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WELCOME TO CBD COLLEGE

Welcome to CBD! If you are interested in building a career in a growing field with a bright future, you've come to the right place. At CBD College, students gain the knowledge and skills needed to work in industries with a wide range of opportunities and specialties. Guided by a professional and dedicated staff, students enroll in a challenging and comprehensive curriculum that suits their individual needs. But the best part of CBD is the sense of community. Friendships develop beyond the classroom among students and staff, and CBD continues to provide cultural and career guidance for a promising future.

As you read this catalog, you will find features that make our school exceptional among educational and training institutions. We believe that our instructional methods, the pleasant learning environment, and expertise of our staff are second to none in our field. We also firmly believe that every student can and will achieve.

This catalog will provide you with information about the programs offered at CBD College as well as many of the policies and procedures of the institution. Please consider us your partners as you pursue success in your classes and in the workplace.

The statements and terms set forth in this catalog are to be considered as part of a student's Enrollment Agreement. In the event there is a conflict of terminology or meaning, the statement and terms in this catalog shall supersede all other documents and/or verbal agreements.

The catalog is updated annually and provided to prospective students prior to enrollment electronically or in person upon request. The catalog is available on the College's website for download by any interested person.

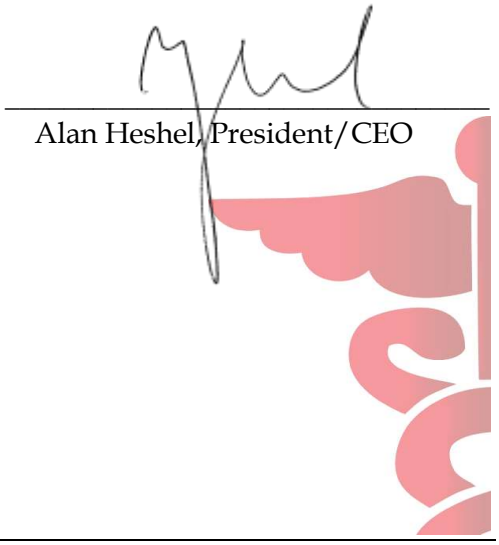
Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

1747 North Market Blvd., Suite 225, Sacramento, CA 95834
P.O. Box 980818, West Sacramento, CA 95798-0818
www.bppe.ca.gov,
toll-free telephone number (888) 370-7589, (916) 574-8900 or by fax (916) 263-1897

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

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

All information in the contents of this school catalog is current and is so certified as true by the President/CEO.



Alan Heshel, President/CEO

BPPE APPROVAL DISCLOSURE STATEMENT

CBD College is a private non-profit public benefit institution incorporated under section 501c § (3) of the Internal Revenue Code. The College is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

APPROVALS

CBD College is approved by the **California State Approving Agency for Veterans Education (CSAAVE)** to accept veteran's benefits to train Veterans & eligible persons.

INSTITUTIONAL ACCREDITATION

Institutional accreditation provides quality assurance to students by ensuring that schools adhere to rigorous and systematic evaluation based on valid standards. The Accrediting Bureau of Health Education Schools (ABHES) recognized CBD College initially in 2015 with a grant of institutional accreditation. ABHES has been nationally recognized by the U.S. Secretary of Education as a private, non-profit, independent accrediting agency since 1969. CBD College is committed to applying the ABHES evaluation standards to this organization.

Accrediting Bureau of Health Education Schools (ABHES)
6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
Tel (301) 291-7550| www.abhes.org

PROGRAMMATIC ACCREDITATION

Programmatic accreditation provides quality assurance to students by ensuring that academic programs meet professional standards set by experts in a particular area of study. Accrediting agencies consist of practitioners and educators who work for organizations that establish and enforce standards for educational institutions and programs. The programs listed below have been awarded a grant of accreditation by their respective accreditors as a testament to each program's overarching quality, professionalism, and commitment to continuous evaluation.

The **Associate of Applied Science in Diagnostic Medical Sonography program** is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
9355 - 113th St. N, #7709 | Seminole, FL 33775
Tel (727) 210-2350 | Fax (727) 210-2354 | www.caahep.org

Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)
P.O. Box 2050 | Ellicott City, MD 21041
Tel (443) 973-3251 | www.jrcdms.org

The **Master of Occupational Therapy** program has achieved Preaccreditation Status by:
Accreditation Council for Occupational Therapy Education (ACOTE)
7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814
Tel (301) 652-AOTA | Fax (301) 652-7711 | www.acoteonline.org

The **Associate of Applied Science in Occupational Therapy Assistant** program is accredited by:
Accreditation Council for Occupational Therapy Education (ACOTE)
7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814
Tel (301) 652-AOTA | Fax (301) 652-7711 | www.acoteonline.org

The **Associate of Applied Science in Physical Therapist Assistant** program is accredited by:
Commission on Accreditation in Physical Therapy Education (CAPTE)
3030 Potomac Ave., Suite 100 | Alexandria, VA 22305-3085
Tel (703) 706-3245 | Email: accreditation@apta.org | www.capteonline.org
To contact the program/institution directly, please call (213) 427-2200 or email cbdcollege@cbd.edu.

The **Associate of Applied Science in Surgical Technology** is accredited by:
Accrediting Bureau of Health Education Schools (ABHES)
6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
Tel (301) 291-7550| www.abhes.org

The **Associate of Applied Science in Magnetic Resonance Imaging** is institutionally accredited by:
Accrediting Bureau of Health Education Schools (ABHES)
6116 Executive Blvd., Suite 730
North Bethesda, MD 20852
Tel (301) 291-7550| www.abhes.org

*The American Registry of Radiologic Technologists (ARRT) offers a path to Magnetic Resonance Imaging (MRI) Technologist certification and registration. ABHES is the ARRT-approved accreditation mechanism to confer ARRT-verified educational program status to the CBD College Associate of Applied Science in MRI program.

STATE AUTHORIZATION OF DISTANCE EDUCATION OUTSIDE OF CALIFORNIA

State Authorization of Distance Education Outside of California

The US Department of Education requires that any institution offering distance education programs to students who reside or are located outside of its home state must acquire authorization from the states in which students reside or are located. Regulations vary from state to state, as such, federal, state, and institutional policies may limit or prohibit CBD College's authorization for delivery of online education to students in certain states.

While the National Council for State Authorization Reciprocity (NC-SARA), established a voluntary state-level reciprocity process for interstate offering of postsecondary distance education programs, the state of California does not participate in the agreement and California-based institutions such as CBD College are not eligible to take advantage of the reciprocity agreement if they offer distance education in other states. Therefore, CBD College must seek and document a status with the states in which the institution enrolls distance education students.

CBD College does not enroll students from states where the institution is not licensed or authorized, exempt, operating under a waiver, or otherwise able to enroll students because the state's laws do not pertain to the institution or to the College's activities in that state.

Consumer Complaints

If you are a distance education student who wishes to file a complaint about CBD College, please review the institution's **Grievance Procedures** to submit your complaint. If you are unable to resolve your complaint through the steps outlined in the institutional Grievance Procedures, a formal written complaint may also be filed with any of the regulatory bodies listed in the Grievance Procedures (institutional and programmatic accrediting agencies, the school's state licensing agency and the Department of Education) or with the respective agency regulating postsecondary institutions in the state where you are located and/or reside.

CBD College is also required to provide a description of the process for submitting consumer complaints in each state from which the institution enrolls students. The complaint process for those states in which CBD College is authorized, exempt or otherwise approved to offer distance education programs and enrolls students is detailed in the section below.

IMPACT OF CHANGE IN LOCATION AND/OR RESIDENCE

Students must contact the school to discuss any change in their location prior to relocation. Should a student relocate to a state in which CBD College is not authorized to provide distance education, continued enrollment cannot be guaranteed. This may also impact a student's Title IV financial aid eligibility, loan repayment or deferment and/or veteran's benefits. Students should consult with the Financial Aid Office to determine the impact of a change in location and/or residence. (See also Student Location Policy in Distance Education section).

CBD College is physically located in the state of California, where it is also authorized to deliver distance education. In other states, CBD College is able to offer distance education because it has been granted authorizations/approvals, exemptions, and waivers, or because the state's laws do not pertain to the institution or to the College's activities in that state. The complete listing of states where CBD College offers distance education is articulated in the school's catalog and website. Hereby you are informed that if you relocate to a state in which the institution does not have an authorization/approval to operate prior to program completion, that this may adversely impact your ability to complete the program or gain in-field employment.

AUTHORIZATION INFORMATION

The list below summarizes CBD College's status in those states in which the institution currently offers distance education programs to that state's residents and the complaint process for those states.

Each state below lists the distance education program offered:

- **Bachelor of Science in Health Science (BSHS)**
- **Magnetic Resonance Imaging (MRI)**

Alaska (BSHS)

CBD College has been determined by the Alaska Commission on Postsecondary Education to meet the criteria for exemption from authorization under AS 14.48 and 20 AAC 17.015 because the programs are online or distance delivered and CBD College does not have a physical presence in the state.

Alaska Commission on Postsecondary Education
PO Box 110505
Juneau, AK 99811-0505
EED.ACPE-IA@alaska.gov
Student Complaint: https://acpe.alaska.gov/StudentComplaints

Arkansas (BSHS)

CBD College has been granted certification of the following degree program by distance technology for our BSHS degree.

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301.

The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Arkansas Division of Higher Education

#4 Capitol Mall, Box 21
Little Rock, AR 72201
(501) 371-2000
https://adhe.edu/institutions/academic-affairs

Arizona (BSHS)

Arizona Senate Bill 1210 (SB 1210) officially took effect on September 12, 2026. SB 1210 establishes a statutory regulatory framework for out-of-state private postsecondary institutions offering online distance education to Arizona residents without participating in NC-SARA.

Under A.R.S. § 32-3024, non-SARA out-of-state institutions operating in Arizona must complete an Out-of-State Registration with the Arizona State Board for Private Postsecondary Education.

Because CBD College had no physical presence, it was previously exempt from licensing. Following recent statutory changes, CBD College is currently in the process of applying for registration with the Arizona State Board for Private Postsecondary Education.

In accordance with state law, the Arizona State Board for Private Postsecondary Education is responsible for investigating student complaints against educational institutions licensed by the agency. Because CBD College is not yet licensed by the board, please direct any complaints to the Arizona Office of the Attorney General.

Students can also file a complaint with the applicable state regulator of postsecondary education where the institution is located (BPPE) as well as the institution's accrediting body.

Arizona State Board for Private Postsecondary Education
Keith Blanchard- Deputy Director
1740 W. Adams, Suite 3008
Phoenix, AZ 85007
Phone: (602) 542-5769
Keith.blanchard@azppse.gov
www.azppse.gov

Colorado (BSHS)

The Colorado Department of Higher Education policy permits out-of-state institutions to enroll Colorado residents into its online courses and programs without requiring authorization so long as there is not physical presence. CBD College's activities in Colorado do not trigger a physical presence; therefore, CBD College is not required to be authorized in Colorado. The agency advises that the complaint process is only for authorized institutions under the state's degree authorization act. Students can file a complaint with the applicable state regulator of postsecondary education where the institution is located (BPPE) as well as the institution's accrediting body.

Heather DeLange-Director, Office of Private Postsecondary Education
1600 Broadway, Suite 2200
Denver, CO 80202
URL: https://cdhe.colorado.gov/filing-student-complaint

Connecticut (BSHS)

CBD College is authorized by the State of Connecticut Office of Higher Education to offer the BSHS distance education program to Connecticut residents. A student who is a resident of Connecticut and who wishes to make a complaint about the institution should contact the state agency using the information listed below.

Emily Bjornberg, Senior Consultant, Academic Affairs
Connecticut Office of Higher Education
450 Columbus Boulevard, Suite 707
Hartford, CT 06103
Emily.Bjornberg@ct.gov
Phone: (860) 947-1824
New Student Complaint: https://veoci.com/v/p/181953/workflow/gjrt4qhrrvkv

Should CBD College's institutional complaint resolution process be unsuccessful, students in Connecticut can follow up with the Connecticut Office of Higher Education at:

https://portal.ct.gov/ohe/knowledge-base/articles/for-students/student-school-complaints?language=en_US

Florida (BSHS *MRI)

After review from the Commission for Independent Education, Florida Department of Education, it has been determined that the distance education programs offered and educational activities of the College in the state do not require licensure at this time as they do not meet the definition of "operating in the state" as set by state statute. If a postsecondary institution is not licensed by the Commission, the agency directs students to file a complaint with the applicable state regulator of postsecondary education where the institution is located (BPPE) as well as to the institution's accrediting agency.

*Following confirmation from the Commission for Independent Education, Florida Department of Education, CBD College operates without a physical presence in Florida and is therefore exempt from state authorization requirements for our MRI program. Once CBD College students are approaching their in-person clinical training which triggers physical presence, CBD College will seek authorization.

Contact Name: Michael Santoro, Program Specialist Supervisor
Agency: Commission for Independent Education
Address: 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399
Email: Michael.santoro@fldoe.org
Phone: 850-245-3200
URL: https://www.fldoe.org/policy/cie/

Georgia (BSHS)

CBD College is authorized by the Georgia Nonpublic Postsecondary Education Commission to offer the BSHS program in Georgia, and is registered with the Georgia Nonpublic Postsecondary Education Commission as an out-of-state distance education provider. A student who is a resident of Georgia and who wishes to make a complaint about the institution should contact the state agency using the information listed below.

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place
Tucker, GA 30084
Phone: (770) 414-3300, Fax: (770) 414-3309
https://gnpec.georgia.gov/student-resources/complaints-against-institution

Hawaii (BSHS)

CBD College's activities in Hawaii do not trigger a physical presence; therefore the institution is not required to be authorized by the Hawaii Postsecondary Education Authorization Program (HPEAP). For institutions not authorized by HPEAP, the Office of Consumer Protection (OCP) will take in complaints. OCP is a different agency from HPEAP. OCP takes in complaints about unfair and deceptive acts or practices. Students can also file a complaint with the applicable state regulator of postsecondary education where the institution is located (BPPE) as well as the institution's accrediting body.

Office of Consumer Protection
Address: http://cca.hawaii.gov/ocp/contact/
Email: ocp@dcca.hawaii.gov
Phone: http://cca.hawaii.gov/ocp/contact/
http://cca.hawaii.gov/ocp/
https://web2.dcca.hawaii.gov/ocpcomplaint/
Email: ocp@dcc.hawaii.gov

Idaho (BSHS)

Out-of-state, accredited institutions with no physical presence in Idaho are not required to register or submit an exemption application to provide distance education to students located in Idaho. CBD College maintains no physical presence in Idaho, and the Bachelor of Science in Health Science program is offered via distance education only (100% online). Students who wish to file a complaint may submit a complaint form on the following website:

Idaho State Board of Education
650 W. State St. #307
Boise, ID 83720-0037
Phone: (208) 332-1587
Email: board@edu.idaho.gov

Illinois (BSHS)

CBD College has been granted continuous exemption from the Illinois Board of Higher Education because CBD College meets the definition of an Institution with Limited Physical Presence in Illinois as defined under state law. Complaints outside the oversight of the agency are referred to other appropriate agencies such as the Illinois Attorney General's Office. Students can also file a complaint with the applicable state regulator of postsecondary education where the institution is located (BPPE) as well as the institution's accrediting body.

Illinois Board of Higher Education
1 North Old State Capitol Plaza,
Suite 333
Springfield, Illinois 62701-1377
Phone: (217) 782-2551, Fax: (217) 782-8548
https://complaints.ibhe.org/

Indiana (BSHS)

CBD College is approved to offer instruction to Indiana residents in distance education instructional programs delivered from another state. Students who wish to file a complaint may submit a complaint form on the following website:
Indiana Commission for Higher Education
Attn: Complaints
101 West Ohio Street, Suite 300
Indianapolis, IN 46204-1984
E-mail: Complaints@che.in.gov
https://www.in.gov/che/files/161116_ICHE_StudentComplaintForm.pdf

Iowa (BSHS)

CBD College is authorized by the Iowa Department Of Education Bureau of College Aid to offer its fully online distance education program (Bachelor of Science in Health Science) to Iowa Students. A student who is a resident of Iowa and who wishes to make a complaint about the institution should contact the state agency using the information listed below.

Iowa Department of Education Bureau of College Aid
400 E. 14th Street
Des Moines, IA 50319
Phone: (515) 281-5294
https://educate.iowa.gov/higher-ed/student-complaints

Kentucky (BSHS)

CBD College does not require licensure with the Kentucky Council on Postsecondary Education for our BSHS program since it is delivered fully online, and CBD College does not engage in any operating or soliciting activities in the state of Kentucky.

Kentucky Council on Postsecondary Education
100 Airport Road, Second Floor
Frankfort, KY 40601
Phone: (502) 573-1555, Fax: (502) 696-3829
Student Complaint: http://cpe.ky.gov/campuses/consumer_complaint.html

Louisiana (BSHS)

CBD College is currently licensed by the Board of Regents of the State of Louisiana to offer distance education to residents of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization. Students wishing to file a complaint may submit a written complaint to the Board of Regents at:

Louisiana Board of Regents
1201 N. Third St., Suite 6-200
Baton Rouge, LA 70802
Phone: (225) 342-4253
https://www.laregents.edu/resources-3/

Maryland (BSHS)

CBD College is registered with the Maryland Higher Education Commission to offer its fully online distance education program (Bachelor of Science in Health Science) to Maryland Students. CBD College is subject to investigation of complaints by the Office of the Attorney General or the Maryland Higher Education Commission. A student who is a resident of Maryland and who wishes to make a complaint about the institution should contact the state agency using the information listed below.

