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This academic catalog is a source of valuable information regarding the responsibilities, obligations, and privileges of students attending Professional Skills Institute.

Since the programs, policies, and statements contained herein are subject to continuous review and evaluation, the school reserves the right to make changes at any time without notice. This publication is for information only and does not constitute an offer of a contract, either stated or implied.

Students are responsible for being familiar with the provisions of the catalog and all requirements established by the institute.
General Information

Campus Information
1505 Holland Road
Maumee, Ohio, 43537
Phone: 419-720-6670
Fax: 419-720-6674

Ohio Registration Number: 84-11-0916B

History
Professional Skills Institute (PSI) was founded in 1984 by Patricia Finch with two programs: Medical Office Assistant and Medical Secretary. In 1986, PSI received institutional accreditation from the Accrediting Bureau of Health Education Schools (ABHES). The original location was on Airport Highway, but in 2012, the school moved to its current location. On May 2, 2016, Professional Skills Institute, LLC (d/b/a Professional Skills Institute) purchased the assets of Professional Skills Inc. Professional Skills Institute is now a wholly owned subsidiary of Education Evolve, LLC.

The officers of Education Evolve include:

Joseph Marino – President
Carl Spatocco – Vice President of Education & New Business Development
Joseph Fortunato – Vice President of Admissions & Marketing
Michael Marino – Vice President of Operations & Finance

Mission Statement
Professional Skills Institute (PSI) is a private, proprietary, post-secondary, degree-granting institution offering medical, clerical and general education courses to a culturally diverse adult student population. PSI uses a blend of theory, lab practice, and externship or clinical practicum experiences to produce competent entry-level medical professionals for the community.

PSI’s mission statement is “Career education for a lifetime of success.”

Educational Objectives
PSI uses the following objectives to fulfill its mission statement and continuously improve and enhance expected program outcomes and to hire qualified administrative and faculty personnel.

- To provide innovative learning environments.
- To guide the student in becoming an entry level competent health care professional.
- To maintain quality classroom equipment and classroom environment.
- To offer group tutoring to students in need.
- To monitor student’s satisfactory academic and attendance progress throughout his/her program.
- To analyze student satisfaction, graduate, and employer surveys to aid in updating and improving the curriculum during the annual review of each program.
- To monitor each division’s retention and placement statistics (to maintain the 70% rates required by ABHES) to develop a plan of action, if needed.
Accreditation

National Level

PSI’s institutional accreditation is through the Accrediting Bureau of Health Education Schools (ABHES) as an allied health educational institution. PSI has approval by ABHES to confer Diplomas and Associate of Applied Science Degrees. PSI has maintained continuous accreditation by ABHES since May 2, 1986. PSI’s current ABHES accreditation is through February 28, 2023.


ABHES Disclosure: Accreditation by ABHES signifies the institution or program has met eligibility criteria and evaluation standards of ABHES as evidenced during its most recent on-site review and continues to comply with policy and procedures for maintenance of accreditation as established by ABHES.

While the U.S. Secretary of Education, various credentia ling bodies and post-secondary institutions throughout the country recognize ABHES, accreditation does not guarantee Title IV or other financial aid eligibility, credentialing opportunities for graduates, or the ability to transfer credits to other institutions. Institutions and programs accredited by ABHES and individuals seeking to train at an ABHES accredited institution or program are responsible for exploring all necessary aspects associated with their objectives.

State Level

PSI is approved by the State of Ohio Board of Career Colleges and Schools to confer Diplomas and Associate of Applied Science Degrees through March 31, 2019. Registration Number: 84-11-0916B.

State Contact Information: State of Ohio Board of Career Colleges and Schools, 30 East Broad Street, Suite 2481 Columbus, OH 43215-3414, (614) 466-2762. Website: http://scr.ohio.gov. Fax (614) 466-2219 Toll Free (877) 275-4219 Email: bpsr@scr.state.oh.us

CAPTE

The Physical Therapist Assistant program at Professional Skills Institute is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. Accreditation is active through December 2019. If needing to contact the program/institution directly, please call (419) 720-6670 ext. 3000 or email dlamb@proskills.edu.

Physical Therapist Assistant Licensure

To practice physical therapist assisting in the State of Ohio, graduates of PSI’s PTA program must successfully complete the NPTE: PTA licensing examination owned by the Federation of State Boards of Physical Therapy. The Ohio Occupational Therapy, Physical Therapy and Athletic Trainers Board issues the license. The graduate will then be qualified to practice as a Licensed Physical Therapist Assistant (PTA). The PTA may be eligible to work in other states, but before relocating must communicate with that state for its regulations on practice and licensure. Ohio licensure does not guarantee licensure in other states.

Ohio Occupational Therapy, Physical Therapy and Athletic Trainers Board, Riffe Center, 77 S. High Street, 16th Floor, Columbus, OH, 43215-6108, (614) 466-3774.
NPTE Early Testing Policy

“Each PTA program has the discretion to establish its own criteria to determine if a student is a bona fide candidate to graduate. Therefore, PT/PTA programs are not required to complete the Entry-Level Education Pre-Completion Form.” (Ohio PT Board)

The PTA Program at Professional Skills Institute requires faculty approval for a student to sit for the NPTE prior to graduation. Students are eligible to apply for consideration if: (1) their cumulative GPA is 3.5 or higher; (2) there is a substantial circumstance why the student will be unavailable for the preferred testing date (i.e. getting married, childbirth, etc.). The student must inform the Program Director of their request for approval. The Program Director will meet with the faculty and review the request. If the faculty gives no objection, the request will be approved, and the Program Director will complete the necessary Entry-Level Education Pre-Completion Form.

Possible reasons why faculty may deny the student’s request may include: interference with Clinical Practicum experiences occurring at the same time as the NPTE test date, resulting in missed clinical time; deficiencies in student’s demonstrated test-taking skills that can be improved with PTA Capstone activities occurring prior to the preferred testing date; deficiencies in student’s overall academic or clinical skills that can be addressed prior to the preferred testing date. Students will be notified of their request status within 10 days of submission.

Ohio Board of Nursing

Professional Skills Institute School of Practical Nursing (PN) program was granted approval by the Ohio Board of Nursing on July 27, 2018 for a period of two years (until July 2020) in accordance with Section 4723.06(A)(5) of the Ohio Revised Code.

OBN Contact Information: Ohio Board of Nursing, 17 South High Street, Suite 400, Columbus, OH, 43215-3413 (614) 466-3947 Website: www.nursing.ohio.gov

Practical Nurse Licensure

Upon successful completion of the diploma PN program, providing all requirements for graduation are met, the graduate will be eligible to sit for National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®), developed by The National Council of State Boards of Nursing, Inc., to become a Licensed Practical Nurse (LPN). The address for application information will depend on which state the student is applying for licensure.

Ohio Applicants: Ohio Board of Nursing, 17 South High Street, Suite 400, Columbus, OH, 43215-3413 (614) 466-3947.

Michigan Applicants: Michigan Dept. of Consumer & Industry Services, c/o Board of Nursing, 611 W. Ottawa St. 1st Floor, Lansing MI, 48933.

Medical Office Assistant and Medical Assisting Credentials

Upon successful completion of either the diploma or associate degree program, providing all requirements for graduation are met, PSI graduates are eligible to sit for a credentialing examination administered by the American Medical Technologists to become an RMA (Registered Medical Assistant) and/or for the credentialing examination administered by the American Association of Medical Assistants (AAMA) to become a CMA (Certified Medical Assistant).
Medical Assistant); and may sit for a certification examination administered by the International Academy of Phlebotomy Sciences to become a CPT (Certified Phlebotomy Technician).

**RMA Contact Information:** American Medical Technologist, 710 Higgins Road, Park Ridge, Illinois, 60068-5745 (847)-823-5169 Website: [www.americanmedtech.org](http://www.americanmedtech.org)

**CMA Contact Information:** American Association of Medical Assistants Inc., 20 N. Wacker Drive, Suite 1575 Chicago, IL 60606 (800) 228-2262 Website: [www.aama-ntl.org](http://www.aama-ntl.org)

**CPT Contact Information:** International Academy of Phlebotomy Sciences, 629 D'Lyn Street, Columbus, OH, 43228 (614) 878-7751

**Medical Billing and Coding Specialist Certification**

Upon successful completion of the diploma MBCS program, providing all requirements for graduation are met, the graduate is eligible to sit for a credentialing examination administered by the American Academy of Professional Coders to become CPC (Certified Professional Coder).

**CPC Contact Information:** American Association of Professional Coders 2233 S. Presidents Dr., Suite F, Salt Lake City, UT 84120

(800) 626-2633 Website: [www.aapc.com](http://www.aapc.com)

**Pharmacy Technician Certification**

Upon successful completion of the diploma PhT program, providing all requirements for graduation are met, the graduate is eligible to sit for a credentialing examination ExCPT (Exam for the Certification of Pharmacy Technicians) administered by the National Health Career Association and/or the PTCE (Pharmacy Technician Certification Exam) exam given through the Pharmacy Technician Certification Board (PTCB).

**ExCPT Contact Information:** National Health Career Association, 11161 Overbrook Rd., Leawood, KS 66211 (800) 499-9092 [www.nhanow.com/pharmacy-technician](http://www.nhanow.com/pharmacy-technician)

**PTCE Contact Information:** Pharmacy Technician Certification Board, 2200 C Street, NW Suite 101 Washington, DC 20037 (800) 363-8012 [www.ptcb.org](http://www.ptcb.org)

**Equal Educational Opportunity**

The school affirms a policy of equal employment opportunity, equal educational opportunity, and nondiscrimination with its services to the public. The school will make all decisions regarding recruitment, hiring, promotion, and all other terms and conditions of employment without discrimination on grounds of race, color, creed or religion, sex, national origin, age, disability, genetic information or other factors which cannot lawfully be the basis for an employment decision. The school also does not discriminate because of a student’s or prospective student’s race, color, creed or religion, sex, national origin, age, disability or other characteristics which cannot lawfully be the basis for provision of such services. Applicants with disabilities should discuss individual needs with admissions prior to enrolling.

The school adheres to the provisions of the following federal laws: (a) the Higher Education Act of 1965, (b) Section 504 of the Rehabilitation Act of 1973 and (c) the Family Educational Rights and Privacy Act of 1974. Inquiries concerning the application of these laws may be referred to the Campus President.
**Title IX Compliance**

The school’s Title IX coordinator is responsible for overall compliance with Title IX, including response to reports of sexual misconduct affecting the campus community. Questions regarding the application of Title IX and the schools’ compliance with it should be directed to the Title IX coordinator, the Dean of Education. Students wishing to make a report of sexual misconduct affecting the campus community should follow the grievance procedure published in the catalog.

**Consumer Information**

The Higher Education Act of 1965, amended by the Higher Education Opportunity Act of 1998, and the Family Educational Rights and Privacy Act of 1974 require institutions to provide annual notices to students of the availability of consumer information. This information may include:

- Retention, graduation, and licensure rates;
- Financial assistance available to students who qualify and the requirements and restriction on Title IV Aid;
- Campus crime statistics;
- And other information such as cost of attendance, accreditation, academic program data, facilities and resources for disabled students, and withdrawal/refund policies.

In addition to any annual notices, students and the public can access disclosure information online on the school’s website: [www.proskills.edu](http://www.proskills.edu).

**Facilities**

Professional Skills Institute (PSI) is a privately owned and controlled, single institution located at 1505 Holland Road, Maumee, Ohio, 43537 (corner of Holland Road and Dussel Drive). PSI does not have on-campus student housing. PSI does not share or lease campus space to other Title IV institutions. Students, faculty, and administrative employees are all housed in this individual location.

The campus area includes a sidewalk in front and to the side of the building, parking lot in front, side, and back, and a separate student parking lot to the side of the building. PSI does not own or control any non-campus buildings or property.

For students, PSI is a one-story facility with curb-ramp access. The restrooms are designed to meet all ADA regulations. Classrooms are large enough to provide barrier-free wheelchair access. Anyone needing assistance should check in at the front desk, so accommodations may be provided.

The 60,000 square foot campus houses four (4) PN lecture classrooms, an eight (8) bed Learning Lab, a PN Practice Learning Lab, a PTA Lecture room, a PTA Lab, a PTA Lecture/Lab room, an AH lecture room, a AMOA/MA/MOA Lecture/Lab classroom, a PhT Lecture room, a PhT Practice Lab, a Lecture/Computer Lab room, a computerized testing center, a library, and a large student lounge with vending machines.

Each classroom and/or lab contains a computer-accessed In-Focus projector for displaying PowerPoint presentations and video or DVD presentations. Wireless Internet access is available for classroom instructional purposes.

PSI has security cameras in the hallways, student lounge, and classrooms to monitor the safety of the student and faculty. The cameras continually record the areas, therefore there is a digital copy available to review for safety issues or problem concerns. Students and staff are to have their PSI issued IDs on a lanyard and visible.
Reception Area

The PSI Campus has a reception area to service the students and staff. Students and staff each have a personal mailbox at the reception area. The mailboxes are used for communication between the instructor and the students. Students and staff should check these mailboxes daily to assist with the flow of communication.

Housing Assistance

PSI does not maintain dormitory or other housing facilities. Students are advised to consult commercial rental agents and/or the local listings. Admissions Associates may assist prospective students by providing names and/or addresses of locations of local off-campus housing areas.

Classroom Technology

PSI supports the use of classroom technology, specifically computer resources and the Internet, to enhance the learning experience. PSI provides Internet access to our students for legitimate classroom purposes, i.e. research for class projects, job searches, and planned classroom exercises only. Every student with access to these resources has a responsibility to use them in an ethical and productive manner; a manner reflecting well on themselves and the school. Use of all computer resources must be consistent with other PSI policies, including those related to sexual harassment, privacy, copyrights, trademarks, trade secrets, and the intellectual property of others.

Parking

Student parking is in the large lot separate from the main building, with approximately 300 student parking spaces marked student parking. Daytime student parking is from 7 a.m. until 7 p.m., and these students are not permitted to park in the main lot in front of the building. PSI employees have parking permits. Students should lock their cars to avoid potential problems. PSI is not responsible for damage to/theft from student cars. Students attending class after 5 p.m. are to park in the back of the main parking lot where video cameras monitor the area. Handicap parking is available in front of the main entrance. An officially issued handicapped tag is required to use this parking area. To use this parking, the person with a disability must be with the person parking the car, or be the person parking the car; other persons found parking in this area will be reported to the Maumee Police department. The fine for illegal parking in the handicapped space is $250 or more.

Carpooling

PSI encourages students to coordinate ride sharing.

Bus Routes

There is an available bus stop on the street side of PSI. For specific information regarding routes, please see Student Services.

Administrative Office Hours

The PSI Campus is open Monday through Friday, 7:30 a.m. to 10 p.m. Business hours are Monday through Friday 9 a.m. to 5 p.m. and Saturday 9 a.m. until 1 p.m.

Web Address

www.proskills.edu
Emergency Policy and Procedures

The school does not offer any health services except first aid, if necessary. All emergencies, medical or otherwise, should be immediately reported to a school administrator or site administrator (for students on externship, clinical, or practicum) who will call 911 for assistance. If necessary, the student will be transported to a medical facility by EMS and the student’s emergency contact person will be called.

If a student is injured at the school or a clinical/externship site, any expenses are the responsibility of the student.

Security Services

PSI does not have a campus police or security department.

Crime Awareness

Students should report to the Campus President, or their designee, any criminal activities taking place in the campus or in the parking lot at the school. This does include any school-sponsored function. The Campus President will then report any criminal activity to the proper authorities.

Notice of Availability of Annual Campus Safety and Security Report

The Annual Campus Safety and Security Report is in the Registrar’s Office and is posted throughout campus.

Visitors Policy (Children in the Classroom)

All visitors to the campus must sign in at the front desk and will be provided a visitor badge to wear while on campus. Former students and employees must report to the reception desk in the main office prior to visiting any other classroom or workspace. To maintain an academic environment, PSI prohibits visitors in the classroom, the student lounges, and the Library without prior approval from the Dean of Education or designee. The policy applies to children of enrolled students. Children are not allowed in the classrooms, student lounges, Library, or any area in the school during business hours to protect the children and eliminate distractions for other students.

Personal Property

Personal property is the sole responsibility of the student, and the school does not assume liability for any loss or damage. Clothing and all small items should be marked clearly with the student’s name and address. Vehicles should always be locked to avoid theft.

Smoking Policy

PSI is a tobacco-free facility. Smoking is only allowed in designated outdoor areas of the school buildings. Use of tobacco of any kind is not permitted within the school. Smoking in non-designated areas is a violation of the school’s code of conduct. Students may also not use electronic cigarettes or other vaping mechanisms while in the school.

Weapons and Firearms Policy

For the safety of everyone at PSI, weapons and firearms are prohibited on PSI’s campus. PSI has signs posted on the doors of the building and throughout the building.
Weather Emergencies

The school reserves the right to close during weather emergencies or other emergencies. Notice of closures or delayed openings will be posted on 13ABC.com, WTOL.com, and NBC24.com. Students may register to receive school-wide announcements by texting the word PSI to 313131. Clinical rotations have a separate weather policy. Refer to student clinical manuals.

Identification Badge

To help ensure the safety of everyone on the PSI campus, all students must have and display a valid student ID badge. Students receive ID badges within the first two weeks of classes. Any student who loses his or her ID badge may request a replacement from the Student Affairs or Registrar’s Office. The replacement fee is $5.00.

Sale, Solicitation, Promotion, and Advertising

Sale, solicitation, promotion, and/or advertising of a commercial nature, whether by non-students or students, is strictly prohibited on the campus. The school allows the posting of official school notices in buildings on designated bulletin boards. No notices may be affixed to glass doors, windows, or on painted walls. Placing advertisements on vehicles is prohibited. Political announcements, campaign literature, banners, and other promotional materials may only be posted in the designated open announcement areas. No commercial or non-commercial materials outside of official school notices shall be posted on walls, on doors, in the foyers, on cars, or in non-designated areas.

Voters Registration Information

PSI has voter registration information available in the student lounge area at the 1505 Holland Rd., Maumee, OH location and at the front desk. For more information about becoming a registered voter, the student may also may call 1-877-767-6446 or go to www.OhioSecretaryofState.gov/boards.htm
## Campus Directory

<table>
<thead>
<tr>
<th>Administrative Staff</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Michael Seifert, BS</td>
<td>Campus President</td>
</tr>
<tr>
<td>Susan Lippens, MOL</td>
<td>Dean of Education</td>
</tr>
<tr>
<td>• Debra Brunk, BS</td>
<td>Registrar</td>
</tr>
<tr>
<td>• Deanna Lamb, PT, BS, MA</td>
<td>PTA Program Director</td>
</tr>
<tr>
<td>• Kimberly Osburn, MSN/ed, RN</td>
<td>Interim PN Program Director</td>
</tr>
<tr>
<td>• Kimberly Sanders, MA, BA, AAS, RMA</td>
<td>AH Program Director</td>
</tr>
<tr>
<td>• Bonnie Mason, RPH</td>
<td>PhT Program Director</td>
</tr>
<tr>
<td>Denise Cook</td>
<td>Director of Career and Student Services</td>
</tr>
<tr>
<td>• Tony Dickens, BA</td>
<td>Career Services Coordinator</td>
</tr>
<tr>
<td>• Cassandra Bensch, MA, BA</td>
<td>Student Services Coordinator</td>
</tr>
<tr>
<td>Amy Gere, AAB</td>
<td>Business Office Manager</td>
</tr>
<tr>
<td>• Angela Benson</td>
<td>Bursar</td>
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<tr>
<td>Nikki Kraft, MBA</td>
<td>Director of Financial Aid</td>
</tr>
<tr>
<td>• Megan McClellan</td>
<td>Financial Aid Assistant</td>
</tr>
<tr>
<td>• Amber Kasch</td>
<td>Financial Aid Assistant</td>
</tr>
<tr>
<td>Jack Wells, MCSE, CCNA</td>
<td>Director of Information Technology</td>
</tr>
<tr>
<td>Sue Burton</td>
<td>Education and Registrar Assistant</td>
</tr>
<tr>
<td>Amanda Boyd, BA</td>
<td>Director of Admissions</td>
</tr>
<tr>
<td>• Melissa Couture, BA</td>
<td>Admissions Representative</td>
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<tr>
<td>• Abby Czaja, BA</td>
<td>Admissions Representative</td>
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<tr>
<td>• Barbara Furr</td>
<td>Admissions Representative</td>
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<tr>
<td>• Kristie Jones</td>
<td>Admissions Representative</td>
</tr>
<tr>
<td>Barb Hansen</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Laurie Pfaff-Cherry</td>
<td>Administrative Assistant</td>
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</tbody>
</table>
Note for each academic division below: Full-time (FT), Part-time (PT) and Adjunct (AJ) faculty may change due to student enrollment or instructor availability. Published are the current instructional assignments as of this catalog revision.

### College of Allied Health

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Course Instructor</th>
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<tbody>
<tr>
<td><strong>Kimberly Sanders, MA, BA, AAS, RMA</strong></td>
<td>FT AH Program Director</td>
<td>MED101/101-M Medical Law &amp; Ethics</td>
</tr>
<tr>
<td>MA—Spring Arbor University, Michigan</td>
<td>AH Externship Coordinator</td>
<td>MED114/114-M AMOA/AMOA Externship</td>
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<tr>
<td>BA—Lourdes University, Ohio</td>
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<td>119-M MBCS Externship</td>
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<td>AAS—Stautzenberger College, Ohio</td>
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<tr>
<td>MA Diploma—Professional Skills Institute, Ohio</td>
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<td>FT AH Externship Coordinator</td>
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<tr>
<td><strong>Bonnie Mason, RPh</strong></td>
<td>FT PhT Program Director</td>
<td>156-M Introduction to Pharmacy Technician</td>
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<tr>
<td>BS—Pharmacy—University of Toledo</td>
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<td>157-M PhT Clinical I</td>
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<td>College of Pharmacy, Ohio</td>
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<tr>
<td><strong>Stephanie Beck, RMA</strong></td>
<td>FT AH Instructor</td>
<td>MED102/102-M Medical Terminology I</td>
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<td>MA Diploma—Professional Skills Institute, Ohio</td>
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<td>MED116/116-M Medical Terminology II</td>
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<td>MED135/135-M Anatomy &amp; Physiology I</td>
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<td>MED136/136-M Anatomy &amp; Physiology II</td>
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<td>MED103/103-M Keyboarding</td>
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<tr>
<td><strong>Tai-Mai Chester, CPC, CPMA, CPCi</strong></td>
<td>FT AH Instructor</td>
<td>MED1160 Fundamentals of Medical Coding</td>
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<tr>
<td><strong>Mandy Flagg, CPC, CEMC</strong></td>
<td>FT AH Instructor</td>
<td>MED106-106-M Medical Insurance I</td>
</tr>
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<td>AOB—Stautzenberger College, Toledo, OH</td>
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<td>MED118-118-M Medical Insurance II</td>
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<td>MED153-153-M Medical Insurance III</td>
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<td>MED154-154-M Computer Applications</td>
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<td>MED108-108-M Fundamentals of Psychology</td>
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<td>MED152-152-M Job Readiness</td>
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<tr>
<td><strong>Andrea Kizer, CMA</strong></td>
<td>PT AH Instructor</td>
<td>MED109/109-M MA Clinical I</td>
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<td>AAS—Herzing University, Toledo, Ohio</td>
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<td>MED110/110-M MA Clinical II</td>
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<td>MED111/111-M MA Clinical III</td>
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<tr>
<td><strong>Melissa Rybka, CPhT</strong></td>
<td>AJ PhT Lab Assistant</td>
<td>MED104-M Office Communications</td>
</tr>
<tr>
<td>PhT Certificate—Owens Community College, Ohio</td>
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<td>MED109/109-M MA Clinical I</td>
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## School of Physical Therapist Assisting

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Course Instructor</th>
</tr>
</thead>
</table>
| **Deanna Lamb, PT, BS, MA**  
MA—Spring Arbor University, Michigan  
BS—PT—Bowling Green State University, Ohio | PTA Program Director  
General Education Coordinator  
Credentialed by the American Physical Therapy Association as a Credentialed Clinical Instructor | PTA1110 Introduction to Physical Therapy  
PTA2810 PTA Capstone |
| **Denise Stevens, M.Ed., PTA, BA**  
M.Ed.—American InterContinental University, Illinois  
BA—Spring Arbor University, Michigan  
AAS—Professional Skills Institute, Ohio | PTA Director of Clinical Education  
PTA Advisory Committee  
Co-Chairman  
PTA In-service Coordinator  
Credentialed by the American Physical Therapy Association as a Credentialed Clinical Instructor | PTA2620 Integrated Clinical Practicum A  
PTA2625 Integrated Clinical Practicum B  
PTA2820 PTA Clinical Practicum |
| **Mario Baker, PT, MS**  
MS—University of Toledo, Ohio  
BA—Bowling Green State University, Ohio | PTA Instructor | BIO2320 Fundamentals of Disease  
PTA1210 Rehabilitation Therapy |
| **Cassandra Bensch**  
MA—Bowling Green State University, Ohio  
BA—Bowling Green State University, Ohio | General Education Instructor | PSY1110 Introduction of Psychology  
SOC1110 Introduction to Sociology |
| **Tawiona Brown, DPT, BS**  
DPT—Rosalind Franklin University, Illinois  
BS—Ohio State University, Ohio | PTA Instructor | KIN2320 Structural Kinesiology  
KIN2420 Clinical Kinesiology  
PTA2520 Musculoskeletal Rehabilitation  
PTA2710 Neuromuscular Rehabilitation |
| **Amy Fisher, BS, PTA**  
BS—University of Toledo, Ohio  
AAS—Professional Skills Institute, Ohio | PTA Instructor/Lab Assistant | PTA1110 Introduction to Physical Therapy  
PTA1210 Rehabilitation Therapy  
PTA2510 PTA Techniques  
PTA2520 Musculoskeletal Rehabilitation |
| **Justin Hatch, BS**  
Bowling Green State University | General Education Instructor | PSY1100 Introduction to Psychology |
| **Laurie Livingston, PT, MEd**  
MEd—Bowling Green State University, Ohio  
BS—PT—University of Findlay, Ohio  
AAS—Owens Technical College, Ohio | PTA Instructor | BIO1110 Medical Terminology |
| **Karen Sims, PTA**  
AAS—Professional Skills Institute, Ohio | Teaching Assistant | BIO2320 Fundamentals of Disease  
PTA1210 Rehabilitation Therapy  
PTA2410 Therapeutic Exercise  
PTA2510 PTA Techniques  
PTA2520 Musculoskeletal Rehabilitation  
PTA2720 PTA Special Topics |
| **Heidi Wallace, LPTA, ATC/L**  
BS—University of Toledo, Ohio  
AAS—Professional Skills Institute, Ohio | PTA Instructor  
Credentialed by the American Physical Therapy Association as a Credentialed Clinical Instructor | PTA1110 Introduction to Physical Therapy  
BIO1120 Structural Anatomy & Physiology  
BIO2220 Clinical Anatomy & Physiology  
BIO2310 Growth & Development  
PTA2410 Therapeutic Exercise  
PTA2510 PTA Techniques  
PTA2720 PTA Special Topics |
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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Kimberly Osburn, MSN/ed</td>
<td>PT Interim PN Program Director</td>
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<td></td>
<td>PT PN Clinical Education Coordinator</td>
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<tr>
<td></td>
<td>PT PN Advisory Committee Chairman</td>
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<td></td>
<td>PT Ohio Board of Nursing Administrator</td>
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<tr>
<td>Holly Silva, MSN/ed, BSN</td>
<td>FT Clinical/Lab Coordinator</td>
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<tr>
<td>MSN—Lourdes University, Ohio</td>
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<tr>
<td>LeAnn Baker, BSN, RN</td>
<td>AJ PN Lab/Clinical Instructor</td>
<td>PN305 Advanced Med/Surg Nursing</td>
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<td>BSN—Ohio University, Ohio</td>
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<tr>
<td>RN—ADN Owens Community College, Ohio</td>
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<tr>
<td>Sharon Bayles, RN</td>
<td>PT PN Lab Assistant</td>
<td>PN401 Job Readiness/NCLEX-PN Review</td>
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<tr>
<td>Diploma—Uniontown Hospital School of Nursing, Pennsylvania</td>
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<tr>
<td>Chassity Cain, BSN, RN</td>
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<tr>
<td>BSN—University of Phoenix, Arizona</td>
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<tr>
<td>Amie Campbell, BSN, RN</td>
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<td>PN105 Fundamentals of Nursing</td>
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<tr>
<td>BSN—Lourdes University</td>
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<tr>
<td>Elizabeth Darnell, RN</td>
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<td>PN105 Fundamentals of Nursing</td>
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<tr>
<td>Alisa Gafeney, MSN, BSN</td>
<td>PT PN Instructor/Lab/Clinical</td>
<td>PN205 Medical/Surgical Nursing</td>
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<tr>
<td>MSN—Walden University, Minnesota</td>
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<td>BSN—Mercy College of Ohio, Ohio</td>
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<tr>
<td>Jacqueline Hansen, BSN, RN</td>
<td>PT PN Instructor/Lab/Clinical</td>
<td>203-H Anatomy and Physiology II (D)</td>
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<tr>
<td>BSN—University of Toledo, Ohio/Medical College of Ohio</td>
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<td>PN405 Pediatric Nursing (D)</td>
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<tr>
<td>Candace Jewell, RN</td>
<td>PT PN Lab/Clinical Instructor</td>
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<tr>
<td>Kristin Keaton, MSN, RN</td>
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<td>PN404 Maternal/Infant Nursing</td>
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<tr>
<td>Melanie Lannon, BSN, RN</td>
<td>PT PN Instructor</td>
<td>302-H Basic Nutrition &amp; Diet Therapy</td>
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<tr>
<td>BSN—Lourdes University</td>
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<tr>
<td>Sandra Leopold, BSN, RN</td>
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<td>103-H Anatomy and Physiology I (D)</td>
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<td>BSN—Mercy College of Northwest Ohio</td>
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<tr>
<td>Jacquel McCadney BSN, RN</td>
<td>PT PN Instructor</td>
<td>PN404 Maternal/Infant Nursing</td>
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<tr>
<td>LPN—Professional Skills Institute, Ohio</td>
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<tr>
<td>Randi Nelson, BSN, RN</td>
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<tr>
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<tr>
<td><strong>Gerald Newberry, PhD, MSN, RN</strong>&lt;br&gt;ADN—Owens Community College—Ohio&lt;br&gt;BSN—Lourdes College, Ohio&lt;br&gt;MSN—Eastern Michigan University—Michigan&lt;br&gt;PhD—Capella University, Minnesota</td>
<td>PT&lt;br&gt;PN Instructor</td>
<td>PN202 Pharmacology 1&lt;br&gt;PN304 Mental Health Nursing</td>
</tr>
<tr>
<td><strong>Melanie Pakulski BSN, RN</strong>&lt;br&gt;BSN—Lourdes University, Ohio</td>
<td>PT&lt;br&gt;PN Clinical Instructor</td>
<td>PN204</td>
</tr>
<tr>
<td><strong>Jennifer Pinard, MSN, BSN, RN</strong>&lt;br&gt;MSN—Chamberlain&lt;br&gt;BSN—Spring Harbor University, Michigan&lt;br&gt;RN—AAS-Mercy College of Northwest Ohio, Ohio</td>
<td>FT&lt;br&gt;PN Instructor/Clinical</td>
<td>PN307 Electronic Charting in Nursing (D)</td>
</tr>
<tr>
<td><strong>Kimberly Post, RN</strong>&lt;br&gt;ADN—Owens Community College, Ohio</td>
<td>AJ&lt;br&gt;PN Clinical Instructor</td>
<td>PN405 Pediatric Nursing</td>
</tr>
<tr>
<td><strong>Michelle Pyle, MSN, BSN, RN</strong>&lt;br&gt;MSN—Lourdes University, Ohio&lt;br&gt;BSN—Spring Arbor University, Michigan&lt;br&gt;AAS—Owens Community College, Ohio</td>
<td>PT&lt;br&gt;PN Instructor/Lab/Clinical</td>
<td>PN105 Fundamentals of Nursing (E)&lt;br&gt;PN204 Medication Administration (E)</td>
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<tr>
<td><strong>Kim Radtke, MSN, BSN</strong>&lt;br&gt;MSN—Lourdes University, Ohio&lt;br&gt;BSN—Spring Arbor University, Michigan&lt;br&gt;ADN—Owens Community College, Ohio</td>
<td>PT&lt;br&gt;PN Instructor</td>
<td>101-H Medical Terminology (D/E)&lt;br&gt;102-H Math for Meds (D/E)</td>
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<tr>
<td><strong>Lowella Ridgley, MSN, BSN</strong>&lt;br&gt;MSN—Chamberlain College of Nursing, Ohio&lt;br&gt;BSN—Chamberlain College of Nursing, Ohio&lt;br&gt;ADN—Owens Community College, Ohio</td>
<td>PT&lt;br&gt;PN Instructor</td>
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<td><strong>Darcy Rossi, RN</strong>&lt;br&gt;ADN—University of Toledo, Ohio&lt;br&gt;LPN—NOW LPN Training Center, Ohio</td>
<td>PT&lt;br&gt;PN Instructor/Lab/Clinical</td>
<td>PN205 Medical/Surgical Nursing&lt;br&gt;PN204 Medication Administration&lt;br&gt;PN305 Advanced Medical/Surgical Nursing</td>
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<td><strong>Bonnie Ryan, BSN</strong>&lt;br&gt;BSN—Lourdes College, Ohio</td>
<td>PT&lt;br&gt;PN Instructor</td>
<td>PN104 Gerontological Nursing (D/E)&lt;br&gt;PN401 Job Readiness/NCLEX-PN Review (E)</td>
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<tr>
<td><strong>Laura Ryzarscy RN</strong>&lt;br&gt;Diploma—St. Vincent Medical Center School of Nursing, Ohio</td>
<td>AJ&lt;br&gt;PN Lab/Clinical Instructor</td>
<td>PN205 Medical/Surgical Nursing</td>
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<tr>
<td><strong>Jera Shehorn, BSN</strong>&lt;br&gt;BSN—Bowling Green State University, Ohio</td>
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<tr>
<td><strong>Melissa Sunday, BSN, RN</strong>&lt;br&gt;BSN—Lourdes College, Ohio&lt;br&gt;AAS—Monroe Community College, Michigan</td>
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<td><strong>Jennifer Weber, RN</strong>&lt;br&gt;ADN—Owens Community College—Ohio</td>
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<td><strong>Denise Zygiet, RN</strong>&lt;br&gt;Diploma—Mercy School of Nursing, Ohio</td>
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# Academic Calendar

