American University of Health Sciences, in compliance with federal regulations, does not permit students who fail to meet the required minimums for CGPAs or completion rates to continue receiving federal financial aid, regardless of their individual circumstances. Further details are provided in the SAP chart on this page. Students have the option to appeal their dismissal, and each appeal will be considered individually.

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, 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 for the undergraduate, 2.0 for the graduate, except for the Doctor of Pharmacy (2.5). 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.

Incompletes, Repetition Of Courses And Withdrawals

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 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 coursework 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 the work completed by the 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 seven (7) or more additional calendar days.

Note: 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 (extenuating circumstances). The completed form should be given to the faculty member with a copy submitted to the 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

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.

For Graduate Programs

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.

*(**Note:** 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

A 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 their 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	Calculated in GPA
A-D	Yes	Yes	Yes
F	Yes	Yes	Yes
Incomplete (I/INC)	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

NOTE: 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

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 academic probation if they fail to achieve a minimum grade point average (GPA) of 2.0 for all courses attempted in a quarter. To remain enrolled at the university, the student must attain a GPA of 2.0 or higher in the subsequent quarter.

Non-Academic Probation

A student may be placed on non-academic probation due to behavioral issues and is required to develop a remediation plan in collaboration with faculty or the Program Dean/Academic Dean. This plan may include requirement to participate in mental health counseling. The student must meet all probationary conditions to remain enrolled at the University. Additionally, behaviors that pose a risk to the individual or others, or that significantly disrupt university activities, may result in the student being immediately suspended or expelled from the University without prior notice.

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 a repeated course *(nursing only)*.

- 3rd failure of a repeated course *(lower division)*.

    NOTE*: For Doctor of Pharmacy, see program student handbook.*

Students who are dismissed are formally notified by the relevant Program Dean or Academic Dean. In cases where extenuating circumstances, such as a prolonged illness, contribute to the student's disqualification, they may submit a written request to the appropriate Dean to be allowed to continue probation for the subsequent quarter. Enrollment at AUHS signifies the students' agreement to adhere to all university requirements and regulations. 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.

Withdrawal From University

Students considering withdrawal from the University are advised to schedule a consultation with the Director of Student Affairs/Services to discuss alternative solutions or receive assistance. Those who need to withdraw should officially submit a withdrawal request at the Student Affairs/Services Office. If students wish to return to the University, they must apply for re-admission through the Admissions Office.

Warning *(For Nursing Program Only)*

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:

- Theory grade of "B-", or below at mid-quarter in any nursing course.
- Clinical grade of "B-", or below at any point in the course.
- Behavior is not consistent with the School of Nursing's (SON's) Standards for Safe Care.
- Failure to meet attendance requirements.
- Failure to comply with established BSN policies.
- Any behavior that is 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:

- Receive a satisfactory grade.
- Receive an unsatisfactory grade and will not be allowed to progress in the program.
- 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 (For Nursing Program Only)

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:

- Receive a satisfactory grade and be removed from the warning status.
- Receive an unsatisfactory grade and repeat the course. A nursing theory course can be repeated no more than once.

Procedure for Warning (For Nursing Program Only)

Students placed on warning must meet with the faculty, which will serve to:

- Clarify the problem.
- Initiate a plan for achieving a satisfactory grade.
- Complete the SON's Student Learning Enhancement Plan for clinical courses.

The student has the right to attend a meeting with the faculty involved. It is the student's responsibility to request, in writing, a meeting with the faculty. If the student does not attend the initial meeting, the SON's Student Learning Enhancement Plan for the course will reflect this non-attendance.

NOTE: For all other programs, see specific program student handbook.

Factors Affecting Program Length

American University of Health Sciences is committed to helping students complete their programs within the designated timeframe. However, various factors might extend the length of a student's program, including part-time enrollment, course withdrawals, retaking courses, and financial constraints. To ensure appropriate progression

through their programs, students are encouraged to maintain close communication with department program chairs, the Student Affairs/Student Services Department, the Financial Aid Office, and the Business Office.

Theory Of Course Failure

For undergraduate and graduate program(s), students 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.

Re-Admission Procedure

The following is the readmission process to undergraduate and graduate program(s):

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 to help with this letter.

3. The Admissions Committee will make the decision regarding re-admission. The committee may ask the students for additional information to help make this decision.

4. Re-enrollment or re-entrance 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.

5. 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. This contract/condition of re-admittance will remain in effect throughout the student's enrollment.

NOTE: Readmission is not guaranteed and is subject to institutional review and approval.

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 know-how learned from real and simulated exposure of students to the clinical setting. Under each program there 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 the 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 to facilitate time efficiently. 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

Graduate Academic Honors

- **With Highest Distinction:** Awarded to graduate students who achieve a perfect Cumulative Grade Point Average (CGPA) of 4.0, signifying exemplary academic excellence across all evaluated coursework.

- **With Distinction:** Awarded to graduate students who achieve exceptional academic performance by achieving a Cumulative Grade Point Average (CGPA) of 3.5 or higher that places them in the top percentile of their program.

Undergraduate Academic Honors

- **Summa Cum Laude**: Achieved with a Cumulative Grade Point Average (CGPA) of 3.80 to 4.00.

- **Magna Cum Laude**: Achieved with a CGPA of 3.70 to 3.79.

- **Cum Laude**: Achieved with a CGPA of 3.50 to 3.69.

Certificate/Diploma Academic Honors

- **Highest Honors**: Granted to students achieving a CGPA of 3.50 or higher upon completion of the program.

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 (AUHS) holds that integrity is a fundamental attribute for its student body. Students are granted autonomy to learn, explore, and question within their academic journey, which must be conducted as a personal and individual experience. It is vital for all students to grasp the seriousness of academic dishonesty, including cheating, collusion, plagiarism, and fabrication.

Forms of Academic Dishonesty

- **Plagiarism**: This involves acquiring the work of another student, by any means, and presenting it as one's own.

- **Collusion**: This is the unauthorized cooperation with another student in preparing academic work.

- **Cheating**: This includes copying or tracing work from another student, using unauthorized materials or devices, or collaborating without permission in a testing situation or on a class project.

- **Fabrication**: This entails providing false information related to university affairs to gain an advantage.

Violations and Sanctions

- **Possible Violations**: Breaches of the AUHS Academic Honor Code include, but are not limited to, plagiarism, cheating, collusion, fabrication of data, and misuse of artificial intelligence tools.

- **Sanctions**: The consequences for these violations can range from a warning to more severe repercussions such as failing grades, suspension, or expulsion, depending on the gravity of the misconduct.

Reporting and Adjudication Procedures

- **Reporting Protocol**: Community members are strongly encouraged to report any suspected instances of academic dishonesty to the designated academic authorities at AUHS.

- **Adjudication**: The university ensures that investigations are conducted with fairness and confidentiality. All breaches of the Honor Code are documented and submitted to the University's administration for further investigation. Each instance is examined individually and in relation to any

ongoing patterns of dishonest behavior. Both the faculty and administration will assess the implications of verified honor code violations on the affected student's academic standing and course grades. This ensures that all incidents are adjudicated equitably and upholds the university's academic integrity. Accused individuals are afforded the right to present their side of the story and to appeal any imposed sanctions.