Maryland Higher Education Commission
217 East Redwood Street, Suite 2100
Baltimore, MD 21202
Phone: (410) 767-3300
Collegiatecomplaint.mhec@maryland.gov
https://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaint.aspx

Michigan (BSHS)

CBD College has been granted authorization from the Michigan Department of Labor & Economic Opportunity to offer distance education as an out-of-state provider to Michigan residents. To file a complaint please fill out and submit a Student Complaint form available on the Agency's website.

State of Michigan Department of Labor and Economic Opportunity
Employment & Training, Post-Secondary Schools
P.O. Box 30805
Lansing, MI 48933
Phone: (517) 241-6712
www.michigan.gov/leo

Minnesota (BSHS)

CBD College is approved to offer our distance education program (Bachelor of Science in Health Science) by the Minnesota Office of Higher Education, pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Students wishing to file a complaint may visit the Agency's website below.

Minnesota Office of Higher Education
Registration & Licensing
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108
Phone: (651) 256-3965 or 1-800-657-3866
Kate.mccartan@state.mn.us
www.michigan.gov/leo

Mississippi (BSHS)

CBD College has been granted authorization from the Mississippi Commission on College Accreditation to offer distance education programs in the state of Mississippi. To file a complaint please fill out and submit a Student Complaint form available on the Agency's website.

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211
Phone: (601) 432-6372
https://www.mississippi.edu/mississippi-commission-college-accreditation

Nebraska (BSHS)

Nebraska does not require an institution with no physical presence – including offering entirely online instruction – to obtain authorization to operate in the state of Nebraska. CBD College has no physical presence in the state of Nebraska. Students wishing to file a complaint may visit the Agency's website:

Nebraska's Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, NE 68509-5005
Phone: (402) 471-2847
https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions

Nevada (BSHS)

CBD College is licensed by the Nevada Commission on Postsecondary Education under an experiential courses license. This license also allows the institution to deliver distance education to NV residents. Students enrolled in a licensed private postsecondary institution have the right to register a complaint with the Commission on Postsecondary Education. To file a complaint please fill out and submit a Student Complaint Form available on the agency's website.

Commission on Postsecondary Education
2800 E. St. Louis Avenue
Las Vegas, NV 89104
Phone: (702) 486-7330
mjwu@det.nv.gov

New Hampshire (BSHS)

CBD College is exempt from seeking approval with the State of New Hampshire due to CBD College having no physical presence in the State of New Hampshire, with 100% of distance education coursework being offered online. Students wishing to file a complaint may visit the Agency's website:

New Hampshire Department of Education
Division of Educator Support and Higher Education
25 Hall Street
Concord, NH 03301
Phone: (603) 271-3494
E-mail: Dr. Nicholas Marks, Administrator
Nicholas.W.Marks@doe.nh.gov

North Carolina (BSHS)

CBD College has been granted authorization from the University of North Carolina System to offer distance education as an out-of-state provider to North Carolina residents. The State Authorization Unit of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina.

If students are unable to resolve a complaint through the institution's grievance procedures, they can review the Student Complaint Policy (PDF) and submit their complaint using the online complaint form.

For more information contact:

North Carolina Post-Secondary Education Complaints
223 S. West Street, Suite 1800
Raleigh, NC 27603
(919) 962-4550

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit the State Attorney General's web page. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058.

If you choose to mail a complaint, please use the following address:

Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001

Ohio (BSHS)

The staff at the Ohio Department of Higher Education has advised CBD College that distance education programs that can be completed 100% online do not require authorization. The agency's complaint process does not extend to institutions not authorized by the agency that may enroll residents of the state (such as explicitly distance education programs with no physical presence or exempt institutions). Students can file a complaint with the applicable state regulator of postsecondary education where the institution is located (BPPE) as well as the institution's accrediting body.

Ohio Department of Higher Education
25 South Front Street
Columbus, Ohio 43215
Phone: (614) 466-6000, Fax: (614) 466-5866

Pennsylvania (BSHS)

CBD College is registered with the Pennsylvania Bureau of Postsecondary and Adult Education as an out-of-state distance education provider to enroll residents of Pennsylvania in certain distance education programs. A student who is a resident of Pennsylvania and who wishes to make a complaint about the institution should contact the state agency using the information listed below or should visit the state agency's website located here: https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/Students-Complaints.aspx

Pennsylvania Department of Education
333 Market Street, 12th Floor
Harrisburg, PA 17126-0333
Phone: (717) 783-8228, Fax: (717) 722-3622
RA-HigherEducation@pa.gov

South Carolina (BSHS)

The South Carolina Commission on Higher Education does not require licensing of institutions that enroll residents of South Carolina into online or distance education programs unless the institution operates or solicits in South Carolina in such a way that creates a physical presence. CBD College does not engage in activities that trigger a physical presence in the state of South Carolina. To file a complaint please fill out and submit a Student Complaint Form available on the agency's website.

South Carolina Commission on Higher Education
Academic Affairs
Attn: Student Complaint
1122 Lady Street, Suite 400
Columbia, SC 29201
(803) 737-2260
submitcomplaint@che.sc.gov

Texas (BSHS, MRI*)

CBD College is not regulated in Texas under Chapter 132 of the Texas Education Code; therefore, a license or exemption from the Texas Workforce Commission is not required.

CBD College received a certificate of authorization from THECB to conduct clinical, internship, or field-based educator training experiences at designated training facilities in Texas.

*Following confirmation from the Texas Higher Education Coordinating Board (THECB), CBD College operates without a physical presence in Texas and is therefore exempt from state authorization requirements for our MRI program. Once CBD College students are approaching their in-person clinical training which triggers physical presence, CBD College will seek authorization.

Texas Workforce Commission
(800) 628-5115

Texas Higher Education Coordinating Board
PO Box 12788
Austin, TX 78711-2788
Phone: 512-427-6101, Fax 512-427-6127
Contact Name: Kammi Contreras
Title: Student Complaints Staff
Agency: THECB – Office of General Counsel
Address: PO Box 12788, Austin, TX 78711
Email: Kammi.Contreras@highered.texas.gov or studentcomplaints@highered.texas.gov
Phone: 512.427.6438
URL: https://www.highered.texas.gov/links/student-complaints/

Vermont (BSHS)

The postsecondary approval process in Vermont is based on physical presence. CBD College maintains no physical presence in Vermont and our program is offered fully online, and is not required to receive approval to offer distance education to Vermont students. Students wishing to submit a complaint may visit the Agency's website:

Vermont Agency of Education
Cassandra Ryan, Director of Regulatory Compliance & Risk Management
1 National Life Drive, Davis 5th Fl
Montpelier, VT 05620-2501
Phone: (802) 828-5535
E-mail: cassandra.ryan@vermont.gov
Main: aoe.edinfo@vermont.gov | (802) 828-1130

Washington (BSHS)

The Washington Student Achievement Council has determined that CBD College does not require authorization for the institution's Bachelor in Science in Health Science distance education program and that the College's activities in the state do not trigger physical presence. Starting in Fall 2020, the complaint process will extend to out-of-state, 100% online, non-SARA participant institutions who do not require authorization but enroll WA residents.

Washington Student Achievement Council
917 Lakeridge Way SW
Olympia, WA 98502
(360) 753-7800
info@wsac.wa.gov

Contact Name: Tivoli Sharp
Title: Program Associate, Consumer Protection
Agency: Washington Student Achievement Council
Address: P.O. Box 43430, Olympia, WA 98504-3430
Email: tivolis@wsac.wa.gov
Phone: 360-485-1080
URL https://wsac.wa.gov/student-complaints

Wyoming (BSHS)

The Wyoming Department of Education has approved CBD College to offer distance education to Wyoming students. Students wishing to submit a complaint may visit the Agency's website at:

Wyoming Department of Education
122 W. 25th Street, Suite E200
Cheyenne, WY 82002
Phone: (307) 777-7675
http://edu.wyoming.gov/

PARTNERSHIPS

CBD College is recognized as a volunteer group for student's community involvement by the following organizations:

- American Red Cross
- Los Angeles Children's Hospital
- Be the Match (Bone Marrow Registry)
- Los Angeles Regional Food Bank
- Alexandria House (a transitional residence for single women and women with children)
- Student LunchBox

MISSION

The Mission of CBD College is to provide educational opportunities, leading to careers or career advancement, in an open and supportive environment that encourages a lifelong quest for knowledge.

The Institutional Goals are to provide quality educational programs that can be completed in a relatively short time period and provide students the tools necessary for immediate and productive employment.

COLLEGE HISTORY / STATEMENT OF OWNERSHIP

Community Based Education and Development, Inc., doing business as CBD College, was established in 1982. Since then, CBD College has grown to be one of Los Angeles' best resources for vocational training and career advising for students of all nationalities, interests, and means. As CBD College became more structured, professional staff grew, and in 1994 CBD College received Course Approval from the State of California. CBD College was established in May 1996 as a California nonprofit corporation (501(c)(3)) to provide vocational education and training. The Board of Directors are: Alan Heshel, President; Jan Zakariaie, Board Member; Alexander Dusovich, MD, Board Member; Polina Tsikman, CPA, Board Member; and Vladimir Ferkelman, Board Member.

In order to validate the professional competence of our program and to help assure the effectiveness of its courses, CBD College sought and received National Accreditation from the Accrediting Council for Continuing Education and Training (ACCET) in 1997.

In addition to ACCET accreditation, in April 2010, CBD College received a programmatic accreditation of its Surgical Technology Program by the Accrediting Bureau of Health Education Schools (ABHES) to allow students to take the National Exam and become licensed, increasing chances to find better positions.

Although the institution remained in good standing with ACCET for 18 years, CBD College sought and on August 3, 2015 received Institutional Accreditation through ABHES. The change of accrediting body was necessary due to a number of reasons, primarily related to the fact that CBD is uniquely health career oriented and, as such, is better suited to be accredited by a body that works exclusively with health education schools.

CONSUMER INFORMATION

The institutional course delivery mode for CBD College programs is blended for all programs, with the exception of the Bachelor of Science in Health Science completion program, which is delivered via full distance education. All residential courses, excluding clinical/externship courses, are taught at 3699 Wilshire Blvd, Fourth Floor, Los Angeles, CA 90010.

CBD College does not offer English language services, including instruction such as English as a Second Language (ESL). All instruction occurs in English. The student must have the ability to read and write English at the level of a graduate of an American high school as demonstrated by the possession of a high school diploma, GED or passage of a state-authorized high school proficiency exam. English language proficiency is demonstrated by passing scores on the entrance exams.

CBD College does not have a pending petition in bankruptcy, did not operate as a debtor in possession, has never filed a petition within the preceding five years or has had a petition of bankruptcy filed against it within the preceding five years in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.)

Institutional Consumer Information is available on the website: https://www.cbd.edu/consumer-information-disclosures/.

SCHOOL RIGHTS

The College reserves the right to add or withdraw any course or program, or to make changes to policies, procedure, instructional staff, equipment, curriculum, tuition fees, class/break schedules, regulations or any published agreement, as conditions warrant.

CBD College has the right, at its discretion, to make reasonable changes in program content, materials, schedules, or locations in the interest of improving the student's education, or where deemed necessary due to industry changes, academic scheduling, or profession requirements.

When ongoing federal, state or professional changes take place that affect students currently in attendance, the college is required to make the appropriate changes.

LOCATION AND FACILITIES

CBD College is located in the heart of Los Angeles at 3699 Wilshire Blvd, Fourth Floor, Los Angeles, California 90010. www.cbd.edu.

Housed in a modern, air-conditioned facility, the College is accessible to disabled students. Reasonable accommodations will be made for students with special needs to enable them equal access to admissions and learning opportunities. A student with a disability who needs academic accommodations is encouraged to contact the School Administrator.

The 25,000 square foot facility consists of labs and lecture rooms, administrative offices, a job search lab/student resource library, and student lounge.

To provide quality training and enhance classroom learning, the College maintains industry-related technology, and industry standard equipped program specific labs. Students receive hands-on experiences and training in our programs. The laboratories contain workstations simulating real work environments that students will encounter in the professional setting. Students are encouraged to increase their knowledge through use of these facilities.

The College complies with federal, state, and local laws, regulations and ordinances. These include requirements for fire safety, building safety, and health regulations.

ADMISSIONS

REGULAR STUDENT ADMISSIONS REQUIREMENTS:

To be admitted to CBD College as a regular student, the applicant must:

- Be at least 17 years of age.
- Have earned a high school diploma or its equivalent[1], or completed an Associate level degree or higher.
- Communicate with an Admissions Representative.
- Present valid government picture ID.
- Pass the Wonderlic Scholastic Level Examination (SLE) Test and Wonderlic Advanced Skills Test (WAST) *(as applicable, N/A for BSHS program)*
- Be a resident and be located in a state in which CBD College is permitted to deliver distance education (see State Authorization of Distance Education Outside of California section of the catalog).
- Pass an online orientation course, inclusive of distance education readiness assessment, verifying hardware, software, and computer literacy requirements, confirming the ability to be successful in a virtual classroom environment.
- Successfully complete the academic, financial and attendance requirements of the conditional admissions trial period.

CBD College does not admit Ability-To-Benefit applicants.

In addition to the general admissions standards described above, all programs require candidates to have particular physical and cognitive tasks in order to meet the technical standards of the profession:

- Sufficient motor functions to perform basic life support, transfer and position patients, position and operate health care equipment, and the capability to manipulate multiple objects simultaneously.
- Sufficient sensory and observation abilities in order to differentiate subtle variations in color, shape, and texture, observe patients from a distance or close at hand, hear audio and see visual alarms, and read various forms of documentation.
- Applicants must be able to perform the essential functions of the profession and meet the standards of the curriculum.

  Computer Skills needed for Distance Education
  - Ability to use web browsers, various search engines, and library databases
  - Ability to enter Uniform Resource Locators (URLs)
  - Ability to download and save files from the Internet, install software, and use virus protection
  - Be able to complete online forms; participate in discussion boards, chats, and messengers
  - Be able to cut or copy and paste, use spell-check, and save files in different formats
  - Be familiar with web-based email, including sending and receiving attachments
  - Ability to manage files and folders (save, name, copy, move, backup, rename, delete, check properties)

  Hardware needed for Distance Education
  - Computer with at least 100MB free space, 4GB RAM, and 16 Bit sound card
  - Respondus Compatible Device (Apple / Windows PC or Laptop)
  - Access to Internet Service – Broadband (cable/DSL recommended)
  - Printer
  - Keyboard, mouse/trackpad, speakers, and microphone
  - Internal or external webcam
  - Monitor that will display 1024x768 or 1280x720 minimum resolution, with 32-bit color graphic

[1] The following are the equivalent of a high school diploma: (1) GED; (2) A state certificate received by a student after the student has passed a state-authorized examination that the state recognizes as the equivalent of a high school diploma; (3) an academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit towards a bachelor's degree; (4) For a person who is seeking enrollment in an educational program that leads to at least an associate degree or its equivalent and who has not completed high school but who excelled academically in high school, documentation that the student excelled academically in high school and has met the formalized, written policies of the institution for admitting such students.

Software needed for Distance Education

- Windows 11 or above, or Mac OS 13 or above
- Java, JavaScript, and cookies must be enabled in the browser.
- Pop-up blocking software may need to be disabled
- PDF reader - Adobe Acrobat Reader DC (free download at https://get.adobe.com/reader)
- Microsoft Word, or word processing software that can save files in the .doc or .docx format. OpenOffice is acceptable: free software is available at http://www.openoffice.org and it is required to save files in .doc or .rtf format.
- Adobe Acrobat X Pro, or PhantomPDF – multi-feature PDF editor (for MRI program only)
- Snagit - screen capture software (for MRI and BSHS programs only)

CONDITIONAL ENROLLMENT PERIOD

All students enrolling at the College will start in a trial period of enrollment for the first four (4), and up to ten (10) weeks, of their program. The student will not be charged tuition, awarded credit, or disbursed financial aid during this time. If the student is admitted to the program as a regular student at the conclusion of the trial period, the student will be charged tuition and fees, awarded any eligible federal and state financial aid, and granted earned credit back to the beginning of the program. No tuition will be charged or federal/state financial aid disbursed to students who are not admitted and enrolled after the end of their trial period.

At the first evaluation point during the fourth week (which will assess the student's academic performance up to the end of the third week), the trial period will end if the student meets the minimum attendance and academic standards. The student will be given the opportunity to enroll as a fully admitted, regular student, or withdraw from the program. By attending courses and continuing to submit academic assignments in the fourth week, beyond the evaluation point, the student will demonstrate his/her intention to continue in the program and to be admitted as a regular student.