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<tr>
<th>2018 Winter Quarter</th>
<th>2018 Spring Quarter</th>
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<tbody>
<tr>
<td>January 1</td>
<td>PSI Closed-New Year's Holiday</td>
</tr>
<tr>
<td>January 2 (Tuesday)</td>
<td>First Day of the Quarter</td>
</tr>
<tr>
<td>January 15</td>
<td>PSI Closed-Martin Luther King Day</td>
</tr>
<tr>
<td>March 23</td>
<td>Last Day of the Quarter</td>
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<tr>
<td>March 24 to April 1</td>
<td>Spring Break</td>
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<table>
<thead>
<tr>
<th>2018 Summer Quarter</th>
<th>2018 Fall Quarter</th>
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<tbody>
<tr>
<td>July 2</td>
<td>First Day of the Quarter</td>
</tr>
<tr>
<td>July 4</td>
<td>PSI Closed-Independence Day</td>
</tr>
<tr>
<td>September 3</td>
<td>PSI Closed-Labor Day</td>
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<tr>
<td>September 21</td>
<td>Last Day of the Quarter</td>
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<tr>
<td>September 22 to 30</td>
<td>Fall Break</td>
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<table>
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<tr>
<th>2019 Winter Quarter</th>
<th>2019 Spring Quarter</th>
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<tbody>
<tr>
<td>January 1</td>
<td>PSI Closed-New Year Holiday</td>
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<tr>
<td>January 7</td>
<td>First Day of the Quarter</td>
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<tr>
<td>January 21</td>
<td>PSI Closed-Martin Luther King Day</td>
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<tr>
<td>March 29</td>
<td>Last Day of the Quarter</td>
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<td>March 30 to April 7</td>
<td>Spring Break</td>
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<tr>
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<td>July 4</td>
<td>PSI Closed-Independence Day</td>
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<tr>
<td>July 8</td>
<td>First Day of the Quarter</td>
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<tr>
<td>September 2</td>
<td>PSI Closed-Labor Day</td>
</tr>
<tr>
<td>September 27</td>
<td>Last Day of the Quarter</td>
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<tr>
<td>September 28 - October 6</td>
<td>Fall Break</td>
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### 2020 Winter Quarter

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>January 20</td>
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</tr>
<tr>
<td>March 27</td>
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<tr>
<td>March 28 to April 5</td>
<td>Spring Break</td>
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### 2020 Spring Quarter

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>May 25</td>
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<tr>
<td>June 6</td>
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<tr>
<td>June 27 to July 5</td>
<td>Summer Break</td>
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### 2020 Summer Quarter

<table>
<thead>
<tr>
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<tr>
<td>July 4</td>
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<tr>
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### 2020 Fall Quarter

<table>
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<tbody>
<tr>
<td>November 9</td>
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<tr>
<td>November 26 and 27</td>
<td>PSI Closed-Thanksgiving Holiday</td>
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<tr>
<td>December 25</td>
<td>Last Day of the Quarter</td>
</tr>
<tr>
<td>December 26 to January 3</td>
<td>Winter Break</td>
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</table>

### Breaks

Breaks occur between academic quarters. Students are encouraged to take the time away from school to enjoy family and friends. The school remains open with administrative personnel on site, unless a designated holiday.

### Academic Calendar – Modular Programs

The following calendar begins with the July 2, 2018 start of the Medical Assisting and Medical Billing and Coding Specialist programs.

#### 2018 Summer Quarter

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<tr>
<td>August 13</td>
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<tr>
<td>September 3</td>
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<td>September 21</td>
<td>Last Day of August Mod</td>
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<tr>
<td>September 22 to 30</td>
<td>Fall Break</td>
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#### 2018 Fall Quarter

<table>
<thead>
<tr>
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<tbody>
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<tr>
<td>November 12</td>
<td>First day of November Mod</td>
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<tr>
<td>November 22 and 23</td>
<td>PSI Closed-Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 21</td>
<td>Last Day November Mod</td>
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<tr>
<td>December 22 to January 6</td>
<td>Winter Break</td>
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<tr>
<td>December 25</td>
<td>PSI Closed-Christmas Holiday</td>
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#### 2019 Winter Quarter

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<thead>
<tr>
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<td>January 7</td>
<td>First Day of January Mod</td>
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<td>January 21</td>
<td>PSI Closed-Martin Luther King Day</td>
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<tr>
<td>February 15</td>
<td>Last day of January Mod</td>
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<tr>
<td>February 18</td>
<td>First day of February Mod</td>
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<td>March 29</td>
<td>Last day of February Mod</td>
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<td>March 30 to April  7</td>
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#### 2019 Spring Quarter

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<tr>
<td>May 20</td>
<td>First day of May Mod</td>
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<tr>
<td>May 27</td>
<td>PSI Closed-Memorial Day</td>
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<tr>
<td>June 28</td>
<td>Last Day of May Mod</td>
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<tr>
<td>June 29 to July 7</td>
<td>Summer Break</td>
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Page | 18 (October 1, 2018 update)
## 2019 Summer Quarter

<table>
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<th>Date</th>
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<tbody>
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<td>July 4</td>
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<td>First Day of July Mod</td>
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<td>August 16</td>
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<tr>
<td>August 19</td>
<td>First day of August Mod</td>
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<tr>
<td>September 2</td>
<td>PSI Closed-Labor Day</td>
</tr>
<tr>
<td>September 27</td>
<td>Last Day of August Mod</td>
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<td>September 28 to October 6</td>
<td>Fall Break</td>
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## 2019 Fall Quarter

<table>
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<tr>
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<tr>
<td>November 28 and 29</td>
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<tr>
<td>December 24</td>
<td>Last Day of November Mod</td>
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<tr>
<td>December 25</td>
<td>PSI Closed-Christmas Holiday</td>
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<td>Winter Break</td>
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## 2020 Winter Quarter

<table>
<thead>
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<tr>
<td>January 6</td>
<td>First Day of January Mod</td>
</tr>
<tr>
<td>January 20</td>
<td>PSI Closed-Martin Luther King Day</td>
</tr>
<tr>
<td>February 14</td>
<td>Last day of January Mod</td>
</tr>
<tr>
<td>February 17</td>
<td>First day of February Mod</td>
</tr>
<tr>
<td>March 27</td>
<td>Last Day of February Mod</td>
</tr>
<tr>
<td>March 28 to April 5</td>
<td>Spring Break</td>
</tr>
</tbody>
</table>

## 2020 Spring Quarter

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 6</td>
<td>First Day of April Mod</td>
</tr>
<tr>
<td>May 15</td>
<td>Last day of April Mod</td>
</tr>
<tr>
<td>May 18</td>
<td>First day of May Mod</td>
</tr>
<tr>
<td>May 25, 2020</td>
<td>PSI Closed-Memorial Day</td>
</tr>
<tr>
<td>June 26</td>
<td>Last Day of May Mod</td>
</tr>
<tr>
<td>June 27 to July 5</td>
<td>Summer Break</td>
</tr>
</tbody>
</table>

## 2020 Summer Quarter

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 6</td>
<td>First Day of July Mod</td>
</tr>
<tr>
<td>August 14</td>
<td>Last day of July Mod</td>
</tr>
<tr>
<td>August 17</td>
<td>First day of August Mod</td>
</tr>
<tr>
<td>September 7</td>
<td>PSI Closed-Labor Day</td>
</tr>
<tr>
<td>September 25</td>
<td>Last Day of August Mod</td>
</tr>
<tr>
<td>September 26 to October 4</td>
<td>Fall Break</td>
</tr>
</tbody>
</table>

## 2020 Fall Quarter

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 5</td>
<td>First Day of October Mod</td>
</tr>
<tr>
<td>November 13</td>
<td>Last day of October Mod</td>
</tr>
<tr>
<td>November 16</td>
<td>First day of November Mod</td>
</tr>
<tr>
<td>November 26 and 27</td>
<td>PSI Closed-Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 25</td>
<td>Last Day of November Mod</td>
</tr>
<tr>
<td>PSI-Closed-Christmas Day</td>
<td></td>
</tr>
<tr>
<td>December 26 to January 3</td>
<td>Winter Break</td>
</tr>
</tbody>
</table>

### Admissions

PSI reserves the right to use all information gathered, printed, or otherwise obtained during the admission process to determine an applicant’s suitability for enrollment. If behaviors or past patterns of behavior discovered during the admissions process are immoral, unlawful, or unbecoming of a student of PSI, PSI may deny the applicant’s acceptance into a program or cancel a student’s enrollment.

### Admissions Process

Each applicant for admission is assigned an Admissions Representative. The Admissions Representative will direct the applicant through the steps of the admissions process. The Admissions Representative will provide information on curriculum, policies, procedures, and services, and assist the applicant in setting necessary appointments and interviews.

To qualify for admission, each applicant must meet the requirements listed below. Admission decisions are based on the applicant’s fulfillment of these requirements, a review of the applicant’s previous educational records, and a review of the applicant’s career interests. If previous academic records indicate the Institute's education and training would not benefit the applicant, the Institute reserves the right to advise the applicant not to apply. It is the responsibility of the applicant to ensure the Institute receives all required documentation. All records received become the property of the Institute.

The Academic Catalog is available online at [www.proskills.edu](http://www.proskills.edu) for review by the applicant prior to signing an enrollment agreement.
Admission Requirements

PSI programs/courses are open to all persons regardless of age, disability, political affiliation, race, creed, sex, or national origin. Applicants must be at least 17 years of age (18 for PTA program) and possess a high school diploma, General Equivalency Diploma (GED), or higher education credential (earned associate's degree or higher) and provide a valid State or Federal photo ID. Basic reading comprehension and strong verbal skills are recommended. Some programs have additional admissions requirements. Please see below for the individual program admissions requirements/procedures.

Applicants taking the Wonderlic Scholastic Level entrance assessment will be permitted only one retest per enrollment cycle. When retesting, the applicant will be administered a different version of the assessment. The test score will remain in effect and valid for a period of two (2) years from the test date.

Applicants taking the Test of Essential Academic Skills (TEAS™) will be permitted only one retest per enrollment cycle. When retesting, the applicant will be administered a different version of the assessment. The test score will remain in effect and valid for a period of three (3) years from the test date. Applicants must submit a $65.00 testing fee, or the same when retesting, to take the assessment.

All applicants must provide documentation of graduation in the form of an Official High School transcript, or other acceptable documentation confirming the applicant meets or exceeds the academic achievement equivalent to a high school diploma in the USA. All documents submitted must be translated into English. High school diplomas/transcripts from other countries are acceptable, if the diploma is equivalent to a U.S. high school diploma. To ensure compliance, all applicants with foreign transcripts must have the transcript reviewed by a U.S. credential evaluation service.

Each applicant's documentation will be reviewed by an Admissions Selection Committee, which may be comprised of the Campus President, Dean of Education, Program Director, Faculty, and others.

Medical Office Assistant (MOA), Medical Assisting (MA), and Pharmacy Technician (PhT) Programs

Applicants must earn a minimum Wonderlic score of 14.

Medical Billing and Coding Specialist (MBCS) Program

Applicants must earn a minimum Wonderlic score of 15.

Medical Office Assistant (AMOA) Program

Applicants must earn a minimum Wonderlic score of 18.

Physical Therapist Assistant (PTA) Program

Applicants must earn a minimum adjusted individual total score on the TEAS 50%.

Applicants for the PTA program must also complete 60 hours of observation in a Physical Therapy Clinic or department under the supervision of a licensed PT or PTA. Observation hours must be obtained from a minimum of two (2) different sites and minimum of 15 hours at any site. Upon completion of the required observation hours, the applicant will complete a written essay, at the campus, based on the completed observation experience. If an applicant is employed in a PTA facility, they may submit a letter of reference from a supervisor in lieu of 45 observation hours.
Applicants must receive a minimum score of 65 on the PTA Candidate Summary Qualification Form. The applicable high school and college transcripts are used by the PTA Program Director for calculation of points for admission selection. Applicant must have a minimum of nine (9) semester credits or 15 quarter credits before college GPA can be used for calculation of points for the Admissions Selection Committee.

**Practical Nurse (PN) Program**

Applicants must earn a minimum adjusted individual total score on the TEAS 41.2%.

Submit a BCI and FBI background checks receipt as part of the application process.

**Admission Procedures**

Applicants must submit a completed admissions application. Eligible applicants must also be interviewed by one of PSI’s Admissions Representatives. PSI will review the application and notify the applicant of approval or denial; or, PSI may request more information or documents. In addition, the applicant and an authorized school official, must sign an enrollment agreement prior to the student commencing a program.

**Orientation**

Accepted applicants must attend a scheduled mandatory orientation.

**Probationary Admission**

The school does not offer probationary admission into any programs.

**Enrollment Verification Letter**

Any student requiring a verification letter from the school prior to starting classes should come to the receptionist desk to request a form. Enrolled students who require official documentation of a program enrollment and/or attendance should report to the receptionist’s desk to complete a request form. PSI strives to have all letters prepared for students within two business days.

**Tuition and Fee Information**

The Tuition expense includes uniforms, any related lab kits and other lab costs. The costs associated with the individual programs are included in this catalog.

Tuition charges are subject to change at the school’s discretion. PSI’s institutional policy is to give thirty (30) days written notice to the students prior to any tuition increase other than those initiated on January 1st of each year. The written notice will be posted in the student lounge and a copy will be placed in the appropriate student’s mailbox.

Disclosure: Transfer or proficiency credits may reduce the cost of the program. Repeating a course or courses may increase the cost of the program. Textbook and sales tax are estimated, any necessary adjustments to cover operating expenses may be made quarterly.

Other expenses, which the student must calculate into the cost of his/her program include, but are not limited to, room and board, personal expenses, textbooks, academic supplies, and transportation. Students are responsible for providing their own transportation for all learning experiences associated with the curriculum.
Effective April 2, 2018

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Application Fee</th>
<th>Testing Fee</th>
<th>Tuition</th>
<th>Textbooks (Estimate)</th>
<th>Sales Tax (Estimate)</th>
<th>Registration Fee</th>
<th>Total Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Nurse</td>
<td>$25</td>
<td>$65</td>
<td>$27,612.00</td>
<td>$1,642.00</td>
<td>$119.05</td>
<td>$100</td>
<td>$29,563.05</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>$25</td>
<td>$65</td>
<td>$27,181.04</td>
<td>$1,963.00</td>
<td>$142.32</td>
<td>$100</td>
<td>$29,476.36</td>
</tr>
<tr>
<td>Medical Billing and Coding Specialist</td>
<td>$25</td>
<td>$0</td>
<td>$12,995.00</td>
<td>$1,611.95</td>
<td>$116.87</td>
<td>$100</td>
<td>$14,848.82</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>$25</td>
<td>$0</td>
<td>$13,995.00</td>
<td>$1,245.05</td>
<td>$90.27</td>
<td>$100</td>
<td>$15,455.32</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>$25</td>
<td>$0</td>
<td>$14,715.00</td>
<td>$1,262.00</td>
<td>$91.49</td>
<td>$100</td>
<td>$16,193.49</td>
</tr>
</tbody>
</table>

* Enrolled students may purchase textbooks directly from PSI and the textbooks will be billed to their student account, or they may purchase textbooks from a vendor of their choice. A textbook list for the program, stating the title of the textbook along with the current edition and ISBN number, will be available so the student may purchase textbooks where they choose. Students are advised to purchase textbooks only for the currently enrolled courses as textbooks may change on a quarterly basis.

Students who drop or withdraw from a course or a program may return unopened and unused textbooks purchased through PSI within the first two (2) weeks of the quarter in which the student is registered for the course or courses. No textbooks will be accepted for return after the end of the second week.

Textbooks will only be accepted if they are unopened and unused. Textbooks are to be returned for inspection and return acceptance. Return credits will be posted to the student account by the end of week four (4). Questions regarding purchasing, returning, or ISBNs of textbooks should be addressed to the Registrar.

### Additional Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensure Processing (changing state)</td>
<td>$30</td>
</tr>
<tr>
<td>PN Repeat Medication Administration</td>
<td>$75</td>
</tr>
<tr>
<td>Proficiency Examination</td>
<td>$50</td>
</tr>
<tr>
<td>Course Repeat</td>
<td>$178 per credit</td>
</tr>
</tbody>
</table>

### Uniforms Information

PSI students are required to wear the supplied approved uniforms. Substitutions are not permitted. Representatives will be present on orientation day to assist the students with fittings, to answer questions and to place orders.
Return of school uniforms

Uniforms ordered from the campus supplier will be returned only for replacement or fitting adjustments. Students who have attended orientation, placed a uniform order, and then cancel their enrollment before the first day of the quarter will have the uniform order cancelled.

Students who start and withdraw, or are withdrawn prior to the receipt of the uniforms, will have the uniform order cancelled or returned. The student may be responsible for any re-stocking fees.

Refund and Cancellation Policies

If an applicant/student cancels or withdraws or is withdrawn by PSI for any reason, refunds will be made according to PSI's Refund Policy. If a refund is due to the student, the refund will be paid within thirty (30) days of the date the student either officially withdraws or PSI determines the student has withdrawn. All refunds will be calculated using the student's last day of class attendance. If a student withdraws without written or verbal notice after classes have started, termination shall be effective on the student’s last date of attendance as determined by the institution. Upon receipt of the refund, the student agrees its receipt constitutes a full and complete release of PSI from all liabilities. All governmental and agency refunds will be made within the required time limits of the funding agency.

Cancellation/Rejection Policy

PSI will refund all monies paid by an applicant who is rejected for enrollment by the Institute, who enrolls in a program PSI cancels, or who cancels within five calendar days of signing the enrollment agreement.

Right to Cancel

An applicant to PSI may cancel his/her enrollment and receive a full refund of monies paid by mailing a written notice to PSI, postmarked no later than midnight on the fifth calendar day after the date the applicant’s Enrollment Agreement with PSI was signed by the student and representative of the Institute. The applicant may use a copy of his/her Enrollment Agreement as a cancellation notice by writing "I hereby cancel" at the bottom of the Enrollment Agreement and adding name, address, and signature, and delivering or mailing it to PSI. If an applicant for admissions cancels his/her enrollment as noted above more than five calendar days after signing the Enrollment Agreement, but prior to the start of classes, the applicant is entitled to a refund of all payments, minus the Application Fee and any nonrefundable admissions testing fees within thirty days.

Tuition Refund Policy

A student wishing to withdraw officially should inform PSI in writing at least five (5) calendar days, but no more than thirty (30) calendar days, in advance of withdrawal. A student who returns to PSI after withdrawing must sign a new Enrollment Agreement and will be subject to the then-current price of tuition. A student’s last date of attendance, as documented by PSI, will be used to calculate any money the student owes and to calculate any refund the student is due.

If a student withdraws from a course(s) or program, the student’s refund amount will be calculated as follows:

<table>
<thead>
<tr>
<th>Proportion of Term Taught</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.9% or Less</td>
<td>90%</td>
</tr>
<tr>
<td>10.0% up to and including 19.9%</td>
<td>80%</td>
</tr>
<tr>
<td>20.0% up to and including 29.9%</td>
<td>70%</td>
</tr>
<tr>
<td>30.0% up to and including 39.9%</td>
<td>60%</td>
</tr>
<tr>
<td>40.0% up to and including 49.9%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Refunds are made **within 45 days** after the institution has determined the student withdrew.

Questions regarding Financial Aid Options should be addressed to the Director of Financial Aid.

**Financial Aid Information**

The Financial Aid office maintains a staff of financial aid professionals to assist students in navigating the application process for federal, state, local, and institutional funding programs. The staff participates in routine training sessions and conferences provided by federal, state, and local funding agencies to ensure they have a full understanding of policy and regulatory updates.

**Title IV Program Information**

Professional Skills Institute (PSI) is authorized by the Department of Education to participate in Title IV funding for qualified students. To apply for Title IV funds, a student must complete the Free Application for Federal Student Aid (FAFSA) for that specific award year. The FAFSA is completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and the PSI school code is **016568**. The financial aid programs are administered by the Director of Financial Aid under policies established by federal and state governmental guidelines.

The following financial aid programs are available to students **who qualify**.

**Federal Pell Grant**

The Federal Pell Grant is an important source of aid for students. The amount of the award depends upon the determination of the student’s eligibility, his or her enrollment status, cost of attendance, and a payment schedule issued by the U.S. Department of Education, Office of Student Financial Assistance. The amount of Federal Pell Grant funds a student may receive is limited by federal law to be the equivalent of six years, or 600% of a Pell Grant award. A student can monitor how much Pell Grant they have used by accessing [www.nslds.ed.gov](http://www.nslds.ed.gov). Once a student reaches 600%, they are no longer eligible to receive a Pell Grant, regardless of the school they attend.

Note: Individuals who have obtained a bachelor degree or higher are not eligible to participate in the Federal Pell Grant Program per Federal guidelines.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**

Each year the Institute makes a limited number of awards to students through the Federal Supplemental Educational Opportunity Grant (FSEOG) program. These funds are reserved for students who qualify based upon exceptional financial need. The financial aid officer determines who will receive a FSEOG award and the amount awarded, based on need, not to exceed the program maximum.

**Federal Work-Study (FWS) Program**

The Federal Work-Study program (FWS) provides employment for students who demonstrate financial need and who must earn part of their educational expenses. The program encourages community service work and work related to a student’s program of study. FWS employment is arranged with public or private non-profit agencies off campus, and the work performed must be in the public interest. FWS employment opportunities are also
available on campus in a variety of student services positions. Eligibility for participation in the FWS program is determined by the Institute’s Financial Aid Office, based on the student’s financial need and academic progress.

**Federal Direct Loan (FDL) Program**

Federal loans must be repaid. To apply for a Loan, a student must file a FAFSA. Eligible students are also required to complete Loan Entrance Counseling and a Master Promissory Note with the Department of Education. Students must be enrolled a minimum of half-time, and the loan funds are normally disbursed to the school in three equal quarterly disbursements. The loan must be repaid with payments beginning six months after the student stops attending classes at least half time. A student may qualify for a subsidized and/or unsubsidized student loan depending upon the FAFSA results.

*Direct Subsidized Loan:* A need based loan for which a student is not charged interest while attending school at least halftime. The maximum loan amount is $3,500 for first year students and $4,500 for second year students.

*Direct Unsubsidized Loan:* Unlike the subsidized loan, interest does accrue on the unsubsidized loan while the student is attending school. The interest will be capitalized (added to the principal of the loan) or the student can choose to pay the interest while in school. The maximum yearly loan amount is $6,000 for independent students and $2,000 for dependent students.

*Federal Direct Parent PLUS Loan:* The parents of dependent students can borrow funds to pay for the student’s educational expenses. The student must be enrolled at least half time and the parent must meet the Department of Education eligibility criteria which includes a credit check. The PLUS loan is normally disbursed to the school in three equal quarterly disbursements and interest is accruing on the loan while the student is attending school. Parents can begin repayment within 60 days after the loan is fully disbursed or can choose to begin repayment six months after the student is no longer enrolled at least half time.

**Verification**

A student’s Free Application for Federal Student Aid (FAFSA) may be selected by the U.S. Department of Education for a process called “verification” to verify the information on the application. Students are reminded to provide truthful and accurate information. Students who are selected for verification will be contacted by the Financial Aid Office and given a verification worksheet that includes specific requirements, deadlines, and consequences of noncompliance.

To complete the verification and remain eligible for Financial Aid, the student must submit the verification worksheet as well as tax/income information as directed by the Financial Aid Office. PSI has developed policies and procedures regarding the verification of information provided by the FAFSA under the Title IV Programs. For more information regarding the policies and procedures for verification, please consult the Financial Aid Office.

**Return of Title IV Funds Policy**

*This policy is separate from the Tuition Refund Policy.*

If a student withdraws from the Institute and the student received Title IV Federal Student Aid (FSA) assistance during the period (the specific term, quarter, or payment period for which the Return to Title IV refund must be calculated), the Institute must determine the amount of Title IV funds a student has earned at the time of withdrawal using the Return of Title IV (R2T4) funds formula. The Title IV FSA program rules may require a return to the Federal government of all, or a portion of, the amounts disbursed during the term. The amount of
FSA assistance earned by a student is based upon the following formula. Students should consult their Financial Aid officer regarding their program’s specific measurement.