Potential Consequences for Students

Students found guilty of academic dishonesty such as plagiarism, collusion, or cheating at the university may face the following consequences:

- **Loss of Credit:** Students may lose credit for the project involved in the dishonest act.
- **Failing Grade:** Receiving a failing grade for the course in which dishonesty occurred.
- **Dismissal**: Potential dismissal from the university based on the severity of the misconduct.
- **Rescinding a degree or certificate**: Rescinding a degree or certificate involves revoking an academic qualification previously awarded to a student, typically due to discovered violations of academic integrity after graduation.

Commitment to Ethical Conduct

AUHS is committed to fostering a culture of integrity and ethical behavior that extends beyond the university into professional settings. The university stresses the importance of these principles, which are crucial for the ethical conduct expected in healthcare professions. By instilling these values, AUHS aims to prepare students not only for academic success but also for responsible and ethical participation in their future careers.

This comprehensive approach to academic integrity is designed to maintain the high standards of education and professionalism expected at AUHS, ensuring that students are well-prepared for their professional and ethical obligations in the healthcare industry.

STUDENT CONDUCT POLICY

All members of the American University of Health Sciences (AUHS) community are responsible for understanding and adhering to the Academic Honor Code and Student Conduct Code. These Codes are designed to guide behavior and decision-making, fostering a safe, respectful, and ethical learning environment. While comprehensive, the Codes are not exhaustive. They apply to all students, including applicants, as well as activities and events on AUHS grounds or related to the AUHS community, whether on or off campus.

Conduct occurring off campus that violates AUHS policies or the law may result in disciplinary action. If misconduct is discovered after graduation or after a degree or certificate has been conferred, AUHS reserves the right to rescind the degree or certificate. Students are also held accountable for the behavior of their guests while associated with AUHS.

Student organizations are similarly required to adhere to the University's professional standards and codes of conduct. Both individuals and groups may face consequences for violations.

Students, guests, and visitors are expected to conduct themselves in a manner that aligns with AUHS's mission as an institution of higher learning. The University expects responsible, considerate, and respectful behavior, upholding the rights, freedoms, and safety of others. AUHS's mission emphasizes partnership with students in their professional preparation, including adherence to ethical and professional behavioral standards.

Examples of Conduct Code Violations

The following are examples of behaviors that may result in disciplinary action. This list is not intended to be exhaustive:

1. **Legal Violations:** Suspicion, charges, or breaches of federal, state, or local laws, on or off campus.

2. **Policy Violations:** Breaches of AUHS policies, rules, or regulations, including those of clinical affiliates.

3. **Abusive Behavior:**
   - Verbal abuse, including hostility, profanity, derogatory language, or defamation.
   - Actions or threats that pose harm to others, including hazing, bullying, harassment, violence, or stalking.

4. **Disorderly and Disruptive Conduct:**
   - Obstructing teaching, University activities, or the rights of others.
   - Use of unauthorized technology or disruptive behavior during classes or events.

5. **Dishonesty:**
   - Academic dishonesty, falsification of information, or fraud.
   - Forgery or misuse of records, documents, or identification.

6. **Property Misuse:**
   - Theft, vandalism, or unauthorized entry or use of university property.

7. **Noncompliance:**
   - Failure to follow directives from university officials or adhere to disciplinary procedures.

Sanctions for Violations

Sanctions for violations are determined case by case, considering the nature of the offense, the student's disciplinary history, and relevant circumstances. Sanctions aim to promote personal development, community safety, and campus integrity.

Possible sanctions include:

- **Warnings:** Verbal or written notices for minor infractions.
- **Restitution:** Compensation for damage caused by misconduct.
- **Loss of Privileges:** Restriction of campus privileges or access.
- **Probation:** Behavioral or academic probation with specific conditions.

- **Suspension:** Temporary removal from AUHS.
- **Dismissal:** Permanent removal from AUHS.
- **Educational Activities:** Assignments such as reflection papers, community service, research projects, or presentations.

NOTE: The Dean may but is not required to, give notice of the decision to other parties (like the student making the accusation), but only if there is an institutional need to do so, and only if the person is authorized to receive the information. For example, sharing details about a student's suspension or expulsion resulting from a code of conduct violation with other students would likely constitute a breach of the student's right to privacy.

Appeal of the Sanction

If the Dean imposes a sanction of Suspension, or Dismissal, the student has the right to appeal the sanction to the Student Services Director or their designee. Appeals may be made on the grounds that the assigned sanction is substantially disproportionate to the severity of the violation. Below are the details regarding the appeal process:

- **Grounds for Appeal**:
  - Appeals must clearly articulate and support the grounds for appeal, demonstrating why the sanction is disproportionate.

- **Deadline for Submission**:
  - Appeals must be submitted within five (5) business days of the notice from the Dean regarding the action.

- **Methods of Submission**:
  - Appeals can be submitted via email to the Student Services Director, using the student's official university email account.
  - Alternatively, appeals may be submitted in writing to the Student Services Director or designee and signed by the student.

During the appeal process, any sanction involving Suspension or Dismissal will be in place.

The Student Services Director or their designee has the authority to impose any one or more of the sanctions listed above. They are not limited to the original sanctions assigned by the Dean, and the resulting decision may lead to a more or less severe disciplinary action.

The Student Services Director or designee will provide a written decision within ten (10) business days of receiving the appeal unless an extension is granted. The decision is final and will be communicated to both the student and the Dean.

In cases involving allegations of physical assault, the decision outcome, including any sanctions imposed, will also be communicated to the alleged victim.

Extraordinary Circumstances

In emergencies or extraordinary situations, the President, in consultation with University Administration Leadership, may bypass the standard conduct process to impose immediate sanctions, including suspension or dismissal. This may occur to ensure community safety in cases of dangerous or disruptive behavior. If further investigation determines the emergency action was unwarranted, the standard conduct process will be initiated to provide the accused student with due process.

AUHS remains committed to fostering a professional, safe, and ethical educational environment. All students are encouraged to uphold the University's values and contribute positively to the AUHS community.

STATEMENT OF NON-DISCRIMINATION

The American University of Health Sciences (AUHS) is committed to fostering an inclusive and equitable environment for all members of its community. In compliance with federal, state, and local laws, AUHS does not discriminate on the basis of race, color, religion, sex (including pregnancy, sexual orientation, and gender identity), national origin, age, disability, genetic information, marital status, veteran status, or any other characteristic protected under applicable laws.

This policy of nondiscrimination applies to admissions, financial aid, academic programs, employment, and access to university-sponsored services, activities, and programs. AUHS is committed to promoting diversity, equity, and inclusion as integral components of its mission.

For inquiries or complaints related to discrimination under Title IX, please contact the Provost, Title IX Coordinator:

> **Title IX Coordinator**
> Marilyn Uvero, PhD(c), EdD, MSN, RN
> 1600 East Hill Street
> Signal Hill, CA 90755
> Phone: 562.988.2278 ext. 2049
> Email: muvero@auhs.edu

Additionally, complaints can also be directed to the **Student Services Director or designee** for assistance. The Student Services Director or designee will ensure complaints are addressed promptly and equitably in accordance with applicable laws and regulations.