Students who do not meet the minimum standards by the fourth week evaluation point will continue the trial period until the tenth week evaluation point (which will assess the student's academic performance up to the end of the ninth week), when the trial period will end. At the second evaluation point during the tenth week, if the student meets the minimum attendance and academic requirements, the student will be given the opportunity to enroll as a fully admitted, regular student or withdraw from the program. By attending courses and continuing to submit academic assignments in the tenth week, beyond this second evaluation point, the student will demonstrate his/her intention to continue in the program and to be admitted as a regular student. If the student does not meet the minimum attendance and academic standards at the end of the tenth-week trial period, the student will not be offered admission.

If the student chooses to withdraw from the trial period at any point before completion, the student will be required to follow the standard withdrawal process stated in the College's Catalog.

The required academic standards to be offered admission may vary by program of study, and the number of students offered admission may be subject to mandated program enrollment caps articulated in the catalog. If more students meet the standard than the number of seats available, at the trial period evaluations students with the highest grade point average across all courses and who also meet attendance requirements will be offered admission in the order of academic performance. In order to matriculate to regular students at the end of the trial period(s), eligible students must also be financially packaged.

Students are issued the required books and materials needed for the trial period courses. Students admitted at the end of the trial period will be responsible for the cost of these items.

PROCEDURES

Students who are at minimum 17 years of age may be admitted if they have earned a high school diploma or its equivalent, or if they have successfully completed their education in a foreign country where that education is recognized as being equivalent to a U.S. high school diploma or above[2]. Students must provide proof of graduation (see admission requirements above).

To begin their college experience, applicants must complete an Admission Checklist (*Note: If you have been convicted, found guilty of, or pled nolo contendere to any crime (felony or misdemeanor), other than a speeding or parking violation, you MUST seek clarification from the board of the program you are applying for, as to your eligibility to apply for Board examination),* communicate with an Admissions Representative and meet Admissions Requirements. *Note: Health screenings, immunizations, and current BLS CPR certification are required prior to placement into clinical externship. Drug and alcohol testing are required by some clinical externship sites prior to placement into site.*

All enrolled students must complete the orientation course designated for the program.

The school reserves the right to deny enrollment based on candidate test scores, prior criminal record, failure of the candidate to meet admissions requirements, or to comply with any applicable local, state or federal laws, statutes or regulations.

New applicants may apply to the same program no more than three (3) times.

Acceptance and matriculation rates are maintained by the Director of Admissions and are made available upon request.

PROGRAM	SLE SCORE	WAST SCORE
AAS in Magnetic Resonance Imaging (MRI AAS)	15	Language 1300 Math 1300
AAS in Surgical Technology (ST AAS)	15	
AAS in Occupational Therapy Assistant (OTA AAS)	16	
AAS in Physical Therapist Assistant (PTA AAS)	16	
AAS in Diagnostic Medical Sonography (DMS AAS)	17	

The applicant may take each of the Wonderlic SLE and WAST tests required for admission to a program up to three (3) times initially. If the applicant does not achieve a passing score on the required tests after three (3) attempts, the applicant must wait three (3) months before retaking the failed test(s). After the three (3) month waiting period, the applicant may take the failed Wonderlic SLE and WAST test(s) up to three (3) more times.

If the applicant does not achieve a passing score after these three (3) attempts, the applicant must wait one (1) calendar year before retaking all of the Wonderlic SLE and WAST tests required for admission to the program. The applicant will be allowed to take each of the Wonderlic SLE and WAST tests up to three (3) times after the one (1) calendar year waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three (3) attempts, the applicant will not be able to take the Wonderlic SLE and WAST tests again for admission to a program at the college.

Applicants will only be admitted to the Associate Degree programs without taking the WAST tests administered at the college if they present to the college proof of completion of a baccalaureate degree or higher at an accredited school.

DMS Degree Applicants

- Each applicant will be evaluated by the Prospective Student Evaluation Team. The members of the Prospective Student Evaluation Team will use a Candidate Evaluation Form and award selection points through the application process. Selection points are also awarded for the admission assessment scores on the Wonderlic SLE and WAST.

[2] Evaluations that certify equivalency to US education must be submitted within seven (7) calendar days after program start date.

- Total selection points are calculated from the admissions assessment scores and Prospective Student Evaluation Team evaluation. Applicants are ranked based on the total score.
- Applicants who have met the minimum admission requirements for the DMS degree program, who have the highest selection ranking, and are able to complete the First Year Academic Funding Package will be accepted for admission to the current cohort. Should an opening occur, the applicant who has the next highest number of combined points may be accepted for admission. If there are more than the required number of individuals qualified for admission in a given cohort, those who are not admitted to the current cohort will be considered for admission into a subsequent cohort. Up to 30 students will be formally admitted to each cohort's lab time shift (AM and PM), totaling 60 students, after the Conditional Enrollment period described above.

Bachelor's Degree Applicants

- Applicants to the Bachelor of Science in Health Science program are required to have a healthcare related associate degree from an accredited educational institution. The associate degree should include a total of 90 quarter credit hours . Additional transfer credits may be granted based on an individual student's associate degree. General Education transfer credits should include subject matter from the humanities, mathematics, sciences, and the social sciences. Applicants with a completed non-healthcare related associate degree, combined with a healthcare certificate or verifiable professional experience will be individually reviewed by the Bachelor of Science in Health Science Program Director, or Dean, for Admission.

Master's Degree Applicants

- In addition to the general admissions standards, applicants to the Master of Occupational Therapy program are required to have earned a baccalaureate degree prior to admission. Admission standards and processes must ensure that students are capable of succeeding in the program. Academic documentation to evidence the baccalaureate must be submitted prior to matriculation. A baccalaureate earned within the United States and its territories must be from an institution accredited by an agency recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation. A baccalaureate from an institution located outside of the United States and its territories must be supported with appropriate foreign education equivalency.

- Prerequisites that must be completed prior to admission to the Master of Occupational Therapy program are:

Medical Terminology
Anatomy & Physiology
Introduction to Psychology
Introduction to Statistics

- Successful completion of all prerequisite courses with a grade of C or higher. Courses transferred must have been completed within the last ten (10) years, exceptions may be made at the discretion of the Dean of Education.

PTA Degree Applicants

The Physical Therapist Assistant (PTA) program admits up to forty-two (42) students four times per year.

BACKGROUND CHECKS

The background check is initiated upon the start of the program. Students of CBD College are advised that hospitals and outpatient clinics typically require that students submit to background checks and receive appropriate clearance before they will be permitted to participate in clinical rotations at those institutions. Students who do not receive appropriate clearance may be unable to fulfill their academic requirements at CBD College, and therefore may not be able to complete their educational program. If you know of anything in your background check that may prevent you from taking the licensure/certification exam, we advise you to inform an admissions representative prior to enrolling in any program of study. If a clinical site requires an updated background check,

CBD College will initiate one on the student's behalf, which will be at the student's expense, except for the Surgical Technology program. A second background check is included in the total program cost for Surgical Technology

Any felony or certain misdemeanor convictions may prevent the student from being accepted by externship or clinical sites, as well as obtaining certification/licensure upon graduation, which may prevent the student from obtaining gainful employment.

Note: If you have been convicted, found guilty of, or pled nolo contendere to any crime (felony or misdemeanor), other than a speeding or parking violation, you MUST seek clarification from the prospective board(s) (DMS at www.ardms.org, PTA at https://www.fsbpt.org and http://www.ptbc.ca.gov , MRI at https://www.arrt.org/, OTA at http://www.nbcot.org/, ST at https://www.nbstsa.org/, as to your eligibility to apply for Board examination. Students who wish to sit for the CCI examination must seek clarification from CCI at www.cci-online.org.

DOCUMENTED DISABILITIES

CBD College complies with ADA Standards to provide overall program accessibility throughout its campus for persons with disabilities. If a student is aware of or suspects there is a reason that may interfere with his/her ability to complete program requirements, for which the student requires an accommodation from the school, he/she submit an ADA Request through Moodle and must provide appropriate documentation (e.g., a note from a licensed healthcare provider or an IEP).

Accommodations are not provided retroactively. Appropriate actions are facilitated by timely requests. Reasonable requests for appropriate accommodations will be attempted and all requests will be held in confidence. CBD College is unable to provide accommodations that would result in a fundamental alteration of the school's program.

TRANSFER STUDENTS

TRANSFER STUDENTS; EVALUATION OF TRANSFER CREDIT

CBD College reserves the right to deny or accept transfer of credits at its sole discretion. Students previously enrolled in any college accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) may submit their records to CBD College for review. The following programs are eligible for transfer credit consideration: OTA, PTA, ST, MRI, BSHS, and MOT. Residency is defined as coursework completed at the College, not including transfer credit. A minimum of 25 percent of academic credits must be completed in residence. CBD College evaluates prior coursework for credit for general education and core coursework, program dependent.

CBD College will evaluate prior credit for students receiving VA benefits, grant credit as appropriate, notify the student of the evaluation, and adjust the program hours accordingly.

The acceptance of any credits may affect the amount of financial aid eligibility at CBD College. Therefore, all students requesting transfer of credit are encouraged to meet with a Financial Aid representative to be advised on how their particular transfer of credit request may affect their eligibility. If the credits are granted, the tuition will be prorated and reduced based on the number of transferable credits granted. The cost of textbooks may be reduced based on the approval of transfer credits. CBD College does not charge any fees for the review of or granting of transfer of credits. Students requesting to have their previously earned credits reviewed must provide transcripts to the school prior to the Add/Drop date of class. (Note: CBD College reserves the right to request official, sealed transcripts, as appropriate, if it deems it necessary for the purposes of conducting a transfer credit evaluation.) The requesting student will submit the documents to the school at CBDCollege@cbd.edu, who will review and provide a written result of the review to the Student. The student must have a minimum passing grade of C or higher or Pass on all credits to be reviewed/transferred. Any late submission will not be accepted and no credit(s) will be given. The College's administration reserves the right to evaluate special circumstances.

Credit Transfer "IN" Requirements

- General Education (GE) course's objectives and credit hours of transferable course(s) must be similar to what CBD College offers.
- Courses transferred must have been completed within the last ten (10) years, exceptions may be made at the discretion of the Dean of Education.

Transferable Courses

for PTA / OTA / ST:	**for MRI:**
English 101	*English 101*
Math 101	*Math 101*
Medical Terminology 101	*Medical Terminology 101*
Psychology 101	

for BSHS:
All classes are considered for Transfer Credit

for MOT:
All classes are considered for Transfer Credit

Transfer "IN" Procedure:

Student will complete the Transfer Credit Form on the Student Portal and submit it with the following documentation:

- Transcripts which list the courses taken, with grades achieved and actual number of hours/credits completed by category-theory/lab/clinical.
- The student will be advised of the school's decision prior to the add/drop date of class.

Advanced placement

CBD College does not provide credit based on achievement tests, challenge examinations, or experiential learning.

Credit Transfer "OUT" Procedure:

If a student chooses to transfer to another school, CBD College will provide an official transcript, syllabi and/or course outlines upon the student's request, which must be requested via email or phone. All required document(s) will be provided by the College within a reasonable timeframe.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at CBD College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, diploma or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals.

This may include contacting an institution to which you may seek to transfer after attending CBD College to determine if your credits, degree, diploma or certificate will transfer.

TRANSFER OR ARTICULATION AGREEMENTS

This institution has not entered into any consortium, contracting, transfer, or articulation agreements with any other college, university, or organization.

READMITTED STUDENTS

READMITTED STUDENTS

To be considered for readmission to CBD College, former students must provide a detailed written explanation to the Dean of Education of the conditions that caused the original withdrawal or termination and demonstrate how those conditions have been resolved so that they can successfully continue the program of study. Applicants for readmission must complete the full admissions process and will be evaluated by an instructor and/or Program Director to assess retained skills. If it is determined that a student must re-demonstrate competency regardless of previously passed courses, the student will be enrolled into required courses which can be either didactic, lab or a combination of both in an auditing capacity. The course requirements will have to be met fully according to the course syllabus. Auditing courses are free of charge. Only one readmission request will be considered and may be allowed. A final decision will be made by a Readmission Committee.

Readmission Requirements:

- Any student whose education is interrupted must re-apply to CBD College and meet all current admissions requirements for their chosen program.
- CBD courses with a 75%, "C" or "pass" will be accepted towards readmission. Any courses below 75%, "C" or "pass" from the prior admission must be retaken. A student applying and accepted for readmission will join the next available cohort during the course/Module in which they failed or withdrew from the course.
- Receive approval from the Readmission Committee.

Readmission Procedure:

- Provide a detailed written explanation to the Dean of Education explaining the conditions that caused the original withdrawal or termination, and how those conditions have been resolved so that a student can reliably and successfully continue the program of study;
- Be evaluated by an instructor and/or Program Director to assess retained theory and clinical/lab skills and pass the re-admission examinations, if returning past 180 days; or deemed appropriate to ensure skill set and theory knowledge is maintained.
- Only one readmission request to a program will be considered and may be allowed.

Students who have been approved for readmission by the Readmission Committee will be readmitted on a space available basis. Readmitted students will be evaluated qualitatively only on the work completed while at the College.

The maximum time frame will be reduced for transfer/readmitted students based upon the remaining length of the program in which they enroll. Tuition will be prorated based on the length of the program. Each student will need to meet with Financial Aid to determine Title IV aid eligibility, as eligibility may be reduced based on transfer credit.

Students seeking to return to or be readmitted into the program must satisfy any prior or outstanding financial obligations owed to the institution before readmission may be approved.

Students that exit a program due to an approved leave of absence and/or a withdrawal, and then reenter the same terminal degree program, may be treated as a transfer student. If the structure in weeks, hours, or credits has changed between the previous program and the new program, students will be assigned transfer credits for the coursework completed in the previous program that is equivalent to the new program. Transfer credit hours will be approved by the Dean of Education.

FINANCIAL INFORMATION

Program tuition and fees for term-based programs beginning October 5th 2026.

Associate of Applied Science in Diagnostic Medical Sonography (DMS AAS)	Tuition	Registr-ation Fee*	Cert-ifica-tions	Background Check	Books/ Handouts	Uniforms*/ Tools	STRF*	TOTAL
Module 1	$3,900.00	$100.00	$0.00	$50.00	$281.99	$0.00	N/A	$4,331.99
Module 2	$9,127.65	$0.00	$0.00	$0.00	$1,208.01	$416.00	N/A	$10,751.66
Module 3	$9,127.65	$0.00	$0.00	$0.00	$254.98	$0.00	N/A	$9,382.63
Module 4	$10,344.67	$0.00	$60.00	$0.00	$259.98	$0.00	N/A	$10,664.65
Module 5	$8,519.14	$0.00	$0.00	$0.00	$119.00	$0.00	N/A	$8,638.14
Module 6	$10,040.42	$0.00	$275.00	$0.00	$94.99	$0.00	N/A	$10,410.41
Module 7	$10,040.42	$0.00	$300.00	$0.00	$99.99	$0.00	N/A	$10,440.41
						Program Total		**$64,619.89**

Magnetic Resonance Imaging (MRI AAS)	Tuition	Registr-ation Fee*	Cert-ifica-tions	Background Check	Books/ Handouts	Uniforms*/ Tools	STRF*	TOTAL
Module 1	$3,225.00	$100.00	$0.00	$50.00	$236.99	$0.00	N/A	$3,611.99
Module 2	$7,446.74	$0.00	$60.00	$0.00	$211.91	$0.00	N/A	$7,718.65
Module 3	$10,107.10	$0.00	$50.00	$0.00	$522.29	$0.00	N/A	$10,679.39
Module 4	$8,476.92	$0.00	$0.00	$0.00	$387.50	$217.00	N/A	$9,081.42
Module 5	$8,150.88	$0.00	$0.00	$0.00	$387.50	$0.00	N/A	$8,538.38
Module 6	$8,476.92	$0.00	$0.00	$0.00	$424.50	$225.00	N/A	$9,126.42
						Program Total		**$48,756.25**

Associate of Applied Science in Occupational Therapy Assistant (OTA AAS)	Tuition	Registr-ation Fee*	Cert-ifica-tions	Background Check	Books/ Handouts	Uniforms*/ Tools	STRF*	TOTAL
Module 1	$3,825.00	$100.00	$0.00	$50.00	$252.00	$0.00	N/A	$4,227.00
Module 2	$8,664.48	$0.00	$0.00	$0.00	$374.64	$156.00	N/A	$9,195.12
Module 3	$8,664.48	$0.00	$60.00	$0.00	$591.75	$210.00	N/A	$9,526.23
Module 4	$8,664.48	$0.00	$0.00	$0.00	$118.78	$0.00	N/A	$8,783.26
Module 5	$7,852.19	$0.00	$0.00	$0.00	$22.99	$0.00	N/A	$7,875.18
Module 6	$6,769.13	$0.00	$0.00	$0.00	$0.00	$0.00	N/A	$6,769.13
Module 7	$6,769.13	$0.00	$909.00	$0.00	$75.00	$0.00	N/A	$7,753.13
						Program Total		**$54,129.05**