Credit Hour Programs: \[
\text{Number of Days Completed in the Payment Period through Last Date of Attendance} \\
\text{Total Number of Days in the Payment Period}
\]

Note: Scheduled breaks of at least five consecutive days are excluded from the total number of calendar days in the numerator and denominator. The calendar days on an approved leave of absence are excluded from both the numerator and denominator. Percentages are calculated to the fourth decimal place.

**Definition of the student’s last date of attendance:** If a student officially or unofficially withdraws from PSI, their last day of attendance is based on the instructors’ attendance record (last day of educational activity) which reports the last day the student was in class. This includes classroom and lab instruction, examinations and clinical experience. If a student stops attending classes without officially withdrawing and has not attended classes for fourteen (14) consecutive calendar days, the student is withdrawn from his/her program. The last day of attendance is determined by the instructor’s attendance records.

Based on the calculation, through the 60% point in each period, a pro rata schedule is used to determine how much Title IV FSA funding the student has earned at the time of withdrawal. After the 60% point, a student has earned 100% of the Title IV FSA funds. (Sample Return of Title IV calculations are available from the institution’s Financial Aid Office upon request.) Title IV FSA funds that require refund are credited in the following order:

- Unsubsidized Direct Stafford loans (other than Graduate PLUS loans)
- Subsidized Direct Stafford loans
- Direct PLUS
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant (FSEOG)

**Return of Unearned FSA Funds**

The Institute must return the lesser of the following:

- The amount of FSA Program funds that the student does not earn; OR
- The amount of institutional costs that the student incurred for the period multiplied by the percentage of funds that were not earned. Earned means the percentage of funds that were earned over time (during the term) by the student.

If there are additional FSA funds that must be returned, the student must return or repay, as appropriate:

- Any FSA loan funds in accordance with the terms of the loan;
- Any remaining unearned FSA grant (Not to exceed 50% of the grant as an overpayment of the grant; the Institute currently refunds the Student Grant Overpayment on behalf of the student.)

If a student earned more aid than was disbursed, the Institute may owe the student a Post-Withdrawal Disbursement (PWD) which must be paid as soon as possible, but no later than 180 days from the date the school determined the student withdrew (for loans) or no later than 45 days from the date the school determined the student withdrew (for grants). The Institute is required to notify the student in writing within 30 days of the date it determined that the student withdrew that he/she is eligible for a PWD of Title IV loan funds; however, if the student (or parent in the case of a PLUS loan) is eligible to receive a PWD of loan funds, the student or parent borrower must first confirm in writing whether he/she accepts/declines all or some of the loan funds offered as a
PWD. A PWD of Federal grant funds does not require student acceptance or approval and the grant funds may be applied directly to the student’s account to satisfy tuition and fees, or to the student. The Institute will seek the student’s authorization to use a PWD for all other educationally-related charges in addition to tuition and fees. All Direct Loan refunds will be made by EFT to the U.S. Department of Education and COD disbursement records will be updated when refunds are made. The student is notified by letter from the Institute of all Direct Loan refunds made on their behalf, including the amount, date, and loan type.

The Institute is required to return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student’s withdrawal.

The information presented above is subject to change based on Federal regulations.

**Non-Title IV Financial Aid Information**

Other sources of financial assistance can come from various public agencies. Professional Skills Institute follows all guidelines set forth by outside agencies funding students’ tuition. The following organizations offer tuition assistance to students attending Professional Skills Institute. Qualification requirements vary; please contact the appropriate agency for more information.

**Veterans’ Benefits:** Veterans may be eligible to receive benefits through the Veterans Administration (VA). Each VA program has individual requirements for eligibility. Interested applicants should contact the VA at (800) 827-1000.

**Students Receiving Veterans Affairs (VA) Funding:** Students receiving this type of funding are required to show proof of all previous education earned for post-secondary study. When applying for VA benefits, these students must complete a transcript request for all post-secondary schools previously attended. The school will submit the request on behalf of the student at no cost to the student, and the student may then receive certification for the first term. The school should receive all requested transcripts within the student’s first term for accurate scheduling and timely certification. If transcripts are not received within the state limit, the student may no longer be certified for future coursework. Exceptions to any limitations must be approved by the State Approving Agency and Campus President.

**Ohio National Guard:** Students who are enlisted in the Ohio National Guard may be eligible to receive a grant to pay for a percentage of their tuition. Interested applicants should contact their local guard unit for details.

**AmeriCorps:** AmeriCorps is a national service program providing tuition assistance in exchange for community service. For more information go to [www.americorps.gov](http://www.americorps.gov) or contact the AmeriCorps National Service Office at 1-800-942-2677.

**Workforce Innovation and Opportunity Act (OHIO WIOA and MICHIGAN WORKS):** Students living in Ohio and Michigan may qualify for WIA funding from their state. The funds are generally for students who are permanently laid off due to workplace closings or cutbacks (dislocated workers) or low-income students eligible for training funds through WIA. Interested applicants should contact the WIA office at their county Jobs and Family Services office.

**Bureau of Vocational Rehabilitation (BVR):** This organization provides funding for eligible students who have a physical or mental disability inhibiting them from certain types of work. An appointment for an evaluation by a BVR counselor is necessary and a determination by the BVR office needs to be made before entering any academic program.
**Private Alternative Loans:** Some lending institutions offer private alternative loans to students to help cover educational expenses. These loans typically require that the borrower has good credit and/or a credit worthy co-signer. Additional information on private alternative loan lenders can be obtained from the Director of Financial Aid. Students are encouraged to utilize all other funding sources before considering an alternative loan.

**Union Education Trust:** A bargaining unit employees use to receive money for college through their employer.

**Institutional Scholarship Award**

**Patricia A. Finch (PAF) High School Scholarship Purpose**

Professional Skills Institute (PSI) is committed to excellence in education and will award five (5) $1000 scholarships per year in the name of the founder, Patricia A. Finch, to talented and motivated candidates to its currently approved programs. The Scholarship Program reflects the Institute’s commitment to the community and encourages the most qualified candidates to become industry professionals.

The five annual scholarships will be awarded by a committee decision: PSI Scholarship Committee (The Committee).

**Committee Structure**

The Committee will consist of PSI’s Program Advisory Committee Members (PAC) and made up of program advisory board members from each of its three departments: College of Allied Health, School of Physical Therapist Assisting, and School of Practical Nursing.

**PAF Scholarship Procedure/Qualifications**

Candidates must be in their senior year of high school to apply. All applications must be received no later than May 30th of each year. Scholarships are for students enrolling for the summer quarter of each academic year for the MA, MOA, MBCS, PhT, and PN programs and the fall quarter of each academic year for the PTA program.

Candidates for the PAF Scholarship offered by the Institute begin the process by completing and submitting the PSI Scholarship Application Form along with submission of a copy of his/her current high school transcript to the Director of Admissions.

The candidate must take and successfully pass a standardized entrance exam. Testing dates will be provided by the Admissions Department.

After completion of the last testing date, the candidates with the five (5) highest test scores in each program will be notified and required to write an essay on why they have chosen their career path. This essay should include, but is not limited to: what they believe that path holds for them, and what contribution to society they intend to make via their career. In addition, each candidate must provide three letters of recommendation and complete a personal interview with a panel designated by PSI. Points from a combination of the entrance test, the essay score, letters of reference, and the interview will determine the scholarship recipients.

All PAF Scholarship recipients will be notified in writing of the results by the Director of Admissions.
Scholarship Disbursements

PSI operates on a 12-week academic quarter schedule. PAF Scholarship funds for recipients will be disbursed each quarter in equal disbursements based on recipient's specific program following the successful completion of each quarter. In the event of a student’s withdrawal during a quarter, the PAF Scholarship amount for the quarter of withdrawal will be prorated and disbursed in accordance with percentages set forth in the Institute’s refund policy.

Unexpended Award Funds

Unexpended PAF Scholarship funds may not be accumulated from year to year. All unexpended funds will be returned to the institutional budget.

Transfer of Awards

No PAF scholarships may be transferred to any other institution. No recipient may transfer his/her PAF Scholarship funds to any other individual or any other program other than the program indicated on the application form. The PAF Scholarship funds may not be redeemed for a like cash sum.

Loss of Awards

All recipients of PAF Scholarships must maintain a ‘C’ average and maintain Satisfactory Academic Progress as defined in the Academic Catalog and the Student Handbook, viewable on-line at www.proskills.edu. No recipient may continue to participate in the scholarship program if placed on any type of probation. Any probation status will result in the revocation of all PAF Scholarship funds not a part of Federal Student Aid. All scholarship recipients must be current and remain current with any other costs due to PSI because of the student’s tuition payment plan. A recipient does have the right to appeal the loss of scholarship.

Any scholarship recipient convicted of DUI or any criminal offense, other than a Summary Offense, shall forfeit all scholarship awards granted by PSI.

Federal Student Aid

Federal Student Aid programs are available to those who qualify. This aid may be adjusted by the amount of PAF Scholarship awarded to the student. The Financial Aid Department is available to assist with financial aid information.

Tuition Balance

If the scholarship award does not cover the total tuition and costs at PSI, PAF Scholarship recipients are responsible for the balance of tuition and costs associated with their educational program at PSI.

General Disclaimer

All candidates understand they have assumed to have been provided faculty information regarding their academic standing with their high school. All recipients understand they must be a high school graduate and meet all admissions requirements prior to the scholarships being finalized.
**Tuition Payment Plan**

Tuition and Fee payments are due at the beginning of each quarter. However, the Institute does offer 0% interest payment plans and the terms of the Retail Installment Contract (RIC) will govern the terms of those payment plans. Tuition and fee payments may be made directly to PSI by check, money order, debit or credit card.

Student payments can be made in the Bursar Office or in the Financial Aid Office. Failure to make payment as agreed upon may result in the student being unable to register for future classes. *Any questions should be directed to the Bursar or employees of the Financial Aid Office.*

**Student Tax Forms and Information**

**1098T Tax Forms**

The 1098 tax forms for tuition billed (box 2) is mailed to the student’s current address on file on or before January 31st. The tuition billed is calculated on a calendar year basis.

**Educational Tax Credits, Student Loan Interest Deduction, and Tuition and Fees Deduction**

When you file your federal tax return, these tax credits may be available for certain college expenses. For information, contact the Internal Revenue Service or your tax advisor.

Questions regarding student’s accounts should be addressed to the Director of Finance/Student’s Accounts Office.

**Academic Affairs**

All academic policies, rules, and regulations are located here within the catalog. These policies may also be further clarified in the Student Handbook.

**Academic Divisions**

**College of Allied Health**

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| Associate of Applied Science Degree | Associate Medical Office Assistant (AMOA) |

**School of Physical Therapist Assisting**

| Associate of Applied Science Degree | Physical Therapist Assistant (PTA) |

**School of Practical Nursing**

| Diploma Program                  | Practical Nurse (PN) |

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Educational Delivery
All programs at PSI are residential in nature; no course is offered via distance education. On ground lectures are delivered by experienced instructors in the traditional classroom with the assistance of text materials and Internet materials with high speed Internet access and computer projection devices. Labs are delivered in well-equipped traditional laboratories under instructor supervision. Clinical and external volunteer experiences are delivered at area health facilities.

Student/Instructor Ratio – Typical Class Size
The average student to instructor ratio in a classroom setting is 20 to 1. The maximum number of students per instructor in a laboratory setting is 20. The maximum students in a lecture classroom based on size and seat availability is 45.

Clock Hour of Instruction
Each clock hour of instruction consists of 50 minutes of instruction in a 60-minute period.

Quarter Credit Hour Conversion
Select programs use a proprietary formula created by the accrediting body to calculate credit hours. In general:

- 10 lecture hours = one (1) quarter credit hour
- 20 lab hours = one (1) quarter credit hour
- 30 externship/clinical hours = one (1) quarter credit hour

All programs comply with Title IV funding: A maximum of 5.0 hours of out-of-class prep for every 20 clock hours in class. The school participates in the Federal student financial aid programs authorized under Title IV of the Higher Education Act of 1965, as amended, which are administered by the U.S. Department of Education (ED). The school has the appropriate policies and procedures in place to ensure its assignment of credit hours conforms to the definition of a credit hour for Federal purposes.

Students are also expected to complete an additional 5 clock hours per credit hour as homework or out of class hours for academic purposes. Students are expected to complete homework outside the classroom in addition to classroom requirements. The minimum outside clock hours are stated on each course syllabus and documented in each course description in the catalog. Additional outside clock hours may be, but not limited to, required written assignments, written book reports, required reading and homework assignments, oral presentation activities, hands-on practice sessions, etc. Grading for the outside preparation hours is published on each syllabus on a course-by-course basis.

Student Classification
Active Student: Any student taking credit-bearing courses, being charged/funded, and matriculating in an approved program. These students may be full or part time.

Active Non-Earning Student: Is a student taking credit-bearing courses but not being charged/funded for the term.

Non-Matriculating Student: Students who enroll for single courses or those paying for courses but not wishing to enroll in a program of study. These students are not eligible for federal or state aid.

Auditing Student: Students taking previously passed courses for improving skills or knowledge. Audited courses receive a grade of AU and do not count toward Satisfactory Academic Progress or cumulative grade point average.
Withdrawal: Student involuntarily or voluntarily withdrawn.

Withdrawal in Good Standing: Student withdrawn either because of course scheduling availability or extenuating circumstances falling under medical or family leave whereby the student will be returning the immediately following quarter. Students who do not return from Withdrawal in Good Standing within 180 days will be moved back to a Withdrawal status.

Attendance Policy

Students are expected to attend every class session for which they are registered. Attendance is taken by instructors, recorded, and maintained for each course by the Registrar. Students with excessive absenteeism may receive a reduced or failing grade for the course and/or be withdrawn from their program. In the event of any absences from class, the student assumes responsibility of immediately notifying the school and for arranging with the individual instructor for work missed. **Students missing fourteen (14) consecutive calendar days may be withdrawn from their program of study by the school.** If a student believes he/she has circumstances warranting special consideration, a written appeal may be submitted to the Dean of Education for review and final determination.

Tardiness/Early Departure

Students are required to be on time and stay for the duration of the class session. The student assumes responsibility for arranging with the individual instructor for work missed resulting from being late for class or leaving early. Time missed in class due to a student’s tardiness or leaving early is recorded.

If a nursing lab class is missed, the student must contact the instructor within 24 hours to receive the content that was missed. In the event of an emergency extenuating circumstance (hospitalization, death in the immediate family, court appearance, or other emergent situation), the instructor will arrange a time within one week of the missed lab to provide the missed lab experience. Documentation of the event that resulted in missing lab is required.

Attendance Policy for Practical Nurse Students – Clinical Rotations

PN students scheduled to be on the clinical unit must contact the clinical unit in addition to the clinical instructor. PN students who are a no call, no show for a clinical day will be marked with an unexcused absence, resulting in a failing grade for the clinical. The course must be repeated in its entirety, at an additional tuition charge. More details surrounding attendance for PN students on clinical rotations is located in the Practical Nurse Policies section of this catalog.

Late Work and Make-Up Work

Arrangements to turn in late work and/or make-up assignments, projects, tests, and homework missed because of absence must be made with the approval of the instructor following the policy on the syllabus.

Leave of Absence

PSI does not grant Leaves of Absences (LOAs); however, students currently enlisted in the military service of the United States or the National Guard and who are currently in active duty status, as defined in ORC 3332.20, may receive exceptions to this policy.

Students requesting such a leave, must do so in writing, and must submit their request to the Dean of Education. Upon verification of active duty status, PSI will grant the student a military LOA for the time they are in active
duty status and for up to one (1) year after the conclusion of their service. During the time the student is on military LOA, the student shall incur no academic or financial penalties.

Withdrawal Due to Military Leave or National Emergency

Students who must withdraw due to military leave or national emergencies are entitled to a refund of all tuition and fees for any unfinished term(s). Credit will not be given for any unfinished courses; however, unfinished courses will not impact the student’s Satisfactory Academic Progress. If the student is deployed or impacted by a national emergency at the end of a term and does complete all courses, tuition will not be refunded, credit will be earned, and SAP will reflect those credits. These students, however, will not receive any further financial obligations for future terms and may reapply in the future. Students impacted by either military leave or national emergency should confirm their request in writing and provide any supporting documentation as requested (may include official orders and/or letter from a superior). Impacted students, as well as spouses and dependents, include: active duty military serving during a war, military operation, or national emergency; members of the National Guard performing a qualifying duty; and people residing in or employed in an area declared a disaster by federal, state, or local officials.

Withdrawal

Students who want to discontinue their training for any reason must make every attempt to schedule a meeting with the Dean of Education and/or Program Director. This meeting may help the school correct any problems and may assist students with their plans. In many cases, the problem hindering successful completion of the program can be resolved during this session.

Students who have attended a class but withdraw or stop attending classes before the 50% point will receive a grade of “W” for the purposes of calculating maximum timeframe and SAP. The course will count as credits attempted but not earned.

Students withdrawing from a term after 50% point in a term will receive a failing grade. This grade is part of a student’s grade point average calculation unless the course is retaken and a higher grade is earned. The credits attempted will be counted toward determining maximum timeframe and SAP.

NOTE: Students who are contemplating withdrawing from a module or course should understand:

- the entire scheduled length of the course in which they are currently enrolled is counted in maximum timeframe;
- they may have to wait for the appropriate module / course to be offered;
- their graduation date will change;
- they must repeat all courses from which they elected to withdraw prior to receiving a final passing grade;
- their Financial Aid and/or tuition costs may be impacted; and
- there may not be seats available in the class upon their return.

Involuntary Withdrawal

The school is committed to helping every student successfully complete their education; every consideration will be given to assist students in completing their programs. However, a student may be placed on warning or withdrawn for unsatisfactory progress, poor attendance, academic misconduct, violation of school policies, or failure to pay tuition.

Any of the following shall immediately impact a student’s enrollment at the school:
• Any student exceeding the fourteen (14) day attendance policy;
• Any PTA student who has failed two (2) of the PTA clinical experiences, regardless of the number of enrollments; and
• Any student exceeding the 150% maximum timeframe for completing the program.

Course Withdrawals

Students should meet with the Dean of Education and/or Program Director before dropping any courses to review repercussions to schedule changes. Students may also be asked to meet with Financial Aid and/or Finance/Bursar to review financial implications. Dropping a course should be done prior to the first day of classes.

Re-Admission Policy (ReStart)

Students may apply to be readmitted to the school after voluntarily withdrawing or being involuntarily withdrawn and will need to meet current admissions requirements. In some cases, students may not be eligible for financial aid and may incur additional charges to be readmitted into school. For more information, please contact the Admissions Department.

Graduation Requirements

To graduate, students must meet the following criteria:

1. Complete all courses within the program requirements;
2. Complete all program requirements within 150% of the published program length in credit hours;
3. Overall cumulative grade point average of 2.0 or better;
4. No failing (F) grades in any courses. Courses with “F” grades must be repeated;
5. Complete a financial aid exit interview;
6. Complete a career services exit interview; and
7. Complete all financial obligations.

Upon graduation, students will be awarded a Diploma or Degree depending on their program of study. A student will not receive a graduate credential or academic transcript until his/her account is paid in full.

Grading Scale

To be considered making satisfactory progress toward graduation, a student must maintain specified grade averages. Grades are assigned at the end of all scheduled courses. Students will receive a letter grade for each course attempted to which quality points are assigned (see table below). The GPA is calculated by the grade points received multiplied by the credit hours attempted to derive the quality points earned for the term. The Cumulative Grade Point Average (CGPA) is then calculated by using the quality points earned from all courses attempted.

| Transcript Grade | Numeric Grade | Description       | Quality Points |
|------------------|---------------|-------------------|----------------|---------------|
| A                | 92.5-100      | Excellent         | 4              |
| B                | 84.5-92.4     | Above Average     | 3              |
| C                | 76.5-84.4     | Average           | 2              |
| F                | Below 76.5    | Failing           | 0              |

Transcript Grade

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### Passing Grades:
A grade of “P” is awarded for students who successfully pass a proficiency exam or a pass/fail course.

### Incomplete Grades:
Students approved for an incomplete will be awarded an “I” grade, counting as 0 quality points for SAP calculations. Coursework must be completed within two (2) weeks of the end of the term to receive an appropriate letter grade. Coursework not completed by this time will have the grade changed to the earned grade. Exceptions may be made for externship courses where the two weeks may be extended to six (6).

### Withdrawal Grades:
A grade of “W” is awarded if a student withdraws or stops attending in the first 50% of the course or if withdrawn due to the Student Code of Conduct.

### Repeated Courses:
Courses previously taken and not successfully passed. The first attempt grade will be calculated in the quarter GPA. After the course is repeated, the first attempt course grade will **not** be calculated in the cumulative GPA. Only the highest grade earned will be indicated on the official transcript and calculated in the cumulative GPA. Students may repeat a course up to two times. If the student has not earned a passing grade in the course after the third attempt, the student may be dismissed from the program. Repeat Codes are indicated on the transcript in the RPT COD column where an asterisk (*) denotes a course needing repeated and an R denotes a course already repeated.

### Failure of a Course with a Lab Competency Component:
In courses where there is a lab competency or clinical component of the grade, the didactic component must be passed with a 76.5 percent or better and the lab competency must be passed at a satisfactory level, or the student must repeat the course in its entirety. The student will be given the opportunity to repeat the entire course, the next time it is offered, to achieve a passing grade. This policy does not apply to the PTA program.

### Lab Competencies – PN Program Only

In the event the student obtains a failing (unsatisfactory) grade for lab competency, the student will be allowed two (2) additional attempts to pass the competency, for a total of three (3) attempts. The student must arrange with the instructor within one week of a lab failure, a plan of remediation, and a time to take the makeup competency. If the student fails to show for the scheduled first or second or third attempt lab competency and with no communication with the instructor, the student fails the lab competency and must repeat the entire course. Changes in the scheduled lab competency time made with the instructor PRIOR to the scheduled time are acceptable.
PTA Lab Policy

If a student scores below an 80% on a lab practical, or they fail a critical element, they must demonstrate proficiency of the skill with the instructor at a later time, prior to the end of the quarter. The original failing grade remains in the grade book, however.

Dean's List

At the end of each quarter, students who have achieved a GPA of 3.0 or higher and taking 10 or more quarter credit hours will be acknowledged as making the Dean's List.

Transfer Credit

Students who wish to have credits reviewed from another institution for transfer must submit transcripts from all postsecondary schools attended. PSI may accept transfer credits at the discretion of the Dean of Education and/or Program Director using the following guidelines:

- Transcripts should be submitted prior to the student starting classes but at least ten (10) days prior to the student beginning the equivalent coursework at the school.
- An official transcript of the student’s coursework must be sent directly from the institution from where the coursework was completed to PSI.
  - Additional information may be requested to review comparability of program content including course descriptions or syllabi.
  - The student may have to complete additional competencies or hands-on assessments before transfer credit may be accepted for courses for which competencies may be required.
- Credits reviewed for transfer must have been earned in courses offered at institutions accredited by an agency recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation at the time the credit was earned.
- Credits will be evaluated on a course-by-course basis, but in most instances, the coursework must have been completed in the past five (5) years for technical and core courses. General education courses and similar courses have no timeframe restrictions.
- A grade of “C” or better was earned.
- The content of the course is similar in scope, and the unit of credit is comparable.
  - Credits earned at institutions operating on quarter systems will be reviewed as direct equivalents.
  - Credits earned at institutions operating on a semester system will be multiplied by one and one half (1.5) to convert to quarter credits.
- Coursework completed at foreign institutions will be externally evaluated by a foreign credential evaluator (either NACES or AICE members).

Transfer credits are recorded as hours attempted and earned toward the program for pace or completion calculations but do not count toward the student’s cumulative grade point average (CGPA).

Maximum Transfer Credits

The maximum number of credits transferred (transfer and proficiency combined) into a diploma program is eighteen (18) and into an associate’s degree is twenty-five (25).

Military Transfer Credits

For individuals with experience in the armed forces of the United States, the National Guard, or reserve component, the school will review the individual’s documented military education and skills training to determine...
whether any of the education and training is equivalent to the program's curriculum. If the military education and
skills training are equivalent, the school will award credit to the individual.

**Experiential Learning/Advanced Placement/ Ability to Benefit**

PSI does not accept credit(s) for prior life learning experience(s), advanced placement, and/or ability to benefit
students.

**Proficiency Credit**

Students for whom transfer credits are not awarded due to age of credit, grade earned, or inability to substantiate
 equivalency may receive approval for proficiency testing. The student must fill out a Proficiency Testing Request
form preferably as soon as the transcript review has been completed but at minimum by at least ten (10) days
prior to the student beginning the equivalent coursework at the school. Students must earn a minimum score of
80% to earn a passing (P) grade and take the exam at least five (5) days before the scheduled course begins.

**Grade Change Policy**

Students wishing to contest a grade for valid reasons must do so in writing within seven (7) days immediately
following end of the term in which the original grade was earned. These students must meet with their Program
Director and/or Dean of Education, who will then investigate the original grade based on information provided by
the student. The student will be notified of the outcome within 30 days of the original request.

**Transcript Requests**

Official copies of transcripts may be obtained by students and alumni upon written request to the Registrar.
Requests must contain the student’s signature and authorizing release of this information. All financial and
educational obligations must be met to obtain transcript copies. A fee will be charged for all copies. Transcript
request forms may be found on the school website at http://www.proskills.edu/forms. **Copies of official
transcripts and diplomas are available for a fee of $10.00 per copy.**

**Family Educational Rights and Privacy Act**

Students have the right to inspect and review their educational records, request corrections or deletions, and limit
disclosure of these records per the Family Educational Rights and Privacy Act (FERPA) of 1974 (also called the
Buckley Amendment).

The Registrar is the keeper of the official academic records; students wishing to review their records must do so
in writing to the Registrar, or designee. Such review will be allowed with appropriate supervision within 45 days
of the request made in writing. Students may request a copy of records, but whenever grades are included,
specifically transcripts, transcript fees will apply.

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."

- Parents or eligible students have the right to inspect and review the student’s education records
  maintained by the school. Schools are not required to provide copies of records unless, for reasons
  such as great distance, it is impossible for parents or eligible students to review the records.
  Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they
  believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or

eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  
  School officials with legitimate educational interest;
  Other schools to which a student is transferring;
  Specified officials for audit or evaluation purposes;
  Appropriate officials about financial aid to a student;
  Organizations conducting certain studies for or on behalf of the school;
  Accrediting organizations;
  To comply with a judicial order or lawfully issued subpoena;
  Appropriate officials in cases of health and safety emergencies; and
  State and local authorities, within a juvenile justice system, pursuant to specific State law.

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

For additional information, call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Contact Information: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, D.C. 20202-8520. From the Department of Education website at:

**Academic Advising and Tutoring**

Academic advisement is available to all students throughout the school year. Each student is assigned to a Program Director. A student who does not maintain the necessary level of performance in each course must meet with the Program Director to formulate a plan for remediation. All faculty assist students in meeting curriculum requirements by being available for advisement and individual help. Students are urged to take initiative in seeking advisement. The student is responsible for maintaining satisfactory academic status and meeting school requirements. Each student is responsible for scheduling an appointment with his/her Program Director, as needed. When students present problems not within the realm of academic advisement, appropriate referrals are made. Information for counseling services is available, and student’s confidentiality is maintained.

Students may also seek assistance through the Student Services department.

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**Students with Disabilities**

The school complies with the Americans with Disabilities Act (ADA). Applicants or students who present documentation of a disability will have their case reviewed by the school’s Section 504 Coordinator and the ADA Research Committee, and if applicable, reasonable accommodations will be given for the documented disability. The student is responsible for informing the school prior to needing the reasonable accommodations (academic adjustment) in the classroom/lab/clinical. The school is not required to identify the applicant or student as having a disability or assess the student’s needs.

The Section 504 Coordinator is the Dean of Education. The Section 504 Coordinator and the ADA Research Committee are responsible for the development of the reasonable accommodation plan for the student. The Dean of Education (DOE), along with the appropriate Program Director and the Campus President, form the ADA Research Committee; this committee will review the documented disability and the request for accommodation.

**Applicants** requesting academic adjustments and auxiliary aids and services should complete the following steps during their admissions process so that a Plan of Action (POA) can be completed prior to their first day of class. However, already **enrolled students** may request academic adjustments and should do so at least ten (10) days prior to the needed academic adjustment. Once accommodations are approved, they are not retroactive.

Students who during their enrollment have a **newly developed disability** should begin the steps as soon as documentation can be provided to the ADA committee.

Complete **Academic Accommodations Request Form**. This form may be obtained by contacting the Dean of Education. Along with the request form, all documentation of disability and any documents supporting the disability or assisting with the academic adjustments and auxiliary aids and services must be submitted.

The ADA Research Committee will review documentation and schedule a meeting with the student within five (5) business days of the request to discuss the student’s disability. The committee may request additional documentation from the student or applicant. The committee will verify all documentation presented for authenticity.

If approved, the ADA Research Committee will develop a Plan of Action provided to the student on a timely basis but no longer than ten (10) days of the request. Appropriate faculty will receive notification of the accommodations for which the student has been approved.

The ADA Research Committee shall update and include in the student’s file the date(s) of request(s) for adjustments of services, the nature of each request and supporting documentation, the reason(s) for any denials, and a summary of the process that occurred between the school and the student.

If the student believes he or she has been discriminated against, or otherwise wishes to challenge any denial of his or her requests for academic adjustments or services, said applicants and or student shall follow the Student Grievance Policy.