This dual reporting structure ensures accessibility and timely resolution of all concerns.

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 or online Library platform.

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 examination will lead to an automatic failing grade for that exam and will place the student on probation for the duration of the quarter. Additionally, students should be aware that incidents of cheating may also result in dismissal from the University, particularly if the administration deems the act to be serious and 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 the student's areas of weakness and deficiencies. Students may be identified by a faculty member, and/or other staff members who may be working with the student. The following factors may indicate a student's need for remediation:

- 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.

NOTE: Enrolled students who demonstrate a need for additional services may self-identify.

Student Learning Enhancement Plan

The Student Learning Enhancement Plan may include, but is not 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.
- Completion and submittal of an academically approved written paper and/or presentation inclusive of research on the deficit subject area.

End-of-Quarter Remediation Plan

Designated program(s) allows opportunity for end-of-quarter remediation plan if students did not achieve the passing grade benchmark. Once the areas of remediation are completed, the student will have the Student Remediation Plan signed off by the designated faculty member, as appropriate. Additional costs related to the remediation plan are the responsibility of the student and must be paid before advancing to the subsequent quarter. ***(Additional requirements can be found in the specific program's student handbook.)***

LEAVE OF ABSENCE POLICY

The purpose of a leave of absence (LOA) is to provide students with the opportunity to leave the university 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 if 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 on 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 Process

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 severe instances, such as unsafe clinical practices, a student may be dismissed immediately without prior warning or probation. This decision requires the agreement of the Program Dean/Academic Dean, the Director of Student Affairs/Services, the Provost/Chief Academic Officer, and the University President. Students facing dismissal will receive written notification from their respective Program Dean/Academic Dean.

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 will be considered in determining academic grades. Students may be expected to explain to the faculty the reason for any absences from class and, in some cases, be asked to provide appropriate documentation. The University does not have a predetermined number of absences. Students who miss 20% or more of their classes may be removed from the course if the instructor determines that further participation would not be advantageous for the student.

FINANCIAL AID 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 a 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.

Indirect Costs

There are indirect costs while attending higher 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: $20,224*
- Personal and Miscellaneous: $4,504*
- Transportation: $1,768*
- Total: $26,496*
-

Students living with parents with no dependents

- Room and Board: $10,520*
- Personal and Miscellaneous: $3,680*
- Transportation: $1,616*
- Total: $15,816*

Note: Ask Financial Aid Administrator for the most current information. There may be other expenses that a student may incur while attending school that may be taken into consideration in terms of 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 Programs

Federal Pell Grant

The Federal Pell Grant program provides a foundation of assistance to which other forms of aid may be added. Eligibility for the Federal Pell Grant Program is determined by a standard need-analysis formula that is revised and approved every year by the federal government. The student must be enrolled in an undergraduate program and may not already have a bachelor's or professional degree. Unlike loans, grants do not have to be paid back. The maximum Federal Pell Grant for the 2023-2024 academic year is $7,395. In certain situations, an eligible student can receive up to 150 percent of the maximum annual Federal Pell grant amount for an award year. A student can receive a Federal Pell Grant for no more than 12 semesters or the equivalent (roughly six years).

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplemental Educational Opportunity Grants are available to a limited number of students with exceptional financial need. Grants are based on funds available and do not have to be repaid. Need is determined by the financial resources of the student's family and the cost of attendance. Offers are granted proportionately during the aid year until available funds have been exhausted.

Federal Work-Study (FWS)

The Federal Work-Study program provides jobs for graduate and undergraduate students with financial need, allowing them to earn money to help pay educational expenses. The program encourages community service work related to the student's course of study. Funds under this program are limited. Students who indicate on their annual FAFSA that they are interested in FWS, and are otherwise eligible, will be offered FWS funds; however, students must apply for and be hired for a specific job opportunity in order to receive funds. Available positions are posted on our secure Student Portal.

William D. Ford Federal Direct Loan

Under the Federal Direct Loan (FDL) program, the University certifies eligibility for each loan and sends the loan details to the U.S. Department of Education. Loan proceeds are disbursed to the University electronically and then posted to the student's account. Students must repay the loan with interest to the servicer assigned by the U.S. Department of Education after the loan is disbursed. A description of the terms and conditions for borrowers of federal education loans is available at studentaid.gov.

Eligible students will be offered estimated student loan amounts based on FAFSA submission and the standard need-analysis formula. The University will estimate student loan eligibility on each student's initial financial aid offer for the amount necessary to cover direct institutional costs. Students interested in borrowing in excess of direct costs may request additional funds by contacting the campus financial aid office.

Students (and parents borrowing Federal Direct Parent Loans) must complete and submit a Master Promissory Note (MPN) to the Department of Education before loans will be processed. First-time student loan borrowers must also complete loan entrance counseling prior to funds being disbursed. Both the MPN and loan entrance counseling are available online.

Federal Subsidized Direct Loan

Federal Direct Subsidized loans are available to undergraduate students with financial need. Students may borrow up to $3,500 for their first academic year, $4,500 for the second academic year, and $5,500 for the third and fourth academic years, at a fixed interest rate which is established annually by the U.S. Department of Education. Current interest rates can be found at studentaid.gov/understand-aid/types/loans/interest-rates. The interest is paid by the federal government while students are in school. Interest begins accruing at the time students cease full-time enrollment or fail to carry at least one-half the normal full-time University workload. Regular payments begin six months after the student ceases enrollment or fails to carry at least one-half the normal full-time University workload.

Federal Unsubsidized Direct Loan

Unsubsidized Direct loans are available for students to borrow for additional education costs. Independent undergraduate students can borrow up to $9,500 for their first academic year, $10,500 for the second academic year and $12,500 for their third and fourth academic years, as a combined total with the Federal Subsidized Direct loan. Dependent undergraduate students can borrow up to $5,500 for their first academic year as a combined total with the Federal Subsidized Direct loan, $6,500 for their second academic year and $7,500 for their third and fourth academic years. Graduate students can borrow $20,500 each academic year. Interest rates are fixed and established annually by the U.S. Department of Education. Current interest rates can be found at studentaid.gov/understand-aid/types/loans/interest-rates. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six months after the student ceases enrollment or fails to carry at least one-half the normal full-time school workload.

Federal Direct Parent Loan for Undergraduate Students (PLUS)

Federal Parent Loans for undergraduate students provide additional funds for credit-worthy parents to help pay for students' educational expenses. If a parent has no credit or a poor credit history, they 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 can be found at studentaid.gov/understand-aid/types/loans/interest-rates. Repayment begins immediately after the loan is fully disbursed. The University requires parent borrowers to submit a Request for Federal Direct Parent Loan form along with verification of the parent borrower's signature to the campus financial aid office prior to certification of a parent loan application.

Federal Direct PLUS Loans for Graduate Students (GRAD PLUS)

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, they 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 can be found at studentaid.gov/understand-aid/types/loans/interest-rates. Repayment begins immediately after the loan is fully disbursed.