Associate of Applied Science in Physical Therapist Assistant (PTA AAS)	Tuition	Registr ation Fee*	Cert-ifica-tions	Background Check	Books/ Handouts	Uniforms*/ Tools	STRF*	TOTAL
Module 1	$3,825.00	$100.00	$0.00	$50.00	$252.00	$0.00	N/A	$4,227.00
Module 2	$8,270.34	$0.00	$60.00	$0.00	$572.05	$275.00	N/A	$9,177.39
Module 3	$8,270.34	$0.00	$0.00	$0.00	$510.21	$0.00	N/A	$8,780.55
Module 4	$7,634.16	$0.00	$103.00	$0.00	$371.83	$0.00	N/A	$8,108.99
Module 5	$7,634.16	$0.00	$51.00	$0.00	294.38	$0.00	N/A	$7,979.54
Module 6	$7,634.16	$0.00	$0.00	$0.00	$0.00	$0.00	N/A	$7,634.16
Module 7	$8,906.52	$0.00	$968.00	$0.00	$149.99	$0.00	N/A	$10,024.51
							Program Total	**$55,932.14**

Associate of Applied Science in Surgical Technology (ST AAS)	Tuition	Registr-ation Fee*	Cert-ifica-tions	Background Check	Books/ Handouts	Uniforms*/ Tools	STRF*	TOTAL
Module 1	$2,400.00	$100.00	$0.00	$50.00	$135.00	$0.00	N/A	$2,685.00
Module 2	$6,844.15	$0.00	$0.00	$0.00	$337.92	$0.00	N/A	$7,182.07
Module 3	$6,694.15	$0.00	$0.00	$0.00	$163.77	$0.00	N/A	$6,857.92
Module 4	$6,811.80	$0.00	$0.00	$0.00	$60.00	$170.00	N/A	$7,041.80
Module 5	$6,811.80	$0.00	$205.00	$50.00	$65.00	$0.00	N/A	$7,131.80
Module 6	$6,811.80	$0.00	$0.00	$0.00	$94.95	$0.00	N/A	$6,906.75
Module 7	$5,676.50	$0.00	$243.00	$0.00	$49.95	$0.00	N/A	$5,969.45
							Program Total	**$43,774.79**

B.S. in Health Science (BSHS)	Tuition	Registr-ation Fee*	Cert-ifica-tions	Background Check	Books/ Handouts	Uniforms*/ Tools	STRF*	TOTAL
Module 1	$2,054.56	$100.00	N/A	N/A	$117.00	N/A	N/A	$2,271.56
Module 2	$2,054.56	$0.00	N/A	N/A	$149.40	N/A	$0.00	$2,203.96
Module 3	$2,309.12	$0.00	N/A	N/A	$135.00	N/A	$0.00	$2,444.12
Module 4	$2,309.12	$0.00	N/A	N/A	$135.00	N/A	$0.00	$2,444.12
Module 5	$2,563.68	$0.00	N/A	N/A	$194.89	N/A	$0.00	$2,758.57
Module 6	$3,204.60	$0.00	N/A	N/A	$159.99	N/A	$0.00	$3,364.59
Module 7	$3,204.60	$0.00	N/A	N/A	$189.95	N/A	$0.00	$3,394.55
							Program Total	**$18,881.47**

Master of Occupational Therapy (MOT)	Tuition	Registr-ation Fee*	Cert-ifica-tions	Background Check	Books/ Handouts	Uniforms*/ Tools	STRF*	TOTAL
Module 1	$11,282.02	$100.00	$234.00	$50.00	$534.66	$190.00	N/A	$12,390.68
Module 2	$9,336.84	$0.00	$0.00	$0.00	$310.80	$60.00	$0.00	$9,707.64
Module 3	$9,336.85	$0.00	$60.00	$0.00	$280.78	$0.00	$0.00	$9,677.63
Module 4	$10,503.95	$0.00	$0.00	$0.00	$162.45	$0.00	$0.00	$10,666.40
Module 5	$9,336.85	$0.00	$0.00	$0.00	$79.19	$0.00	$0.00	$9,416.04
Module 6	$9,336.84	$0.00	$0.00	$0.00	$71.50	$0.00	$0.00	$9,408.34
Module 7	$12,449.12	$0.00	$0.00	$0.00	$129.00	$0.00	$0.00	$12,578.12
Module 8	$12,449.12	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,449.12
Module 9	$4,668.42	$0.00	$909.00	$0.00	$184.00	$0.00	$0.00	$5,761.42
							Program Total	**$92,055.39**

*Non-refundable. STRF=$0.00 for every $1,000 rounded to the nearest $1,000.

**Estimated schedule of total charges for the entire program.

To view the living allowance part of your cost of attendance, please visit the financial aid page at: https://www.cbd.edu/financial-aid/ and click on the Financial Aid Budget for the corresponding year.

Note: General Education courses are subject to a reduced tuition rate of $150 per quarter credit.

Core classes are at the following tuition rate as of July 2026; Masters of Occupational Therapy $778.07, Physical Therapist Assistant $636.18, Magnetic Resonance Imaging $652.07, Diagnostic Medical Sonography $608.51, Occupational Therapy Assistant $541.53, Surgical Technology $567.65, Bachelor of Science in Health Science $213.64. Tuition rates are subject to change, please refer to the students enrollment agreement for exact charges.

The student may incur additional non-institutional charges, such as, but not limited to traveling, parking, Drug Screening, detailed Background check, Physical Examination, if required by the clinical/externship site. The cost is the responsibility of the individual student.

Additional Fees, as applicable: Official Transcript $5.00, Return Check Fee $25.00

CBD College does not charge additional or specialized fees for participation in distance education courses.

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

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

TUITION AND INSTITUTIONAL GRANTS POLICY

Tuition is charged in accordance with the program in which you are enrolled. The school is currently approved to offer federal financial aid. For those who qualify, Pell Grants, Cal Grants or other forms of federal or state financial aid may be available to cover the cost of tuition, fees and materials. If students do not qualify for federal or state grants, they may be able to secure other options. To learn more, contact our Financial Aid Officers by making an appointment at https://calendly.com/cbd-college-administration-meetings.

Lifelong Learners Grant

Graduates of CBD College, who continue their education at the institution by enrolling in a higher credential level program are eligible for a lifelong learners' institutional credit applied to the final module tuition cost of the new program.

Signal Boost Scholarship

The Signal Boost Scholarship is available only to graduates of CBD College's Associate of Applied Science in Magnetic Resonance Imaging program who enroll in the Bachelor of Science in Health Science program beginning October 5, 2026. Eligible recipients may receive a total Signal Boost Scholarship of $7,700, awarded at $1,100 for each of the program's seven modules. Each module award will be applied to the recipient's tuition as the student progresses through the program. To remain eligible, the recipient must maintain continuous enrollment and good academic standing, including a minimum cumulative grade point average of 3.0 at the conclusion of each module. Any portion of the scholarship that has not yet been applied will be forfeited if the student withdraws, is dismissed, or otherwise ceases enrollment, or fails to maintain the eligibility requirements.

Eligible recipients may also receive the $2,000 Lifelong Learners Grant in combination with the Signal Boost Scholarship. If applicable, the Lifelong Learners Grant will be applied to the tuition cost of the final module, in accordance with the terms of that grant. The combined awards may provide a maximum total tuition reduction of $9,700. Scholarship and grant funds have no cash value, will not result in a credit balance or payment to the student, and may not exceed the recipient's actual tuition charges. This scholarship is limited to the October 5, 2026 program start. Future scholarship opportunities are not guaranteed and remain subject to institutional discretion and funding availability.

Presidential Grant

The CBD College's Presidential Grant is awarded to 20 eligible students per academic year (with a minimum of five students per cohort) in the Master of Occupational Therapy, Occupational Therapy Assistant and the Physical Therapist Assistant programs. The grant is up to $1,000 that will be credited for Modules 2-7 for the Occupational Therapy Assistant and Physical Therapist Assistant program a total of up to $6,000 and up to $1,000 for Modules 1-8 for the Master of Occupational Therapy program. The grant is a last dollar grant and will only cover any outstanding tuition, books and fees after all scholarships, state and federal grants.

Outstanding cost will not consider any Subsidized and Unsubsidized loans, Federal Work Study, Veterans benefits, alternative and/or parent Plus loans. Students must maintain a 3.0 GPA in order to continue to receive the grant. Students will be ranked by need by using the student's FAFSA or CADAA application.

Students with the largest need (lowest SAI number) and an outstanding balance will be prioritized. In the instances when more than one student with the same SAI qualifies, the student who has completed verification first will be selected for the scholarship. Students that are unable to complete a FAFSA or CADAA due to ineligibility/residency status must submit tax and income documentation to have a hand SAI number calculated by the Financial Aid Office.

To qualify for the grant, students must: 1) have completed verification 30 calendar days before the start date of the program and 2) have a demonstrated unmet need. Not all eligible students will qualify. The grant eligibility review will take place on the 30th calendar day before the program start date; if the 30th day falls on a non business day (weekend, holiday), the review will be done on the next business day, grant eligibility determination is based on the information available to the school on that day. Students will be notified by email of the award of the Presidential Grant. Grant recipients will sign an updated award letter with the grant award reflected.
The grant can not be transferred to another enrollment (e.g., cohort start date). Subsequent grant qualification cannot be guaranteed as it is dependent on the applicant pool for each cohort.

UNITED MEDICAL IMAGING HEALTHCARE (UMIH) EMPLOYEE SCHOLARSHIP

CBD College offers a tuition scholarship to eligible employees of United Medical Imaging Healthcare (UMIH) as part of a collaborative agreement between the College and the Organization. The scholarship covers the full cost of tuition and fees, as disclosed on the enrollment agreement at the time of enrollment.

To qualify, applicants must meet all standard admissions requirements for their selected program, submit proof of active employment with UMIH, and provide a letter of recommendation from the Organization. The scholarship is applied proportionally based on program completion. If a student withdraws or is dismissed, any unused portion of the scholarship will be forfeited. Continued eligibility requires active enrollment and ongoing employment with UMIH.

This scholarship is available for all academic programs offered at CBD College. The scholarship will be awarded to one eligible recipient per academic term start, provided all other eligibility requirements are met.

Merit-Based Select Clinical Partner Scholarship (Surgical Technology and Diagnostic Medical Sonography Students):

CBD College offers up to ten (10) merit-based scholarships of $3,000 each per program, per academic term/module to Surgical Technology and Diagnostic Medical Sonography students enrolled in Modules 6 or 7 to extern at

designated Select Clinical Partner Sites. Participation in the scholarship program is voluntary, and each student is eligible to receive the scholarship only once (for one module). These partner clinical training sites, located outside the College's typical placement range, provide unique high-volume surgical training opportunities, allowing students to complete required cases more efficiently and gain broader clinical exposure. To be eligible, students must be actively enrolled in Module 6 or 7 (the clinical training portion of the program), complete an application and provide supporting documentation (e.g., resume, etc.), be in good academic and disciplinary standing, and hold one of the top ten highest cumulative GPAs in their cohort (as verified by the Registrar). Students who are currently assigned to an externship site must first complete that assignment before becoming eligible to apply for this scholarship opportunity at the designated participating sites. Application windows are communicated directly to students via email by the Surgical Technology and Diagnostic Medical Sonography program, and applications are only accepted once students have reached the clinical portion of the program. Final selection is determined by the clinical partner sites, which may include an interview process before confirming placement. Scholarships are applied directly as a tuition and fees credit toward the designated clinical term/module.

Future scholarship opportunities are not guaranteed and remain subject to institutional discretion and funding availability.

PAYMENT PLANS

CBD College accepts **CREDIT CARDS, DEBIT CARDS, CHECKS, CASHIERS CHECKS** or **MONEY ORDERS payable to CBD COLLEGE** as the methods of student payment.

Tuition payments should be made via check, cashiers check, money order or credit/debit card. Tuition payment plans are offered to all students. Payment plans charge 0% interest, $0 in fees. There is no prepayment penalty assessed if students wish to pay their tuition balance early. Payment plan payments can also be scheduled with the student's authorization to withdraw the payment amount from his/her account. Checks that are returned for insufficient funds may be assessed a fee. If tuition payments by check are returned more than once for insufficient funds during enrollment, all future payments must be paid by money order, certified cashiers check, or credit card. Payment of tuition as listed on the Institutional Charges Payment Agreement is due on the date reflected on the agreement. Payments not made within thirty (30) business days of the scheduled due date may be subject to a late charge. CBD College requires that a student's balance is paid in full before they are allowed to graduate.

PAYMENT COLLECTION

CBD College will make reasonable efforts to collect tuition/institutional charges due while the student is enrolled and matriculating. If no payment is received thirty (30) days after payment is due, the student may be removed from class and not be allowed to attend school until all payments are current. Past due payments may be subject to a late fee. The College reserves the right to utilize third-party collection services to collect outstanding balances. As applicable, balances that are 45-days overdue may be turned over to a licensed collection agency. The decision to turn balances to collection will be made based on non-discriminatory criteria.

FEDERAL AND STATE STUDENT AID GENERAL INFORMATION

Federal Aid

The U.S. Department of Education sponsors the following major student financial aid programs approved for Community Based Education & Development / CBD College for which you may apply to determine your eligibility:

- ➢ Federal Pell Grants
- ➢ Federal Work Study
- ➢ Federal Supplemental Education Opportunity Grant
- ➢ Subsidized Loans
- ➢ Unsubsidized Loans
- ➢ Parent PLUS Loan

The School is approved to accept and administer benefits through the California Veterans Administration (CalVet). For more information on veteran's education benefits visit: https://www.benefits.va.gov/gbill/. CBD College is approved to administer the CAL Grant programs.

To apply for Federal Financial Aid, students must create an FSA ID at https://studentaid.gov/ and submit the Free Application for Federal Student Aid by visiting https://studentaid.gov/h/apply-for-aid/fafsa. To apply for federal loans, please visit www.studentaid.gov/. For more information on CAL Grant eligibility visit: https://www.csac.ca.gov/cal-grants.

The Federal Institutional Code for CBD College is **032503**.

The following programs are available at CBD College for those who qualify.

Federal Pell Grants - are awarded only to undergraduate students who have not earned a bachelor's or a professional degree. There is a lifetime limit of 600% eligibility for these grants. The grant amount is determined based on financial need and is calculated based on SAI (This number results from the financial information you provide in your FAFSA).

Federal Supplemental Education Opportunity Grant – awarded to undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school.

Federal Work Study - provides part-time jobs for undergraduate students with financial need, allowing them to earn money to help pay education expenses.

Direct Subsidized Loans – awarded to undergraduate students who have financial need; U.S. Department of Education generally pays interest while the student is in school and during certain other periods. Please visit https://studentaid.gov/understand-aid/types/loans/interest-rates for the latest information on interest rates. Borrowers may not receive this type of loan for more than 150% of the length of their program of study; the U.S. Department of Education may stop paying interest if the student who received Direct Subsidized Loans for the maximum period continues enrollment.

Direct Unsubsidized Loans – Financial need is not required; the borrower is fully responsible for paying the interest regardless of the loan status. The Interest on unsubsidized loans accrues from the date of disbursement and continues throughout the life of the loan. Please visit www.StudentAid.gov/interest for the latest information on interest rates.

Direct PLUS Loans - For parents of dependent undergraduate students; the borrower is responsible for all interest; financial need is not required. Please visit:
https://studentaid.gov/understand-aid/types/loans/interest-rates for the latest information on interest rates.

Private Educational Loans - In case students are not eligible for free or lower-cost Title IV federal or state aid, students have the option of applying for private education loan in place of, or in addition to federal and state aid. Students are strongly encouraged to pursue the availability of free or lower-cost financial aid with the school's financial aid office. Students are encouraged to review each lender's terms and conditions before selecting a lender. All students considering borrowing student loans need to understand the differences between federal student loans and private student loans. The Borrowers must review and compare the terms, interest rates, associated fees and repayment options before accepting the loan.

The terms and conditions of the Title IV, HEA program loans may be more favorable than the provisions of the private education loans. Students should contact the financial aid office to discuss their options.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

CAL Grants

CAL Grant is a state grant awarded by the CA Student Aid Commission to eligible students who apply before the deadline. Students are responsible for completing all pending tasks in their web grants portal to maintain eligibility. Students who apply after the deadline will be considered as additional funding becomes available. Students must complete a FAFSA or California Dream Act Application (CADAA) and set up a WebGrants4Students account to be considered for CAL Grant. Please go to csac.ca.gov for more information

Summer term is always a trailer for Cal Grant purposes. Students must attend past the census date in each term to be eligible for the CAL Grant awarded in that term. Students whose tuition is covered by another financial aid source are not eligible for the tuition portion of the Cal Grant award.

Cal Grant A

Cal Grant A is available to students enrolled in any Associate or Bachelor degree program. All programs at CBD College are at least two academic years that lead to an associate or baccalaureate degree requiring 48 semester units or the equivalent. Students must have a minimum of a 3.0 GPA while in high school, or at least a 2.4 college GPA, and a minimum financial need of at least the maximum CAL Grant A award amount plus $1,500. Students may receive up to $12,477 per award year. Cal Grant A award amounts are dependent on the cost of tuition and/or fees and must not exceed financial need.

Students with dependent children - Students may receive up to $8,000 in access award.