**Student Computer Use**

Unauthorized use of computing resources is prohibited. This includes using the school’s computing resources for personal or financial gain; allowing unauthorized non-school personnel access to computing resources on campus; displaying obscene, lewd, or sexually harassing images or text in use of the school’s computers; or modifying or copying records or data belonging to the school.
The student is responsible for checking with his/her Program Director for policies concerning the specific lab the student is using. Instructors may adopt a more restrictive policy for their areas but may not adopt a policy less restrictive. The computers are property of PSI and are operated under PSI supervision. Therefore, the student should have no expectation of privacy. PSI Computer Services can monitor activity on all PSI computers. Students need to be aware that network administrators record all student computer activities. Use of the PSI computers MUST be related to approved coursework or other instructor-authorized tasks.

Unauthorized tasks may include the following:

- Making changes to the configuration of the computer, including desktop backgrounds and screensavers, and installing or uninstalling software, unless authorized and supervised by an instructor in a classroom activity;
- Attempting to counter security measures for any purpose or to hack passwords to gain unauthorized access to a device or to data resources; and
- Installing or using peer-to-peer file sharing software. (Examples include the following: Kazaa, Napster, lMesh, BearShare, streaming video, and Internet radio).

Library Information

Room 105 is PSI's library. Library hours are Monday through Friday from 8 a.m. to 8 p.m. to all currently enrolled students and PSI graduates. Students also have access 24/7 to PSI's electronic library sponsored through the Library and Information Resources Network (LIRN).
To access the LIRN subscription go to: https://proxy.lirn.net/ProSkillsInst
Username: 84244
Password: brownpanda74

The physical library has a collection of reference books for each of the three divisions of PSI:

- The School of Practical Nursing
- The School of Physical Therapist Assisting
- The College of Allied Health

Each division's section is labeled, and the materials should stay within each division's section.

Books may be taken out of the library by signing the required documentation in the Library Sign-in/Sign-Out Binder. To check out a book, simply sign the Library Sign-In/Sign-Out binder for Reference Materials binder located in the library. Students can keep materials out of the library for two (2) weeks at a time.

The library also has a collection of journals. These items are to be read in the library and are not circulated. The library has computers used for educational purposes only.

Library Pamphlet

A PSI “About the Library” pamphlet has been included with the orientation packet. The pamphlet gives internet resources of the student and other internet resources for generalized education. The pamphlet gives printed instructions to the student on how to sign in and out of the library, library hours, library rules, and instructions on what to do if a student needs help. Students should review this pamphlet and use the library resources whenever possible.
University of Toledo Library Agreement

PTA students also have access to the library at the University of Toledo (UT) Health Sciences Campus, Raymon H. Mulford Library. The students are introduced to the UT library during PTA1110 Introduction to Physical Therapy where they learn how to use the medical library as well as various online sources of information (i.e. PubMed). Students may use journals (which do not circulate) or books at UT and may copy (at a cost to the student) any articles the student wishes to take home.

Library Use Agreement

The Library Use Agreement is between the University of Toledo and the School of Physical Therapist Assisting a division of PSI. The agreement specifies services, and the conditions under which UT Library will provide them for the PTA students.

The Library agrees to provide the following services:

- Book circulation (up to six at one time, per student).
- Access to resources available from within the library, including external databases.
- Orientation to library resources.
- Assistance in using library resources.
- Discounted interlibrary loans: $10.00 each.

Conditions of the Agreement:

- The cost assessed PSI’s School of Physical Therapist Assisting will be $50.00 per student per annum.
- The full period of this understanding will be from enrollment to graduation.
- PTA students from PSI must conduct themselves in a professional manner and use the library services and the facility within the stated policies of UT and the library.
- Use of resources will be limited to those available in the library; access to library resources from off-campus will not be available.

The terms of this understanding may be renewed or renegotiated on an annual basis upon agreement. PSI’s School of Physical Therapist Assisting may terminate this agreement with a one-week notice; however, no refund on the balance of payment will be possible. The UT may suspend or terminate the use of the library by individual students for gross violation of UT Library policies with no refund on the balance payment. (Letter of Understanding was renewed on September 3, 2015.)

Extracurricular Activities

Throughout the year, activities encouraging school spirit and develop student leadership may be offered. PSI believes participation in these activities is an important part of the education process, and student involvement is encouraged.

Field Trips and Guest Speakers

PSI believes training is enriched by observing real-life applications and/or hearing from industry professionals. When appropriate, visits may be arranged to industrial or professional locations, or guest speakers may come into the classroom.
Externship/Clinical/Practicum

Students may be required to complete externship/clinical/practicum experiences.

Transportation

Students are responsible for their own transportation for these experiences and any other off-campus educational experiences. Students may be required to drive up to 90 minutes to a clinical location.

Insurance

The school maintains general liability insurance on students for classroom, laboratory, and externship experiences. This is not health insurance.

Qualifying for Externship/Clinical/Practicum

Students may be required to complete requirements outside of those in the classroom and laboratory prior to being assigned externship/clinical experiences; these requirements may include CPR/First Aid certification. Students often must successfully complete all other courses prior to these experiences, unless they are a part of a course with lecture/lab attached. Students may have to have FBI/BCI background checks, certain immunizations, and/or drug screens completed prior to being assigned a site.

Students are responsible for the costs of immunizations, drug testing, and background checks.

Externship/Clinical/Practicum Schedules

Students on externship/clinical may have schedules that vary as to the times and days of the week of the experiences. Students taking courses in the evening may be required to complete externships/clinicals during the day and/or on the weekend.

Remuneration

Students do not receive remuneration for externship or clinical experiences.

Student Responsibilities may include the following, with more specific information coming from the Program Director:

- Arrive on time, in proper attire, with identification to the site.
- Fulfill all duties and responsibilities while on site.
- Protect the privacy and confidentiality of medical records following HIPAA.
- Meet with school representatives as needed/required.
- Participate in the evaluation of competencies while on site.
- Evaluate the effectiveness of the externship experience.
- Report to designated individuals when ill or unable to attend experiences (which may include sanctions/disciplinary action).
- Be courteous and professional always.
# Advisory Boards

## College of Allied Health

<table>
<thead>
<tr>
<th>Program</th>
<th>Advisory Member</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMA/MA</td>
<td>Dr. Anthony Atkins, Physician</td>
<td>MD</td>
</tr>
<tr>
<td>AMA/MA</td>
<td>Dr. Eisha Mubashir, Physician</td>
<td>MD</td>
</tr>
<tr>
<td>AMA/MA</td>
<td>Dr. Karen Adams Ferguson, Physician</td>
<td>MD</td>
</tr>
<tr>
<td>AMA/MA</td>
<td>Amy Files, Regional Manager-Mercy</td>
<td>CPC, CMA</td>
</tr>
<tr>
<td>AMA/MA</td>
<td>Amy Horak, Medical Assistant/Phlebotomist</td>
<td>CCMA</td>
</tr>
<tr>
<td>AMA/MA</td>
<td>Keyiamiya Taylor, Medical Assistant</td>
<td>RMA</td>
</tr>
<tr>
<td>AMA/MA</td>
<td>Chad Versansky, RMA</td>
<td>RMA</td>
</tr>
<tr>
<td>AMA/MA</td>
<td>Gary Graves, RMA</td>
<td>RMA</td>
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<tr>
<td>AMA/MA</td>
<td>Paula Birney, CMA</td>
<td>CMA</td>
</tr>
<tr>
<td>AMA/MA</td>
<td>Pam Taylor, Medical Assistant/Supervisor</td>
<td>MA</td>
</tr>
<tr>
<td>AMA/MA</td>
<td>Temeaka Gray, Nurse Practitioner</td>
<td>APRN</td>
</tr>
<tr>
<td>AMA/MA</td>
<td>Samantha Simon, Medical Assistant</td>
<td>RMA</td>
</tr>
<tr>
<td>MBCS</td>
<td>Annette Taylor, Staffing Manager</td>
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</tr>
<tr>
<td>MBCS</td>
<td>Kristie Strobel, Medical Billing and Coding Specialist</td>
<td>CPC</td>
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<tr>
<td>MBCS</td>
<td>Pam Marquis, Medical Billing and Coding Specialist</td>
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<tr>
<td>MBCS</td>
<td>Cyndi Loczale, MA-CPC, COSC</td>
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<tr>
<td>MBCS</td>
<td>Sonia Perez, CPC Medical Billing and Coding Specialist</td>
<td>CPC</td>
</tr>
<tr>
<td>PhT</td>
<td>Christopher Higgins, CPhT Pharmacy Technician</td>
<td>CPhT</td>
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<tr>
<td>PhT</td>
<td>Achala Hedge, CPhT</td>
<td>CPhT</td>
</tr>
<tr>
<td>PhT</td>
<td>Andrew Thompson, In-Patient Pharmacy Technician/Supervisor</td>
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</tr>
<tr>
<td>PhT</td>
<td>Billie Jo Mehl, Pharmacy Technician</td>
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</tr>
<tr>
<td>PhT</td>
<td>Hal Levine, Pharmacist/Manager</td>
<td>RPh</td>
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## Additional Members

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>General Susan Lippens, Dean of Education</td>
<td>MOL</td>
</tr>
<tr>
<td>General Kimberly Sanders, AH Program Director/AH Advisory Board Chairman</td>
<td>PSI</td>
</tr>
<tr>
<td>General Patricia Bell, RMA</td>
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</tbody>
</table>
### School of Physical Therapist Assisting

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<thead>
<tr>
<th>Program</th>
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<tbody>
<tr>
<td>PTA</td>
<td>Alison Matson</td>
<td>MPT</td>
</tr>
<tr>
<td>PTA</td>
<td>Julie Liedel Program Manager, Clinical Coordinator</td>
<td>PTA</td>
</tr>
<tr>
<td>PTA</td>
<td>Mary Sue Mercer Upper Extremity/Hand Specialist</td>
<td>PT</td>
</tr>
<tr>
<td>PTA</td>
<td>Catherine Hornbeck Assistant Professor</td>
<td>PhD</td>
</tr>
<tr>
<td>PTA</td>
<td>Melissa Miller Clinical PT</td>
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</tr>
<tr>
<td>PTA</td>
<td>Roger Lewis Staff PTA</td>
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</tr>
<tr>
<td>PTA</td>
<td>Thomas Hallet PT/Owner</td>
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</tr>
<tr>
<td>PTA</td>
<td>Michelle Masterson PT Program Director</td>
<td>PT, PhD.</td>
</tr>
<tr>
<td>PTA</td>
<td>Pam Hunter Regional Director of Rehab</td>
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<tr>
<td>PTA</td>
<td>Jim Vitale Clinical PT</td>
<td>PT</td>
</tr>
<tr>
<td>PTA</td>
<td>Cindy Binkley CEO/Administrator</td>
<td>RKT</td>
</tr>
<tr>
<td>PTA</td>
<td>Teresa Shema Regional Director of Rehab Services</td>
<td>PTA, BA</td>
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<tr>
<td>PTA</td>
<td>Erin Wagner-Szenderski Regional Recruiter</td>
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<tr>
<td>PTA</td>
<td>Marsha Carrick Director of Rehab</td>
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</tr>
<tr>
<td>PTA</td>
<td>Teresa Sutter Director of Clinical Education, Instructor</td>
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<tr>
<td>PTA</td>
<td>Erin Keyes Clinical PTA</td>
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</tr>
<tr>
<td>PTA</td>
<td>Aaron Deline Director</td>
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</tr>
<tr>
<td>PTA</td>
<td>Jeff Schulte Director of HR</td>
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</tr>
<tr>
<td>PTA</td>
<td>Christine Pierce Clinical PTA</td>
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### Additional Members

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<thead>
<tr>
<th>Program</th>
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<tbody>
<tr>
<td>PTA</td>
<td>Deanna Lamb</td>
<td>PT, MA</td>
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<tr>
<td></td>
<td>PTA Program Director</td>
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<tr>
<td>PTA</td>
<td>Denise Stevens</td>
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</tr>
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<tr>
<td>PTA</td>
<td>Heidi Wallace</td>
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<td>Karen Sims</td>
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<td>PTA Teaching Assistant</td>
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<tr>
<td>PTA</td>
<td>Tawiona Brown</td>
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</tr>
<tr>
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<td>Clinical PT, PTA Instructor</td>
<td>Otterbein of Pemberville/Monclova/Perrysburg Skilled Nursing Facilities PSI</td>
</tr>
</tbody>
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### School of Practical Nursing

<table>
<thead>
<tr>
<th>Program</th>
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<tbody>
<tr>
<td>PN</td>
<td>Kelly Ahrens</td>
<td>RN, NPE</td>
</tr>
<tr>
<td></td>
<td>College of Nursing Admissions</td>
<td>Genesis Healthcare Point Place Center</td>
</tr>
<tr>
<td>PN</td>
<td>Pat Yancy</td>
<td>RN, BSN, MSEd/PH</td>
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<td>Nursing Staff Development Director</td>
<td>Lourdes University</td>
</tr>
<tr>
<td>PN</td>
<td>Jodi Bursztynski</td>
<td>MSN, RN</td>
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<td></td>
<td>Nursing Staff Developer Director</td>
<td>The Toledo Hospital</td>
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<tr>
<td>PN</td>
<td>Julie Randolph</td>
<td>RN</td>
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<td>Nursing Staff Development Director</td>
<td>Fairview Skilled Nursing and Rehabilitation Center</td>
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<tr>
<td>PN</td>
<td>Bridgett Mitchell</td>
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<td>Nursing Staff Development Director</td>
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<tr>
<td>PN</td>
<td>Irene Jones</td>
<td>MSN, RN</td>
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<td></td>
<td>Chair, Nursing Department</td>
<td>Owens Community College</td>
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<tr>
<td>PN</td>
<td>Ruth Ankele</td>
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<td></td>
<td>Assistant Chair, Nursing Department</td>
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<tr>
<td>PN</td>
<td>Nancy Roynan</td>
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<td>Director of Nursing</td>
<td>Heartland of Waterville</td>
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<tr>
<td>PN</td>
<td>Amber Schwichtenberg</td>
<td>RN</td>
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<tr>
<td>PN</td>
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<td>RN</td>
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<tr>
<td>PN</td>
<td>Debra Henton</td>
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<td>Director of Nursing</td>
<td>Sunshine Communities</td>
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<tr>
<td>PN</td>
<td>Ann King</td>
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<td>Regional Human Resources Manager</td>
<td>PHR, Kingston Care Center of Sylvania</td>
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<tr>
<td>PN</td>
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<td>LPN</td>
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<td>Charles Lutchey</td>
<td>LPN</td>
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<tr>
<td>PN</td>
<td>Wendy-Price-Kiser</td>
<td>MBA, BSN, INHA</td>
</tr>
<tr>
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<td>Ohio Living Home Health and Hospice</td>
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<tr>
<td>PN</td>
<td>Kim Schmeltz</td>
<td>RN</td>
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<td>Operations Manager</td>
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<tr>
<td>PN</td>
<td>Shelly Williams</td>
<td>MSN, RN</td>
</tr>
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<td>Clinical QA/QI manager</td>
<td>Ohioans Home Care</td>
</tr>
<tr>
<td>PN</td>
<td>Katrina Washington</td>
<td>MSN, RN</td>
</tr>
<tr>
<td></td>
<td>Director</td>
<td>Labuhn Center at the Lutheran Home</td>
</tr>
<tr>
<td>PN</td>
<td>Deb Durts</td>
<td></td>
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<tr>
<td></td>
<td>Nurse Executive Communities</td>
<td>Northwest Ohio Psychiatric Hospital</td>
</tr>
</tbody>
</table>

### Additional Members

<table>
<thead>
<tr>
<th>Program</th>
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<th>Employer</th>
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<tbody>
<tr>
<td>PN</td>
<td>Holly Silva</td>
<td>MSN, BSN, RN</td>
</tr>
<tr>
<td></td>
<td>PN Program Director</td>
<td>PSI</td>
</tr>
<tr>
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<td>PN Advisory Chairman</td>
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<tr>
<td>PN</td>
<td>Susan Lippens</td>
<td>MOL</td>
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<tr>
<td></td>
<td>Dean of Education</td>
<td>PSI</td>
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</table>
Student Grievance Procedures

Students with a grievance or complaint need to raise their concerns as soon as possible to assure a resolution is made in a timely fashion. The grievance must be submitted within five (5) days of the incident. The policy below has been developed by the school to offer a systematic and equitable process to resolve student complaints regarding academic and non-academic matters.

Classroom and Other Academic Matters

Students with complaints or grievances related to academic matters, classroom policies regarding course-specific testing, classroom assignments, or grades must first discuss their concerns with the instructor and, if necessary, their Program Director. If the matter is not resolved, students may bring their complaint to the attention of the Dean of Education within five (5) days of the incident.

Non-Academic Matters

Students with complaints or grievances concerning non-academic matters (i.e.: Financial Aid, Admissions, Career Services, etc.) should direct their concerns to the appropriate Department Manager and/or notify their Program Director within five (5) days from the incident.

Additional Steps for Grievance

Should the grievance remain unresolved, students will be advised to submit the matter in writing to the Dean of Education within five (5) days of the unsatisfactory meeting with the Program Director or Department Manager. The Dean of Education will review the matter with all the parties concerned, and may meet with the student. The Dean of Education will respond to the grievance within five (5) days of notification.

If unsatisfied with the decision of the Dean of Education, students may submit the grievance to the Campus President; the written grievance should be sent to the office within forty-eight (48) hours of the unsatisfactory decision by the Dean of Education. The office will respond to the student within five (5) days of receipt of the written grievance.

If the complaint cannot be resolved after exhausting the Institution’s grievance procedure, the student may contact: State of Ohio Board of Career Colleges and Schools, 30 East Broad Street, Suite 2481, Columbus, Ohio, 43215-3414, (614) 466-2762, Fax (614) 466-2219, and Toll Free (877) 275-4219

Email: bpsr@scr.state.oh.us  Website: http://www.scr.ohio.gov

ABHES COMPLAINT PROCEDURE

Schools accredited by the Accrediting Bureau of Health Education Schools must have a procedure and operational plan for handling student complaints. If a student does not feel the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ABHES Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission.

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Please direct all inquiries to:

**Accrediting Bureau of Health Education Schools**

7777 Leesburg Pike, Suite 314, North Falls Church, Virginia 22043

A copy of the ABHES Complaint Form is available at the school and may be obtained by contacting school administration or online at [www.abhes.org](http://www.abhes.org).

**PTA Complaints Outside of the Published Policies**

Complaints or suggestions which fall outside PSI’s stated Grievance and Suggestion Policies, found in this academic catalog, may occur. Should this happen within the PTA Program, possibly from clinical education sites, employers of graduates, or the public, the Director of the PTA Program shall receive the complaint, document the complaint/suggestion using the Institution’s complaint Tracking Form. All complaints shall be handled.

*The Program Director shall*

A. Document the complaint and investigate the complaint.
B. Document the findings of the investigation.
C. Discuss the findings with the Dean of Education and arrive at a decision concerning the complaint.
D. Maintain the tracking form listing the PTA Program complaint using the Institution’s Complaints Tracking Form.
E. Keep all documentation and the tracking form in a file in the PTA Director’s office for 3 years, after which it shall be destroyed.
F. This file shall assist in monitoring of possible reoccurring complaints which would require action.
G. If action is required, the complaint source shall be informed of the action taken.
H. This file may be verbally reviewed with the Director of PTA Program and any complaint requiring action will be made known to the Advisory Board and the Appeal Committee.

**Student Surveys and Suggestions**

Students will evaluate instructors and courses for which they are registered at the end of each term. The Dean of Education and/or Program Director will review these surveys and follow up with students and/or instructors as needed.

Students will also complete Student Satisfaction Surveys covering the student’s total experience at the school. This survey is meant to assess student satisfaction with all services offered by the campus, plus that of individual departments, staff, and administration. Ultimately, the results from this survey are used to assist with annual evaluations of the school and programs.

Students may also turn in suggestions or complaints to the suggestion box in the student lounge or may also email campus leadership with complaints and/or suggestions.

**Practical Nurse Policies**

**PN Clinical Rotation Policy Acknowledgment**

Clinical rotations are a necessary part of the PN curriculum and passage is necessary for advancement to the next course level in this program. The following criteria pertains to the attendance requirements which must be met to obtain a satisfactory completion of the clinical portion of the PN program, which entitles the student to advance to the next level:
A. Clinical site placement is at the discretion of the nursing course instructor. The instructor may ask for student preference, but this is not a guarantee the student will be assigned that clinical site. Students must notify the nursing course instructor of past and present health care facilities in which they have worked. Students must also include with this written documentation any family members who presently work in any of PSI’s assigned clinical sites, regardless of what job they may hold. Students will be placed in other facilities to prevent any conflicts. If any student does not disclose this information to the nursing course instructor, prior to clinical assignments being made, the student may be withdrawn from the PN program.

B. There can be no more than one (1) tardy per clinical rotation. If a student is tardy a second time, this will result in an automatic fail or unsatisfactory for the clinical rotation. Tardy is defined as not being present, on the floor, and ready to work, at clinical shift start time, which includes the beginning of the shift, returning from all lunch/dinner breaks, and any other break. This is directed and set forth by the instructor and facility, and will clearly be made known to each student prior to beginning clinical rotation.

The definition of tardy is further defined as:

Tardy but allowed to stay on the clinical unit is allowable up to 15 minutes beyond the start time. After 15 minutes, the student will be dismissed from the experience. This is considered an unexcused absence, and the student will earn a failing grade/unsatisfactory for Clinical.

- The student must contact the clinical instructor as soon as the student foresees the possibility of being tardy. If a student arrives within 15 minutes late to a clinical site, but does not contact the instructor, the clinical instructor has discretion to allow the student to remain at the site.
- No excuse will expand this time frame. If the student is in an emergency, the clinical absence policy should be enacted to allow for these situations.

C. The following circumstances will constitute an excused clinical absence. The clinical day will need to be rescheduled.

- A death in the immediate family.
- Overnight hospitalization of a member of the immediate family. (Immediate family member must be hospitalized at the start of the clinical day.)
- Immediate family is defined as: student’s parents, spouse, domestic partner, child, sibling, grandparents, grandchildren, and/or the spouse’s parents, children or sibling.
- Overnight hospitalization of a student. (Student must be hospitalized at the start of the clinical day.)
- Vehicle accident immediately prior to clinical.
- Student arrives at clinical but is too ill to remain at the site.
- Student has a mandatory court date. Documentation must be submitted prior to and after the court appearance.

No more than one (1) clinical day per nursing course can be missed based on the above circumstances. More than one (1) clinical day missed will be equal to an unsatisfactory completion grade or failure. The student will need to repeat the entire course and clinical at an additional tuition fee.

The preceding circumstances must be accompanied by written documentation from an authorizing individual within one week of the absence. If documentation is not received within one week of the absence, the student will fail clinical, resulting in failure of the course. If the absence is deemed acceptable based on the documentation submitted, a make-up clinical will be scheduled.
D. A "no call no show" to Clinical may result in an unsatisfactory grade or failure of the nursing class. The student will need to repeat the entire course and clinical at an additional tuition fee.

E. Inclement Weather and Clinical Only:
If there is a level III snow emergency issued in Lucas County, the clinical will be cancelled and rescheduled when the clinical site is available.

- If a student is convicted and sentenced to any type of probation by a court while the student is actively enrolled at PSI, all court papers must be shared with the Practical Nurse Program Director immediately. Failure to disclose these papers within one week of conviction/sentencing will result in immediate termination from the practical nurse program. Furthermore, these papers may be shared with clinical sites, who determine if the student is eligible to complete Clinical at the facility. If all clinical sites deny the student access, then the student will be withdrawn from the practical nurse program.

**PN Cell Phone/Electronic Devices Policy for Clinical**

Cell phones and all types of electronic devices are prohibited in the clinical area. PN students may not have these devices anywhere in the clinical area. This includes clinical preparation and the actual patient care clinical day(s).

If a Practical Nurse student is seen with any type of cell phone/electronic device in the clinical facility, a warning is given to the student for the first violation. This is documented on the Clinical Evaluation Tool and a copy will be put in the student’s academic file.

If a student is seen with any type of cell phone/electronic device in the clinical facility for a second violation, that student will fail the clinical rotation of that nursing course and must repeat the entire course (theory, lab, clinical). This is at an additional charge.

**Grading for Clinical Rotation Policy**

Clinical Worksheet Notice: All areas with an asterisk (*) must be completed pre-clinical. Not completing these areas pre-clinical will result in an automatic unsatisfactory grade for the clinical component of the course. The student will receive a failing grade, and must repeat the entire course (theory, lab, clinical).

Clinical Evaluation Tool

To receive a satisfactory clinical grade, all the criteria in each thread on the clinical evaluation tool must be performed at the satisfactory level by the completion of the last day of clinical. If a student is consistently having difficulty obtaining a satisfactory grade in any of the criteria, he/she must initiate contact and meet with the clinical instructor for further guidance. If an unsatisfactory grade is earned in any criteria on the last clinical day, the student receives an unsatisfactory grade for the clinical component. A satisfactory grade for clinical is mandatory for passing the nursing class. The following are definitions for the ratings of the clinical evaluation tool.

**Satisfactory (“S”)** The student performs in a safe, therapeutic manner in the described or expected behavior. The student requires minimal guidance to function in nursing situations appropriate for this level of student. The student prepares adequately for each clinical experience.

**Unsatisfactory (“U”)** The student requires continuous guidance or assistance to perform in the described or expected behavior. The student does not prepare adequately for each clinical experience.
Demonstrating continued effort in learning in the clinical area is essential to the application of theory in patient care situations. Examples of poor effort in learning include: a) turning in paperwork incomplete, b) not preparing adequately for clinical or providing daily updates, c) performing skills poorly in clinical, and thereby placing patients at risk and d) not making corrections in his/her performance or written documentation after receiving guidance from the clinical instructor. If the student engages in any of these or similar behaviors, he/she will earn an unsatisfactory rating in the clinical criteria and place themselves at risk for failure.

Demonstrating insufficient effort will be defined by the following criteria and may result in dismissal prior to the completion of the clinical course:

1. A greater number of unsatisfactory ratings versus satisfactory ratings in four or more of the seven threads at the completion of two thirds (⅔) of the clinical hours.
2. Failure to correct and provide a written response on the clinical worksheet and/or the clinical evaluation tool at the request of the clinical instructor prior to the next scheduled clinical day.
3. Failure to complete/address the majority or 50% of the criteria in each thread of the Clinical Evaluation Tool prior to the start of the next clinical day.

PN Clinical Requirements

*Physical Exam, PPD, Immunizations, Influenza Vaccination, Criminal Background Checks, Drug Screening and BLS/CPR Certification:*

PSI’s clinical sites require that the Health Records Coordinator provide the clinical site with information regarding each PN student’s health status, immunizations, criminal background checks, drug screening and BLS/CPR certification prior to accepting students.

Health physicals, PPDs, and influenza vaccination expire annually. BLS/CPR certification also has an expiration date, depending on when the student was certified. Immunizations that are not complete need to be updated as required interval dates occur, until immunizations are complete. Criminal background checks may need to be updated if requested by the clinical site.

Prior to participation in clinical rotations, practical nurse students must complete PSI’s mandatory Clinical Requirements including:

1. FBI/BCI Background Checks
2. *Verification of CPR
3. Verification of a negative 5-Panel urine drug screen
4. Verification of completion of a Physical Assessment by a Health Care Provider allowing the student to complete clinical rotations without restrictions.
5. Verification of completion of required immunizations, titers, lab results and TB screening.
6. Verification of seasonal influenza (flu) immunization.

*Only two (2) certifications for Basic Life Support (BLS) will be accepted.*

1. American Heart Association - Basic Life Support for Healthcare Providers (or)
2. American Red Cross - CPR/AED for Professional Rescuers and Health Care Providers

A negative 5-panel urine drug screen must be completed prior to PN105 Fundamentals of Nursing clinical rotation health clinical requirements due date.
The drug screen must be obtained through PSI’s contracted provider, U.S. Healthworks (at either the Holland, OH or Oregon, OH location).

The Healthcare documentation (i.e. Physical Assessment and Immunizations) must be completed on PSI forms, or official source forms (i.e. Health Care Provider (HCP) office for, Health Department form, or Urgent Care form).

If documentation is submitted on a PSI form, the HCP must stamp the form with their address, and sign and date the form.

If documentation is submitted on the provider’s form, the address must appear on the form and the HCP must sign and date the form. The original must be submitted for the student record, and the student should keep a copy for their own record.

An annual influenza (Flu) vaccination (either injection or nasal spray) must be obtained every fall quarter once a student is enrolled in nursing courses with a clinical component.

It is solely the responsibility of the PN student to keep his/her health physical exam, PPD, immunizations, criminal background check, drug screening, and BLS/CPR records updated and current, without exception. The following is a list of the final due date for these for each specific nursing course.

**PN Program Quarterly Requirements for Clinical**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Requirements to be completed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter I</td>
<td>Background check and immunization records</td>
<td>End of week 11</td>
</tr>
<tr>
<td>Quarter II</td>
<td>CPR certification and 5 panel drug screen</td>
<td>End of week 11</td>
</tr>
<tr>
<td>Quarter III</td>
<td>Physical exam and PPD</td>
<td>End of week 3</td>
</tr>
<tr>
<td>Quarter IV</td>
<td>Annual renewals as needed</td>
<td>End of week 3</td>
</tr>
<tr>
<td>Quarter V</td>
<td>Annual renewals as needed</td>
<td>End of week 3</td>
</tr>
<tr>
<td>Quarter VI</td>
<td>Annual renewals as needed</td>
<td>End of week 3</td>
</tr>
</tbody>
</table>

It is entirely up to the student to stay in compliance with this requirement.