Institutional Scholarships

American University of Health Sciences offers several scholarship opportunities to students. To be eligible for AUHS scholarships, students must be admitted to the University and meet any fund-specific eligibility requirements. Unless otherwise noted, all AUHS scholarships are applied toward university tuition and fees. Funds are limited and not all who apply will receive an offer. Offer amounts may be proportionately reduced for less-than-full-time enrollment. Students who receive a scholarship but withdraw prior to completion of their academic degree program will forfeit future disbursements, and students who withdraw in the middle of a quarter will have their disbursement reduced proportionately to the percent of tuition earned.

Edna Johnson and Family Affair Scholarships may be available for eligible undergraduate/graduate new students who meet the criteria provided by the financial aid department.

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*

Private Loans

Private loans are offered by various lending institutions to assist students with educational expenses. These loans, unlike federal loans, are not insured by the federal government, and their repayment terms vary depending on the lender. The American University of Health Sciences (AUHS) encourages students to explore federal grants and loans first and to carefully consider their projected monthly payments and expected future earnings before considering private loans. Federal student loans, by law, provide a range of flexible repayment options and loan forgiveness opportunities, which private loans do not offer. To assist in planning, the U.S. Department of Education provides a loan repayment estimator at studentaid.gov/loan-simulator

Typically, private loans require the borrower to be a U.S. citizen, U.S. national, or permanent resident with a satisfactory credit history. International students may qualify with a creditworthy cosigner, who must be a U.S. citizen or permanent resident, and with appropriate U.S. Citizenship and Immigration Services documentation. Students with limited or poor credit history may still qualify for a private loan by applying with a creditworthy co-borrower.

Many lenders require students to have a qualified co-borrower before approving a loan. Interest rates and repayment terms will differ between private lenders. AUHS does not endorse or recommend any specific lenders. Students are encouraged to borrow from the lender of their choice and should thoroughly review each lender's terms and conditions before making a final decision. A list of lenders previously used by AUHS students, along with their respective terms and conditions, is available through the Financial Aid Office.

NOTE: *Most private loans are borrowed in the student's name as primary borrower, although an endorser may be required for approval.*

Enrollment Status

Eligibility and disbursement of financial aid may vary each quarter based on enrollment status. According to federal financial aid regulations (excluding Pell Grants), students enrolled less than half-time are ineligible for financial aid for that quarter. To maintain financial aid eligibility, it is important that students work with the Student Affairs Office to ensure they maintain full-time enrollment status each quarter. A change from full-time to part-time status could result in the loss of financial aid and may require some students to pay out-of-pocket. Consult AUHS financial aid administrator with any questions about enrollment status and financial aid eligibility.

The table below defines enrollment status for degree level.

Undergraduate Enrollment Status

Number Of Units	Enrollment Status	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%

Masters Enrollment Status

Number Of Units	Enrollment Status	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 Enrollment Status

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

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), the applicant's earnings, the spouse's earnings, 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. Using Student Aid Index (SAI) calculated by the federal government, a determination is made of the amount of funds the financial aid applicants, or their parents (*if dependent*) can contribute toward meeting educational costs. Students with a demonstrated need, as calculated by the Financial Aid Administrator, will receive consideration for assistance.

Academic Year

An academic year is defined as a minimum of 30 weeks of classes (or three quarters of 11 weeks each and 36 quarter credit units).

Duration Of Awards

All financial aid awards are made for each academic year (*three quarters*) or less. These awards are usually posted to the students' 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 (SAP)
4. Complete all required financial aid applications each academic year

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

Financial Aid Eligibility Requirements

To be eligible for financial aid, a student must:

- Demonstrate financial need (for most programs).
- Be a citizen of the United States or an eligible non-citizen.
- Have a valid Social Security number.
- Be enrolled as a regular student in an eligible degree or certificate program.
- Maintain satisfactory academic progress toward graduation.
- Have a high school diploma or a recognized equivalent.
- Not be in default on any federal student loan nor owe a refund on a federal grant received at any postsecondary college or institution.
- Sign the certification on the FAFSA that he/she will use federal student aid only for educational purposes.

Find more details about eligibility requirements at StudentAid.gov/eligibility.

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:

- The student is otherwise making satisfactory progress.
- 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 *(see Satisfactory Academic Progress for specific graduate programs as it differs from undergraduates)*.

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 the availability of funds and/or procedures mandated by 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.

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 right to withhold certifications until the account has been fully paid.

Educational Purpose

Any funds received under the Federal Pell Grant, 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 based on 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.

Financial Suspension

Students are required to keep their financial accounts up to date unless they have made prior arrangements with the Bursar's Office. Late payments may incur a fee based on the terms outlined in the students' contract. Failure to make satisfactory arrangements or defaulting on payments may result in registration holds, suspension, or dismissal.

For students dismissed due to financial issues, the reinstatement process requires full payment of the outstanding tuition balance before they can be readmitted. Additionally, diplomas may be withheld until the student's account is paid in full or acceptable repayment arrangements have been made.

NOTE: See exceptions for Veterans Entitled to Educational Assistance under Chapter 31 and Chapter 33 in the Tuition Payments section of this catalog.

Military Educational Benefits

American University of Health Sciences is approved for training of Veterans, active-duty military and eligible persons for most academic programs under the provisions of Title 38, United States Code. University Financial Aid Directors serve as Certifying Officials for each campus. Students interested in Military or Veterans Educational Benefits should contact the Financial Aid Department for a current list of approved programs. Veterans or active-duty military who are unsure of their eligibility should contact the Veterans Administration or Department of Defense directly. Eligible students must maintain satisfactory academic progress to continue receiving educational benefits. Students that are eligible for Veteran Benefits can apply for the same Financial Aid program.

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 are 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 have not 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.

UNIVERSITY AND PROGRAM FEES

Tuition And Fees

Undergraduate Program(s)

Program	Total Units	Tuition Per Unit	Total Tuition Cost	School Fees	Program Length	Reg Fees	Books
BS in Nursing	151	$595	$89,845	$3,984	10 qtrs.	$75	$500/qt
BS in Nursing (With Pre-Requisites)	189	$595	$112,455	$4,404	13 qtrs.	$75	$500/qt
BS in Pharmaceutical Sciences	189	$595	$112,455	$4,285	13 qtrs.	$75	$500/qt

Graduate Program (s)

Program	Total Units	Tuition per Unit	Total Tuition Cost	School Fees	Program Length	Reg Fees	Books
Family Nurse Practitioner	85	$625	$53,125	$10,052	6 qtrs.	$75	$500/qtr.
Nursing Education	65	$625	$40,625	$6,572	5 qtrs.	$75	$500/qtr.
Nursing Administration, Leadership & Management	65	$625	$40,625	$6,572	5 qtrs.	$75	$500/qtr.
MS in Clinical Research	84.5	$595	$50,278	$5,832	6 qtrs.		$500/qtr.