Cal Grant B

Cal Grant B is available to students enrolled in any Associate or Bachelor degree program. All programs at CBD College are at least one year in academic length and result in a degree. Students must have a minimum 2.0 GPA while in high school or a 2.4 GPA while in college, and must also have a minimum financial need of at least $700. Students only receive access awards in award year 1. The access award is $2,197. In subsequent years, students can receive access awards and tuition and fees up to $12,477.

Foster Youth- If a student was in foster care on or after age 13. Lifetime eligibility is 8 years. Can get up to $8,000 in access award. Students cannot be older than 25 at the start of the academic year.

Students with dependent children - Students may receive up to $8,000 in access award.

Cal Grant C

Cal Grant C is available to students enrolled in a technical and occupational program for at least 4 months in length. The priority programs are Surgical Technology, Occupational Therapy Assistant, Physical Therapist Assistant, Diagnostic Medical Sonography and Magnetic Resonance Imaging. No GPA requirement. Students must have a minimum financial need of at least the maximum Cal Grant C award amount plus $1,500. Awards can cover up to $3,283 in tuition and fees and $729 in books and supplies annually.

Students with dependent children - Students may receive up to $5,333 in access award.

Clearing Eligibility for Cal Grant C
Students will be confirmed to be enrolled in one of the following eligible programs: Surgical Technology, Occupational Therapy Assistant, Physical Therapist Assistant, Diagnostic Medical Sonography and Magnetic Resonance Imaging.

Chafee Grant
The California Chafee Grant for Foster Youth (Chafee Grant) awards up to $5,000 a year to eligible foster youth. The Chafee Grant may be used at any eligible California college or university, or career or technical school. A student's receipt of a Chafee Grant award shall not exceed five years (whether or not consecutive). To be eligible for the Chafee Grant, a student must meet the following eligibility criteria:

- Not have reached your 26th birthday as of July 1st of the award year; AND
- Be a current or former foster youth who was a dependent or ward of the court, living in an out-of-home foster care placement, between the ages of 16 and 18; OR
- Be a youth who was placed in out-of-home care by a tribe or tribal organization between the ages of 16-18;
- Must be enrolled at least half-time;
- Must meet the Satisfactory Academic Progress (SAP) policies set forth by their college.

All foster care eligibility is verified by the California Department of Social Services (CDSS).

VA/Law Enforcement
The Law Enforcement Personnel Dependents (LEPD) Scholarship Program provides college grants equivalent to Cal Grant amounts to dependents of: California law enforcement officers, officers and employees of the Department of Corrections and Rehabilitation, the Division of Juvenile Justice, and firefighters who have been killed or 100% permanently disabled in the line of duty.

To receive aid from federal programs the student must:

- Demonstrate financial need
- Have a high school diploma or General Education Development (GED) certificate or state recognized equivalent
- Be enrolled as a regular student in an eligible program
- Be a U. S. citizen or eligible noncitizen
- Have a valid Social Security Number
- Maintain satisfactory academic progress
- Not be in default on a financial aid loan nor owe a refund to a financial aid grant received at any college or institution
- Provide required documentation for the verification process and determination of dependency status
- Not have borrowed in excess of the annual aggregate loan limits for the Title IV financial aid programs
- Not have exceeded the Lifetime Eligibility Limit (LEU) for Federal Pell Grant

The students must reapply and renew the FAFSA or CADAA every year by the announced deadline. The student's circumstances will be evaluated every year for continued eligibility.

The first Grant and Loan disbursements are made on or after 30 days of school attendance once the student becomes a regular student. Term based programs are disbursed per term after attendance in the term is confirmed. The student's loan/grants proceeds will be applied to the student's account for tuition and fees. Any remaining proceeds will be paid to the student or to parents by check or direct deposit, if parents qualify or for a Direct PLUS loan, unless the parent has signed an authorization to release the funds to the student.

CALIFORNIA RESIDENCY
Students must be currently residing in the state of California to be eligible for any California state aid. The student's address on file with the institution must be located in the state of California. CBD College will verify that there is no conflicting information pertaining to a student's state of residence. CBD College will review a student's FAFSA or CADAA application to confirm that they have resided in the state of California for the last 12 months from the first date of expected attendance for the module. If the student is under the age of 18, a parent's residency will be confirmed on the FAFSA application. CBD college will also verify the students photo ID, if on file to confirm state residency status. All students with conflicting information will be resolved before any certification of state aid will be processed.

Only a resident of California is eligible for a Cal Grant award. In general, one year of residence as of the residency determination date, with the intent to make California the permanent state of residence, is required to meet state residency requirements, with the exception of those students eligible under California Education Code (CEC 68130.5). This notable exception to establishing California residency is found in the provisions of Assembly Bill 540 (AB 540).

a. The residence determination date may be established based on the following:
   i. If the governing board of a public Institution has adopted by regulation or policy, a residence determination date [CEC 68023], that date shall be used for Cal Grant purposes.
   ii. The first day of instruction of the term for the award year in which the student is enrolled as a Cal Grant recipient shall be the residence determination date for Cal Grant purposes.6/26/2020 - Version 2.8California Student Aid Commission29
   iii. In other cases, the residence determination date for Cal Grant purposes shall be:
      • Either the first day of instruction of the term for the award year in which the student is enrolled as a Cal Grant recipient, or
      • The date the Commission uses to make the preliminary determination of California residency for the purpose of offering a Cal Grant.

b. Public Institutions shall continue to use the procedures or rules and regulations instituted by the respective governing boards for determining California residency, including resolving conflicting information in the possession of the Institution [CEC 68044].

c. Non-public Institutions may adopt the regulations in 5 CCR 54020 and 54024 or they may develop and document their own policy which is not inconsistent with 5 CCR 54020-54024 and CEC 68060-68062, including the resolution of conflicting information in the possession of the Institution.

d. Conflicting information may include indicators on the Institutional Student Information Record (ISIR) such as:
   • Permanent mailing address in a state other than California,
   • Driver's license issued by a state other than California,
   • Date of residence not more than a year prior to residence determination date,
   • If minor parent's state of address not California,
   • If minor parent's date of residence not more than a year prior to residence determination date, or
   • Any other information available at the Institution, which shows inconsistency with a claim of California residency.

As stated in the Institutional Participation Agreement, "CSAC acknowledges the validity of differing residency requirements among the segments of California postsecondary education. Nevertheless, the Commission strongly recommends that in the case of a student who has been determined to be a resident, has received a Cal Grant, and then transfers to another California postsecondary Institution, that Institutions NOT REESTABLISH residency requirements only in relation to the reception of the student's Cal Grant."

Generally speaking:
   • Residency for unmarried students who are less than 18 years of age by the application deadline is based on the residency of their parent(s).
   • All married students, regardless of age, and unmarried students 18 or older, must establish their own residency.
   • If a minor student's parent(s) are in the U.S. Armed Forces; stationed in California and on active duty when the student enrolls, they are considered a California resident.6/26/2020 - Version 2.8California Student Aid Commission30

Per the Institutional Participation Agreement: Institutions shall apply the same residence determination date(s) to all their students uniformly.

AB 540 notice: CBD College does not charge tuition and books based on a student's state of residence.

DISBURSEMENT OPTIONS FOR ACCESS CAL GRANT AWARDS

Cal Grant awardees may elect to receive the full disbursement of their "Access" or "Book and Supplies" awards to use towards educational expenses instead of having it applied to any outstanding balances on the student's account. By choosing the first option, Cal Grant awardees are responsible to resolve any account balances with CBD College. Cal Grant awardees have the ability to rescind option at any time in writing (up to disbursement). Please make an appointment with a Financial Aid Officer for more information.

STUDENT LOAN COUNSELING

Prior to first disbursement of federal loans, all first-time borrowers of a Federal Direct Loan will be required to complete Entrance Counseling, which will provide comprehensive information on the terms and conditions of the loans and of the borrower's responsibilities.

All students will be required to complete Exit Counseling before they graduate or withdraw. Exit Counseling will help students calculate anticipated monthly repayment amount, choose repayment plan options and will provide other important information.

Students who will borrow Direct Loans will be required to repay the loans plus the interest regardless of the loan status. If a student withdraws, a refund calculation will be completed, and funds will be returned to federal programs in the order required by U.S. Department of Education.

The interest rates for federal student loans are determined by federal law. The interest rate varies depending on the loan type and (for most types of federal student loans) the first disbursement date of the loan. To calculate a sample loan repayment schedule, please refer to the following link.
https://studentaid.gov/loan-simulator/.

All Federal Student Aid Information is being reported to the National Student Loan Data System (NSLDS) and is accessible by guarantee agencies, lenders and schools determined to be authorized users of the data system. The National Student Loan Data System (NSLDS) is the U.S. Department of Education's (ED's) central database for student aid. NSLDS receives data from schools, guarantee agencies, the Direct Loan program, and other Department of ED programs. NSLDS Student Access provides a centralized, integrated view of Title IV loans and grants so that recipients of Title IV Aid can access and inquire about their Title IV loans and/or grant data by visiting https://studentaid.gov/.

BOOKS

The cost of all books and supplies are included in the total program price. All students have an option to opt-out of an arrangement that includes the cost of books and supplies in the total program. Should this option be chosen, students will be required to provide proof of purchase of ALL books and supplies by the cancellation date as noted in the Enrollment Agreement. Should they choose not to opt out, students will receive all applicable books and supplies no later than the 7th day of the payment period.

DEFINITION OF FINANCIAL NEED (COA)

A student's cost of attendance (COA) is calculated based on the number of weeks within a student's award year. All elements of the COA except tuition and books are standard across all programs. The elements of the COA are based on the answers the student provides on the FAFSA application. The Cost of Attendance is assumed as off-campus housing status. CBD College does not provide on-campus housing. For dependent students only, if off-campus is incorrect and you would like to declare a different housing status (for example with parent), please notify Financial Aid by emailing fa@cbd.edu so we may review and adjust your Cost of Attendance. The 2025-2026 Budget is derived from the financial aid budget of the California Student Aid Commission for standard metropolitan areas of our size and composure. These monthly budget amounts are uniformly applied to student applicants during the current Award Year.The actual cost of tuition and books is factored into the student's COA calculation. Students' remaining financial need is the cost of attendance minus any grant-based aid and scholarships, minus any loans obtained by the student. Students may request their individual cost of attendance calculation in writing by sending an email request to fa@cbd.edu. Students are also provided their individual COA calculation on the Financing Plan provided to all students in the student portal.

CANCELLATION/REFUND POLICY

STUDENT'S RIGHT TO CANCEL

1. You have the right to cancel your program of instruction, without any penalty or obligations, through attendance at the first session or the seventh (7) calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the current payment period in your program through the last day of attendance.
2. Cancellation may occur when the student provides a written notice of cancellation at the following address: CBD College, 3699 Wilshire Blvd., Fourth Floor, Los Angeles, CA 90010. This can be done by mail or by hand delivery. Withdrawal notification may also be sent via email to Registrar@cbd.edu.
3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
5. If the Enrollment Agreement is canceled the school will refund the student any money he/she paid, less a registration or administration fee not to exceed $100.00, within 14 days after the notice of cancellation is received.
6. Cancellations due to denial of an applicant: If an applicant is denied enrollment by the institution, a full refund of all tuition and fees paid will be made to the applicant.
7. Cancellations due to program cancellation: If the institution cancels a program subsequent to a student's enrollment, the institution will refund all monies paid by the student.
8. Cancellation Prior to the Start of Class or No Show: If an applicant accepted by the institution cancels prior to the start of scheduled classes or never attends class (no-show), the institution will refund all monies paid, less a registration or administration fee not to exceed $100.00.
9. Cancellation after the start of class: The policy for students who cancel after the start of the class are stated in the foregoing No. 1 of this section.

WITHDRAWAL FROM THE PROGRAM

Institutional Refund Policy

You may withdraw from the College at any time after the cancellation period (described above) and receive a pro rata refund of tuition if you have completed 60 percent or less of the current payment period through your last day of attendance. A payment period is generally equal to 11 weeks of instruction. The last day of attendance is the last date you attended an in-person class or if online, participated in an academically related activity such as the submission of an assignment, participation in a discussion board, took an exam, etc.

The tuition refund will be less non-refundable charges such as uniforms, a registration or administration fee not to exceed $100.00, charges for equipment not returned in good condition, and the charge for the Student Tuition Recovery Fund. Books and equipment must be returned within 7 calendar days of the start of the module in order to be eligible for a full refund. If you complete more than 60% of the current payment period in your program through your last day of attendance, there will not be any tuition adjustment and you will not receive a refund.

To determine the amount of the tuition proration and subsequent refund, your date of withdrawal shall be deemed the last date of recorded attendance. The amount of tuition owed equals the daily tuition charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days you were scheduled to attend from the first day of the current payment period through your last day of recorded attendance.

For example, if your payment period length is 80 days and your tuition is $10,000, the daily tuition charge would be $125.00. If you completed 40 days of a 80-day payment period (half of the payment period length) at the point of withdrawal, you would be charged $5,000 in tuition or 40 days x $125.00 daily charge. The tuition payments over the $5,000 prorated tuition charges would be refunded.

Any refund due shall be sent to the appropriate entity or party who paid the tuition. If all of the Title IV (federal financial aid) is earned for the payment period, a required refund will not be paid to the Title IV programs unless you request it. If any Title IV funds are unearned as a result of a Return to Title IV Funds (R2T4) calculation, those funds must be returned to the appropriate Title IV program.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. Any required refunds will be paid within 45 days from the date the College determines that you have withdrawn.
You will not be charged tuition for portions of the program beyond the current payment period and all payments collected for any future period will be refunded.

RETURN TO TITLE IV FUNDS (FEDERAL FINANCIAL AID RECIPIENTS)

In addition to the calculation of the Institutional Refund Policy to determine the amount of tuition you would owe as a result of withdrawal, for Title IV recipients, a calculation of the amount of Title IV funds that have been earned for the payment period of withdrawal is also required.

The R2T4 calculation is also done based on the number of days completed between the first day of the payment period and your last day of attendance. The corresponding percentage completed is applied to the amount of Title IV disbursed and pending for the payment period and the unearned portion is returned to the appropriate Title IV program. You will earn 100% of your Title IV for the payment period when you complete more than 60% of the payment period.

For example, if your payment period is 100 days and 40 days have elapsed between the beginning of the payment period and your last day of attendance, you have earned 40% of the Title IV disbursed and pending for the payment period. The unearned 60% must be returned to the Title IV programs.

If you were to have reached 61 days or 61% completion, there would be no refund. Title IV refunds are paid within 45 days of the date the College determines you have withdrawn.

The Title IV programs CBD College participates in that are covered by the Return to Title IV Funds Policy are: Federal Pell Grants, Direct Loans, PLUS Loans, Federal Work Study and Federal Supplemental Education Opportunity Grants (FSEOG). CAL Grant funds are considered state aid and will be calculated according to the return of state aid policy.

When a student withdraws during his/her payment period, the amount of Title IV program assistance that the student has earned up to that point is determined by a specific formula. If the student received (or the school or parent received on his/her behalf) less assistance than the amount earned, the student may be able to receive those additional funds. If the student received more assistance than he/she earned, the excess funds must be returned by the school and/or the student.

The amount of assistance the student has earned is determined on a pro rata basis. For example, if the student completed 30% of the payment period, the student earns 30% of the assistance originally scheduled to receive. Once the student has completed more than 60% of the payment period, the student earns all the assistance that he/she was scheduled to receive for that period.

For a quarter credit-hour program, the percentage of the period completed is determined by dividing the number of calendar days completed in the payment period or period of enrollment, as of the day the student withdrew, by the total number of calendar days in the same period. The number of calendar days in the numerator or denominator includes all days within the period, except for institutionally scheduled breaks of five or more consecutive days. Days in which the student was on an approved leave of absence would also be excluded. The day the student withdrew is counted as a completed day.

If the student did not receive all of the funds that he/she earned, the student may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, CBD College must get the student's permission (or parent's permission in the case of a PLUS Loan) before the loan can be disbursed. The student may choose to decline some or all of the loan funds so that additional debt is not incurred. CBD College may automatically use all or a portion of the post-withdrawal disbursement (including loan funds, if acceptable by the student) for tuition and fees.

For all other school charges, CBD College needs the permission of the student to use the post-withdrawal disbursement. If the student (or parent in the case of a PLUS Loan) does not give permission and there are additional post withdrawal funds, the student will be offered the funds. However, it may be in the student's best interest to allow the school to keep the funds to reduce the student debt at the school.

CBD College must also get the student's permission (or the parent's permission in the case of a PLUS Loan) before it can disburse directly to the student any Title IV grant funds that are part of a post-withdrawal disbursement.

There are some Title IV funds that the student was scheduled to receive that cannot be disbursed to the student once the student withdraws because of other eligibility requirements. For example, if the student is a first-time, first-year undergraduate student and has not completed the first 30 days of the program before the student withdraws, the student will not receive any FDLP funds that he/she would have received had enrollment continued past the 30th day.

If the student receives (or CBD College or parent on the student's behalf) excess Title IV program funds that must be returned, CBD College must return a portion of the excess equal to the lesser of:

- The student's institutional charges multiplied by the unearned percentage of the student's funds, or
- The entire amount of excess funds.