Non-Compliance with any of the Clinical Requirements, including Health Physical Exam, PPD, immunization records, annual influenza vaccination, drug screening or BLS/CPR Certification will result in the following:

Students will not be permitted to attend clinical unless all health care requirements have been met, and documentation has been received by the PN department.
**PN Lab Competencies**

If a student fails a lab demonstration (competency), the student is responsible for following the remediation plan, which includes scheduling practice time and scheduling an appointment with the instructor for a return demonstration.

Students are to be prompt for the appointment, 5 minutes late and the student will lose that appointment slot.

It is the student’s responsibility to reschedule a failed or missed return demonstration.

*Lab Competency:* In the event the student obtains a failing (unsatisfactory) grade for lab competency, the student will be allowed two (2) additional attempts to pass the competency, for a total of three (3) attempts. The student must create a plan of remediation with the instructor within one week of a lab failure and schedule a time to take the makeup competency. If the student fails to show for the scheduled first, second, or third attempt lab competency and has not been in communication with the instructor, the student fails the lab competency and must repeat the entire course. Changes to the scheduled lab competency time made PRIOR to the scheduled time, with approval from the instructor, are acceptable.

The student will be allowed to finish the didactic part of the course but will not be allowed to attend clinical for that course.

The student will be required to repeat the course in its entirety at an additional cost.

**Medical Release for PN Program**

If a student is, or becomes pregnant during her enrollment, the student will be required to obtain a release from the student’s OB/GYN physician, Nurse Midwife, or Nurse Practitioner, allowing the student to participate in all academic and clinical requirements without any limitations.

Students who have become ill, have sustained an injury, have had surgery, or have had a baby and are postpartum during his/her enrollment will be required to obtain a medical release from the student's physician allowing the student to participate in all academic and clinical requirements without any limitations.

PSI has a “Medical Release Form” that is to be completed to document the release. This form may be obtained from the Program Director, or the Dean of Education. This form is to be completed by the student’s personal physician.

A student will not be assigned a clinical rotation until this documentation has been completed and submitted by the assigned due date.

**PN Curriculum Content Rule 4723-5-14 (E) (12)**

Curriculum for a nursing course “…Shall include...A combination of clinical and laboratory experiences concurrently with the related theory instruction…” Due to the above Ohio Board of Nursing Rule, all students must complete the theory, lab and clinical components of a nursing course in the same term/quarter. If a student passes the theory and lab components of a nursing course, but cannot complete the clinical, for ANY reason, the entire course must be repeated in its entirety. This will be at an additional tuition and fees cost to the student.
Student Code of Conduct

Students are expected to follow behavior and dress code policies in addition to those academic policies such as attendance and academic performance. Students are expected to be professional, courteous, and always show respect for persons, learning, and the learning environment.

Expectations

Academic Misconduct

All work submitted by a student is expected to be the student's own work. All students are preparing for careers and most will be required to pass a certification or licensing exam to practice in their chosen career fields. Instructors must accurately assess students’ skills and knowledge to ensure all students are well-prepared. Additionally, there are ethical implications if students submit work not their own.

The following are some examples of Academic Dishonesty:

- Cheating on tests/quizzes/assessments – Cheating will not be tolerated. Cheating occurs when a student copies another student’s work, uses notes during an assessment without approval of the instructor, takes a picture of an assessment, uses a picture of an assessment provided by someone else, or in any other way has assistance on an assessment not authorized by the instructor.

- Plagiarism – Plagiarism is the use of another’s work without giving proper credit to that source, including cutting and pasting information from the Internet without properly citing the work. If a student needs assistance with proper citing of sources, the student should seek guidance from an Instructor, Program Director or the Librarian/LRC point of contact.

- Unauthorized collaboration – All work submitted by a student is expected to be completed by the student alone, unless the instructor expressly indicates the assignment is a group project.

An occurrence of any of the above items constitutes a violation of the Academic Honesty Policy. Additionally, a student who assists another student in committing any kind of Academic Dishonesty is subject to the same consequences as the student who violates the policy directly.

Dress Code

Students must maintain a clean and professional appearance while in class, on site, or out on clinical/externship. Employers may visit the campus, so it is important students always show a professional image. Dress and grooming should be appropriate for the area of study. In general, students should refrain from wearing shorts, tank tops or other sleeveless tops, clothing showing obscenities, sandals or other open-toed shoes, ripped or torn clothing, visible undergarments, jeans, sweatpants, and leggings and/or other athletic attire. Hats, scarves, do-rags, sunglasses are prohibited unless required for religious reasons or authorized appropriate by a school official for a specific purpose.

Students should maintain clean personal hygiene, and make-up should always be complementary and not distracting. In lab classes, students with long hair may be asked to pull hair off the collar and nails may need to be short, manicured, and without artificial or overlays. In addition, lab classes may require students to wear minimal jewelry and remove facial piercings or hoop earrings.

Students dressed inappropriately will not be permitted to attend school. Those who disregard the dress code will be warned. If the problem persists, the student may receive additional disciplinary action as a part of this Student
Code of Conduct. Each program may have specific dress code guidelines. Questions should be addressed to the specific Program Director.

**Scrubs**

Students are given uniforms/scrubs or a logo polo shirt, included in tuition and fees. Students should keep scrubs clean and well-fitting. Students should wear closed-toe shoes with scrubs. Tattoos must be covered during the clinical portion of the program.

Students may have to follow a clinical site’s dress code on externship/clinical/practicum.

**Cell Phone Usage**

Cell phones must be turned off (vibrate only) while students are in the classrooms. In emergencies, the instructor may give a student permission to use a cell phone.

**Food and Drink in the Academic Areas**

No consumption of foods or beverages is allowed in any area of the school except for designated faculty areas or student lounges. A Fresh Market for food is in the student lounge. Food and beverages are not allowed in the labs or computer labs. Beverages in closed containers are permitted in lecture classrooms.

**Drug-Free Schools and Communities Act of 1989**

The Drug-Free Schools and Communities Act Amendments of 1989 require an institution of higher education, as a condition of receiving funds or any other form of financial assistance under any federal program, to certify it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

A. The unauthorized and/or unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance or alcohol is strictly prohibited in all facilities of the school, in all places where its students/employees attend/work, including all vehicles, and as any part of the school’s activities. The school reserves the right to conduct drug and/or alcohol testing for pre-employment/enrollment, reasonable suspicion, and post-accident. In the case of an employee or student with a prior violation for drugs or alcohol, the school will subject those individuals to random screening but they will be notified of that condition.

B. A controlled substance is one which appears in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812). As a condition of employment/enrollment, all students/employees shall abide by this prohibition and notify the school of any criminal drug or alcohol statute conviction for a violation of this Policy as provided by paragraph (b) below. Violation of such prohibition shall result in action against the student/employee, as set out in section (g) below, which shall include action up to and including expulsion/termination, and/or satisfactory participation in an approved drug or alcohol abuse assistance or rehabilitation program. Participation in such a program shall not be paid for by the school, but may be covered by a(n) employee’s/student’s health insurance policy. Federal and State penalties for unlawful use, possession, or distribution of drugs or alcohol are stated below.

All violations of this Policy shall be reported to the Dean of Education, or their designee, who shall report the violation to the appropriate law enforcement authority. Action shall be taken in all cases of a chargeable offense under the provisions of the applicable State law or comparable Federal law; however, a
conviction of the charged offense shall not be necessary to act against the student/employee for a violation of this Policy.

C. All students/employees shall notify the Dean of Education/ Human Resources in writing of any criminal drug or alcohol statute conviction for a violation occurring in any facility or on the property of the school, or at any school activity, no later than five days after such conviction. Failure of the student/employee to make such a notification shall lead to expulsion/termination from the school. Within ten days of receiving notice of any employee convicted as described above, the school shall notify the federal agencies providing grants to and through the school in accordance with the Drug-Free Workplace Act of 1988.

D. Within thirty (30) days of receiving notice of any student/employee convicted as described in section (B), the school will:
   a. Take appropriate action against such a student/employee, up to and including expulsion; or
   b. Request such student/employee participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency. This action may be taken by the school prior to conviction.

Other Violations

Other Student Code of Conduct violations, in addition to those listed above in more detail, include:

- Theft/stealing
- Unprofessional conduct
- Sleeping in the classroom
- Disruptiveness in the classroom
- Offensive touching
- Use of profanity or other unacceptable language
- Possession of firearms or other weapons
- Insubordination
- Noncompliance with safety rules,
- Use of/being under the influence of alcohol or illegal drugs
- Distributing alcohol or illegal drugs
- Threats of violence
- Bodily harm
- Vandalism of school property or equipment
- Harassment of any kind
- Sexual assault
- Furnishing false information to the school (forgery included)
- Any other misbehavior the school deems inappropriate or unprofessional

In less severe offenses, students may be given a warning before other penalties take effect.

Practical Nurse Program Student Code of Conduct Additions

Referenced from Rules Promulgated from the Law Regulating the Practice of Nursing, Chapter 4723-5-12-C of the Ohio Administrative Code (Effective 02-01-2014)

Student conduct that incorporates the standards for safe nursing care which includes, but is not limited to the following requirements:  4723-5-12 (C)
In addition to the policies required in paragraph (A) of this rule, the program administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723 of the Revised Code and the rules adopted under that chapter, including, but not limited to the following:

1. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient’s response to that care.

2. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.

3. A student shall not falsify any patient record, or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.

4. A student shall implement measures to promote a safe environment for each patient.

5. A student shall delineate, establish, and maintain professional boundaries with each patient.

6. At all times when a student is providing direct nursing care to a patient the student shall:
   (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
   (b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.

7. A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B) (20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B) (21) of section 4723.28 of the Revised Code for a practical nurse;

8. A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code;

9. A student shall not:
   (a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
   (b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

10. A student shall not misappropriate a patient’s property or:
    (a) Engage in behavior to seek or obtain personal gain at the patient’s expense;
    (b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient’s expense;
    (c) Engage in behavior that constitutes inappropriate involvement in the patient’s personal relationships;
    or
    (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient’s personal relationships.
For this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

(11) A student shall not:
   
   (a) Engage in sexual conduct with a patient;
   
   (b) Engage in conduct during practice that may reasonably be interpreted as sexual;
   
   (c) Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
   
   (d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

For this paragraph, the patient is always presumed incapable of giving free, full or informed consent to sexual activity with the student.

(12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:

   (a) Sexual contact, as defined in section 2907.01 of the Revised Code;
   
   (b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

(13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.

(14) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

(15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.

(16) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.

(17) A student shall not assault or cause harms to a patient or deprive a patient of the means to summon assistance.

(18) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

(19) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.

(20) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

(21) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.

(22) A student shall not assault or cause harms to a patient or deprive a patient of the means to summon assistance.

(23) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

(24) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
shall access patient information only for purposes of patient care or for otherwise fulfilling the student’s assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student’s assigned clinical responsibilities.

Note: That any proven, documented breach of these rules is reason for immediate dismissal for the PN program. These rules of conduct are also part of the Student Responsibility Form which all students read and sign prior to participation in a clinical rotation.

The above-mentioned behaviors, along with the student conduct for Unprofessional/Conduct Behavior and Unacceptable/Conduct Behavior found in the current Academic Catalog, will govern the student conduct for the PN program.

Sanctions/Penalties

The Student Code of Conduct helps ensure the learning process and learning environment are safe and supportive for students. In the event a violation of the Student Code of Conduct occurs, the school will impose fair and progressive sanctions. However, if a violation is severe, the school may impose the strictest sanctions on a student up to and including expulsion. The sanctions are described below. **Students may be sent home from a class session for a day by an instructor while the Dean of Education reviews for additional disciplinary sanctions.**

If the student is found to be in violation of unprofessional conduct/behavior, the instructor or staff member will communicate and identify the problem to the student, in writing, using the Code of Conduct Violation Form. The form will be reviewed by the Dean of Education for further disciplinary review.

**Warning:** A warning is an official conversation between the student and either the Dean of Education and/or Campus President. The conversation will be documented in the Student Information System but does not become a part of the student’s permanent record. Further misconduct may result in more severe disciplinary sanctions.

Students who are found to be cheating or plagiarizing will first meet with the Instructor and/or Program Director. Students found in violation will receive a zero (0) for the impacted activity involved in the infraction.

**Written Reprimand:** A reprimand is the official written notification of unacceptable behavior and becomes a part of the student’s permanent record. The student must sign the document. Further misconduct may result in more severe disciplinary sanctions.

**Suspension:** A suspension is the official loss of campus privileges for a specific period not to exceed 14 calendar days. During this time, the student is not allowed on campus, at campus functions, or on externship/clinical and will be marked as absent for any missed class sessions. Suspended students will not be allowed to attend any...
make-up labs, tests, exams, or competencies missed. Further misconduct may result in more severe disciplinary sanctions.

**Expulsion:** An expulsion is the official, permanent loss of campus privileges and results in the student being withdrawn from the institution and unable to complete the program of study. Students who are expelled receive a grade of W (withdrawal) for any courses in which they are currently enrolled.

*Violent, sexual, or drug-related incidents may be handled at the strictest sanction, expulsion, at the discretion of campus leadership.*

**Appeals**

Students have the right to appeal sanctions/penalties given per the Student Code of Conduct policy. Students wishing to appeal should do so in writing and within five (5) days of the decision. The Dean of Education and Appeal Committee (often comprised of the DOE, faculty, Program Director, and Campus President) will review all documentation and make all final decisions within five (5) days of the written appeal being turned in by the student.

If the appeal is not resolved, the student may review the Student Grievance Policy.

**Arbitration/No Class Action**

(a) The Student and the Institute agree that all controversies, disputes, or claims arising out of or relating to this Agreement and any other disputes or claims of any kind or nature that in any way arise out of or relate to enrollment and/or attendance at the Institute, that are not first resolved through the Institute’s internal student complaint process, shall be resolved by means of binding arbitration administered by the American Arbitration Association in accordance with its then existing Commercial Arbitration Rules.

(b) Claims shall be heard by a panel of three arbitrators who shall be a practicing attorney or retired judge with at least 15 total years of working experience as such.

(c) Each arbitration shall involve only a single student, unless otherwise agreed to by the parties. There shall be no class actions or any other type of claim asserted on behalf of more than a single student.

(d) The arbitration shall be held in Maumee, Ohio, unless otherwise agreed to by the parties. The arbitration shall be governed by the laws of the State of Ohio, to the extent that the Federal Arbitration Act does not apply and control.

(e) Each party shall pay its own attorney’s fees, costs, and expenses and an equal share of the arbitrators’ and administrative fees of arbitration, unless otherwise ordered by a court of law or by an arbitrator.

(f) A party may apply to the arbitrator seeking injunctive relief until an arbitration award is rendered or the dispute is otherwise resolved. A party also may, without waiving any other remedy, seek from any court having jurisdiction any interim or provisional relief that is necessary to protect the rights of that party pending the arbitrator’s appointment or decision on the merits of the dispute.

(g) No demand for arbitration may be made after the date when the institution of legal or equitable proceedings based on such claim or dispute would be barred by the applicable statute of limitations.

(h) Judgment upon the arbitrator’s award may be entered in any court having jurisdiction. The arbitrator is not authorized to award punitive or other damages not measured by the prevailing party’s actual damages.
(i) The arbitration proceedings and arbitrator’s award shall be maintained by the parties as strictly confidential, except as is otherwise required by court order or for disclosure in confidence to the parties’ respective attorneys, tax advisors, and senior management and to family members of a party who is an individual.

Copyright Policy

Copyright infringement is a violation of federal law and subject to severe penalties and sanctions. It can also be a violation of federal criminal law. Under Federal Copyright Law, Copyrighted works may not be copied, published, disseminated, displayed, performed or played without the permission of the copyright holder.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

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.

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.

College Policies for Violating Copyright

Employees and students thought to be in violation of copyright law through illegal downloading or copying peer-to-peer file sharing while using the school network may be subject to disciplinary action under the employee or student code of conduct.
Satisfactory Academic Progress (SAP)

The Institute's Satisfactory Academic Progress (SAP) standards measure each student's progress toward the completion of the student’s program of study. SAP standards determine a student’s eligibility to receive federal financial aid under Title IV of the Higher Education Act; however, SAP standards are applied to all students and represent a minimum standard of academic achievement required by the Institute for continued enrollment in addition to eligibility for federal financial aid programs. Satisfactory Academic Progress (SAP) is required for all programs and all students, regardless of financial aid or full-time enrollment statuses.

SAP Standards

Evaluation Points: All financial aid evaluations occur at the end of each 12-week quarter; evaluations are cumulative and based on both quantitative (pace) and qualitative (cumulative grade point average) measures. Students who return after a period of non-attendance will have the SAP status reviewed for the most recently completed quarter. All credits count in evaluation points regardless of whether the student receives federal financial aid or is on probation. At the end of any evaluation period, if a student’s pace or CGPA fall below the thresholds below, the student’s academic progress is considered unsatisfactory.

Thresholds: SAP is measured in both pace (credit hours earned/credit hours attempted) and cumulative grade point average (CGPA).

- Pace: Students must have a **66.67% cumulative completion pace** by graduation.
  - Credit hours earned are those credits for which the student receives a passing grade at the end of the quarter.
  - Credit hours attempted are those credits for which the student is enrolled regardless of whether the student passes or fails the course.
- CGPA: Students must earn a **CGPA of 2.00** by graduation.

<table>
<thead>
<tr>
<th>Credit Hours Attempted</th>
<th>CGPA</th>
<th>Pace</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 25 credits</td>
<td>1.60</td>
<td>50%</td>
</tr>
<tr>
<td>26+ credits</td>
<td>2.00</td>
<td>66.67%</td>
</tr>
</tbody>
</table>

Maximum Timeframe: In addition to the pace and CGPA requirements, students must complete the program within **150% maximum timeframe** of the published length and/or the quantitative measure (total number of credits required for completion of the educational program) for financial aid purposes.

- PSI does not offer non-credit remedial courses, nor does PSI have graduate programs.
- This standard applies to diploma and degree programs.
- Approved transfer credits count towards maximum timeframe calculations.

Maximum Timeframe is not to exceed 150% of the normal length of a program. To calculate maximum timeframe, take the published number of credit hours required to graduate and multiply by 1.5. If, at any time, the student is determined to be mathematically impossible to complete the program of study within the maximum timeframe, the student will be ineligible for additional Title IV funding and dismissed from the program.
Other Factors Impacting SAP

**Transfer and Proficiency Credits:** Both transfer and proficiency credits count as both hours attempted and earned for pace but do not count in the CGPA.

**Program Changes:** Students changing programs will have all applicable coursework from the previous program transferred into the new program version including both passing and failing attempts. These credit hours count as attempted and earned for pace and the grades count toward the CGPA.

**Repeated Courses:** Failing (grade of F) or withdrawn (grade of W) courses require repeating and are counted as credits attempted but not earned. Withdrawn grades do not count toward CGPA, but failing grades do count toward CGPA until repeated. Once a course is repeated, the CGPA will use the highest grade. Students passing courses with a “D,” may also repeat the course one time to earn a higher grade and use federal financial aid. When retaking courses, both originally failed and retaken course credit hours are calculated as attempted hours for maximum timeframe.

**Incompletes:** Incomplete grades (I) not completed within the first two (2) weeks, or up to six (6) may be approved for clinical/externship, of the immediately following quarter will be changed to failing grades (F). The course should be repeated the next time offered.

**Situations Leading to Loss of and Regaining Federal Financial Aid Eligibility**

**Unsatisfactory Academic Progress:** At the end of any evaluation period, if a student’s pace or CGPA fall below the thresholds above, the student’s academic progress is considered unsatisfactory.

**Financial Aid Warning:** The first quarter a student has unsatisfactory academic progress, the student will be placed on Financial Aid Warning (FAW) status. Students are sent a letter to notify them of FAW status. Students may continue to receive federal financial aid while on this status. Students who meet both pace and CGPA standards at the end of the next quarter of attendance will return to a satisfactory academic progress status and the FAW status will be removed.

**Financial Aid Probation:** Students who do not meet both pace and CGPA standards at the end of a Financial Aid Warning quarter are no longer eligible to receive federal financial aid and are dismissed. Students may appeal dismissal, as defined in the next section, and upon approval of an appeal, the student will be placed on Financial Aid Probation (FAP) and are eligible to continue receiving federal financial aid while on this status. Students who meet both pace and CGPA while on Financial Aid Probation will return to satisfactory academic progress status and the FAP status will be removed. Students may persist on Financial Aid Probation status for multiple quarters.

### Examples by Program

<table>
<thead>
<tr>
<th>Examples by Program</th>
<th>Current Program Total Credits</th>
<th>Maximum Allowable Attempted Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOA</td>
<td>102.50</td>
<td>153.75</td>
</tr>
<tr>
<td>MOA</td>
<td>87.00</td>
<td>130.50</td>
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<td>MA</td>
<td>69.00</td>
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<tr>
<td>MBCS</td>
<td>71.00</td>
<td>106.5</td>
</tr>
<tr>
<td>MBCS</td>
<td>76.00</td>
<td>114.00</td>
</tr>
<tr>
<td>PhT</td>
<td>81.00</td>
<td>121.50</td>
</tr>
<tr>
<td>PN</td>
<td>123.50</td>
<td>185.25</td>
</tr>
<tr>
<td>PTA</td>
<td>109.00</td>
<td>163.50</td>
</tr>
</tbody>
</table>
if sufficient progress is being made toward an Academic Plan, as defined in the next section. Progress will be reviewed at the end of each quarter to determine progress and federal financial aid eligibility.

**SAP Appeals:** Students who wish to appeal dismissal for Financial Aid Probation must submit a SAP Appeal Form to the Dean of Education. Once a SAP Appeal has been received, the appeal committee (Director of Financial Aid, Dean of Education, and Program Director), will convene to review the appeal. Any supporting documentation should be submitted with the appeal for review (i.e. medical records, court records, death in the family, etc.). The appeal documents must be received by 5:00 pm on the Thursday following the end of the quarter to be reviewed prior to the beginning of the next quarter.

- If an appeal is denied, the student will be dismissed and ineligible to receive federal financial aid.
- If an appeal is approved, the student will be placed on Financial Aid Probation.
- If an appeal is approved, a representative from the appeal committee will create an Academic Plan for the student, and the student will be considered eligible to receive federal financial aid. The academic plan will include a target GPA to reestablish SAP within a reasonable timeframe. The student’s performance will be reviewed against this plan at the end of each subsequent quarter. If the student’s progress is consistent with the terms of the academic plan, the student will remain eligible to receive federal financial aid. If the student’s progress is not consistent with the academic plan, the student will be dismissed.

**SAP Progression:** Students may meet requirements to go back through the SAP progression (FAW, FAP, etc.) if the student returns to meeting satisfactory academic progress but later has terms of unsatisfactory progress. In these instances, students may have more than one (1) appeal on file.

---

**Career Services**

**Employment Assistance**

PSI’s goal is to have each graduate obtain employment in a career field related to his or her field of study. **PSI does not, however, promise or guarantee students a job upon enrollment or graduation.** The Career Services Department advises students on resume and letter writing, interviewing techniques, and personal development. A conscientious effort is made to match each student’s capabilities and desires with the most appropriate jobs familiar to the department.

PSI offers individualized attention to students who are seeking career direction. Thorough assistance is provided for students who want to clarify career direction or determine occupations of interest by appointment with a Career Services Associate at the Career Services Office. Additionally, career assessments are available after an initial meeting. Career Services Associates are available to assist students with career planning and job/internship search strategies. Career Services will review the content and presentation of resumes and cover letters. We offer a wide range of assistance in preparing for interviews, including mock interviews. Students may drop in the Career Services office with quick questions or to have resumes reviewed by Career Services Associates. More in-depth appointments with a Career Services Associate are typically available the next business day.

PSI supports all students in the pursuit of entry-level jobs in their new professions. The Career Services Department will assist each student in learning and applying step-by-step, specific strategies for a successful job search, including:

- Helping to prepare, review, and update resumes and other job search correspondence including cover letters and letters of recommendation;
- Role playing possible interviewing situations;
▪ Providing opportunities for on-campus interviewing and interview preparation;
▪ Conducting mock interviews and interview seminars;
▪ Locating, identifying, and posting employment opportunities; and
▪ Distributing student resumes to potential employers.

Students are responsible for working with the Career Services Department during their job search. Students can ensure success while working with their Career Services Associate by making their resume and cover letter unique, proactively using the job search techniques taught in class, and/or being open to moving for work or driving further to work. The greatest tool available to students for employment success is constant communication with the Career Services office. Students who keep in contact with their Career Services Associate, return phone calls, and keep appointments are the most successful during the job search.

Employment Disclosure
PSI cannot promise or guarantee employment of a specific salary to any student or graduate.

Employment Opportunities
The College of Allied Health (AH) graduates qualify to work in facilities including but not limited to: hospitals, clinics, doctors’ offices, insurance offices or transcription offices, depending on the program completed.

The School of Physical Therapist Assisting (PTA) graduates qualify to work in facilities including but not limited to: hospital physical therapy departments, private physical therapy facilities, nursing homes, home health care agencies or other health related centers under the direct supervision of a Physical Therapist (PT). PTs and PTAs carry out rehabilitation for people suffering from a degenerative musculoskeletal disease or injury, brain/spinal injury or stroke, a birth defect, like spina bifida; an acute trauma, like a sports injury or amputation; a neurological disease, like multiple sclerosis; generalized debility following an illness or be a part of a fitness/prevention program.

The School of Practical Nursing (PN) employment opportunities for LPNs are in a variety of facilities. Some of these settings consist of, but are not limited to: long-term care facilities, skilled care facilities, hospitals and medical centers, outpatient clinics, occupational health care centers, community mental health centers, rehabilitation centers, hospices, doctors’ offices, and private duty nursing.

The school does not guarantee any employment or minimum starting salary. To find the most current employment trends for all programs, go to the following websites: www.bls.gov and www.onetonline.org.

Workshops and Events
Programs and workshops to assist with career planning, developing job search skills, and networking are offered on a regular basis. Additional, larger events and programs include alumni/student networking lunches and guest speakers. PSI continually sponsors events and programs to help students make good career decisions and prepare for life after school. Workshop topics include resume and cover letter writing, interview techniques, and researching the industry, among other topics. For individual assistance, students may schedule an appointment with Student Affairs at any time during their educational experience with PSI.

Student Services
PSI offers a Student Services team to support students throughout their program of study to ensure they may achieve their educational goals. In addition to monitoring students’ attendance and participation, the Student Services team guides students in crisis situations as how to contact providers of child care, emergency shelter and crisis intervention assistance, or other services when appropriate.

Page | 64 (October 1, 2018 update)
Programs of Study - Active

The following programs of study are new as of July 2018. Students enrolling April 2018 and prior will finish their programs of study in the programs in the next section. Only newly enrolled students will be enrolled in these new programs.

Medical Assisting
Length: 900 Contact Hours; 36 weeks – 3 Quarters Day; 48 weeks – 4 Quarters Evening

69.00 Credit Hours

Credential Awarded: Diploma

Program Description

The graduate will qualify to sit for the registry examinations to become a Registered Medical Assistant (RMA) and/or a Certified Medical Assistant (CMA) and will be able to perform both clerical and clinical office duties, including insurance form preparation, basic computer operations, electronic health records and all the clinical skills utilized in any general medicine or specialty office. Medical Assistants are also eligible to sit for the International Academy of Phlebotomy Science (IAPS) certification examination to become a Certified Phlebotomy Technician (CPT).

Estimated Outside Work is approximately 10.0 hours per week.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Course Clock Hours</th>
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</thead>
<tbody>
<tr>
<td>COM1100</td>
<td>Professional Communications</td>
<td>5.0</td>
<td>50</td>
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<tr>
<td>INT1100</td>
<td>Introduction to Computers</td>
<td>4.0</td>
<td>50</td>
</tr>
<tr>
<td>MED1100</td>
<td>Medical Terminology</td>
<td>5.0</td>
<td>50</td>
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<tr>
<td>MED1110</td>
<td>Anatomy and Physiology Foundations</td>
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<td>50</td>
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<tr>
<td>MED1120</td>
<td>Introduction to Medical Assisting</td>
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<tr>
<td>MED1150</td>
<td>Introduction to Medical Billing and Coding</td>
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<tr>
<td>MED1210</td>
<td>Anatomy and Physiology Body Systems</td>
<td>5.0</td>
<td>50</td>
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<tr>
<td>MED1220</td>
<td>Clinical Examination Procedures</td>
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<td>50</td>
</tr>
<tr>
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<td>Clinical Laboratory Procedures</td>
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</tr>
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<td>MED1230</td>
<td>Medical Office Procedures</td>
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<td>50</td>
</tr>
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<td>MED1240</td>
<td>Electronic Health Records</td>
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</tr>
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<td>MED1300</td>
<td>Medical Law and Ethics</td>
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<tr>
<td>MED2330</td>
<td>MA Capstone</td>
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<td>40</td>
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<td>MED2310</td>
<td>Disease and Pharmacology</td>
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<tr>
<td>MED2320</td>
<td>MA Externship</td>
<td>5.0</td>
<td>160</td>
</tr>
</tbody>
</table>

| Total       | 69                                                 | 900              |
Goals and Objectives for the MA program

- To provide an MA program from which graduates are prepared to perform the functions of an entry level medical assistant in both the clinical and administrative areas.
- To provide a positive, innovative learning environment with instruction keeping current with the demands of the profession.
- To encourage the participation in continuing educations courses, workshops, and seminars to keep updated in the profession as well as working to advance the level of professional achievement to a higher degree if desired.
- To provide guidelines on patient confidentiality as stated in HIPAA guidelines when reviewing all patient records and dealing with patients one-on-one.
- To prepare the medical assistant to sit for certification exams, if required by the employer or desired by the individual.