Program	Total Units	Tuition per Unit	Total Tuition Cost	School Fees	Program Length	Reg Fees	Books
Doctor of Pharmacy	183	$983.61	$180,000	$11,274	12 qtrs.	$75	$500/qtr.
Doctor of Nursing Practice	45	$777.77	$35,000	$5,432	5 qtrs.	$75	$500

Post-Graduate & Certificate Program(s)

Program	Total Units	Tuition per Unit	Total Tuition Cost	School Fees	Program Length	Reg Fees	Books
Post-Graduate APRN Certificate	41	$625	$25,625	$7,266	6 qtrs. (without 3 P's)	$75	$500/qtr.
Pharmacy Technician	48	$395	$18,960	$1,480	3 qtrs.	$75	$700/prg.

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. The cost of program is subject to change without notice. Call the admissions office for current cost.

University Fees Breakdown

BSN/BSPS/MSN/DNP

- $2500.00 University-BSN (Student ID, Laboratory Fee, Parking Pass, Library Fee, Initial copies 1,000 max.)
- $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 (2nd academic Year)
- $1,960.00 Technology Fee (LMS, Watermark, IT Resources maximum amount-$140 per qtr.) for BSN, BSPS
- $1,786.00 Technology Fee (LMS, Watermark, IT Resources, Core Elms-per year for MSN, DNP)
- $1,820.00 University- BSPS (Laboratory Fee, Parking Library Fee, Initial copies 1,000 max.)
- $650.00 Graduation Fee for the Masters & Doctoral
- $450.00 bachelor's Programs

- $3,990.00 Assessment Technologies, Inc. (ATI) Comprehensive Assessment and Review program (Price subject to change) (BSN)
- $2,200.00 National Board Certification Review (MSN-FNP, APRN)
- $2,200 curriculum fee (MSN-FNP, APRN)
- $920.00 curriculum fee (MSN-Ed., MSN- NALM only)
- $789.00 NCLEX-RN Review (BSN)

Program Fees Breakdown**: BSN/BSPS/MSN/DNP/MSCR *

- TEAS Fee per take (Nursing only price subject to change)
- Initial Uniforms Set of 3/1 scrub jacket for BSN/BSPS
- Initial Uniform Set of 2/1 lab coat MSN/DNP
- Phlebotomy Certification (Payable to Medical) (MSCR only)
- Nursing Equipment (BSN) (Tote Bag - price subject to change)
- Background check (BSN/MSN/DNP) (Subject to change)
- Complio (BSN, BSPS, PharmD) (Price subject to change)
- HIPPA/OSHA Fee (BSN, PharmD) (Price subject to change)
- Malpractice Insurance (Annually) (BSN) (Price subject to change)
- Malpractice Insurance – MSN/DNP (Price subject to change)
- Immunization Certification - MSN/DNP (Price subject to change)
- National Student Nurses Association (Optional)
- Books (approximately per quarter)

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. $2500.00 PassNAPLEXnow *
8. $1,400.00 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 Bachelor of Science in Nursing Only**:

- $95.00 Live Scan (Fingerprints at specified police stations)
- $300.00 BRN Application Fee*
- $200.00 Pearson Vue*
- $100 Interim Permit (Optional)

Professional Fees for the Doctor of Pharmacy Program**:

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

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

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

*NOTE: See Financial Aid office for the most current program fees.

*__**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, debit card, wire transfer, cash, personal check, cashier's check, or money order made payable to the American University of Health Sciences. Tuition is due no later than 5 business days from the quarter start date.

Students may pay their tuition through several convenient methods. Payments can be made online via the AUHS Student Portal, in person during regular office hours, or mailed before the payment deadline. For tuition amounts exceeding $3,000, cashier's, credit card or wire are the preferred forms of payment.

It is important to note that any check returned due to non-sufficient funds will result in a $35 penalty fee. Furthermore, if a tuition payment is submitted after the designated due date, a late fee of $75 will be applied.

Should a payment be returned for non-sufficient funds during the term of the enrollment agreement, all subsequent tuition payments must be made using a credit card, wire, or cashier's check.

Other Fees

The following fees apply to all academic programs and are subject to change. Please review each item carefully to understand the costs that may be incurred during your studies:

- **Late Tuition Payment Fee:** A charge of $75.00 will be applied for each month that tuition payments are late.
- **Returned Check Penalty**: A $25.00 fee will be assessed for each check returned due to non-sufficient funds.
- **Official Transcript Fees:** The fee for regular processing of official transcripts through the Advancement Center is $10.00, while rush processing is available for $15.00.
- **Lost ID Fee**: If a student loses their ID card, a replacement fee of $25.00 will be charged.
- **Lost Parking Permit Fee**: A $55.00 fee applies for the replacement of a lost parking permit.
- **Copy Charges:** After the initial allotment of 1,000 copies, additional copies are charged at 15 cents each.

These fees are mandatory and may be billed during the academic year as applicable. Please ensure timely payment to avoid additional charges.

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 Financial Aid Administrator. 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 Financial Aid Administrator will compute the student's awards based on the corrected information, and if necessary, submit such corrections or information to the appropriate agencies.

CANCELLATION, WITHDRAWAL REFUND POLICY

Cancellation Refund Policy (Before Starting in the University)

AUHS includes in this catalog the required cancellation, withdrawal, and refund policies pursuant to CEC 94909 (a)(8)(B). Cancellation, withdrawal, and refund policies, including an explanation that the student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later. Below is the description of procedures required to cancel the enrollment agreement or withdraw from AUHS and obtain a refund:

1. A Notice of Cancellation must be submitted in writing directly to both the Financial Aid Office and the Student Services/Registrar's Office. Cancellation can be initiated either through a written notice from the student or through the student's actions, such as non-attendance. Students may cancel their enrollment agreement by attending 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 approved excused leave or an approved leave of absence, the effective date is the earlier date of these two dates: the expected return date or the date the student notifies the University of his/her non-return.

Refund for Dropped Courses

Students who drop a course or courses during the published Add/Drop period of a term but remain enrolled at the University are eligible for a full refund of institutional charges related to the dropped courses, minus any fees for equipment not returned in its original, unopened condition within 14 calendar days of dropping the course. Refunds will be processed and within 45 days. No tuition adjustments will be made for courses dropped after the first week of the term.

Students who withdraw from one or more courses after the Add/Drop period but continue their enrollment at the university will be charged only for the courses taken beyond that timeframe. For re-entry students, returning from a leave of absence, or continuing students who withdraw and have their last date of attendance within the Add/Drop period, tuition will only be charged up until the end of the prior term.

Additionally, once supplies are issued to students, they become the student's property, and no refunds will be issued for these items, even if the student drops the course or is dismissed. For students receiving Title IV federal financial aid, AUHS is required to return financial aid funds based on the student's last date of attendance, regardless of whether the withdrawal occurs during the Add/Drop period. For more information, see Return of Title IV Funds.

Refund Distribution Policy

American University of Health Sciences (AUHS) follows the refund policy outlined in this catalog, adhering to the State of California regulations specified in the enrollment agreement or addenda, as well as federal guidelines. If a student withdraws from AUHS and a refund is due, the following policies for the return and distribution of funds will apply.