CBD College must return this amount even if it did not keep this amount of the student's Title IV program funds. If CBD College is not required to return all of the excess funds, the student must return the remaining amount. For any loan funds that the student must return, the student (or parent for a PLUS Loan) repays in accordance with the terms of the promissory note. That is, the student makes scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that the student must return is called an overpayment. The student does not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. The student must make arrangements with CBD College or the Department of Education to return the unearned grant funds.

The Tile IV funds are returned in the following order:

1. Unsubsidized Federal Stafford Loans	4. Federal Pell Grants
2. Subsidized Federal Stafford Loans	5. FSEOG (Federal Supplemental Educational Opportunity Grant)
3. Federal PLUS Loans	6. Other Funds

The requirements for Title IV program funds when the student withdraws are separate from any refund policy of CBD College. Therefore, the student may still owe funds to CBD College to cover unpaid institutional charges. If the student does not already know what the CBD College refund policy is, the student can ask the Financial Aid department for a copy. Examples indicating how Title IV refunds and intuitional refunds work are available from the Financial Aid Department. The Financial Aid Department can also provide the student with the requirements and procedures for officially withdrawing from school.

If the student has questions about his/her Title IV program funds, he/she can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243), TTY users may call (800) 730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

DETERMINATION OF THE WITHDRAWAL DATE

The student's withdrawal date is the date that the student provided to the institution, in writing, of his or her intent to withdraw. If the student dropped without notifying the institution, or did not return from an approved leave of absence, the withdrawal date is the last date of academic attendance as determined by the institution's attendance records.

RETURN OF CAL GRANT FUNDS

Any changes to the valid FAFSA could impact a students eligibility for CAL Grant. If the corrected FAFSA reduces eligibility for the CAL Grant, payment already received may be returned to CSAC.. For students who do not complete a module or payment period, notification must be reported to CSAC.

If a student is ineligible for Cal Grant all transactions will be backed out before submitting notification. If a student withdraws from CBD College before the census date, no Cal Grant will be disbursed.

CBD College's census date is the 7th date after the student signs the enrollment agreement for the first payment period in an eligible program. All payment periods after the first payment period, the census date is the first day of class. All students that withdraw from classes before the census date will not be eligible for Cal Grant. Any ineligible funds will be returned to the CSAC.

NOTE: **A student who is on an approved leave of absence retains in-school status for purposes of CAL Grant. However, if the student does not return from an approved leave of absence, the withdrawal date is set retroactively to his or her last date of attendance, and a "return of funds" calculation will be completed to determine the amount of earned CAL Grant aid for the term in which the student withdrew. If it is determined that the student did not earn all the CAL Grant awarded for that term, any unearned CAL Grant will be reported and sent back to CSAC and it will be the student's responsibility to resolve any remaining balance with CBD College as a result of returning the unearned CAL Grant funds.**

NOTE: **Cal Grant eligibility is limited to one payment per academic term. Students returning from an LOA to complete a previously started term will not qualify for additional Cal Grant funds for that period.**

DISTANCE EDUCATION

TECHNICAL SUPPORT

Technical support is available Monday through Friday, 9am-5pm PST. For support, visit https://my.cbd.edu and click the red Help button to search self-help articles. If you still need assistance, click "Leave a Message" with a detailed explanation.

STUDENT LOCATION POLICY

CBD College deems that students enrolled in programs delivered via blended (i.e., a combination of distance education and residential) instruction are located in the state of California and students enrolled in programs delivered via full distance education are located in states where the institution is approved, exempt or otherwise legally able to provide distance education. The institution relies on the information provided by the student during the enrollment process (e.g., address field on the enrollment agreement) to determine the student's location.

It is the responsibility of the student to notify the institution of a change in his/her location to another state, as applicable. At the beginning of every module, students receive an automated email notification reminding them to document address changes and/or relocation information, as applicable.

The student's physical location and a change to that physical location may impact their ability to complete the program or gain employment in the field, including eligibility for credentialing requirements for employment.

EVALUATION

The instructor's response to, or evaluation of, each student's lesson, assignment, project, etc. is returned to the student typically within forty-eight hours (excluding holidays and scheduled breaks).

UNITS OF CREDIT

All programs at CBD College are quarter credit. A credit hour is an amount of student work represented in intended learning outcomes and verified by evidence of student achievement, defined by an institution, as approved by the institution's accrediting agency or state approval agency, that is consistent with commonly accepted practice in postsecondary education that reasonable approximates: i. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for a minimum of fifteen weeks for one

semester or trimester hour of credit, or a minimum of ten weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or, ii. At least an equivalent amount of work as required in this definition for other academic activities as established by the institution, including laboratory work, externships, clinicals, internships, practica, studio work, or other academic work leading to the award of credit hours; and 203 In determining the amount of work associated with a credit hour, institutions are permitted to consider a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree level programs.

One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, or 30 hours of practicum. The formula for calculating the number of quarter credit hours for each course is: (hours of lecture/10) + (hours of lab/20) + (hours of practicum/30) and rounded down to the next lowest half or whole number.

For Associate of Applied Science degree credit-based programs, the calculation is based on 5.0 outside hours for each credit hour of lecture/laboratory, wherein Academic Associate degree and Bachelor degree programs the calculation is based on one hour of classroom or direct faculty involvement and a minimum of two hours of outside preparation. Each week of an academic quarter represents one credit hour. The number of credit hours awarded for courses is based on the expected time required to successfully meet the course objectives. This time is a combination of activities including in-class lectures, laboratory work, outside reading, and other academic work.

ACADEMIC POLICIES/RETENTION

CBD College supports a regularized system for monitoring academic and professional aspects of individual student performance. Although professional aspects are not separate from such academic indicators as grade averages, the latter are monitored by a centralized system that is designed to ensure that exceptionally strong or weak performance will be noticed and will receive timely recognition and attention.

CBD faculty and staff are available to advise students on academic problems. All efforts will be made to provide a supportive environment to assist each student in maintaining and continuing the program.

CBD College retention, progression and dismissal policies are composed of requirements outlined below.

STUDENT CONDUCT

Students are expected to follow all the policies and procedures of CBD College and to conduct themselves within the bounds of acceptable behavior at all times. Any infraction of College rules, including improper or unruly behavior, may result in probation, suspension, and/or termination.

ACADEMIC DISHONESTY

Any student who engages in academic dishonesty, including, but not limited to, plagiarizing another person's work; cheating on an examination or assignment; distributing copies of examinations, assignments, or answer sheets to other students; passing off another's work as one's own; and/or aiding one or more other students in committing the same or similar acts of academic dishonesty may be given a grade of zero for the exam or assignment in which the infraction occurred. If a student commits a second (2nd) act of academic dishonesty, he or she may be dismissed from the college. A student may appeal his/her dismissal from the college for academic dishonesty. The appeal must be made in writing and emailed to the Dean of Education and sent to appeals@cbd.edu.

ATTENDANCE

Students who have been absent from classes for fourteen (14) consecutive calendar days (excluding scheduled breaks between modules) will also be dropped from the training program. Special consideration will be given to students with extenuating circumstances such as illness, death, or birth in the immediate family, and other valid reasons substantiated in writing and at the discretion of the Dean of Education and/or CAO.

TARDINESS/EARLY DEPARTURES

CBD College considers a student late or an early departure if he/she arrives after a class starts or leaves before the end of the class.

Students arriving late for classes or leaving the classroom early will receive a tardy in their records. Students returning back from breaks late will also be considered late and receive a tardy.

MAKE-UP WORK

Make-up hours must be completed in order to advance to the next Module. Non-made-up time may result in termination from the program.

Students are responsible for all work missed as a result of an absence. Make-up work will be scheduled and arranged between the student and the instructor, if approved.

JURY DUTY/COURT APPEARANCES

Jury duty is a civic obligation that CBD College recognizes as an individual's responsibility to serve when summoned; however, students called to serve should work with officials to defer service until graduation whenever possible.

Students should present their summons or subpoena to the Program Director as soon as possible. Program faculty will work with students to complete any course material missed, if necessary.

MILITARY LEAVE

CBD College acknowledges the responsibility of men and women to fulfill military service. This policy applies to military absence resulting from service in the uniformed services. Military service (or service in the uniformed services), whether voluntary or involuntary, in the armed forces, including service by a member of the National Guard or Reserve on active duty, active duty for training, or full-time National Guard duty under federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days. This does not include National Guard service under state authority. The student (or an appropriate officer of the armed forces or official of the Department of Defense) must give oral or written notice of such service to the school as far in advance as is reasonable under the circumstances. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice. CBD College has designated the Program Director and/or the Financial Aid Office as points of contact for the student to provide notification of service and notification of intent to return. These notices do not need to follow any particular format. CBD College will promptly readmit a service member with the same academic status as he/she had when last attended the school or was accepted for admission to the school. Re-enrollment will be coordinated on a case-by-case basis with input from the Dean of Education to ensure academic success.

FAILED COURSES WITHIN THE SAME TERM/MODULE

A student who fails or withdraws from a course (e.g., non-passing grade) within a module must retake those course(s) in order to continue in the program. Failed or withdrawn course(s) within the same term/module constitutes a first fail or withdrawal instance for program completion. Repeated course(s) will appear on the student's transcript, but only the newest grade earned will be included in the calculation of the cumulative grade point average (CGPA). Attendance in a successfully repeated course will replace attendance in a prior unsuccessful attempt. Repeated coursework may adversely affect students' Satisfactory Academic Progress (SAP) for Financial Aid. Repeated coursework factors into maximum time frame, completion rate and GPA.

Students repeating failed course(s) are required to pay tuition and fees associated with the repeated course(s).

FAILED COURSES WITHIN SUBSEQUENT TERM/MODULE

In the event of course(s) failure within a subsequent term, the student will be subject to dismissal from the academic program, except in cases of an approved appeal. Failed or withdrawn course(s) within a subsequent term constitutes a second failed or withdrawn instance for program completion.

PREREQUISITE AND COREQUISITE REQUIREMENTS

Prerequisites and corequisites are established to ensure students are prepared for academic success by building upon required knowledge and skills in a structured sequence.

A prerequisite is a course or requirement that must be successfully completed prior to enrolling in another course. A corequisite is a course or requirement that must be taken at the same time as another course or group of courses, unless already successfully completed.

In the event a student fails a didactic course in a module with clinical courses, an exception may be made by the Registrar's Office to proceed with clinical coursework while repeating the didactic course. This may result in a module not meeting full-time enrollment status, which can impact financial aid and future program sequence.

GRADING SYSTEM

CBD College uses the following standardized grading system.

Undergraduate Courses (Associate's and Bachelor's Degree Programs):

GRADE PERCENT	GRADE	DESCRIPTION	POINT
90 - 100	A	Excellent	4.0
80 – 89	B	Good	3.0
75 – 79	C	Satisfactory	2.0
0 - 74	F	Fail	0.0

Graduate Courses (Master's Degree Program):

GRADE PERCENT	GRADE	DESCRIPTION	POINT
90 - 100	A	Excellent	4.0
80 – 89	B	Good	3.0
0 - 79	F	Fail	0.0

The following grade codes carry no grade points and are excluded from GPA calculations.

GRADE	DESCRIPTION	EXPLANATION
I	Incomplete	A grade of "I" is assigned when hours or course work is not completed by the scheduled completion date. This grade is removed, and a letter grade is assigned when course requirements are met.
L	Leave of Absence	Assigned when hours or course work is not completed by the scheduled completion date due to an approved leave of absence.
TR	Transfer Credit	Credit earned at another institution and hours accepted towards program completion.
W	Withdrawal	Students who withdraw or are terminated from the program will receive a grade of "W" in each course enrolled in at the time of withdrawal.
Pass	Non-letter grade indicating successful completion of course requirements in a pass/fail course.	Units of credit are awarded. The specific criteria and minimum threshold for passing are outlined in the course syllabus.
Fail	Non-letter grade indicating course requirements not met in a pass/fail course.	No units of credit awarded. The specific criteria and minimum passing threshold are outlined in the course syllabus.

WITHDRAWAL

A student who decides to withdraw from the program, must submit a formal written notice of withdrawal to the Registrar's Office. This can be done using the College's digital student withdrawal form, by email (registrar@cbd.edu), mail (CBD College Registrar's Office, 3699 Wilshire Blvd, 4th Floor, Los Angeles, CA 90010), or by hand delivery.

- The written notice, if sent by mail, is effective when deposited in the mail properly.
- The written notice need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the enrollment agreement.

The College shall determine that the student has withdrawn from a program of instruction when any of the following occurs:

- The student notifies the College of withdrawal by written notice;
- The College terminates enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the College; absences over maximum set forth by the College; and/or failure to meet financial obligations to the College, except in cases of an approved appeal;
- The student fails to attend a class for 14 consecutive calendar days; or
- The student fails to return from an approved leave of absence.

TERMINATION

Students meeting the criteria for termination will be terminated from CBD College, except in cases of an approved appeal. Termination may occur for academic, legal, ethical or safety violation of CBD College policies, including but not limited to:

A. An inability to meet academic minimum progression requirements twice.
B. Failure to adhere to clinical externship policies.
C. Failure to adhere to attendance policies.
D. Failure to return from a Leave of Absence.
E. Failure to meet financial obligations to CBD College
F. Endangering the safety of others on campus or in the clinical setting.
G. Failure to comply with Student Conduct and Rules
H. Involvement in any practice that qualifies as academic dishonesty.
I. Vandalism or abuse of campus property and/or clinical equipment.
J. Violation of patient privacy/HIPAA regulations.
K. Use, possession or sale of alcohol, illegal drugs or controlled substances anywhere on school premises or as part of the educational program.
L. Possession of firearms or other weapons on school premises or as part of the educational program.
M. Engaging in any form of harassment or threatening behaviors toward students, faculty or administrators.
N. Other incident(s) or behaviors determined to be so severe they warrant termination.

Students at risk of termination for academic reasons are notified in writing and formally advised prior to termination. Terminated students are entitled to due process as detailed in the Appeals Process policy, and if an appeal is approved, termination will not occur.
Students terminated for legal, ethical or safety reasons (items F-N above) are not eligible for readmission to CBD College.

APPEAL PROCESS

Students who wish to appeal a decision that has an adverse impact on their academic standing must submit a letter via the Appeal Letter Form (here) within five (5) calendar days of the notification of the adverse academic standing. The appeal letter should describe any extenuating circumstances that the student deems may deserve further consideration. Only extraordinary circumstances, which are unlikely to recur, will be considered.

The Appeal Committee, composed of unbiased staff and faculty members, will review all appeals. The student will be provided with a written decision within ten (10) calendar days of the School's receipt of the appeal. The Appeal Committee's decision will be final. In cases where the Appeal Committee grants an approved appeal, the student will not be terminated and will be reinstated under the specific terms and conditions set out in the letter granting the appeal. This may include requiring a re-entry candidate to audit previously passed courses free of charge. If auditing is a condition of re-entry, all course requirements within the syllabus of required courses must be met in order to qualify for re-entry. No exceptions. Only one auditing attempt will be granted. Failure to meet course requirements during the auditing period will exclude the student being eligible for future re-entry.

TESTING PROCEDURES

GENERAL TESTING PROCEDURES

STUDENTS ARE REQUIRED TO TAKE ALL THE EXAMS AND QUIZZES LISTED IN THE SYLLABUS. IT IS NOT PERMITTED TO SKIP ANY TEST.

General testing procedures

1. Online Quizzes and Exams (tests) are timed and require Respondus application. They can be taken any day and time of the week during which they are scheduled and made available.
2. Students are advised to take the tests using a PC or MAC with a stable internet connection, and in an environment free of distractions and sources of interruption.
3. Once the test has been started, it cannot be paused and should be completed and submitted within the allotted time. Tests not submitted by the student will be automatically submitted by the system at the end of the allotted time.
4. The online test taking must be a solitary activity and no cooperation and communication with other students is allowed during the test week, about the test. Measures are in place to verify that any submitted test is the result of a solitary student activity and not of a collaboration between students.
5. There are instances when students will be required to take exams in person at a pre-scheduled date and time.

A student found violating any of these general testing procedures or exercising any practice that qualifies as academic dishonesty may have the test invalidated, with no opportunity to be retaken.

Plan for improvement

A Plan for improvement will be provided for students not achieving the minimum pass score on any given test.

The theory instructor will identify the areas needing improvement and will develop a plan indicating the areas needing improvement and the steps to be followed for content remediation. Retakes are not automatically awarded.

Remediation Plan

The remediation plan is an intensive intervention to help students with failing average scores to bring their GPA to the minimum required to pass the course. This plan is developed by the theory instructor and may include tutoring sessions, research projects and other didactic methodologies applicable to address the problem as deemed appropriate by the instructor.

Students not reaching the minimum pass score average at any given month during a Module will be advised to follow the Remediation Plan individually created to optimize the weak areas.

Failure to achieve the minimum pass score at the end of the module may result in immediate termination from the program.

CLINICAL/EXTERNSHIP EXPECTATIONS

CLINICAL ROTATION ASSIGNMENTS

Clinical/externship rotations are assigned based on site availability and programmatic rotation or case requirements. If a student declines an assigned clinical placement, they risk withdrawal from the program due to non-attendance.