Medical Assisting Curriculum Sequence - Day

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM1100</td>
<td>Professional Communications</td>
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<td></td>
</tr>
<tr>
<td>MED1100</td>
<td>Medical Terminology</td>
<td>5.0</td>
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<tr>
<td>MED1150</td>
<td>Introduction to Medical Billing and Coding</td>
<td>4.0</td>
<td>27 Credits</td>
</tr>
<tr>
<td>MED1110</td>
<td>Anatomy and Physiology Foundations</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>INT1100</td>
<td>Introduction to Computers</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>MED1120</td>
<td>Introduction to Medical Assisting</td>
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<td></td>
</tr>
<tr>
<td>Quarter 2</td>
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<td>Course Credit</td>
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<tr>
<td>MED1210</td>
<td>Anatomy and Physiology Body Systems</td>
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<td>Clinical Examination Procedures</td>
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<td></td>
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<tr>
<td>MED1230</td>
<td>Medical Office Procedures</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>MED2220</td>
<td>Clinical Laboratory Procedures</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>MED1240</td>
<td>Electronic Health Records</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Quarter 3</td>
<td>Course Name</td>
<td>Course Credit</td>
<td>Total Quarter</td>
</tr>
<tr>
<td>MED1300</td>
<td>Medical Law and Ethics</td>
<td>5.0</td>
<td>18 Credits</td>
</tr>
<tr>
<td>MED2330</td>
<td>MA Capstone</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MED2310</td>
<td>Disease and Pharmacology</td>
<td>5.0</td>
<td></td>
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<tr>
<td>MED2320</td>
<td>MA Externship</td>
<td>5.0</td>
<td></td>
</tr>
</tbody>
</table>

Total Required MA Program Credits 69.00

All courses are offered in six (6) week modules. Half the courses will be offered in each part of the quarter and students will take 2-3 courses at a time.
Medical Assisting Curriculum Sequence - Evening

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>*COM1100</td>
<td>Professional Communications</td>
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<td>19 Credits</td>
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<tr>
<td>*MED1100</td>
<td>Medical Terminology</td>
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<tr>
<td>*MED1150</td>
<td>Introduction to Medical Billing and Coding</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>*MED1110</td>
<td>Anatomy and Physiology Foundations</td>
<td>5.0</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Quarter 2</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>*INT1100</td>
<td>Introduction to Computers</td>
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<td>*MED1120</td>
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<tr>
<td>^MED1210</td>
<td>Anatomy and Physiology Body Systems</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>^MED1220</td>
<td>Clinical Examination Procedures</td>
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<table>
<thead>
<tr>
<th>Quarter 3</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
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</thead>
<tbody>
<tr>
<td>^MED2220</td>
<td>Clinical Laboratory Procedures</td>
<td>7.0</td>
<td>15 Credits</td>
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<tr>
<td>^MED1230</td>
<td>Medical Office Procedures</td>
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</tr>
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<td>Electronic Health Records</td>
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<table>
<thead>
<tr>
<th>Quarter 4</th>
<th>Course Name</th>
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<tr>
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<td>Medical Law and Ethics</td>
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<td>18 Credits</td>
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<td>MED2330</td>
<td>MA Capstone</td>
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<tr>
<td>MED2310</td>
<td>Disease and Pharmacology</td>
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<tr>
<td>MED2320</td>
<td>MA Externship</td>
<td>5.0</td>
<td></td>
</tr>
</tbody>
</table>

Total Required MA Program Credits | 69.00

^ and * courses are offered in six (6) week modules. The * courses are interchangeable and could fall in the first quarter or the first half of the second quarter. The ^ courses are interchangeable and could fall in the second half of the second quarter or third quarter.
Medical Billing and Coding Specialist

**Length:** 900 Contact Hours; 36 weeks – 3 Quarters Day; 48 weeks – 4 Quarters Evening

**71.00 Credit Hours**

**Credential Awarded:** Diploma

**Program Description**

Upon completion of the MBCS program, providing all requirements for graduation are met, the student will receive a diploma at graduation. The graduate will be qualified to process a variety of insurance forms in medical offices, clinics, and hospital billing departments, basic computer operation and general office duties. Graduates may sit for the Certified Professional Coder (CPC) exam.

*Estimated Outside Work is approximately 10.0 hours per week.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Course Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM1100</td>
<td>Professional Communications</td>
<td>5.0</td>
<td>50</td>
</tr>
<tr>
<td>INT1100</td>
<td>Introduction to Computers</td>
<td>4.0</td>
<td>50</td>
</tr>
<tr>
<td>MED1100</td>
<td>Medical Terminology</td>
<td>5.0</td>
<td>50</td>
</tr>
<tr>
<td>MED1110</td>
<td>Anatomy and Physiology Foundations</td>
<td>5.0</td>
<td>50</td>
</tr>
<tr>
<td>MED1150</td>
<td>Introduction to Medical Billing and Coding</td>
<td>4.0</td>
<td>50</td>
</tr>
<tr>
<td>MED1160</td>
<td>Fundamentals of Medical Coding</td>
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</tr>
<tr>
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<td>Anatomy and Physiology Body Systems</td>
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<td>50</td>
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<tr>
<td>MED1230</td>
<td>Medical Office Procedures</td>
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<td>50</td>
</tr>
<tr>
<td>MED2260</td>
<td>Advanced Medical Coding</td>
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<tr>
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<tr>
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<td>Medical Law and Ethics</td>
<td>5.0</td>
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<tr>
<td>MED2340</td>
<td>MBCS Capstone</td>
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<td>40</td>
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<tr>
<td>MED2310</td>
<td>Disease and Pharmacology</td>
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<td>MED2350</td>
<td>MBCS Externship</td>
<td>5.0</td>
<td>160</td>
</tr>
</tbody>
</table>

| Total       | 71                                         | 900              |
Goals and Objectives for the MBCS Program

- To provide a MBCS program enabling graduates to be qualified to process a variety of insurance forms in a medical office, clinic, DME, or hospital setting, manage accounts payable and accounts receivable in either a manual or computerized format.
- To provide a curriculum based on current information regarding medical insurance and billing in a healthcare facility.
- To provide a positive learning environment and instruction this keeps current with the demands of the profession.
- To encourage the participation in continuing educations courses, workshops, and seminars to keep updated in the profession as well as working to advance the level of professional achievement to a higher degree if desired.
- To provide guidelines on patient confidentiality as stated in the HIPAA guidelines when reviewing all patient records and dealing with patients one-on-one.

Medical Billing and Coding Specialist Curriculum Sequence -Day

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM1100</td>
<td>Professional Communications</td>
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<td></td>
</tr>
<tr>
<td>INT1100</td>
<td>Introduction to Computers</td>
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<td>27 Credits</td>
</tr>
<tr>
<td>MED1100</td>
<td>Medical Terminology</td>
<td>5.0</td>
<td></td>
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<tr>
<td>MED1110</td>
<td>Anatomy and Physiology Foundations</td>
<td>5.0</td>
<td></td>
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<tr>
<td>MED1150</td>
<td>Introduction to Medical Billing and Coding</td>
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<tr>
<td>MED1160</td>
<td>Fundamentals of Medical Coding</td>
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<table>
<thead>
<tr>
<th>Quarter 2</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED1210</td>
<td>Anatomy and Physiology Body Systems</td>
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<tr>
<td>MED1230</td>
<td>Medical Office Procedures</td>
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</tr>
<tr>
<td>MED2260</td>
<td>Advanced Medical Coding</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>MED1250</td>
<td>Fundamentals of Health Insurance</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>MED2250</td>
<td>Integrated Medical Billing and Coding</td>
<td>4.0</td>
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</tr>
<tr>
<td>MED1240</td>
<td>Electronic Health Records</td>
<td>4.0</td>
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<table>
<thead>
<tr>
<th>Quarter 3</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED1300</td>
<td>Medical Law and Ethics</td>
<td>5.0</td>
<td>18 Credits</td>
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<tr>
<td>MED2340</td>
<td>MBCS Capstone</td>
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</tr>
<tr>
<td>MED2310</td>
<td>Disease and Pharmacology</td>
<td>5.0</td>
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</tr>
<tr>
<td>MED2350</td>
<td>MBCS Externship</td>
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</table>

**Total Required MBCS Program Credits**: 71.00

All courses are offered in six (6) week modules. Half the courses will be offered in each part of the quarter and students will take 2-3 courses at a time.
**Medical Billing and Coding Specialist Curriculum Sequence - Evening**

<table>
<thead>
<tr>
<th>Quarter 1</th>
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<tr>
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**Total Required MBCS Program Credits** 71.00

^ and * courses are offered in six (6) week modules. The * courses are interchangeable and could fall in the first quarter or the first half of the second quarter. The ^ courses are interchangeable and could fall in the second half of the second quarter or third quarter.
Physical Therapist Assistant

Length: 1706 Contact Hours; 96 weeks – 8 Quarters

109.00 Credit Hours

Credential Awarded: Associate of Applied Science

Program Description

Upon successful completion of the PTA program, providing all requirements for graduation are met, the graduate will be eligible to sit for the appropriate state licensure or approval examination for Physical Therapist Assistants. To practice physical therapist assisting in the State of Ohio, graduates of PSI’s PTA program must successfully pass the NPTE for PTA licensing examination owned by the Federation of State Boards of Physical Therapy and must pass the Ohio Jurisprudence exam. The license is issued by Ohio Occupational Therapy, Physical Therapy and Athletic Trainers Board. The graduate will then be qualified to practice as a Licensed Physical Therapist Assistant (PTA). The PTA may be eligible to work in other states, but before relocating must communicate with that state for its regulations on practice and licensure. Ohio licensure does not guarantee licensure in other states. The school will assist the graduate in every way possible in finding employment.

Estimated Outside Work is approximately 6.0 hours per week.

<table>
<thead>
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<td>Fundamentals of Disease</td>
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<td>Growth and Development</td>
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<tr>
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<tr>
<td></td>
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</table>
Goals and Objectives for the PTA Program
Upon graduation, students from the PTA program will possess and demonstrate capabilities that are a result of the process of becoming a physical therapist assistant.

Graduates of the PTA program will be able to:
1. Adhere to legal practice standards, both federal and state, and perform duties in a manner consistent with the Guide for Conduct of the PTA and with the Value Based Behaviors for the PTA.
2. Communicate effectively, both expressively and receptively, with respect for differences in values, cultures, and needs with patients/clients, family members, caregivers, interdisciplinary team members, consumers, payers, and policymakers.
3. Use critical thinking, problem solving and evidence-based judgement in the protection of the patient, co-workers, and themselves, in the usage of any equipment in performance of the job, to determine whether the prescribed procedure should be completed, and to determine whether direction by the Physical Therapist should be sought.
4. Practice sound PTA clinical skills as specified in the Physical Therapy Plan of Care, demonstrating technical competency.
5. Advocate for the health and wellness needs of society, including participation in professional and community service organizations and activities, and demonstrate a commitment to lifelong learning.
# Physical Therapist Assistant Curriculum Sequence

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<thead>
<tr>
<th>Quarter 1</th>
<th>Course Name</th>
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<td>Growth and Development</td>
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Total Required PTA Program Credits: 109

- Students in the PTA program may take general education courses (ENG, SOC, PSY only) out of the above prescribed sequence based on course availability, transfer credit, and other factors.
- In addition to students needing to meet prerequisite requirements to progress in the program, students who fail courses may not be able to progress based on available seats in courses. In these instances, students may take available general education courses until seats become available or students may be withdrawn in good standing until seats become available.

Page | 73 (October 1, 2018 update)
Practical Nurse
*(Effective with new enrollments as of July 2017)*

**Length:** 1485 Contact Hours; 72 weeks – 6 Quarters

**123.50 Credit Hours**

**Credential Awarded:** Diploma

**Program Description**

The Practical Nurse works under the direction of the physician or Registered Nurse to give direct patient care, assist with patient education, manage team nursing patient care delivery, and supervise unlicensed assistive personnel.

Upon successful completion of the PN program, providing all requirements for graduation are met, the graduate will receive a diploma and will be eligible to sit for National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®) developed by The National Council of State Boards of Nursing, Inc., to become a Licensed Practical Nurse (LPN).

**Estimated Outside Work is approximately 9.0 hours per week.**

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<tr>
<td>102-H</td>
<td>Math for Meds</td>
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<td>103-H</td>
<td>Anatomy and Physiology I</td>
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<td>Student Success in Academics</td>
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<td>201-H</td>
<td>Principles of Psychology</td>
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<td>203-H</td>
<td>Anatomy and Physiology II</td>
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<td>302-H</td>
<td>Basic Nutrition and Diet Therapy</td>
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<td>Medical/Surgical Nursing</td>
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<td>PN401</td>
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<tr>
<td>PN404*</td>
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<td>PN405*</td>
<td>Pediatric Nursing</td>
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Enrollments prior to July 2017 take three courses with the same name and academic credit; however, clock hours differ. PN304: 70 hours; PN404: 115 hours; PN405: 120; total program: 1525.
Goals for the Practical Nurse Program

- Provide a practical nurse program from which graduates are prepared to perform the functions of a beginning practical nurse.
- Provide a curriculum based on sciences, humanities, and nursing which allows the student to make safe, appropriate and logical decisions in the clinical area.
- Provide a positive learning environment, which fosters students’ growth and expected performance.
- Provide information on how graduates can advance their professional education to obtain an associate degree, or higher, for registered nursing through an accredited institution, if desired.

### Practical Nurse Curriculum Sequence

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<th>Quarter</th>
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<td>102-H Math for Meds</td>
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<td>103-H Anatomy and Physiology I</td>
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<td>106-H Student Success in Academics</td>
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<td>201-H Principles of Psychology</td>
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<tr>
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<td>PN202 Pharmacology I</td>
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<td>3</td>
<td>PN105 Fundamentals of Nursing</td>
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<td>PN304 Mental Health Nursing</td>
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<td></td>
<td>PN305 Advanced Medical/Surgical Nursing</td>
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<td>6</td>
<td>PN401 Job Readiness/NCLEX-PN Review</td>
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<td>PN404 Maternal/Infant Nursing</td>
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<td>PN405 Pediatric Nursing</td>
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<td><strong>Total Required PN Program Credits</strong></td>
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</table>
Programs of Study – Teaching Out

The following programs of study enrolled the last cohort of students in April 2018 or prior and have currently active students. As long as active students remain in the programs, re-enrollments may occur in these programs. New program versions replaced these programs and are in the prior section. These programs will remain in the catalog until the last student graduates from the program version.

Medical Office Assistant

Length: 1460 Contact Hours; 72 weeks – 6 Quarters

102.50 Credit Hours

Credential Awarded: Associate of Applied Science

Program Description

The graduate will qualify to sit for the registry examinations to become a Registered Medical Assistant (RMA) and/or a Certified Medical Assistant (CMA) and will be able to perform both clerical and clinical office duties, including insurance form preparation, basic computer operations, electronic health records and all the clinical skills utilized in any general medicine or specialty office. Medical Assistants are also eligible to sit for the International Academy of Phlebotomy Science (IAPS) certification examination to become a Certified Phlebotomy Technician (CPT).

Estimated Outside Work is approximately 8.0 hours per week.

<table>
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102.5        1460
# Medical Office Assistant Curriculum Sequence - Degree

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**Total Required AMOA Program Credits** 102.5
Medical Office Assistant

**Length:** 1100 Contact Hours; 48 weeks – 4 Quarters

**87.00 Credit Hours**

**Credential Awarded:** Diploma

**Program Description**

The graduate will qualify to sit for the registry examinations to become a Registered Medical Assistant (RMA) and/or a Certified Medical Assistant (CMA) and will be able to perform both clerical and clinical office duties, including insurance form preparation, basic computer operations, electronic health records and all the clinical skills utilized in any general medicine or specialty office. Medical Assistants are also eligible to sit for the International Academy of Phlebotomy Science (IAPS) certification examination to become a Certified Phlebotomy Technician (CPT).

*Estimated Outside Work is approximately 8.0 hours per week.*

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| Total       |                                            | **87**           | **1100**           |
Goals and Objectives for the MOA programs

- To provide MOA programs from which graduates are prepared to perform the functions of an entry level medical assistant in both the clinical and administrative areas.
- To provide a positive, innovative learning environment with instruction keeping current with the demands of the profession.
- To encourage the participation in continuing educations courses, workshops, and seminars to keep updated in the profession as well as working to advance the level of professional achievement to a higher degree if desired.
- To provide guidelines on patient confidentiality as stated in HIPAA guidelines when reviewing all patient records and dealing with patients one-on-one.
- To prepare the medical assistant to sit for certification exams, if required by the employer or desired by the individual.

Medical Office Assistant Curriculum Sequence - Diploma

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Total Required MOA Program Credits: 87.00
Medical Billing and Coding Specialist

Length: 950 Contact Hours; 48 weeks – 4 Quarters

76.00 Credit Hours

Credential Awarded: Diploma

Program Description

Upon completion of the MBCS program, providing all requirements for graduation are met, the student will receive a diploma at graduation. The graduate will be qualified to process a variety of insurance forms in medical offices, clinics, and hospital billing departments, basic computer operation and general office duties. Graduates may sit for the Certified Billing and Coding Specialist Certification (CBCS).

Estimated Outside Work is approximately 8.0 hours per week.

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<th>Course Name</th>
<th>Academic Credits</th>
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Goals and Objectives for the MBCS Program

- To provide a MBCS program enabling graduates to be qualified to process a variety of insurance forms in a medical office, clinic, DME, or hospital setting, manage accounts payable and accounts receivable in either a manual or computerized format.
- To provide a curriculum based on current information regarding medical insurance and billing in a healthcare facility.
- To provide a positive learning environment and instruction this keeps current with the demands of the profession.
- To encourage the participation in continuing educations courses, workshops, and seminars to keep updated in the profession as well as working to advance the level of professional achievement to a higher degree if desired.
- To provide guidelines on patient confidentiality as stated in the HIPAA guidelines when reviewing all patient records and dealing with patients one-on-one.

Medical Billing and Coding Specialist Curriculum Sequence

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<td>103-M</td>
<td>Keyboarding</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>106-M</td>
<td>Medical Insurance I</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>135-M</td>
<td>Anatomy and Physiology I</td>
<td>6.0</td>
<td>18 Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter 2</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>104-M</td>
<td>Office Communications</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>105-M</td>
<td>Medical Office Procedures</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>116-M</td>
<td>Medical Terminology II</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>118-M</td>
<td>Medical Insurance II</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>136-M</td>
<td>Anatomy and Physiology II</td>
<td>6.0</td>
<td>24 Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter 3</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-M</td>
<td>Medical Law and Ethics</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>115-M</td>
<td>Electronic Medical Records (EMR)</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>153-M</td>
<td>Medical Insurance III</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>154-M</td>
<td>Computer Applications</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>155-M</td>
<td>Disease/Pharmacology</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPR</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>23 Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter 4</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>119-M</td>
<td>MBCS Externship</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>152-M</td>
<td>Job Readiness</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>108-M</td>
<td>Fundamentals of Psychology</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11 Credits</td>
</tr>
</tbody>
</table>

Total Required MBCS Program Credits: 76.00
Pharmacy Technician

**Length:** 1010 Contact Hours; 48 weeks – 4 Quarters

**81.00 Credit Hours**

**Credential Awarded:** Diploma

**Program Description**

Upon successful completion of the PhT program, providing all requirements for graduation are met, the student will receive a diploma at graduation. The graduate will be able to prepare and dispense prescriptions in accordance with the state and federal laws and rules under the supervision of the Pharmacist. After graduation, the student will qualify to take the National Pharmacy Technician Exam (ExCPT) and/or the National Pharmacy Technician Certification Exam (PTCE), or any Ohio State Board of Pharmacy approved exam to work in retail, hospital, institutional and/or home infusion pharmacy settings.

*Estimated Outside Work is approximately 8.0 hours per week.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Course Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-M</td>
<td>Medical Law and Ethics</td>
<td>3.0</td>
<td>30</td>
</tr>
<tr>
<td>102-M</td>
<td>Medical Terminology I</td>
<td>6.0</td>
<td>60</td>
</tr>
<tr>
<td>103-M</td>
<td>Keyboarding</td>
<td>3.5</td>
<td>50</td>
</tr>
<tr>
<td>104-M</td>
<td>Office Communications</td>
<td>3.0</td>
<td>30</td>
</tr>
<tr>
<td>105-M</td>
<td>Medical Office Procedures</td>
<td>4.0</td>
<td>50</td>
</tr>
<tr>
<td>108-M</td>
<td>Fundamentals of Psychology</td>
<td>3.0</td>
<td>30</td>
</tr>
<tr>
<td>116-M</td>
<td>Medical Terminology II</td>
<td>6.0</td>
<td>60</td>
</tr>
<tr>
<td>152-M</td>
<td>Job Readiness</td>
<td>3.0</td>
<td>30</td>
</tr>
<tr>
<td>154-M</td>
<td>Computer Applications</td>
<td>5.0</td>
<td>60</td>
</tr>
<tr>
<td>156-M</td>
<td>Introduction to Pharmacy Technician</td>
<td>7.5</td>
<td>90</td>
</tr>
<tr>
<td>157-M</td>
<td>PhT Clinical I</td>
<td>7.0</td>
<td>90</td>
</tr>
<tr>
<td>158-M</td>
<td>PhT Clinical II</td>
<td>7.0</td>
<td>90</td>
</tr>
<tr>
<td>159-M</td>
<td>PhT Externship</td>
<td>5.0</td>
<td>160</td>
</tr>
<tr>
<td>160-M</td>
<td>PhT Pharmacology I</td>
<td>6.0</td>
<td>60</td>
</tr>
<tr>
<td>161-M</td>
<td>PhT Pharmacology II</td>
<td>6.0</td>
<td>60</td>
</tr>
<tr>
<td>162-M</td>
<td>PhT Pharmacology III</td>
<td>6.0</td>
<td>60</td>
</tr>
</tbody>
</table>

| Total       |                                     | **81**           | **1010**           |
Goals and Objectives for the PhT Program

- To provide a PhT program from which graduates are prepared to perform the functions of an entry level Pharmacy Technician under the supervision of a Pharmacist.
- To provide a positive innovative learning environment with instruction that keeps current with the demands of the profession.
- To encourage the participation in continuing education courses, workshops, and seminars to stay current in the profession as well as working to advance the level of professional achievement to a higher degree if desired.
- To provide guidelines on patient confidentiality as stated in HIPAA guidelines when reviewing all patient information and dealing with patients one-on-one.
- To prepare the graduate pharmacy technician to sit for the National ExCPT or the PTCE exam or any Ohio State Board of Pharmacy approved exam.
- To provide instruction to the student Pharmacy Technician to prepare and dispense prescriptions in accordance with the state and federal laws and rules under the supervision of the Pharmacist.

Pharmacy Technician Curriculum Sequence

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>102-M</td>
<td>Medical Terminology I</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>103-M</td>
<td>Keyboarding</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>156-M</td>
<td>Introduction to Pharmacy Technician</td>
<td>7.5</td>
<td></td>
</tr>
<tr>
<td>160-M</td>
<td>PhT Pharmacology I</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Quarter</strong></td>
<td><strong>23 Credits</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Quarter 2</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>104-M</td>
<td>Office Communications</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>105-M</td>
<td>Medical Office Procedures</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>116-M</td>
<td>Medical Terminology II</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>157-M</td>
<td>PhT Clinical I</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>161-M</td>
<td>PhT Pharmacology II</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Quarter</strong></td>
<td><strong>26 Credits</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Quarter 3</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-M</td>
<td>Medical Law and Ethics</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>154-M</td>
<td>Computer Applications</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>158-M</td>
<td>PhT Clinical II</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>162-M</td>
<td>PhT Pharmacology III</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPR</td>
<td>0.0</td>
<td></td>
</tr>
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<td></td>
<td><strong>Total Quarter</strong></td>
<td><strong>21 Credits</strong></td>
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<table>
<thead>
<tr>
<th>Quarter 4</th>
<th>Course Name</th>
<th>Course Credit</th>
<th>Total Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>159-M</td>
<td>PhT Externship</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>152-M</td>
<td>Job Readiness</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>108-M</td>
<td>Fundamentals of Psychology</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Required PhT Program Credits</strong></td>
<td><strong>81.00</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Course Descriptions

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-H</td>
<td>Medical Terminology</td>
<td>3</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>None</td>
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<tr>
<td>102-H</td>
<td>Math for Meds</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>None</td>
</tr>
<tr>
<td>103-H</td>
<td>Anatomy and Physiology I</td>
<td>5.5</td>
<td>55</td>
<td>0</td>
<td>0</td>
<td>27.5</td>
<td>None</td>
</tr>
<tr>
<td>106-H</td>
<td>Student Success in Academics</td>
<td>1</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>None</td>
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<tr>
<td>201-H</td>
<td>Principles of Psychology</td>
<td>4</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>None</td>
</tr>
</tbody>
</table>

This course presents the basic medical concepts, terms and structures concentrating on building a basic foundation and frame-work of the language of medicine. Through memorization and practice in spelling and pronunciation of medical root words and the prefixes and suffixes presented, the student will be able to analyze numerous medical and nursing terms and have a solid base on which to build a larger vocabulary, spell medical and nursing terms correctly, understand the context in which that word will be applied, and enjoy working with a health-related field due to an increased understanding of medical terminology.

This course presents a review of basic mathematic calculations, drug measurements using metric, apothecary and household measurements, reading medication labels and syringe calibrations, dosage calculations, medication administration systems, dosage calculation from body weight (adult and pediatric), and pediatric medication conversion and calculations. A brief introduction to IV calculations of flow rates is included.

This course introduces the basic structures and functions of the human body. Included are an examination of the body as a whole, cell structure and function, body tissues and membranes, and basic chemistry principles. Instruction is given on several anatomy systems including integumentary, skeletal, and muscular. The composition and functions of the blood are also included.

This course discusses the core topics of: setting academic, personal and career goals; study strategies; critical thinking; self-assessment; learning styles and methods of effective communication. Students develop educational and career plans utilizing college resources. Students learn and apply strategies for success in practical nursing education.