Refunds will be allocated in the following order:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Perkins Loan
- Federal PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Other Title IV, HEA assistance, as well as federal, state, private, or institutional financial aid received

If any credit balance remains after these refunds, the excess will first be applied to outstanding Title IV loans, beginning with the most recent period of enrollment and moving backward. After Title IV loans are refunded, remaining balances will be allocated to any private loans, federal grants, and finally to the student. Refunds will be processed within 45 calendar days from the student's official withdrawal date.

Students who obtain loans to finance their education are responsible for repaying the full loan amount plus any accrued interest, reduced by any applicable refunds. If a student receives federal financial aid, they are entitled to a refund for any portion of the funds that were not disbursed through federal aid programs.

For more details or personalized assistance, students are encouraged to contact the Financial Aid Office or the Business Office.

National Student Loan Data System (NSLDS)

American University of Health Sciences (AUHS) reports students' enrollment statuses and other critical financial aid information directly to the National Student Loan Data System (NSLDS) on an ongoing basis.

Any loans borrowed by a student or parent will be submitted to NSLDS and will be accessible to authorized users, including guaranty agencies, lenders, and educational institutions. This ensures accurate and timely tracking of loan and enrollment information to support compliance with federal financial aid regulations.

Federal Refund Requirements vs. State Refund Requirements

The institution adheres to both federal and state regulations in managing refunds for students who withdraw from their academic programs. In accordance with Return of Title IV (R2T4) requirements, federal financial aid recipients who withdraw before completing 60% of their enrollment period are subject to a recalculation of their aid eligibility. Simultaneously, state regulations require the institution to calculate a prorated refund for all students—regardless of whether they receive federal aid—if they have completed less than 60% of their enrollment period.

In situations where the federal Return of Title IV calculation results in a higher refund amount than the state-mandated prorated refund, the institution and/or the student must return the larger amount to the appropriate Title IV program. This adjustment may leave the student with an outstanding balance owed to the institution, requiring the student to settle the amount to remain in good financial standing.

For students enrolled in modular programs, additional considerations apply. A student may be considered as withdrawn for institutional refund purposes under state regulations, even though the same withdrawal does not trigger the federal Return of Title IV requirements.

In these cases, the institution will issue a prorated refund for the institutional charges in line with state policies while retaining 100% of the federal financial aid for which the student remains eligible.

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 quarter (06/27/16 - 09/19/16) = 53 days
- Class days Student attended (06/2716 - 07/08/16) = 9 days
- 9 days divided by 53 days = 16.98% completed

Charges		Amount
Quarter Tuition	$8, 848.00	
Pro-rated Quarter Tuition (16.98% completed)		$1,502.39
University Fee & Registration Fee		$1,984.00
ATI		$1,125.00
Technology Fee		$120.00
Total Charges To Student		**$4,731.39**

If a student received equipment and/or books and are unopened, 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 unopened equipment and/or books 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:

 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 teach out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

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

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

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

Return of Title IV Funds

Title IV funds are earned incrementally based on the percentage of the payment period completed. Once 60% of the payment period has been completed, students are considered to have earned 100% of the Title IV funds for that period. For example, in a 100-day payment period, a student earns 100% of the Title IV funds after the 60th day. If a student withdraws after completing more than 60% of the payment period, no return of Title IV funds is required.

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

Once the Title IV return calculation has been completed, the University's standard refund policy is applied to any remaining institutional charges.

For further information or detailed examples, students are encouraged to contact the Financial Aid Office.

Collection Expenses

Any costs incurred by the University in the process of collecting overdue tuition or fees will be the student's responsibility and will be charged to their account. This includes, but is not limited to, legal fees, collection agency costs, and other related expenses. It is important for students to address outstanding balances promptly to avoid additional charges.

Returned Checks

Checks returned due to non-sufficient funds will incur a processing fee. If a student's tuition payments by check are returned more than once for non-sufficient funds during the enrollment period, all future payments must be made using a credit card, debit card, cashier's check, or money order. Students whose checks are returned for

insufficient funds, a closed account, or any other reason must promptly make arrangements to resolve the payment with one of these alternative methods. Failure to make timely arrangements may result in financial suspension and referral to an external collection agency.

Entrance/Exit Counseling

First-time borrowers are required to complete entrance counseling prior to receiving their initial disbursement. To complete your Direct Loan Entrance Counseling, please visit www.studentloans.gov and sign in using your FSA ID. Then, select "Complete Entrance Counseling." You may also add an email address for correspondence regarding your loans. For further details, please refer to the *"Direct Loan Entrance Interview"* pamphlet or visit https://studentloans.gov.

If a student withdraws or terminates and the institution is unable to have the student complete exit counseling prior to the student's departure, the institution will send a letter to the student, requesting exit counseling to be completed at www.studentloans.gov

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.

Continuous Enrollment

To maintain continuing student status, students must remain continuously enrolled. A student may take a leave of up to one academic quarter by submitting an official Leave of Absence (LOA) form, which must be approved and signed by the Student Affairs designated official.

Students who do not enroll for a quarter and fail to file an approved Leave of Absence form will be subject to new student tuition rates upon their return. This policy ensures consistency in enrollment and maintains the integrity of the students' academic progress.

Military Educational Benefits

American University of Health Sciences is approved for training of Veterans, active-duty military and eligible persons for most academic programs under the provisions of Title 38, United States Code.

University Financial Aid Directors serve as Certifying Officials for each campus. Students interested in Military or Veterans Educational Benefits should contact the Financial Aid Department for a current list of approved programs. Veterans or active-duty military who are unsure of their eligibility should contact the Veterans Administration or Department of Defense directly. Eligible students must maintain satisfactory academic progress to continue receiving educational benefits. Students that are eligible for Veteran Benefits can apply for the same Financial Aid program.

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 are 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 have not 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.

STANDARDS FOR STUDENT ACHIEVEMENT

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 grading 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., "**master's in clinical research**" requires a "**B**" to pass. For "**bachelor's in nursing**" a "**C+**" is required to pass. For further information, see the program student handbook.*

Minimum Grade Point Average Requirements

- **Undergraduate Programs**: Minimum passing grade of 2.0 (letter grade C) required for course completion.
- **Post Graduate Certificate**: Minimum grade average of 2.7 (B- or above) required for certifying completion.
- **Master's Program**: Minimum grade average of 3.0 (B or above) required for certifying completion.
- **Doctor of Pharmacy Program**: Minimum grade average of 2.0 required for certifying completion.
  NOTE: *Certain programs may require higher standards for acceptable program pass. For further information, see the program student handbook.*

Conditions for Re-enrollment

Re-enrollment or reentrance is not assured. The Program Dean, Academic Dean, or an appointed representative will only consider applicants upon receiving satisfactory documentation demonstrating that the circumstances leading to unsatisfactory progress have been appropriately resolved.