DRUG SCREENING

CBD does not require a drug screening at this time; however, every student must be aware that almost every clinical/externship site requires a drug screening test before starting a clinical experience at their clinic/facility. Exemption: The Surgical Technology and Diagnostic Medical Sonography programs require all students to take a drug screening test prior to the beginning of clinical rotation. The drug screening is to be completed during the module directly preceding the clinical/externship portion of the program by the student at any clinic of their choice. The cost is the responsibility of the individual student. The results are to be returned to the Clinical Coordinator in preparation for clinical experience. The decision to move forward in case of positive drug screening is up to each individual clinic. Students may retake a drug screening test if there is enough time before the start of clinical experience. Positive drug screening may prevent a student from going to a clinical site, which will result in removal from the program.

Students should not begin to complete any of these Clinical/Externship Expectations until they attend their first clinical preparation orientation, at which time they will be given specific instructions and due dates to follow. Clinical settings may require students to hold personal healthcare insurance. Proof of insurance may be required for clinical site on-boarding paperwork. Students who decide to begin these requirements prior to that time risk not completing these items in the incorrect order or manner.

PHYSICAL EXAMINATION FORM

Each applicant is responsible for the cost of his/her physical examination.

All students enrolled in Surgical Technology, Diagnostic Medical Sonography, Magnetic Resonance Imaging, Physical Therapist Assistant, Occupational Therapy Assistant, and Master of Occupational Therapy programs are required to complete and submit the CBD College Physical Examination Form, **duly completed by a physician,** by the due date given in the student's pre-clinical preparation course. The physician will examine the student and determine whether he/she holds the capability to perform the expected tasks related to the program of study. An incomplete form will prevent the student from progressing to the Clinical Education portion of the program and may eliminate them from the program.

Students who are non-immunized may not be accepted by the healthcare facilities for their rotations and therefore will be at risk of not completing all the requirements for graduation.

VACCINATIONS/TITERS

Students may be required, by the clinical sites to which they have been assigned, to undergo immunizations and/or titer testing, prior to placement into clinical externship. Failure to comply with an externship/clinical site's vaccination and immunization policies may place students at risk of not being accepted at a clinical externship site, therefore affecting their ability to complete all necessary graduation requirements. The specific titers, vaccines, tests, etc. will be provided to each student once they enter the pre-clinical preparation course within each program. A general list of the minimum vaccinations required by clinical sites is available below:

1. MMR (Measles, Mumps and Rubella) titer: if no immunity evidenced on titer, then you must submit the full immunization series per the CDC guidelines for MMR.
2. Varicella titer: if no immunity evidenced on titer, then you must also submit the immunization series per the CDC guidelines for Varicella.
3. Hepatitis B titer: if no immunity evidenced on titer, then you must submit evidence of the complete Hepatitis B series immunizations per the CDC guidelines for Hepatitis B.

4. Tetanus Diphtheria and acellular Pertussis (Tdap) vaccine. Must not be older than eight years.
5. Influenza vaccine: A seasonal flu vaccination is required by some sites. Declining the flu shot may preclude you from being able to attend clinical.
6. COVID vaccine: Fully vaccinated to include boosters. Declining the COVID vaccine with boosters may preclude you from being able to attend clinicals. Other options (e.g., wearing a protective mask) are solely up to the specific clinic.

CLINICAL ATTENDANCE

Clinical attendance schedules may vary, and the students can be assigned to the weekend and/or evening rotations.

Absences

CBD College requires excellent attendance in the clinical setting so that students can get the most from their clinical rotations. Students are required to attend all clinical work schedules and assignments and adhere to the standards of CBD College.

Students who miss a clinical assignment are at risk of not meeting their clinical objectives as required. Therefore, clinical absences should only be for emergencies or illnesses that require a student to stay at home, i.e., infectious or communicable diseases that are verified with their instructor. A physician's release is required to return to clinical following three (3) or more consecutive days of absence due to illness/injury.

Commitment and dedication to your clinical experiences are required in order for you to gain the knowledge needed to become competent in the real-life work setting. Excessive absences may result in Dismissal from CBD College.

Students who have not completed all clinical hours will not meet the graduation requirements. Clinical absences will be monitored and enforced according to the following procedures: Students are to notify their clinical instructor and Clinical Coordinator at least 1 (one) hour before the start of the clinical assignment. No call or no show may result in dismissal from CBD College.

Tardiness

The clinical instructor sets the time of arrival to the clinical site. Students are expected to arrive 15 minutes early to any assigned clinical area. A student is considered tardy if he/she arrives 15 minutes after the assigned clinical schedule.

The Clinical Coordinator will advise the student who is tardy for the second time to a clinical rotation.
The third tardy may result in the student being removed from the clinical site and may lead to dismissal from the program.

Making Up Missed Clinical Hours

Any student who has a clinical absence per Module must make up the time prior to the end of the module.

All make-up time will be scheduled by the Clinical Coordinator as soon as possible and before the end of the module. Approval of make-up time will be scheduled at the discretion and clinical needs of the clinical site as determined by the Clinical Coordinator.

Excess time spent at the clinical site without the direct approval of the Clinical Coordinator will not be credited to the students' hours.

In case of a communicable disease, students who exceed 1 (one) clinical absence per Module may be given an incomplete grade and allowed to make up their time, at the discretion of the Program Director and Clinical Coordinator.

SATISFACTORY ACADEMIC PROGRESS

All students are required to maintain satisfactory academic progress (SAP) to remain eligible for financial aid. Satisfactory progress is computed on a cumulative basis at the end of the payment period (e.g., a module for term-based programs). Satisfactory academic progress is determined using a qualitative measure/component based on cumulative GPA, and a quantitative measure/component, which consists of a pace of progression as well as a maximum timeframe by which a student must complete his or her program. SAP evaluations for financial aid eligibility are conducted at the end of each payment period.

To meet SAP a student must satisfy both the qualitative and the quantitative measure at the time of evaluation. To be eligible to meet the qualitative measure, a student must maintain a 2.0 GPA cumulatively, and 3.0 for the Master of Occupational Therapy program.

To be eligible to meet the quantitative measure a student must complete at least 67% of all quarter credit hours attempted on a cumulative basis during each evaluation period.

A student must maintain the minimum requirements at each payment period throughout the program. The rate of progress percentage is calculated by dividing the quarter credits earned by the quarter credits attempted.
Students are also evaluated at the end of each payment period for the maximum time frame. Students must complete their degree in 150% of the time (credit hours) allowed for the program. For example, the student's program is 100 credit hours, the student must complete the program before 150 credit hours are attempted. Repeated coursework count in hours attempted.

A student who fails to meet the minimum academic requirements is placed on "Warning" for the next payment period of attendance. During the payment period on warning, the student is required to obtain extra help, if necessary, to improve their academic standing. A student receiving Veteran Administration benefits may receive educational benefits for only one semester while on academic probation.

Satisfactory academic progress requirements apply to all students whether or not the student is receiving title IV funding.

GRADING SYSTEM

Associate's Degree and Bachelor's Degree Programs:

GRADE PERCENT	GRADE	DESCRIPTION	POINT
90 - 100	A	Excellent	4.0
80 – 89	B	Good	3.0
75 – 79	C	Satisfactory	2.0
0 - 74	F	Fail	0.0
	I	Incomplete	0.0
	W	Withdrawal	**

**No grade points are awarded for "Withdrawal"

Master's Degree Program:

GRADE PERCENT	GRADE	DESCRIPTION	POINT
90 - 100	A	Excellent	4.0
80 – 89	B	Good	3.0
0 - 79	F	Fail	0.0
	I	Incomplete	0.0
	W	Withdrawal	**

**No grade points are awarded for "Withdrawal"

ACADEMIC YEAR

The minimum academic year is defined by CBD College as 36 quarter credits / 30 weeks of instructional time for a course of study that measures its program length in quarter credits. CBD College offers only "full-time" programs for academic purposes. Students may be enrolled less than "full-time" for a specific term if they have been awarded transfer credits and/or are repeating coursework.

QUANTITATIVE COMPONENT

Satisfactory Academic Progress is evaluated at the completion of each module (which aligns with the payment period) once all grades are finalized. To be eligible to meet the quantitative measure, a student must complete at least 67% of all quarter credit hours attempted on a cumulative basis during each evaluation period. Evaluation periods are equal to one payment period.

QUALITATIVE COMPONENT

A student must maintain a 2.0 GPA cumulatively as well as a 2.0 in current classes if the end of a payment period is before grades are finalized for the module. A student must pass all modules or courses with a minimum grade of 75% if based on a numeric score. For the MOT program, A student must maintain a 3.0 GPA cumulatively as well as a 3.0 in current classes if the end of a payment period is before grades are finalized for the module. A student must pass all modules or courses with a minimum grade of 80% if based on a numeric score. All Pass/Fail courses must follow criteria outlined within the syllabus and must be met completely as outlined to earn a passing grade.

INCOMPLETE GRADE

A grade of "I" is assigned when hours or course work is not completed by the scheduled completion date. This grade is removed, and a letter grade is assigned when course requirements are met. All incomplete grades, until replaced, are considered to be not successfully completed, and negatively impact satisfactory academic progress in terms of pace of progression.

REPEATED MODULES

All attempted courses/modules will appear on a student's transcript; grades earned for repeated courses/modules will replace the previously earned grades and will be included in the calculation of the student's cumulative GPA. For Financial Aid Satisfactory Academic Progress purposes all attempted course grades are calculated for the GPA measurement.

WITHDRAWAL GRADE

Students who withdraw from the program will receive a grade of "W" in each course enrolled in at the time of withdrawal. All withdrawal grades are considered to be not successfully completed, and negatively impact satisfactory academic progress in terms of pace of progression.

TRANSFER CREDIT

CBD College documents transfer credit for hours accepted towards program completion noted with a "TR" grade on a transcript. Transfer credit is not included in the cumulative GPA.

REMEDIAL COURSES, PROFICIENCY CREDITS, NON-CREDIT COURSES, AND NON-PUNITIVE GRADES

CBD College does not offer remedial courses, proficiency credits, or non-credit courses, but offers non-punitive (pass/fail) grades for CBD students.

MAXIMUM TIME FRAME

A student must complete the entire program within 1.5 times the normal completion rate, or within:

- Maximum 135 attempted quarter credit hours for the 90 quarter credit hours BSHS program
- Maximum 135 attempted quarter credit hours for the 90 quarter credit hours MRI AAS program
- Maximum 136.5 attempted quarter credit hours for the 91 quarter credit hours ST AAS program
- Maximum 152.25 attempted quarter credit hours for the 101.5 quarter credit hours PTA AAS program
- Maximum 169.5 attempted quarter credit hours for the 113 quarter credit hours OTA AAS program
- Maximum 180 attempted quarter credit hours for the 120 quarter credit hours DMS AAS program
- Maximum 171 attempted quarter credit hours for the 114 quarter credit hours MOT program

The maximum time frame is to be divided into increments, during which a minimum percentage of work is to be completed. The increment is not to be more than one half of an academic year, which aligns with payment periods for non-term students. For term-based students the increment will be per term, which is the same as a payment period.

Students may retake portions of the program only if they will fall within the 1.5 times the normal completion time. Repetitions of coursework are counted as hours attempted. The lowest grade will be dropped from the cumulative GPA and the highest grade will be used to calculate the GPA. For Financial Aid Satisfactory Academic Progress purposes all attempted course grades are calculated for the GPA measurement.

TRANSFER AND READMITTED STUDENTS

Transfer students from outside of CBD College will be evaluated only on the work completed while at CBD College. Readmitted students will be admitted to the same status as at the time of withdrawal or drop. Students who separate from the college (e.g., LOA, withdrawal) and return to the same program with a different instructional delivery mode, program length and/or units of academic measurement (e.g., residential to hybrid, different credits or weeks) will be treated as an internal transfer student. Students will be given credit for all courses completed that are part of the new program version (exceptions may apply).

The maximum time frame is reduced for transfer and readmitted students, based upon the remaining length of the program in which they enroll. For example, a student transfers in or has completed 12 quarter credits of a 90 quarter credit program, therefore must complete 78 quarter credits at the time of enrollment, and the maximum time frame is 78 quarter credits times 150% (78 x 150% = 117),or 117 quarter credits.

FINANCIAL AID WARNING

Students who fail to meet SAP standards at the end of each payment period will be placed on Financial Aid Warning and notified accordingly. Warning status lasts for one payment period only, during which the student is eligible to continue to receive Title IV funds. Students who meet the College's SAP standards by the end of the warning period will be removed from Financial Aid Warning status. Students who fail to make satisfactory progress by the end of the warning period will be placed on Financial Aid Probation, provided that they've completed a successful appeal, and will be notified accordingly. Students who do not successfully appeal their financial aid SAP status will be placed on Financial Aid suspension. Students on suspension status will not be eligible for any financial aid.

FINANCIAL AID PROBATION

For the payment period following the payment period during which a student was on Financial Aid Warning, the College will place students who failed to make satisfactory academic progress during the warning period, on Financial Aid Probation and disburse Title IV funds only if- 1) the student successfully appeals the determination; and 2) the College determines that the student should be able to meet the College's SAP standards by the end of the subsequent payment period by completing the requirements of an Academic Improvement Plan. Students on Financial Aid Probation for a payment period are not eligible to receive Title IV funds for the subsequent payment period unless they meet SAP by the end of the probationary period.

CHAFEE GRANT RECIPIENT SAP PROVISIONS

A Chafee Grant recipient student, who has not met Satisfactory Academic Progress (SAP), as defined by the institution, for five quarters, is eligible to receive Chafee funding regardless of the reason for not meeting SAP. All students at CBD College, including Chafee grant recipients, who are not meeting SAP after two consecutive quarters, are placed on an Academic Improvement Plan.

If a Chafee Grant recipient student exceeds five quarters of not meeting SAP and appeals to have his or her CHAFEE grant reinstated, CBD College will automatically reinstate the student's grant eligibility, if one of the following applies:

(A) The student achieves either a 2.0 GPA during the previous quarter, or a cumulative GPA of 2.0, even if the student did not meet the SAP policy requirements.

(B) The student demonstrates the existence of an extenuating circumstance that impeded successful course completion in the past but that has since been addressed such that the student is likely to demonstrate SAP in the future.

(C) The student provides evidence of engagement with a supportive program, either on or off campus, that is assisting the student to make continued academic progress.

APPEALS PROCESS

A student who is on Financial Aid Probation status can appeal within five (5) days. The appeals letter should be submitted in writing (email is acceptable to appeals@cbd.edu) and should include the following:

- Exactly what course, program or school policies are being appealed;
- The situation that lead to your dismissal for which the committee should make an exception to these policies;
- The resolution you have in place to be successful in the future.

The Records Officer will review only the appeals that have the necessary documentation and are based on:

- Severe illness, medical condition, or injury
- Death of an immediate family member
- Military deployment/call to active duty
- Or other special circumstances which are unlikely to reoccur

RE-ESTABLISHING SATISFACTORY ACADEMIC PROGRESS

Students who do not maintain satisfactory academic progress lose eligibility for financial aid until satisfactory academic progress is met. Students may regain satisfactory academic progress by completing enough coursework to raise his/her GPA and/ meet the minimum completion requirements. At that time, students may request an SAP review and if they meet the minimum standards, their SAP status will be updated. Students must email fa@cbd.edu to request a Satisfactory Academic Progress review.

LEAVE OF ABSENCE

Occasionally, circumstances arise that require students to interrupt their training. Depending on the situation and length of time, students may be granted a leave of absence. Examples of approved LOA circumstances include, but are not limited to, documented family emergencies, serious illness, active military duty or other extenuating reasons, which are unlikely to reoccur.

Students who find it necessary to take a leave of absence must submit an official request using the College's digital submission method. A student must request a leave of absence in advance of the start date of the leave of absence, unless unforeseen circumstances prevent the student from doing so. If a student does not request a leave of absence within a timeframe (14 consecutive calendar days, holidays and scheduled breaks excluded) consistent with the institution's consecutive absence policy, he or she will be dropped.

The request must outline the circumstances and duration of the leave. The reason for the leave of absence must be specified in order for the institution to have a reasonable expectation of the student's return within the time frame of the leave of absence as requested. Supporting documentation relevant to the circumstances of the leave of absence is required (e.g., letter from a healthcare provider, etc.). The student must attest to understanding the procedures and implications for returning or failing to return to his/her course of study. An LOA is officially approved once the LOA approval agreement is signed by the student, indicating acceptance of the terms.

If the student is a Title IV loan recipient, the College will provide an explanation to the student, prior to granting the LOA, the effects that the student's failure to return from LOA may have on the student's loan repayment terms, including the expiration of the student's grace period.

A leave of absence may not exceed 180 calendar days in any 12-month period. Multiple leaves of absence may be permitted provided the total of the leaves does not exceed this limit. An approved leave of absence may be extended (by contacting the Registrar via email or in writing) for an additional period of time provided that the extension

request meets all of the above requirements, and the total length of the leave of absence does not exceed the specified limit. Federal regulations require that a student returning from an LOA must resume training at the same point in the academic program that he or she began the LOA. The College does not assess the student any additional charges as a result of the leave of absence. A student who takes a leave of absence from a legacy, non-term program will join the term-based program version upon their return.