This course presents an introduction in the areas of psychology and sociology. This information presented includes motives, human needs and wants, senses, perception, personality, health, problem-solving, and family living patterns. Text discussions are used to broaden the student’s self-understanding and a fuller development of his/her individual potential. Once learned, the student will be able to apply these concepts in his/her nursing care during clinical nursing courses. Also discussed are the effects of economic, political, religious and cultural factors as they relate to individuals’ behaviors.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>203-H</td>
<td>Anatomy and Physiology II</td>
<td>6</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>103-H</td>
</tr>
<tr>
<td></td>
<td>This course completes the study of the structures and functions of the human body systems. Included are several systems that include the nervous, the sensory, the endocrine, the circulatory, lymphatic and immunity, respiratory, digestive, urinary, and reproductive including human development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>302-H</td>
<td>Basic Nutrition and Diet Therapy</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>103-H, 203-H or concurrent</td>
</tr>
<tr>
<td></td>
<td>This course presents the basic principles of nutritional science, nutrition throughout the life cycle, community nutrition and health care, and clinical nutrition. The study begins with the functions of good health (carbohydrates, fats, proteins, vitamins, minerals, and water). Important considerations studied are: community food supply, food habits and cultural patterns, weight management, and nutrition and physical fitness. Nutritional considerations in planning and implementing nutritional care, gastrointestinal problems, coronary heart disease, diabetes, renal disease, surgery and nutritional support, and nutritional support in cancer and AIDS patients conclude the course. Gordon’s Functional Health Pattern of Nutritional/Metabolic is the prime focus of this course. To gather data and assist the whole person, it is necessary to address some of Gordon’s other Functional Health Patterns. This is completed by integrating the course content found relevant to the other Functional Health Patterns throughout the lectures of every chapter. A person’s general health as it relates to his/her eating habits is covered in the Health Perception/Health Management Pattern. Diseases that affect the bowel and urinary systems and their effects on nutrition will be addressed with Gordon’s Elimination Pattern. Nutritional problems that result from sleep disturbance will be covered with the Sleep/Rest Pattern. A person with either sensory difficulties, or experiencing any form of pain, or having any kind of impaired decision making abilities is discussed with the Cognitive/Perceptual Pattern. Meals are discussed while taking into consideration today’s many different family styles and living arrangements. This is the focus of the Role//Relationship Pattern. Stress affects the body in many different physical and psychological ways that will result in changes of diet. This is addressed in the Coping/Stress/Tolerance Pattern. Cultural, religious beliefs and personal values do impact a person’s choice of food. This is discussed in Gordon’s Value/Belief Pattern. By examining a person’s dietary habits while keeping in mind Gordon’s Functional Health Patterns, holistic care is accomplished.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO1110</td>
<td>Medical Terminology</td>
<td>2</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>This course presents the basic medical concepts, terms, and structures concentrating on building a foundation and framework of the language of medicine. Through memorization and practice in spelling and pronunciation of medical root words and the prefixes and suffixes presented, students analyze numerous medical terms. Students start a base on which to build a larger vocabulary, spell medical terms correctly, recognize terms in dictation, and understand the context in which words will be applied.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO1120</td>
<td>Structural Anatomy and Physiology</td>
<td>6</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>This course presents the study of the structure and function of the systems of the human body. Focus is on different types of cells, tissues, organs, and systems. Students study the musculoskeletal system in detail, emphasizing origins, insertions, bony landmarks, innervations, and actions of the muscles. The course includes</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
reading, explanation, demonstration of bones and muscles, analysis of motion, model exploration, palpation, and planned redundancy. Further, the course presents a gross anatomy covering bones, bony landmarks and muscles of the shoulder, elbow, forearm, wrist, hand, trunk, and neck.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO2220</td>
<td>Clinical Anatomy and Physiology</td>
<td>6</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>BIO1120</td>
</tr>
</tbody>
</table>

This course continues the study of the musculoskeletal system by completing the final two gross anatomy modules of the gluteal region, thigh, lower leg, and foot. Other body systems studied include the structure and function of the human nervous system, cardiovascular, and respiratory systems. Included in the course is a specialized section on basic Applied Neuroanatomy. Students use critical thinking to analyze how body systems work together to create function or dysfunction and complete palpation modules to illustrate posture, movement, normal position, and normal alignment of anatomical parts.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO2310</td>
<td>Growth and Development</td>
<td>4</td>
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<td>0</td>
<td>20</td>
<td>BIO1120; BIO2220</td>
</tr>
</tbody>
</table>

This course presents the relationship of structure and function to the development of movement skills across the entire life span. Topics include functional independence, theories affecting development, motor control and learning, movement skills, and functional assessment skills used in physical therapy. Normal development of the individual is presented from the time of conception through old age. This course will increase the awareness of wellness issues and provide a model for comparison for the physical therapist assistant. Presented is a skeletal system change from neonatal to geriatrics which include muscle development and function, cardiopulmonary, nervous changes, vital functions, development of posture and locomotion, prehension, and health and fitness. Movement disorders common to older adults are also presented.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO2320</td>
<td>Fundamentals of Disease</td>
<td>4</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>Successful completion of Quarters 1-2</td>
</tr>
</tbody>
</table>

This course presents foundational information about common medical conditions. Diseases of the cardiovascular, respiratory, nervous, endocrine, integumentary, musculoskeletal and digestive systems are presented. Emphasis is placed on those conditions potentially affecting the mobility of the client or outcome of the physical therapy treatment. Following an overview of the disease processes, infectious diseases, neoplasms, congenital diseases, and characteristics of pain are covered. Consideration is given to what the disease is, how it is diagnosed and treated, and the likely sequela of the disease. Following the presentation of a study of specific diseases, the student will become familiar with doing research, reading professional literature and using critical thinking skills in relation to how disease would cause functional limitations in patients and affect physical therapy plans of care and treatment.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM1100</td>
<td>Professional Communications</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>None</td>
</tr>
</tbody>
</table>

This course teaches students the basics of written and oral communication while utilizing the fundamentals of psychology as the content by which students practice communication skills. Students will review basic writing concepts including grammar, punctuation, and word usage. Students will practice oral communication skills through presentations. Students will be introduced to psychology concepts relevant to aspects of life, specifically linked to individual and group behavior, and how these impact stress, coping, and health in their personal and professional lives.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT1100</td>
<td>Introduction to Computers</td>
<td>4</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>None</td>
</tr>
</tbody>
</table>

This course gives students both an overview in keyboarding and in practical computer applications. Students will begin by understanding the fundamentals of keyboarding including keyboard operation and the fundamentals of word processing including justifications, centering, font settings, tabs, block text, and formatting letters, envelopes, and memos. Students will continue in the course by practicing fundamentals of Microsoft Office: Word, Excel, and PowerPoint through projects.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED1100</td>
<td>Medical Terminology</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>None</td>
</tr>
</tbody>
</table>

This course covers basic techniques of medical word building, including: basic medical concepts and terms and structures of all body systems. This course concentrates on building a basic foundation and framework of the language of medicine. Through memorization and practice in spelling and pronunciation of medical root words and the prefixes and suffixes presented, the student will be able to analyze numerous medical terms; gain a solid base on which to build a larger vocabulary; spell medical terms correctly; recognize these terms in dictation; and understand the context in which that word will be applied.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Lab Hours</th>
<th>Extern/Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED1110</td>
<td>Anatomy and Physiology</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>None</td>
</tr>
</tbody>
</table>

This course presents the study of body systems including the structure, function and diseases of each system. Presented in the course are chapters on Introduction to the Body, Cells, Tissues, Organ Systems, Senses, Blood, and the Circulatory, the Lymphatic and the Respiratory Systems. A foundation of nutrition principles is introduced, and the application of those principles in daily dietary practice is explored.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Extern/Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED1120</td>
<td>Introduction to Medical</td>
<td>4</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>None</td>
</tr>
</tbody>
</table>

This course introduces students to the theory, skills, and tasks performed by a Medical Assistant. Students will gain an understanding of infection control, medical/surgical asepsis, and the importance of Universal Precautions.
Students will learn how to create and maintain a medical record and how to properly document the patient assessment and interview process into the medical record. In addition, students will learn to accurately obtain and record vital signs, symptoms, and mensuration. Students will also learn to assist the physician with physical examination as well as maintaining the examination room.

<table>
<thead>
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<th>Code</th>
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<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED1150</td>
<td>Introduction to Medical Billing and Coding</td>
<td>4</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>This course presents a basic knowledge of the theory and principles of ICD-10 and CPT coding. Students will be introduced to insurance terminology and regulations and will learn about the various types of health insurance offered in the United States. Students will learn the official coding rules and guidelines and apply those rules when assigning valid diagnostic and/or procedure codes.</td>
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</tbody>
</table>

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<thead>
<tr>
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<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED1160</td>
<td>Fundamentals of Medical Coding</td>
<td>4</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>This course explores Current Procedural Terminology and International Classification of Diseases. Basic theory and coding principles are introduced and applied to clinical scenarios. Students will combine skills related to patient records with both diagnostic and procedural codes to ensure the correct preparation and management of insurance claims.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED1210</td>
<td>Anatomy and Physiology Body Systems</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>MED1110</td>
</tr>
<tr>
<td></td>
<td>This course presents the study of body systems including the structure, function and diseases of each system. Presented in the course are chapters on the musculoskeletal, nervous, endocrine, digestive, urinary, male and the female reproductive systems.</td>
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<td></td>
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</tbody>
</table>

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<thead>
<tr>
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<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED1220</td>
<td>Clinical Examination Procedures</td>
<td>4</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>MED1120</td>
</tr>
<tr>
<td></td>
<td>This course exposes the student to skills, tasks, and procedures performed by the Medical Assistant. An emphasis will be placed on the preparation and assistance needed by the physician for various office examinations including: obstetrics and gynecology, ophthalmology and otolaryngology, pediatrics, minor office surgery, cardiopulmonary procedures, colon procedures, and the administration of medication.</td>
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<td></td>
</tr>
<tr>
<td>Code</td>
<td>Course Name</td>
<td>Academic Credits</td>
<td>Lecture Hours</td>
<td>Lab Hours</td>
<td>Extern/Clinical Hours</td>
<td>Outside Clinical Hours</td>
<td>Pre-requisite(s)</td>
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</tr>
<tr>
<td>MED1230</td>
<td>Medical Office Procedures</td>
<td>4</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>INT1100</td>
</tr>
</tbody>
</table>

This course presents general alphabetizing rules and computer operation using medical computer software. The student will learn to perform many administrative tasks of the medical office, including: scheduling appointments, creating patient charts, utilizing a basic knowledge of patient’s charges and payments, and practicing correct telephone procedures and etiquette. This course also simulates a medical office with the keeping of a manual appointment book, patient files, and answering incoming patient calls. Student will also obtain a firm grasp of the daily duties including: time management, professional expectations, and the importance of good communication between the office staff, the doctor, and the patient. A section is taught on basic calculations using a fee schedule, ROA (received on account) payments, NSF (non-sufficient funds) entries, insurance adjustments, professional courtesy, refunds, and write-offs. Instruction is given on how to complete weekly payroll cards: calculating gross income and federal deductions such as FICA and state taxes.

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<th>Outside Clinical Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED1240</td>
<td>Electronic Health Records</td>
<td>4</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>INT1100</td>
</tr>
</tbody>
</table>

This course contains real-life examples of how electronic health record systems are being used to improve healthcare and how they might be used in the future. In this course, students discuss common issues often arising during the conversion of paper to electronic health records. Students will also explore issues of security and patient privacy as pertained to EHR systems. Students will learn how to enter data into an EMR through hands-on assignments utilizing electronic simulations. The course will also focus on both the electronic health record and the administrative procedures used.

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<th>Outside Clinical Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED1250</td>
<td>Fundamentals of Health Insurance</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>MED1150</td>
</tr>
</tbody>
</table>

This course will provide students with a foundation in the basic concepts pertaining to private and public-sector health insurance/benefit plans, both as provided by employers and government agencies such as Medicaid and Medicare. Upon completion of the course, students will understand major issues related to the design, function, management, regulation, and evaluation of health insurance and managed care plans. The goals of managed care and how to differentiate between various plan approaches is discussed along with how consumer driven health plans, health reimbursement arrangements, and health savings accounts function.

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<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED1300</td>
<td>Medical Law and Ethics</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>None</td>
</tr>
</tbody>
</table>

This course introduces students to the legal principles and ethical issues affecting all healthcare professionals in the United States. Issues covered in this course include: the importance of personnel having knowledge of the law, what constitutes a standard of care, parameters of responsibility, and functioning within the legal system. Medical malpractice, divisions between criminal and civil law, formation of a contract, breach of contract and how to terminate a contract, as well as negligence of malpractice, informed consent, practicing preventive medicine and malpractice insurance are covered in this course. This course also discusses the responsibilities of practice and what constitutes privacy, confidentiality, and privileged communication.
<table>
<thead>
<tr>
<th>Code</th>
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<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre – requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED2220</td>
<td>Clinical Laboratory Procedures</td>
<td>7</td>
<td>40</td>
<td>60</td>
<td>0</td>
<td>35</td>
<td>MED1120</td>
</tr>
</tbody>
</table>

This course acquaints students to the duties performed in the clinical laboratory by Medical Assistants. Topics will include: lab safety, quality control, collecting and processing specimens, and performing CLIA waived tests. Guidelines for handling, transporting, and recording of lab specimens will be reviewed. Students will learn the venipuncture procedure, along with basic hematology testing. An overview of Occupational Safety and Health Administration (OSHA) and Clinical Laboratory Improvement Amendments (CLIA) regulations will be discussed. The basics of hematology, blood and urine chemistries, and microbiology will be introduced.

<table>
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<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre – requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED2250</td>
<td>Integrated Medical Billing and Coding</td>
<td>4</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>MED1150; MED1160</td>
</tr>
</tbody>
</table>

In this course, students will extract information from the health record for the accurate use of CPT and ICD-10 coding for clean claim submission. An emphasis is placed on the review of claims prior to submission and the resubmission of denied claims. At the end of this course, students will understand the complete billing process and the importance of the utilization of current official coding rules and guidelines. Emphasis is placed on case study and problem solving, where codes will be assigned for intermediate and advanced clinical cases using case scenarios and excerpts from health records.

<table>
<thead>
<tr>
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<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre – requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED2260</td>
<td>Advanced Medical Coding</td>
<td>4</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>MED1150; MED1160</td>
</tr>
</tbody>
</table>

In this course, students will learn to master and apply advanced CPT and ICD coding rules. The correct use of modifiers, specific codes, and section guidelines will be introduced, and the importance of CPT and ICD-10 annual updates discussed. Critical steps for better reimbursement through increased accuracy and compliance in coding is explored and emphasis is placed on coding accuracy and attention to detail.

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<th>Pre – requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED2310</td>
<td>Disease and Pharmacology</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>MED1110; MED1210</td>
</tr>
</tbody>
</table>

This course includes information on human diseases and conditions, breaking down the mechanisms of each disease. Students consider the study of human disease: genetics, immune disorders, preventive health care, traditional and non-traditional medicines, and patient teaching. This course also includes cancers with foundational information about the pathology, pathogenesis, and prognostic indicators of the disease (staging and grading of tumors).
<table>
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<th>Outside Hours</th>
<th>Pre - requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED2320</td>
<td>MA Externship</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>160</td>
<td>25</td>
<td>Final Term or Permission of PD</td>
</tr>
</tbody>
</table>

Students are placed in a healthcare facility to practice clerical and clinical skills for a total of 160 hours. Students have oversight from both a campus and externship site representative, including the evaluation of the student on site. Students do not receive remuneration for externship/clinical, as this experience is a part of their education and cannot be used in place of a staff member on site.

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<th>Outside Hours</th>
<th>Pre - requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED2330</td>
<td>MA Capstone</td>
<td>3</td>
<td>20</td>
<td>20</td>
<td>0</td>
<td>15</td>
<td>Final Term or Permission of PD</td>
</tr>
</tbody>
</table>

This course covers both job readiness and certification preparedness. Students practice job seeking skills including: cover letters, resumes, references, employment applications, and job interview skills. Students also prepare for their certification exams through practice tests and review. The student will review updated OSHA regulations along with discussion on Hepatitis B and the HIV virus.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>MED2340</td>
<td>MBCS Capstone</td>
<td>3</td>
<td>20</td>
<td>20</td>
<td>0</td>
<td>15</td>
<td>Final Term or Permission of PD</td>
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</tbody>
</table>

This course covers both job readiness and certification preparedness. Students practice job seeking skills including: cover letters, resumes, references, employment applications, and job interview skills. Students also prepare for their certification exams through practice tests and review.

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</thead>
<tbody>
<tr>
<td>MED2350</td>
<td>MBCS Externship</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>160</td>
<td>25</td>
<td>Final Term or Permission of PD</td>
</tr>
</tbody>
</table>

Students are placed in a healthcare facility to practice clerical skills doing a variety of insurance forms and billing for a total of 160 hours. Students have oversight from both a campus and externship site representative, including the evaluation of the student on site. Students do not receive remuneration for externship/clinical, as this experience is a part of their education and cannot be used in place of a staff member on site.

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<th>Extern/Clinical</th>
<th>Outside Hours</th>
<th>Pre - requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN104</td>
<td>Gerontological Nursing</td>
<td>6</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>None</td>
</tr>
</tbody>
</table>

This course focuses on the older adult and those considerations necessary to provide competent and compassionate bedside nursing care during the clinical rotations of the Practical Nursing Program. The information is presented in 5 areas: the nursing role, promotion of physical health, promotion of psycho social...
health, special challenges in care of the older adult, and management skills in care of the older adult. Gerontological data collection will be discussed using Gordon’s Functional Health Patterns as a framework.

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<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre – requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN105</td>
<td>Fundamentals of Nursing</td>
<td>13</td>
<td>85</td>
<td>50</td>
<td>60</td>
<td>65</td>
<td>None</td>
</tr>
</tbody>
</table>

This course assists the student to gain knowledge concerning the holistic care of adults. Basic human needs are explored. Emphasis is placed upon fundamental nursing care principles, performing safe nursing interventions, developing basic procedural skills, and documentation. Basic microbiology is explained as it relates to infection control. The nursing process, Gordon’s Functional Health Patterns, and communication skills are introduced. The history of practical nursing and nursing trends are discussed as well as the role of the practical nurse as a member of the health care team. Professional, moral, ethical, and legal issues are explored. Gordon’s Functional Health Patterns of Health Perception/Health Management, Sleep/Rest, and Role Relationships are covered in full. Gordon’s Functional Health Patterns of Activity/Exercise, Self-Perception/Self Concept, and Values/Belief are introduced. The student will spend time in the learning lab as well as clinical time in a long-term care facility or an assisted living facility.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>PN202</td>
<td>Pharmacology I</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>102-H, 103-H</td>
</tr>
</tbody>
</table>

This course discusses the different classifications of drugs. Emphasis is placed on patient variables that may affect drug action and cultural influences related to medications. Drugs are studied in groups: drugs affecting the autonomic and central nervous system, drugs used to treat disorders of the respiratory system, drugs affecting the digestive system, drugs affecting the endocrine system, drugs affecting neoplasms, drugs used to treat disorders of the urinary system, drugs used to treat eye disorders, drugs used to treat the muscular system, antimicrobial agents, and herbal and dietary supplement therapy.

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<th>Outside Hours</th>
<th>Pre – requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN204</td>
<td>Medication Administration</td>
<td>4</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>102-H, PN202, PN205 or concurrent</td>
</tr>
</tbody>
</table>

This course discusses the legal aspects affecting the administration of medications. Preparation and administration of medications are presented stressing general principles of accuracy, acceptance of responsibility and asepsis. Lab time will consist of reading and documenting on medication records, plus learning the different routes of medication administration. These routes include: oral, sublingual, buccal, topical, transdermal, rectal, vaginal, and inhalation. Nasal, ophthalmic, and otic installations, as well as subcutaneous, intramuscular, intradermal injections are presented and practiced to competency. Administration of medication by gastric tube is included. Intravenous medication maintenance is addressed, as well. Note: A passing grade, both didactic and lab, in PN204 Medication Administration is required in order to attend PN205 Medical/Surgical Nursing clinical.
This course assists the student in utilizing knowledge from the physical sciences and fundamentals of nursing to better understand adult patients with medical and/or surgical problems. The student will utilize the framework of Gordon’s Functional Health Patterns to facilitate a holistic examination to implement an appropriate nursing care plan, at the discretion of the registered nurse. Common medical/surgical topics, in addition to nursing care, are discussed. End of life care and hospice care are included. Emphasis is placed on patients’ ethnicity and cultural upbringing. Gordon’s Functional Health Patterns of Activity/Exercise and Value/Belief are carried over from last quarter and completed in full. The other health patterns that are introduced are Nutritional/Metabolic and Cognitive/Perceptual. The student will begin to pass medications in the clinical area. The student will spend time in the learning lab as well as clinical time in one or more of the following areas: acute care setting, long term care facility, and hospice.

**Note:** A passing grade, both didactic and lab, in PN204 Medication Administration is required in order to attend PN205 Medical/Surgical Nursing clinical.

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</tr>
</thead>
<tbody>
<tr>
<td>PN205</td>
<td>Medical/Surgical Nursing</td>
<td>13</td>
<td>90</td>
<td>40</td>
<td>60</td>
<td>65</td>
<td>102-H, PN105</td>
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</tbody>
</table>

This course assists the student to gain knowledge in the holistic care of patients experiencing mental health and psychological problems in childhood through late adulthood. An emphasis on Gordon’s Functional Health Patterns of Self-Perception/Self-Concept, Cognitive/Perceptual, Role Relationship, Coping/Stress Tolerance, and Value/Belief are stressed. The nursing process is utilized to assist patients with health alteration in cognition, perception, and role relationships. Self-awareness and empathy are emphasized when caring for patients with altered/impaired communication. Skills will be adapted in working with patients experiencing deficits in cognition, perception, and role relationships. The role of advocate will be explored relating to professional issues involving legal, moral, and ethical concerns.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN304</td>
<td>Mental Health Nursing</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>PN105, 201-H, PN202, PN204, PN205, PN104 or concurrent, PN306 or concurrent</td>
</tr>
</tbody>
</table>

This course provides a continuation of the study of physical sciences and nursing to better understand hospitalized adult patients with medical and/or surgical problems. The student will continue to gain knowledge in the holistic care of adult patients experiencing medical and/or surgical problems, while Gordon’s Functional Health Patterns allow the student to identify abilities and needs of patients. The nursing process will then be utilized to provide individualized nursing care. Emphasis is placed upon increasingly complex principles of nursing care while performing in a safe manner. Medication administration skills are broadened in the clinical area. Elimination Functional Health Pattern is covered in full, while Cognitive/Perceptual, Nutritional/Metabolic, and Activity/Rest Functional Health Patterns are continued from the previous quarter. The student will spend
time in the learning lab as well as clinical in one or more of the following facilities: acute care setting, sub-acute care setting. The role of the practical nurse in IV therapy is taught. Successful completion of all IV curriculums will result in the student being authorized by The Ohio Board of Nursing to provide limited intravenous therapy, after passing the NCLEX-PN and becoming an LPN.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre – requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN306</td>
<td>Pharmacology II</td>
<td>6</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>102-Hm 103-H, 203-H, PN202 or concurrent</td>
</tr>
</tbody>
</table>

This course discusses the different classifications of drugs. Emphasis is placed on patient variables that may affect drug action and cultural influences related to medications. Drugs are studied in groups: drugs affecting the autonomic and central nervous systems, drugs affecting the cardiovascular system, gonadal hormones, and drugs affecting the reproductive system.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
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<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre – requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN307</td>
<td>Electronic Charting in Nursing</td>
<td>3</td>
<td>10</td>
<td>40</td>
<td>0</td>
<td>15</td>
<td>PN105 or concurrent</td>
</tr>
</tbody>
</table>

This class presents the basic computer concepts of keyboarding; using a mouse, and opening, saving, editing and retrieving documents through a word processing program. Students will explore the application of Electronic Health Records (EHR) in different nursing practices. Emphasis is placed on providing learners with a comprehensive understanding of the history, theory, and functional benefits of Electronic Health Records. Electronic Charting systems will be examined with hands-on student participation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre – requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN401</td>
<td>Job Readiness/NCLEX-PN Review</td>
<td>8</td>
<td>80</td>
<td>0</td>
<td>0</td>
<td>40</td>
<td>Final Term</td>
</tr>
</tbody>
</table>

This course reviews the practical nurse’s role in the nursing process as well as the nursing field. Focus will consist of assertiveness as a nursing responsibility and developing leadership skills, as well as reviewing delegation skills to the unlicensed assistive personnel and accepting skills assigned by the registered nurse. Different health care settings where LPNs are employed will be explored. The process of finding a job is stressed by reviewing good communications skills, completing a cover letter, developing a resume, and writing a follow-up letter. Nursing leadership and management will also be addressed. How to interview for a prospective job is discussed. Preparation for the NCLEX-PN is stressed. The PN Comprehensive Predictor Assessment On-line Practice and the Leadership and Management Exam will be given to assess areas to focus on during the review sessions. The PN Comprehensive Predictor and the Leadership and Management Exams will be given to assess the student in his/her readiness for the NCLEX-PN Exam.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN404</td>
<td>Maternal/Infant Nursing</td>
<td>8.5</td>
<td>70</td>
<td>20</td>
<td>15</td>
<td>42.5</td>
<td>PN105, PN202, PN306, PN204, PN205, PN304, PN305, PN401 concurrent, PN405 concurrent</td>
</tr>
<tr>
<td></td>
<td>*Enrollments prior to July 2017</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>This course focuses on the health care needs of women during childbearing years, with an emphasis on pregnancy, labor, and birth. Gynecological care of women throughout their life span is also discussed. Nursing care of the newborn infant will be explored. Cultural influences are stressed. Current ethical, moral, legal, and professional issues are addressed to facilitate the interaction of personal values with the standards of the nursing profession. Gordon’s Functional Health Patterns are utilized to review patients’ families’ needs, to implement an individualized plan of care. The student will spend time in the learning lab as well as 30 hours of clinical experience in one or more of the following: acute care setting, ambulatory care setting.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>PN405</td>
<td>9.5</td>
<td>85</td>
<td>10</td>
<td>15</td>
<td>47.5</td>
<td>PN105, PN202, PN306, PN204, PN205, PN304, PN305, PN401 concurrent, PN404 concurrent</td>
</tr>
<tr>
<td></td>
<td>Pediatric Nursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Enrollments prior to July 2017</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>This course focuses on the health care needs of newborn infants through adolescent years, including the families. Developmental concepts focusing on the interrelationships between physiological, psychological, spiritual, and cultural dimensions provide the fundamental knowledge required in recognizing and understanding the uniqueness of patients and families. The student will utilize Gordon’s Functional Health Patterns to facilitate a holistic examination to implement an appropriate nursing care plan. Concepts of communication and teaching/learning principles are used to assist the patients and families as they adapt to changes in their environment. Nursing skills are acquired/adapted to meet the unique needs of this population. All of Gordon’s Functional Health Patterns, as they relate to the pediatric patient, are covered, with a special emphasis on Role/Relationship and Coping/Stress Tolerance as they relate to the family. The student will spend time in the learning lab as well as clinical experience in one or more of the following: acute care setting, therapeutic recreational setting for special needs children, wellness screening in schools.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>PTA1110</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Introduction to Physical Therapy</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>As an introduction to the profession of physical therapy, this course familiarizes the student with the history, development, and organization of the profession, while instilling an appreciation for the diversity within the profession and the role of the PTA. Ethical and legal considerations are presented, including the state practice act, scope of practice, the PT/PTA team concept, ethical standards set forth by the American Physical Therapy Association, and the process of ethical decision making. Students are introduced to the formal process of documentation and review of scholarly research to support an evidenced-based clinical practice.</td>
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</table>

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Rehabilitation Therapy presents foundational patient care skills as the first course with a hands-on clinical lab component. These topics include principles and practices of infection control, measuring and monitoring vital signs, patient mobility and transfer techniques, basic exercises, use of ambulation aids, and special care equipment. The consideration of cultural diversity is a common thread throughout all clinical courses, and students will complete a disability simulation experience for the opportunity to gain empathy of individuals with a handicap.

**PTA2410  Therapeutic Exercise**

This course presents the theoretical and practical foundation for the application of therapeutic exercise. Exercise interventions will address deficits in range of motion, strength, mobility, aerobic capacity, balance, and physical function for extremities, trunk, and spine. Students will develop knowledge and skills in designing and implementing exercise programs that facilitate movement and function. This course builds upon Structural and Clinical Kinesiology, and serves as a foundation for Musculoskeletal Rehabilitation, Neurologic Rehabilitation, and Special Topics.

**PTA2510  PTA Techniques**

This course presents the basic principles and physiological responses of physical agents, representing contemporary PT practice. The pain and inflammatory responses to injury are covered, with hands-on practice of thermal agents, ultrasound, massage, intermittent pelvic and cervical traction, intermittent compression, biofeedback, and various applications of electrical stimulation. Additional physical agents are introduced including ultraviolet, infrared heat, phonophoresis, light therapy, and hydrotherapy. Students gain knowledge in evidence-based treatment with review of current research.

**PTA2520  Musculoskeletal Rehabilitation**

This course reviews the indications for exercise, as well as the basic principles and physiological responses of therapeutic exercise protocols as they relate to orthopedic conditions of the spine, trunk, and extremities. Students continue to become proficient in all areas of treatment techniques and apply technical skills with appropriate consideration for the communication, documentation, cultural, and psychosocial needs of the patient. This course marks the last clinical procedures course for the students prior to the first clinical practicum. All patient care skills from quarters 2-4 are integrated as a comprehensive review for students to ensure readiness for clinical placement.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre – requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA2610</td>
<td>Administrative Procedures</td>
<td>4</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>Quarters 1-5</td>
</tr>
</tbody>
</table>

Integrated with clinical practicum experiences, Administrative Procedures covers a wide variety of workplace principles such as resume writing, interviewing, performance evaluations, and employee relations. Legal issues, medical insurance, PT billing and reimbursement practices, regulatory agencies, and general laws and rules governing the scope of practice of physical therapy in the state of Ohio are addressed. Throughout the course, students discuss clinical experiences, culminating with the presentation of a patient case study. Early preparation for the national PTA licensing exam, the National Physical Therapy Examination (NPTE) for PTAs is initiated.

<table>
<thead>
<tr>
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<th>Outside Hours</th>
<th>Pre – requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA2620</td>
<td>Integrated Clinical Practicum A</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>144</td>
<td>20</td>
<td>Quarter 5</td>
</tr>
</tbody>
</table>

This course is the first formal clinical exposure students have within the PTA curriculum where there is delivery of PT interventions to consumers under the direct supervision of a Physical Therapist (PT) or Physical Therapist Assistant (PTA) within the scope of a PT plan of care designed by a PT in a clinical setting. This course is a practical/hands-on experience, incorporating knowledge and clinical skills learned in the previous five (5) quarters. Students spend 4 days a week for 6 weeks in a physical therapy setting for a total of 144 hours. Students are supervised by a PT or a PTA who will be known as the Clinical Instructor (CI). This course places emphasis on self-directed learning of students’ own strengths, growth needs, and ability to identify and seek out sources of advanced education while learning and appreciating the roles and teamwork of the PT and PTA. Students also develop a practical understanding of ethical and professional behavior in the clinical environment. This first clinical experience focuses on students achieving Intermediate Performance in the Clinical competency for all fourteen (14) skills, as supported by written comments by the CI on the CPI.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
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<th>Outside Hours</th>
<th>Pre – requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA2625</td>
<td>Integrated Clinical Practicum B</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>144</td>
<td>20</td>
<td>PTA2620</td>
</tr>
</tbody>
</table>

This course is the second formal clinical exposure students have within the PTA curriculum where there is delivery of PT interventions to consumers under the direct supervision of a Physical Therapist (PT) or Physical Therapist Assistant (PTA) within the plan of care designed by a PT in a clinical setting. This course is a practical/hands-on experience, incorporating knowledge and clinical skills learned in the previous five (5) quarters.