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, each student is evaluated on three components to determine if they are maintaining satisfactory academic progress:

4. Cumulative GPA
5. Successful course completion rate
6. Maximum Time Frame

- **Bachelor**- credits attempted relative to the maximum credits attempted that are allowed (1.5 times the credits in the student's program)
- **Masters**- credits attempted relative to the maximum credits attempted that are allowed (2.0 times the credits in the student's program)
- **Doctorate** - credits attempted relative to the maximum credits attempted that are allowed (2.0 times the credits in the student's program)
  NOTE: Doctor of Pharmacy (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 a teach evaluation point.
AUHS students will be evaluated at the end of each quarter for the duration of his/her program.
AUHS will round of for pace of progression (example: 66.5% will be round of to 67%)

Cumulative GPA Requirements

The following summarizes the academic performance criteria for each degree level at the institution, according to the established CGPA requirements:

Undergraduate Programs

- **Initial Standard:** Students must achieve a Cumulative Grade Point Average (CGPA) of 2.0 by the end of the first 18 credit hours attempted.

- **Ongoing Requirement:** A CGPA of 2.0 must be maintained each quarter thereafter to remain in good academic standing.

- **Graduation Requirements:** Additional criteria for graduation may be specified in the undergraduate student handbook, including major-specific requirements and elective options.

Master's Programs

- **CGPA Requirement:** A minimum CGPA of 3.0 is required throughout the program by the end of the first 18 credit hours attempted.

- **Ongoing Requirement:** A CGPA of 3.0 must be maintained each quarter thereafter to remain in good academic standing.

- **Graduation Requirements:** Students must meet all prescribed academic criteria, and any additional departmental standards. *(For Licensure Program(s), see detail in the master's program student handbook.)*

Doctorate Program

- **Initial Standard:** Students must attain a CGPA of 3.0 by the end of the first 18 credits attempted. *(NOTE: For Doctor of Pharmacy, 2.0 CGPA, see student handbook for additional requirements.)*

- **Ongoing Requirement:** A CGPA of 3.0 must be maintained each quarter thereafter. (*NOTE: For Doctor of Pharmacy, 2.0 CGPA, see student handbook for additional requirements.*)

- **Graduation Requirements:** Detailed graduation criteria, including clinical rotations, capstone projects, and other program-specific requirements, are outlined in the student handbook. (*NOTE: For Doctor of Pharmacy, see student handbook for additional requirements.*)

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 quarter credits 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 credit attempted at the end of each quarter to be making Satisfactory Academic Progress.

To calculate the completion rate, divide cumulative quarter credit hours attempted by cumulative quarter credit hours a student successfully completed by cumulative quarter credit hours student has attempted.

Financial Aid Warning, Financial Aid Probation/Financial Aid Dismissal

At the end of each quarter, after grades have been posted, students' CGPAs and completion rates are reviewed to determine whether they are meeting the above requirements.

Financial Aid Warning (FA Warning) is the status students will be placed in for the first quarter 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 (LEP) 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 who do not meet 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 who do not meet 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 quarters (payment periods).

Students who meet the SAP Standards at the end of their FA Probation quarter will be removed from FA Probation and returned to a SAP Met/Good Standing Status. Students who do not meet 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. Students 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 who do not meet SAP and do not meet the requirements listed on the Student Learning Enhancement Plan at the end of the FA Probation quarter 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 quarters 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.

SAP Chart

Situation	Academic Status	Federal Eligibility	Financial Aid
First quarter in which CGPA and/or completion rate is below minimum standards	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 appealed	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 Student Learning Enhancement Plan and can meet the SAP requirements by the end of the quarter

Satisfactory Academic Progress (SAP) Probation/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 their performance. The students must provide documentation of the circumstances that had an adverse impact on their performance. Below is a comprehensive list of 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:

5. Obtain a Financial Aid Appeal Form from the Financial Aid Department. The appeal must include:
    a. Why the students failed to meet SAP
    b. What has changed that will allow the student to meet SAP at the next evaluation point

6. 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.

7. Should the appeal be granted, the student must meet with the Program Dean/ Academic Dean or designee to develop a Student Learning Enhancement Plan.

8. 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 starts.

Appeal Process for Financial Aid Probation

The appeal can be approved if:

4. The student has a mitigating circumstance and

5. The student will be able to meet SAP at the end of the next quarter (payment period) or

6. 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 for 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, they 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 does not meet the conditions stated on the Student Learning Enhancement Plan (LEP), they must appeal this dismissal status. The appeal can be approved if:

3. The student has a mitigating circumstance that occurred during the FA Probation quarter and
4. The students will be able to meet SAP at the end of the next quarter (payment period).

Should an appeal be denied, the student's dismissal stands, and they 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) Student

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 the 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

Undergraduate

Bachelor

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.

Graduate

Masters

Students must complete the entire program within two 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 2.0. For example, a student enrolled in a 90-credit-hour program can attempt no more than 180 credit hours. Should a student exceed the 200% 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.

Doctorate

Students must complete the entire program within two 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 2.0. For example, a student enrolled in a 90-credit-hour program can attempt no more than 180 credit hours. Should a student exceed the 200% 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.

(*Note: For* **Doctor of Pharmacy degree**- *Because of the specific nature and delivery format of the 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, they will be dismissed.*)

American University of Health Sciences, in compliance with federal regulations, does not permit students who fail to meet the required minimums for CGPAs or completion rates to continue receiving federal financial aid, regardless of their individual circumstances. Further details are provided in the SAP chart on this page. Students have the option to appeal their dismissal, and each appeal will be considered individually.

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, 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 for the undergraduate, 2.0 for the graduate, except for the Doctor of Pharmacy (2.5). 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.

Incompletes, Repetition Of Courses And Withdrawals

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

3. The student is otherwise making satisfactory progress.

4. 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 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 coursework 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 the work completed by the 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 seven (7) or more additional calendar days.

Note: 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 (extenuating circumstances). The completed form should be given to the faculty member with a copy submitted to the 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

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.

For Graduate Programs

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.

*(**Note**: 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

A 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 their 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	Calculated in GPA
A-D	Yes	Yes	Yes
F	Yes	Yes	Yes
Incomplete (I/INC)	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

NOTE: 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

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 academic probation if they fail to achieve a minimum grade point average (GPA) of 2.0 for all courses attempted in a quarter. To remain enrolled at the university, the student must attain a GPA of 2.0 or higher in the subsequent quarter.

Non-Academic Probation

A student may be placed on non-academic probation due to behavioral issues and is required to develop a remediation plan in collaboration with faculty or the Program Dean/Academic Dean. This plan may include requirement to participate in mental health counseling. The student must meet all probationary conditions to remain enrolled at the University. Additionally, behaviors that pose a risk to the individual or others, or that significantly disrupt university activities, may result in the student being immediately suspended or expelled from the University without prior notice.

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 a repeated course *(nursing only)*.

- 3rd failure of a repeated course *(lower division)*.

  NOTE: For Doctor of Pharmacy, see program student handbook.

Students who are dismissed are formally notified by the relevant Program Dean or Academic Dean. In cases where extenuating circumstances, such as a prolonged illness, contribute to the student's disqualification, they may submit a written request to the appropriate Dean to be allowed to continue on probation for the subsequent quarter. Enrollment at AUHS signifies the student's agreement to adhere to all university requirements and regulations. 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.

Withdrawal From University

Students considering withdrawal from the University are advised to schedule a consultation with the Director of Student Affairs/Services to discuss alternative solutions or receive assistance. Those who need to withdraw should officially submit a withdrawal request at the Student Affairs/Services Office. If students wish to return to the University, they must apply for re-admission through the Admissions Office.

Warning (For Nursing Program Only)

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:

- Theory grade of "B-", or below at mid-quarter in any nursing course.
- Clinical grade of "B-", or below at any point in the course.
- Behavior is not consistent with the School of Nursing's (SON's) Standards for Safe Care.
- Failure to meet attendance requirements.
- Failure to comply with established BSN policies.
- Any behavior that is 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:

- Receive a satisfactory grade.
- Receive an unsatisfactory grade and will not be allowed to progress in the program.
- 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 (For Nursing Program Only)

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:

- Receive a satisfactory grade and be removed from the warning status.
- Receive an unsatisfactory grade and repeat the course. A nursing theory course can be repeated no more than once.

Procedure for Warning (For Nursing Program Only)

Students placed on warning must meet with the faculty, which will serve to:

- Clarify the problem.
- Initiate a plan for achieving a satisfactory grade.
- Complete the SON's Student Learning Enhancement Plan for clinical courses.

The student has the right to attend a meeting with the faculty involved. It is the student's responsibility to request, in writing, a meeting with the faculty. If the student does not attend the initial meeting, the SON's Student Learning Enhancement Plan for the course will reflect this non-attendance.

NOTE: For all other programs, see specific program student handbook.

Determinants of Program Duration

American University of Health Sciences is committed to helping students complete their programs within the designated timeframe. However, various factors might extend the length of a student's program, including part-time enrollment, course withdrawals, retaking courses, and financial constraints. To ensure appropriate progression through their programs, students are encouraged to maintain close communication with department program chairs, the Student Affairs/Student Services Department, the Financial Aid Office, and the Business Office.

Course Failures

Undergraduate and graduate students are required to adhere to designated procedures in the event of course failures. The following steps have been established to provide clear and consistent guidance for addressing academic difficulties.

- Receive a formal notification from the Program Dean, Academic Dean, or their designee regarding the course failure.

- Arrange and attend a meeting with the course faculty to review and discuss the circumstances that led to the failure.

- Meet with the Student Affairs/Services Director to receive guidance on future course enrollment and clarify next steps. Students may remain enrolled at the university but may be restricted from progressing to the next course sequence until the failed class is successfully repeated.

- Repeat the failed class during its next scheduled offering.

Note: *Refer to the program-specific Student Handbook for comprehensive guidelines.*

Re-admission Procedure

The following is the readmission process to undergraduate and graduate program(s):

6. 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:

   d. Reason for not passing the course(s)
   e. What the student has done to take care of the problem(s)
   f. How the student will prevent it from happening again

7. It is highly encouraged that a student meets with their Admissions Advisor to help with this letter.

8. The Admissions Committee will make the decision regarding re-admission. The committee may ask the students for additional information to help make this decision.

9. Re-enrollment or re-entrance 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.

10. 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. This

contract/condition of re-admittance will remain in effect throughout the student's enrollment.

NOTE: Readmission is not guaranteed and is subject to institutional review and approval.

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 know-how learned from real and simulated exposure of students to the clinical setting. Under each program there 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 the 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 to facilitate time efficiently. 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

Graduate Academic Honors

- **With Highest Distinction:** Awarded to graduate students who achieve a perfect Cumulative Grade Point Average (CGPA) of 4.0, signifying exemplary academic excellence across all evaluated coursework.

- **With Distinction:** Awarded to graduate students who achieve exceptional academic performance by achieving a Cumulative Grade Point Average (CGPA) of 3.5 or higher that places them in the top percentile of their program.

Undergraduate Academic Honors

- **Summa Cum Laude**: Achieved with a Cumulative Grade Point Average (CGPA) of 3.80 to 4.00.

- **Magna Cum Laude**: Achieved with a CGPA of 3.70 to 3.79.

- **Cum Laude**: Achieved with a CGPA of 3.50 to 3.69.

Certificate/Diploma Academic Honors

- **Highest Honors**: Granted to students achieving a CGPA of 3.50 or higher upon completion of the program.

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 (AUHS) holds that integrity is a fundamental attribute for its student body. Students are granted autonomy to learn, explore, and question within their academic journey, which must be conducted as a personal and individual experience. It is vital for all students to grasp the seriousness of academic dishonesty, including cheating, collusion, plagiarism, and fabrication.

Forms of Academic Dishonesty

- **Plagiarism**: This involves acquiring the work of another student, by any means, and presenting it as one's own.

- **Collusion**: This is the unauthorized cooperation with another student in preparing academic work.

- **Cheating**: This includes copying or tracing work from another student, using unauthorized materials or devices, or collaborating without permission in a testing situation or on a class project.

- **Fabrication**: This entails providing false information related to university affairs to gain an advantage.

Violations and Sanctions

- **Possible Violations**: Breaches of the AUHS Academic Honor Code include, but are not limited to, plagiarism, cheating, collusion, fabrication of data, and misuse of artificial intelligence tools.

- **Sanctions**: The consequences for these violations can range from a warning to more severe repercussions such as failing grades, suspension, or expulsion, depending on the gravity of the misconduct.

Reporting and Adjudication Procedures

- **Reporting Protocol**: Community members are strongly encouraged to report any suspected instances of academic dishonesty to the designated academic authorities at AUHS.

- **Adjudication**: The university ensures that investigations are conducted with fairness and confidentiality. All breaches of the Honor Code are documented and submitted to the University's administration for further investigation. Each

instance is examined individually and in relation to any ongoing patterns of dishonest behavior. Both the faculty and administration will assess the implications of verified honor code violations on the affected student's academic standing and course grades. This ensures that all incidents are adjudicated equitably and upholds the university's academic integrity. Accused individuals are afforded the right to present their side of the story and to appeal any imposed sanctions.

Potential Consequences for Students

Students found guilty of academic dishonesty such as plagiarism, collusion, or cheating at the university may face the following consequences:

- **Loss of Credit:** Students may lose credit for the project involved in the dishonest act.

- **Failing Grade:** Receiving a failing grade for the course in which the dishonesty occurred.

- **Dismissal**: Potential dismissal from the university based on the severity of the misconduct.

- **Rescinding a degree or certificate**: Rescinding a degree or certificate involves revoking an academic qualification previously awarded to a student, typically due to discovered violations of academic integrity after graduation.

Commitment to Ethical Conduct AUHS is committed to fostering a culture of integrity and ethical behavior that extends beyond the university into professional settings. The university stresses the importance of these principles, which are crucial for the ethical conduct expected in healthcare professions. By instilling these values, AUHS aims to prepare students not only for academic success but also for responsible and ethical participation in their future careers.

This comprehensive approach to academic integrity is designed to maintain the high standards of education and professionalism expected at AUHS, ensuring that students are well-prepared for their professional and ethical obligations in the healthcare industry.