Students spend 4 days a week for 6 weeks in a physical therapy setting for a total of 144 hours. Students are supervised by a PT or PTA who will be known as the Clinical Instructor (CI). This course places emphasis on self-directed learning of the students’ own strengths, growth needs, and ability to identify and seek out sources of advanced education while learning and appreciating the roles and teamwork of the PT and PTA. Students also develop a practical understanding of ethical and professional behavior in the clinical environment. This second clinical experience focuses on students achieving Advanced Intermediate Performance in clinical competency for all fourteen (14) skills, as supported by written comments by the CI on the CPI.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
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<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA2710</td>
<td>Neurologic Rehabilitation</td>
<td>6</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>30</td>
<td>Quarters 1-6</td>
</tr>
</tbody>
</table>

As the primary clinical neuroscience lab course for students, this course presents a detailed look at the field of physical therapy, focusing primarily on the adult neurologic patient. Foundational material provides an overview of neurological assessment and treatment, then covers common clinical syndromes related to motor learning, postural, and motor control deficits. Psychosocial, cultural, communication, and ethical considerations are presented in context. Diagnoses include: cerebrovascular accident, traumatic brain injury, spinal cord injury, Parkinson’s Disease, Amyotrophic Lateral Sclerosis, Alzheimer’s Disease, Post-Polio Syndrome, Guillain Barre Syndrome, Muscular Dystrophy, and developmental disabilities such as spina bifida, cerebral palsy, and Down syndrome.

<table>
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<tr>
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<th>Extern/Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA2720</td>
<td>PTA Special Topics</td>
<td>6</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>30</td>
<td>Quarters 1-6</td>
</tr>
</tbody>
</table>

Specific patient populations and diagnoses seen in physical therapy are covered, including peripheral vascular disease, burns, wounds, amputation/prosthetic, orthotics, cardiopulmonary disease, obstetric considerations, chronic pain, and oncology. This course provides a foundation of appropriate exercise principles and techniques based upon contemporary rationale in an evidence based context. This course allows students to implement and modify therapeutic exercise treatment techniques as indicated in the plan of care designed by a physical therapist. This course builds upon concepts introduced in Therapeutic Exercise and further enables students to treat patients of varying complexity with co-morbidities along the health care spectrum. Psychosocial adjustment to disability and cultural considerations relating to end of life needs are explored.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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<th>Extern/Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA2810</td>
<td>PTA Capstone</td>
<td>2</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>Quarters 1-7</td>
</tr>
</tbody>
</table>

This course provides students a review of all curriculum content in preparation for taking the National Physical Therapy Examination (NPTE) for Physical Therapist Assistants. This review includes basic sciences as well as PT theory and practice. Practice tests and competencies are administered to facilitate students identifying content areas that need remediated. Students are expected to complete several practice exams outside of class time and develop a timeline for preparation for the NPTE. A discussion of the final practicum experience continues throughout the course, with emphasis on relating clinical experience to didactic areas of training. Students complete a final self-assessment on the development of Value-Based Behaviors, as published by the American Physical Therapy Association.
This course is the third formal clinical exposure the student has within the PTA curriculum, where delivery of PT interventions to consumers is under the direct supervision of a Physical Therapist (PT) or Physical Therapist Assistant (PTA). This is within the scope of a PT plan of care designed by a PT in a clinical setting. This course is a practical/hands-on experience, incorporating knowledge and clinical skills learned in the previous seven (7) quarters.

Students spend five (5) days a week for ten (10) weeks in a physical therapy setting for a total of 368 hours. Students are supervised by a PT or PTA, who will be known as the Clinical Instructor (CI). This course places emphases on self-directed learning of the student's growth needs and the ability to identify and seek out sources of advanced education while learning and appreciating the roles and teamwork of the PT and PTA. Students also develop a practical understanding of ethical and professional behavior in the clinical environment. This course focuses on students achieving Entry-Level Performance in clinical competency for all 14 skills, as supported by written comments by the CI on the CPI.
## General Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG1100</td>
<td>English Composition</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>None</td>
</tr>
</tbody>
</table>

This course is designed as an introduction to academic writing, the type of writing based on careful, deliberate reading and the clear, critical thinking demand of students throughout their college careers. Students are exposed to various citation formats to develop scientific writing skills. Students are guided through the principles of writing with emphasis on rhetoric, content, purpose, and audience.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
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<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN2320</td>
<td>Structural Kinesiology</td>
<td>4</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>BIO2220</td>
</tr>
</tbody>
</table>

This course lays a foundation for the study of Kinesiology, the study of movement. The course focuses on describing joint motion and muscle action. Common prime movers are explained using terminology accepted within the discipline of physical therapy. A regional anatomy approach is used to cover specific joints and muscles, and builds upon foundational terms learned in the anatomy and physiology courses. In Structural Kinesiology, the areas covered include the upper extremity, neck, and trunk, including an introduction to manual muscle testing and goniometry for each area. This course integrates with and provides a foundation for Therapeutic Exercise.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN2420</td>
<td>Clinical Kinesiology</td>
<td>4</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>BIO2220; KIN2320</td>
</tr>
</tbody>
</table>

This course presents continued study of human movement by describing joint motion and muscle action of the neck, trunk, and lower extremity, including an introduction to manual muscle testing and goniometry for those areas. In addition, students discuss human posture, normal, and abnormal gait. Principles are demonstrated with opportunity for lab palpation, lab activities, and lab practice. Anatomical models of joints and muscles are used to aid in understanding anatomy and movement. This course integrates with and provides a foundation for Therapeutic Exercise.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY1100</td>
<td>Introduction to Psychology</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>None</td>
</tr>
</tbody>
</table>

This course presents information to help students understand themselves and others. Psychology is relevant in almost every aspect of life as it teaches about the roots of aggression and the influence of groups on individual behavior. Students discuss research on stress, coping, and health, which can help people to live fuller, happier personal and professional lives, regardless of their circumstances. The latest research findings are presented to stress the scientific nature of the discipline.

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<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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<th>Lab Hours</th>
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<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC1100</td>
<td>Introduction to Sociology</td>
<td>5</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>None</td>
</tr>
</tbody>
</table>

This course exposes students to sociology's basic ideas, theories, research, and insights. Students learn the key methods sociologists use to test and refine knowledge and how people develop their humanity as they learn to participate in society over the lifespan. Students explore groups and organizations, differing cultures, deviance, sexuality, social, global and gender stratifications, race and ethnicity, family and religion, education and medicine, population, urbanization, environment, and social change in both a modern environment and a postmodern society.
**Courses Inactive as of April 2018**

The following courses are part of programs where students were last newly enrolled April 2018 or prior. These courses will be removed from the catalog following the last graduate of these programs.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-M</td>
<td>Medical Law and Ethics</td>
<td>3</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>15</td>
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</tr>
<tr>
<td>MED101</td>
<td>Medical Law and Ethics</td>
<td>2.5</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>12.5</td>
<td>None</td>
</tr>
</tbody>
</table>

Medical Law and Ethics introduces the student to the legal principles and ethical issues affecting all healthcare professionals in the United States. Issues covered in this course are: the importance of personnel having knowledge of the law, what constitutes a standard of care, parameters of responsibility, and functioning within the legal system. Medical malpractice, divisions between criminal and civil law, formation of a contract, breach of contract and how to terminate a contract, as well as negligence of malpractice, informed consent, practicing preventive medicine and malpractice insurance are covered in this course. This course also discusses the responsibilities of practice and what constitutes privacy, confidentiality, and privileged communication.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>102-M</td>
<td>Medical Terminology I</td>
<td>6</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>None</td>
</tr>
<tr>
<td>MED102</td>
<td>Medical Terminology I</td>
<td>5</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>None</td>
</tr>
</tbody>
</table>

Medical Terminology I, covers the basic techniques of medical word building. Presented in this course are the basic medical concepts, terms and structures of the integumentary, respiratory, circulatory, blood, lymph and immune systems. This course concentrates on building a basic foundation and framework of the language of medicine. Through memorization and practice in spelling and pronunciation of medical root words and the prefixes and suffixes presented, the student will be able to analyze numerous medical terms; gain a solid base on which to build a larger vocabulary; spell medical terms correctly; recognize these terms in dictation; understand the context in which that word will be applied, and enjoy working in a health-related field due to increased understanding of medical terminology.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>103-M</td>
<td>Keyboarding</td>
<td>3.5</td>
<td>20</td>
<td>30</td>
<td>0</td>
<td>17.5</td>
<td>None</td>
</tr>
<tr>
<td>MED103</td>
<td>Keyboarding</td>
<td>3</td>
<td>20</td>
<td>30</td>
<td>0</td>
<td>15</td>
<td>None</td>
</tr>
</tbody>
</table>

The first half of Keyboarding presents the correct techniques of keyboard operation beginning with the basic home row keys and the proper finger stretch to each additional key, until the entire alphabet and punctuation keys have been practiced. This course is presented using Microsoft Word 2010, to enable the student to learn the finger stroke work and how to open, create, print, save and retrieve a file. Keyboarding also includes a review of the basic parts of an IBM compatible computer.

The second half of Keyboarding presents procedures of copy arrangements including: justifications, centering, application of bold, italics, underlining, setting of tabs, formatting a block and a modified block style business letter, formatting USPS style envelopes and formatting memos. Correct spacing of documents, correct spacing after punctuation marks, keyboarding accuracy and proofreading text is emphasized in this course.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>104-M</td>
<td>Office Communications</td>
<td>3</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>None</td>
</tr>
</tbody>
</table>

Office Communications is intended as a basic review of the rules governing the English language. It covers such areas as punctuation marks, capitalization, numbers, abbreviations, plurals, spelling, compound words, grammar, nouns, pronouns, subjects, verbs, adjectives, adverbs, prepositions, word blunders and word usage.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>105-M</td>
<td>Medical Office Procedures</td>
<td>4</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>103-M</td>
</tr>
<tr>
<td>MED105</td>
<td>Medical Office Procedures</td>
<td>3.5</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>15</td>
<td>MED103</td>
</tr>
</tbody>
</table>

Medical Office Procedures (MOP) presents general alphabetizing rules and computer operation using Medisoft. The student will learn to perform many administrative tasks of the medical office. Students will be able to schedule appointments, create patient charts, and have a basic knowledge of patient’s charges and payments. Correct telephone procedures and etiquette will be discussed and practiced as well as developing good triage skills. This course also simulates a medical office with the keeping of a manual appointment book, patient files, and answering incoming patient calls. In this course the student will also obtain a firm grasp of the daily duties including: time management, professional expectations, and the importance of good communication between the office staff, the doctor and the patient. A section is taught on: basic calculations using a fee schedule, ROA (received on account) payments, NSF (non-sufficient funds) entries, insurance adjustments, professional courtesy, refunds, and write-offs. Instruction is given on how to complete weekly payroll cards: calculating gross income and federal deductions such as FICA and state taxes.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>106-M</td>
<td>Medical Insurance I</td>
<td>2.5</td>
<td>20</td>
<td>10</td>
<td>0</td>
<td>12.5</td>
<td>None</td>
</tr>
<tr>
<td>MED106</td>
<td>Medical Insurance I</td>
<td>2</td>
<td>20</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>None</td>
</tr>
</tbody>
</table>

Medical Insurance I present the proper use of the ICD-10-CM (International Classification of Diseases – Clinical Modification) and CPT (Current Procedural Terminology) code books to translate diseases and procedures into numbers used by the medical insurance industry. Medical Insurance I also includes carrier reimbursement systems such as general insurance companies, Medicare, Medicaid, Tricare, Worker's Compensation and the universal claim form (CMS-1500).

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
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<th>Lab Hours</th>
<th>Extern/ Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>108-M</td>
<td>Fundamentals of Psychology</td>
<td>3</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>None</td>
</tr>
</tbody>
</table>

Fundamentals of Psychology present an introduction to basic psychology. Covered in this fundamental psychology course are:

- Normal human behavior and disorders of behavior.
- How to deal with difficult patients.
- How to deal with the stresses of being a professional in the (Allied) Health Sciences field.
- How to deal with co-workers in a medical facility.
- Personality, motivation, emotions, attitudes, problem-solving, coping, assertiveness, and interpersonal communications.
- Sigmund Freud's psycho dynamic view.
- Theories of Jung, Maslow, Erickson, Roger and Adler.
<table>
<thead>
<tr>
<th>Code</th>
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<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>109-M</td>
<td>MA Clinical I</td>
<td>7</td>
<td>50</td>
<td>40</td>
<td>0</td>
<td>35</td>
<td>102-M and 135-M, or concurrent</td>
</tr>
<tr>
<td>MED109</td>
<td>MA Clinical I</td>
<td>6</td>
<td>50</td>
<td>40</td>
<td>0</td>
<td>30</td>
<td>MED102 and MED135, or concurrent</td>
</tr>
</tbody>
</table>

In MA Clinical I, the student will learn common medical office procedures taught in a simulated atmosphere. Included are: medical aseptic techniques, sanitization and sterilization procedures, wrapping and handling of sterile equipment, basic hand washing, OSHA regulations, sterile gloving, setting up and maintaining a sterile field, instrumentation, vital signs (temperature, pulse, respiration, blood pressure); eye and ear irrigation and instillation, vision screening using the Snellen Eye Charts, measuring height and weight, basic bandaging, and patient and equipment preparation for recording and mounting a 12-lead electrocardiogram (EKG). Pulse oximetry procedure, applying a Holter monitor, and the use of ultrasound will be reviewed and demonstrated.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>110-M</td>
<td>MA Clinical II</td>
<td>7</td>
<td>50</td>
<td>40</td>
<td>0</td>
<td>35</td>
<td>102-M,135-M, 109-M, or concurrent</td>
</tr>
<tr>
<td>MED110</td>
<td>MA Clinical II</td>
<td>6</td>
<td>50</td>
<td>40</td>
<td>0</td>
<td>30</td>
<td>MED102, MED135, MED109, or concurrent</td>
</tr>
</tbody>
</table>

In MA Clinical II, the student will refresh math skills in decimals, will have an introduction to drug measurement using metric, apothecary and household measurements, will learn how to read medication labels and syringe calibrations, will learn dosage calculations and medication administration. Along with the calculation and administration of medications, the course presents how to properly give oral, topical, intradermal, subcutaneous and intramuscular medications, including the general uses and most common side effects of drugs on the body.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/Clinical</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>111-M</td>
<td>MA Clinical III</td>
<td>7</td>
<td>50</td>
<td>40</td>
<td>0</td>
<td>35</td>
<td>109-M, 110-M</td>
</tr>
<tr>
<td>MED111</td>
<td>MA Clinical III</td>
<td>6</td>
<td>50</td>
<td>40</td>
<td>0</td>
<td>30</td>
<td>MED109, MED110</td>
</tr>
</tbody>
</table>

In MA Clinical III, instruction is given on commonly performed laboratory tests and procedures, including collection of micro-biologic specimens and incubation. Carrying infant and measuring height, weight, head and chest circumference. Plotting growth charts. Lecture and practice venipuncture, finger sticks procedure, hemoglobin, hematocrit, pregnancy tests, and throat cultures and, urinalyses, preparation of blood and urine specimens for viewing under the microscope by the physician are presented.
<table>
<thead>
<tr>
<th>Code</th>
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<th>Lab Hours</th>
<th>Extern/Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>114-M</td>
<td>MOA Externship</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>160</td>
<td>25</td>
<td>Final Term</td>
</tr>
<tr>
<td>MED114</td>
<td>MOA Externship</td>
<td>4.5</td>
<td>0</td>
<td>0</td>
<td>160</td>
<td>22.5</td>
<td>Final Term</td>
</tr>
</tbody>
</table>

The student is placed in a physician’s office, hospital or clinic. The student is rotated through the facility in the clerical and clinical areas for a total of 160 Hours. A representative from PSI will phone/visit the Externship site to check on the student’s progress and determine that the student is receiving a variety of experiences. An evaluation is completed by the Externship facility at the end of the Externship practicum. Externship must be completed within six (6) months from the date of last registered quarter. After six months, students will be required to repeat technical courses at an additional tuition charge to prepare them for Externship. Externship Note: Students do not receive remuneration for externship or clinical experience, as this is a part of their education and cannot be used in place of a staff member.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>115-M</td>
<td>Electronic Medical Records</td>
<td>4</td>
<td>20</td>
<td>40</td>
<td>0</td>
<td>20</td>
<td>103-M</td>
</tr>
<tr>
<td>MED115</td>
<td>Electronic Medical Records</td>
<td>3.5</td>
<td>20</td>
<td>40</td>
<td>0</td>
<td>17.5</td>
<td>MED103</td>
</tr>
</tbody>
</table>

The Electronic Medical Record contains real-life examples of how EMR systems are being used to improve healthcare, how they might be used in the future. In this course, we will discuss common issues that often arise during the conversion of paper to electronic medical records. Students will also gain insight into the conversion process. In the course, they will also explore issues of EMR security and patient privacy as pertained to EMR systems. Also, included in this course is web-based SimChart software an Electronic Medical Record. Students will learn how to enter data into an EMR through hands-on assignments, which include critical thinking exercises. The course will also focus on both the electronic medical record and the administrative procedures that use the EMR. The concepts are broad enough to cover most EMR software available to medical practices.

<table>
<thead>
<tr>
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<th>Extern/Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>116-M</td>
<td>Medical Terminology II</td>
<td>6</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>102-M</td>
</tr>
<tr>
<td>MED116</td>
<td>Medical Terminology II</td>
<td>5</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>MED102</td>
</tr>
</tbody>
</table>

In this course the student continues to build the necessary medical terminology base which is essential for accurate communication both in future courses in his/her program and in the workplace. The content relates directly to word building, pathology, oncology, pharmacology, diagnostic, symptomatic and therapeutic terms and procedures of the sense organs, the musculoskeletal, nervous, endocrine, gastrointestinal, genitourinary, and female reproductive systems.

<table>
<thead>
<tr>
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<th>Lab Hours</th>
<th>Extern/Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>118-M</td>
<td>Medical Insurance II</td>
<td>5</td>
<td>40</td>
<td>20</td>
<td>0</td>
<td>25</td>
<td>106-M</td>
</tr>
<tr>
<td>MED118</td>
<td>Medical Insurance II</td>
<td>4</td>
<td>40</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>MED106</td>
</tr>
</tbody>
</table>

The focus of this class is learning the coding rules for the ICD-10-CM, coding systems and then applying the rules to code patient services. In addition, a variety of payment systems is presented. The medical topics of Medicare fraud, HMOs, and QIOs are also reviewed. The universal claim form (CMS-1500) continues to be explored.

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<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>119-M</td>
<td>MBCS Externship</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>160</td>
<td>25</td>
<td>Final Term</td>
</tr>
<tr>
<td>MED135</td>
<td>Anatomy and Physiology I</td>
<td>6</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>None</td>
</tr>
<tr>
<td>MED136</td>
<td>Anatomy and Physiology II</td>
<td>5</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>MED135</td>
</tr>
<tr>
<td>152-M</td>
<td>Job Readiness</td>
<td>3</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>103-M</td>
</tr>
<tr>
<td>MED152</td>
<td>Job Readiness</td>
<td>2.5</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>12.5</td>
<td>MED103</td>
</tr>
</tbody>
</table>

After completion of classroom requirements, the student is placed in a physician’s office, hospital or clinic. The student will work in the clerical area doing a variety of insurance forms and billing. A representative from PSI will visit/phone the Externship site to check on the student's progress and determine that the student is receiving a variety of experiences. An evaluation is completed by the Externship facility at the end of the Externship practicum.

Externship must be completed within six (6) months from the date of last registered quarter. After six months, students will be required to repeat technical courses at an additional tuition charge to prepare them for Externship.

Externship Note: Students do not receive remuneration for externship or clinical experience, as this is a part of their education and cannot be used in place of a staff member.

Anatomy and Physiology I, presents the study of body systems, including the structure, function and diseases of each system. Presented in Anatomy and Physiology I are chapters on Introduction to the Body, Cells, Tissues, Organ Systems, Senses, Blood, and the Circulatory, the Lymphatic and the Respiratory Systems.

Anatomy and Physiology II, presents the study of body systems, including the structure, function and diseases of each system. Presented in Anatomy and Physiology II are chapters on the musculoskeletal, nervous, endocrine, digestive, urinary, male and the female reproductive systems.

Job Readiness presents the fundamentals of preparing a cover letter, resume, and reference sheet. Instruction is given on how to prepare for a job using mock interview techniques. Job Readiness includes discussion on proper interview attire and practice on how to properly fill out employment forms. The student will review updated OSHA regulations along with discussion on Hepatitis B and the HIV virus.
<table>
<thead>
<tr>
<th>Code</th>
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<th>Lab Hours</th>
<th>Extern/Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>153-M</td>
<td>Medical Insurance III</td>
<td>5</td>
<td>40</td>
<td>20</td>
<td>0</td>
<td>25</td>
<td>106-M, 118-M</td>
</tr>
</tbody>
</table>

Medical Insurance III covers the following:
- The use of the UB04 job aid and completion of the UB04/CMS1450 claim form for inpatient and outpatient admissions.
- The completion of claim forms for durable medical claim submissions (HCPCS) and use of modifiers, when applicable.
- CPT coding at a level of increased difficulty.
- Comprehension of electronic claims, claims systems, status reviews, claim management techniques and claim inquires.
- The appeal process, EOB’s insurance payment history, credit/payment laws, collection process, cash flow, billing cycle, manual and electronic billing process, aging analysis, small claims court, fee schedules and adjustments.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
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<th>Extern/Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>154-M</td>
<td>Computer Applications</td>
<td>5</td>
<td>40</td>
<td>20</td>
<td>0</td>
<td>25</td>
<td>103-M MED103</td>
</tr>
<tr>
<td>MED154</td>
<td>Computer Applications</td>
<td>4</td>
<td>40</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>MED103</td>
</tr>
</tbody>
</table>

Computer Applications provides an overview of microcomputer components and applications. In this course the student will be exposed to practical examples of the computer as a useful tool and become acquainted with the proper procedures to create documents, worksheets and presentations suitable for course work and professional use. Each project in the textbook presents a practical problem and complete solution in an easy-to-understand approach. Students will learn the fundamentals of Microsoft Office Word 2010, Excel 2010 and PowerPoint 2010. The student will complete projects in MS Word using various word processing functions along with inserting graphics. Students will complete a research paper in MS Word according to the specified MLA format. Students will create a worksheet and chart in Excel and learn basic and intermediate Excel functions. Using a design template, the student will be able to create and design a class presentation using Power Point 2010.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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<th>Lab Hours</th>
<th>Extern/Clinical Hours</th>
<th>Outside Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>155-M</td>
<td>Disease/Pharmacology</td>
<td>6</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>135-M, 136-M</td>
</tr>
<tr>
<td>MED155</td>
<td>Disease/Pharmacology</td>
<td>5</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>MED135, MED136</td>
</tr>
</tbody>
</table>

This course includes information on (but not limited to) hundreds of human diseases and conditions, presented in an orderly, concise and easy to comprehend manner. It breaks down the mechanisms of each disease. The subject matter flows through integrated aspects important for the student to consider in the study of human disease such as; genetics, immune disorders, preventive health care, traditional and non-traditional medicines and patient teaching. This course also includes cancers with foundational information about the pathology, pathogenesis and prognostic indicators of the disease (staging and grading of tumors). A diagnostic code is assigned to each disease. ICD-9-CM and ICD-10-CM codes are included to aid in locating the appropriate diagnostic code for each of the individual’s disease to aid in the billing of insurance claims.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Academic Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Extern/ Clinical Hours</th>
<th>Outside Clinical Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>156-M</td>
<td>Introduction to Pharmacy Technician</td>
<td>7.5</td>
<td>60</td>
<td>30</td>
<td>0</td>
<td>37.5</td>
<td>None</td>
</tr>
</tbody>
</table>

Introduction to Pharmacy Technician Practice will begin with the evolution and history of the Pharmacy and the role of the technician in various practice settings. Dosage forms and routes of administration will be covered, as well as inventory control and med error prevention. Understanding pharmacy law, ethics and confidentiality, along with the technician's role in ensuring patient's rights will be the focus. An introduction to the pharmacy lab and pharmacy software, as well as calculations needed to assure correct dose and quantities will also be taught in this course. The text not only explains the standards and scope of pharmacy technician practice; it also offers insights into the future of this rapidly evolving profession.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Academic Credits</th>
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<th>Extern/ Clinical Hours</th>
<th>Outside Clinical Hours</th>
<th>Pre-requisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>157-M</td>
<td>PhT Clinical I</td>
<td>7</td>
<td>50</td>
<td>40</td>
<td>0</td>
<td>35</td>
<td>156-M</td>
</tr>
</tbody>
</table>

PhT Clinical I will cover the mechanics of evaluating prescriptions, and communicating clearly with patients, co-workers and other healthcare professionals. Pharmacy software lab will introduce the student to data entry, drug interactions, and filling and labeling prescriptions. Included in this course will be an overview on non-prescription or over-the-counter medications and special dispensing rules. A major focus of this class will be to understand pharmacy medical insurance by learning how to handle payments and the use of third party payers.

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<tbody>
<tr>
<td>158-M</td>
<td>PhT Clinical II</td>
<td>7</td>
<td>50</td>
<td>40</td>
<td>0</td>
<td>35</td>
<td>157-M</td>
</tr>
</tbody>
</table>

PhT Clinical II will introduce the student to the proper preparation of compounded oral and topical mixtures and sterile products, or IV compounding. Included will be an introduction to microbiology and aseptic technique, inpatient hospital and homecare prescription processing. Practice in preparation of compounds, large volume parenteral, TPN's, and chemotherapeutic products, will be exercised with simulated medications. To complete this class, professional organizations for pharmacy technicians are identified and continuing education resources provided.

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<tbody>
<tr>
<td>159-M</td>
<td>PhT Externship</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>160</td>
<td>25</td>
<td>Final Term</td>
</tr>
</tbody>
</table>

The student is placed in various Pharmacy Practice settings (i.e. Retail, Hospital, Institutional), and is rotated throughout the different areas of responsibility required of a Pharmacy Technician. The Clinical sites are properly licensed and regulated. Under the direction of a Pharmacist or qualified Supervisor, the student will apply their knowledge and skills developed in the didactic and laboratory phases of their training at PSI. Upon completion of the clinical practicum experience, students will demonstrate entry-level proficiency in all areas of the curriculum. A representative from PSI will phone/visit the Clinical site to check on the student’s progress and determine that the student is receiving a variety of experiences. An evaluation is completed by the Clinical facility at the end of the Clinical Practicum program. Externship must be completed within six (6) months from the date of last registered quarter. After six months, students will be required to repeat technical courses at an additional tuition charge to prepare them for Clinical Practicum.
Externship Note: Students do not receive remuneration for externship or clinical experience, as this is a part of their education and cannot be used in place of a staff member.

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<tbody>
<tr>
<td>160-M</td>
<td>PhT Pharmacology I</td>
<td>6</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>None</td>
</tr>
</tbody>
</table>

In today’s pharmacy, technicians are increasingly taking on the dispensing functions previously performed by pharmacists. This course will prepare you for the technician’s growing responsibilities by helping you understand how drugs affect human function. PhT Pharmacology I will introduce the student to the fundamentals of pharmacology and the definition. Covered will be the drugs that affect the nervous system, central nervous system, the musculoskeletal system, and the ophthalmic and otic systems. Brand names and generic names will be studied.

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</thead>
<tbody>
<tr>
<td>161-M</td>
<td>PhT Pharmacology II</td>
<td>6</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>160-M</td>
</tr>
</tbody>
</table>

In today’s pharmacy, technicians are increasingly taking on the dispensing functions previously performed by pharmacists. This course will prepare you for the technician’s growing responsibilities by helping you understand how drugs affect human function. This course is the second of three (3) quarters of classwork which is needed to present all the classes of drugs and how they affect the entire human body. Covered in PhT Pharmacology II will be the drugs that affect the ophthalmic and otic systems, the musculoskeletal system, the nervous system, the endocrine system, the gastrointestinal system, the urinary system, and the reproductive systems.

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</thead>
<tbody>
<tr>
<td>162-M</td>
<td>PhT Pharmacology III</td>
<td>6</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>161-M</td>
</tr>
</tbody>
</table>

In today’s pharmacy, technicians are increasingly taking on the dispensing functions previously performed by pharmacists. This course will complete your preparation of the technician’s growing responsibilities, by helping you learn and understand the top 226 Drugs on their brand names, generic names, indication and drug class, as well as preparation and storage procedures. This course is the third of three (3) quarters of classwork which is needed to present all of the classes of drugs and how they affect the entire human body.

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<tbody>
<tr>
<td>COM102</td>
<td>Interpersonal Communications</td>
<td>5</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>None</td>
</tr>
</tbody>
</table>

This course presents interpersonal communication with emphasis on one-to-one relationships and group discussions. The course includes practice in articulation of ideas, feeling, and ideals and develops an understanding and appreciation of these through listening and decision-making skills. The course helps the student become a more competent communicator, understanding themselves, expressing themselves and understanding others better on the job, in the classroom, at home, and in society.
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<tbody>
<tr>
<td>MTH101</td>
<td>Basic Mathematics</td>
<td>5</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>None</td>
</tr>
</tbody>
</table>

This course begins with a review of operations on whole numbers, multiplying and dividing fractions, adding and subtracting fractions, decimals, ratios and proportions, percentages, geometry and measure, data analysis and statistics, the real number system and an introduction to algebra. Repetitive exercises in each chapter help with the retention of information. Chapter review exercises reinforce previously presented information. Self-tests finalize attainment of skills.

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</thead>
<tbody>
<tr>
<td>MTH102</td>
<td>Business Mathematics</td>
<td>5</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>None</td>
</tr>
</tbody>
</table>

This course presents those mathematic applications that are of utmost importance in the world of business. After a review of basic mathematics, the applications presented are: accounting, percentage, interest, basic business, corporate, and advanced applications which includes compound interest, annuities, business statistics, and application of equations, business math in computer operations, and math in employment tests.