A grade of "L" is assigned when hours or course work is not completed by the scheduled completion date due to an approved leave of absence. This grade is non punitive and remains in place on the academic record. A letter grade is assigned to the term in which the student returns from LOA and course requirements are successfully met. If the student withdraws during the period in which they are on an approved LOA, the L converts to a grade of "W" which is punitive and will affect the quantitative component of the SAP status.

GRADUATION REQUIREMENTS

Associate of Applied Science degrees are awarded in Physical Therapist Assistant (PTA AAS), Occupational Therapy Assistant (OTA AAS), Diagnostic Medical Sonography (DMS AAS), Magnetic Resonance Imaging (MRI AAS), and Surgical Technology (ST AAS),) to students who complete all course work in no more than 150% of the total number of hours in the program with at least a 75% grade point average, and who are in attendance for at least 90% of the total didactic course hours. 100% of required clinical/externship hours must be achieved as well.

A Bachelor of Science degree is awarded in Health Science (BSHS) to students who complete all course work in no more than 150% of the total number of hours in the program with at least a 75% grade point average, and who are in attendance for at least 90% of the total didactic course hours.

A Master's degree is awarded in Occupational Therapy to students who complete all course work in no more than 150% of the total number of hours in the program with at least a 80% grade point average, and who are in attendance for at least 90% of the total didactic course hours.

Surgical Technology (ST AAS) students must take an examination by a nationally recognized and accredited credentialing agency prior to graduation.

Students who have outstanding financial obligations to the college will not receive a degree until the obligations have been satisfied.

GRIEVANCE PROCEDURES

It is the intent of CBD College to provide an avenue for students to resolve conflicts with faculty and/or staff, or another student. A **student grievance** is a formal complaint raised by a student regarding an alleged violation of their rights, institutional policies, or procedures. The institution ensures that all grievances and their dispositions are thoroughly documented, and faculty and applicable staff are informed of and trained on how to direct students to the appropriate grievance procedures.

It is desirable to resolve problems and complaints informally. This policy encourages both responsibility and accountability for both student and faculty or staff member(s). If resolution of the issues cannot occur informally, formal grievance policy is hierarchical.

We ask that you approach conflicts as follows:

Step #1. Meet with the person with whom you have the complaint and attempt to resolve the issue within two (2) weeks of the incident.

Step #2. If the concerns are not resolved in step one, an informal discussion should take place with the instructor.

Step #3. If the concerns are not resolved in step #2, or the instructor is person in step #1, make an appointment to meet with the Program Director or designee.

Step #4. If the concerns are not resolved in step #3, or the Program Director is the person in step #1, make an appointment to meet with the Dean of Education (DOE). The student will be informed of the decision within ten (10) business days.

Step #5. If the concerns are not resolved in step #4, make an appointment to meet with, or write a formal letter to, the campus Chief Academic Officer (CAO). The student will be informed of the decision within ten (10) business days.

Formal Complaints to Regulatory Agencies

BPPE

CBD College is approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 and the California Code of Regulations.

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

BPPE
Bureau for Private Postsecondary Education
P.O. Box 980818, West Sacramento, CA 95798-0818
Phone: (888) 370-7589
Email: bppe@dca.ca.gov BPPE website: www.bppe.ca.gov

Accrediting Agencies

A formal written complaint may also be filed with accrediting bodies listed below. Complaints may not be submitted anonymously.

ABHES
Accrediting Bureau of Health Education Schools
6116 Executive Blvd., Suite 730, North Bethesda, MD 20852
Phone: (301) 291-7550
Email: info@abhes.org ABHES website: www.abhes.org

CAAHEP
Commission on Accreditation of Allied Health Education Programs
9355 - 113th St. N, #7709, Seminole, FL 33775
Phone: (727) 210-2350, Fax (727) 210-2354
Email: ExecutiveDirector@caahep.org CAAHEP website: www.caahep.org

CAPTE
Commission on Accreditation in Physical Therapy Education
3030 Potomac Ave., Suite 100
Alexandria, VA 22305-3085
Tel (703) 684-2782 Fax (703) 684-7343
Email: accreditation@apta.org CAPTE website: www.capteonline.org/home.aspx

ACOTE
Accreditation Council for Occupational Therapy Education
c/o American Occupational Therapy Association (AOTA)
7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814
Phone: (301) 652-AOTA
E-mail: accred@aota.org ACOTE website: www.acoteonline.org

Department of Education

For issues about financial aid, fraud, waste or abuse of federal funds and civil rights, contact the U.S. Department of Education. Listed below is contact information for these issues:

- The Office of the Inspector General investigates fraud, waste or abuse of federal educational funds, including federal student aid funds.

  U.S. Department of Education
  Office of Inspector General Hotline
  400 Maryland Avenue, S.W.
  Washington D.C. 20202-1500

  1-800-MIS-USED (1-800-647-8733), Fax: (202) 245-7047

- Federal Student Aid's Ombudsman will help resolve issues regarding student loan complaints, by working with you and the lender.

  https://feedback.studentaid.ed.gov/s/?language=en_US

- Office for Civil Rights enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education. You may contact their office directly at 1(800) 421-3481 or locate one of their 12 enforcement offices.

External Complaints

The avenue for external complaints is found on the CBD Website (https://www.cbd.edu/about-us/#disclosures) as a Feedback Form. When the button is pushed, a message box is accessed for someone to write either a compliment or a complaint. When the send button is pushed the message is delivered automatically to the institution. If appropriate to reach the message sender, a response is given within ten (10) business days.

Complaint Procedures for Distance Education Students Outside of California

For students in our distance education programs who are located outside of California, the procedure for submitting complaints is located in the "State Authorization of Distance Education Outside of California" section of this Catalog. Each state's contact information is listed separately.

Complaints That Fall Outside of Due Process

It is the intent of all CBD College programs to ensure the institutional policies, procedures and practices protect the rights and privileges of persons not associated with the education program. Persons not associated with the program such as representatives of clinical sites, employers of graduates, and the public, may contact the School with complaints, comments, suggestions or ideas. The following procedures have been established for consideration of all inquiries that fall outside due process:

Procedure:

1. Initial Screening of the Complaint, Comment, Suggestion or Idea:
   a. Any inquiry about filing a complaint, comment, suggestion or idea about a program will be recorded as it is received by the College.
   b. If such inquiries are received by other faculty or staff members, they will be referred to the Program Director.
   c. Informal resolution of the complaint, comment, suggestion or idea will be attempted.

2. Formal Complaint, Comment, Suggestion or Idea:

a. If informal resolution is not successful, the following steps will be required of the inquirer:

i. Complaints, comments, suggestions and ideas must be provided in writing to the Program Director. Conversely, complaints, comments, suggestions and ideas can be provided electronically via the Feedback Form on the CBD website at: https://www.cbd.edu/about-us/#disclosures.

ii. The Program Director will respond to all comments within 10 business days to further discuss and resolve the issue. If an acceptable resolution has not been achieved within the given time frame, a written appeal may be made to the CAO.

iii. Any issues involving the Program Director may be sent directly to the Chief Academic Officer for initial resolution within ten (10) business days of receiving the inquiry.

iv. The COO will not become involved until all actions to resolve the issue with the Program Director and Chief Academic Officer have been exhausted (unless the complaint is directly related to the Program Director or Chief Academic Officer). The decision of the COO will be final and not subject to further appeal.

v. Records of all communication, meetings and final resolution will be confidentially filed and kept by the Program Director, CAO and the COO for three (3) years.

Prohibition of Retaliation

Retaliation against an individual for bringing a complaint or for assisting another in bringing a complaint is prohibited and a violation of CBD College policy.

STUDENT CONDUCT AND RULES

PROFESSIONALISM

Professionalism is the contract that all students at CBD College have with their fellow students, faculty and staff, clinical/externship sites and fieldwork educators, patients, and society in general. Education, both declarative and procedural, dress codes, and other policies and regulations are designed to help the student achieve the highest professional standards. Ultimate success in treating patients can only take place upon a platform of exceptional professionalism.

All students admitted to CBD College are expected to maintain the highest personal standards of conduct consistent with the practice of their chosen field.

Unauthorized talking during lecture time is not permitted. Electronic devices (cell phones, smart phones, iPhones, etc.) need to be silenced and put away during lectures/lab time or during any other professional commitment related to CBD College. Students may not be permitted to enter the classroom late. Instructors have the right to dismiss any student for poor conduct, tardiness or disruptive behavior from lecture, lab, externship/clinical sites, fieldwork or field trips**.**

Students must adhere to conduct that will not interfere with the learning process of other students, the classroom presentation by the instructor or the progress of the class in general. Any student who discredits himself/herself or the school may be subject to termination.

To assist in achieving a campus free of the problems of substance abuse, the College has adopted a policy prohibiting the unlawful manufacture, sale, distribution, possession or use of controlled substances and alcohol on CBD College's property or at official functions on/off-campus. Any member or group of the CBD College community violating these policies and regulations will be subject to disciplinary action. In order to enforce this policy, CBD College reserves the right to request persons subject to the policy to take fitness for duty tests. Positive results from a fitness for duty test shall be grounds for disciplinary action. Also, the college may perform inspections of persons, personal property or vehicles located on college property or off-site at official college functions (such as clinical education or externships) in order to assure a drug-free, alcohol-free environment.

Failure to agree to a fitness for duty test or inspection will be considered a violation of this policy, and appropriate disciplinary measures will be taken as described below. Reasonable Suspicion Testing: A student will be asked to take a Fitness for Duty Urinalysis Test immediately after, but in no event more than 24 hours after, an instance of Reasonable Suspicion has been documented. Such a test is voluntary, but failure to take the test may result in adverse action, up to and including dismissal.

To ensure orderly operations and provide the best possible school environment, CBD College expects students to follow rules of conduct that will protect the interests and safety of all students, staff and the organization.

It is not possible to list all the forms of behavior that are considered unacceptable. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of enrollment:

- Usage of cell phones is PROHIBITED during class and lab time.
- Cheating or academic dishonesty.
- HIPAA violations.
- Excessive absenteeism.
- Theft or inappropriate removal of school property.
- Falsification of attendance records.
- Attendance under the influence of alcohol or illegal drugs.
- Possession, distribution, sale, transfer, or use of alcohol, marijuana, or illegal drugs in the school or on the premises.
- Fighting or threatening violence in the school.
- Boisterous or disruptive activity in the school, use of foul or vulgar language.
- Negligence or improper conduct leading to damage of school/employer-owned or student-owned property.
- Insubordination or other disrespectful conduct.
- Violation of safety or health rules.
- Smoking in prohibited areas.
- Sexual or other unlawful harassment.
- Possession of dangerous or unauthorized materials, such as weapons, explosives or firearms in school.

SMOKING

Use of tobacco products in areas other than the designated smoking area is grounds for disciplinary action, up to and including termination. E-smoking, tobacco chew, snuff and any other tobacco products are also prohibited.

PUNCTUALITY

To maintain a productive school environment, CBD College expects students to be reliable and punctual in reporting for scheduled classes. Absenteeism and tardiness place a burden on other students and on the faculty.

DAILY DRESS CODE

CBD College students receive uniforms and picture identification name badges to be worn during school hours and clinical experiences. For student safety, closed-toe shoes with no heels are required to be worn. Dress, grooming and personal cleanliness standards contribute to the morale of all students and affect the academic/business image of CBD College. Identification name badges must be worn at all times, visibly displayed at chest level. Badges must not be clipped to a waistband, pant pocket, or lanyard hanging below the chest. This applies even during free dress days. **Students violating this policy will be sent home and considered as absent**.

THEORY AND CLINICAL DRESS CODE POLICY

Each student is expected to be in full uniform provided by CBD College. No jeans, leggings or cargo pants are permitted. No tops can be worn over a uniform/scrub. All students are required to wear their CBD College photo identification name badges at all times while in school or on clinical sites.

- **Shoes** must be closed toed, closed heeled tennis shoes of a non-canvas, leather material. Clogs are also acceptable, but must be closed toed and closed heeled. Sandals, flip flops, "UGG" style boots, slip-on shoes, high heeled footwear or slippers are not permitted on campus.
- **Nails** must be natural, clean and short; no acrylics. Clear or neutral polish is acceptable. No nail polish is accepted in the Surgical Technology program.
- **Jewelry** will be limited to one simple ring and only one pair of post style/stud type, non-clip-on earrings, less than one half inch in length. No earrings with hoops are permitted. Necklaces and loose or multiple bracelets are not permitted. No jewelry is accepted in the Surgical Technology program.
- **Body Piercings** that are easily visible on the face, tongue, ears, neck or any other exposed area should be removed during school hours.
- **Hair** needs to be clean, neat, natural color and professional in appearance. Beards and mustaches are permitted but must be neatly kept and trimmed. Long hair should be kept off of the face. Both men and women with hair that is shoulder length or longer should place their hair up and away from their face for the duration of class time.
- Students must maintain good **hygiene** practices. Deodorant must be worn daily, and perfumes should not be worn to the clinics during the clinical education portion of the program. Other strong odors such as tobacco must be completely eliminated prior to arriving on campus and clinical/externship sites.
- **Make-up** should not be extravagant, kept to a minimum and appropriate.
- **Tattoos** are to be covered while on campus and at all clinical sites.
- **Hats** are not to be worn on campus or at clinical/externship sites.
- **Issued Uniform lab attire** must be worn during scheduled lab time unless an alternative attire is required by the instructor.
- For programs not provided a lab coat: Students may wear CBD-branded apparel or a plain sweater or sweatshirt in a neutral color (black, navy, or gray) with no logos, writing, or patches as an additional layer over their lab uniform.
- Students must dress professionally for live Zoom class sessions. Warm weather attire should reflect business casual standards; strapless tops, spaghetti straps, and tank tops are not permitted, whether on campus or on camera.
- **A**ll **uniforms** must be clean and freshly laundered and pressed as appropriate.

THIS UNIFORM POLICY WILL BE STRICTLY ENFORCED. STUDENTS WHO FAIL TO COMPLY WILL BE SENT HOME BY THEIR INSTRUCTOR OR CLINICAL INSTRUCTOR AND WILL BE REFERRED TO THE PROGRAM DIRECTOR.

LAB DRESS CODE FOR PTA & OTA STUDENTS

Due to the nature of occupational therapy and physical therapy interventions, it is often necessary to move and visualize the specific body part being treated. Specific lab attire is necessary for students to be able to identify and treat specific areas of the body, while at the same time maintaining professionalism, confidentiality and patient modesty. While in the laboratory, students will be expected to have appropriate lab attire to expose the area being studied. This may include shorts, swimsuit, halter top or sports bra. Students must have lab attire available AT ALL TIMES. Students who are not prepared with the appropriate attire may be required to wear a patient gown for lab activities. A student may wear lab attire if they are practicing lab skills in the lab. When lab is complete, a student must change back into their normal school uniform if they are going to remain on campus. Course instructors determine the lab attire for their course.

FOOD AND DRINK

Eating or drinking is not allowed in the school hallways, computer lab, skills lab and classroom unless otherwise specified. It is very important not to eat or drink near classroom materials and equipment. At the fieldwork site, eating or drinking is permitted only in approved areas per clinic policy.

OVERALL USE OF SCHOOL EQUIPMENT
Equipment essential in accomplishing operations is often expensive and may be difficult to replace. When using school property, students are expected to exercise care and follow all operating instructions, safety standards and guidance.

Please notify the instructor if any equipment, machines or tools appear to be damaged, defective or need repair. Prompt reporting of damages, defects and the need for repairs could prevent deterioration of equipment and possible injury to students or others.

The instructor will teach students about their responsibility for maintenance and care of equipment used in class. The improper, careless, negligent, destructive or unsafe use or operation of equipment can result in disciplinary action up to and including termination.

PERSONAL PROPERTY
CBD College assumes no responsibility for loss or damage to a student's personal property or vehicle (including contents of vehicle) while in, on, or adjacent to college property.

STUDY TIME
Students are encouraged to form study groups to foster interaction and the learning process. The instructor will be available to assist those students who desire to form a study group.

CLASSROOM/LAB CELL PHONE/TEXT POLICY
To avoid disruption of classes, the use of mobile telecommunications such as cell phones is prohibited during class time. The disruption caused by these devices interrupt the students and the instructor's concentration and attention to coursework.

For non-emergencies, students should check their messages during class breaks and between classes. If a student needs to be contacted **in case of emergency**, the following phone number should be given to student's families and the student will be contacted immediately: 213-427-2200

ANY STUDENT FOUND TO BE ENGAGING IN UNPROFESSIONAL/INAPPROPRIATE BEHAVIOR OCCURRING IN THE CLASSROOM, LABORATORY OR CLINICAL SETTING WILL BE REVIEWED AND COULD RESULT IN DISMISSAL FROM THE PROGRAM.

Auditing students who are not fully enrolled but are pending re-entry are expected to abide by all policies outlined in the catalog.

STUDENT SERVICES

STUDENT ADVISEMENT
CBD faculty and staff are available to advise students on academic problems, and, if necessary, provide referrals to special counseling services when required. All efforts will be made to provide a supportive environment to assist each student in maintaining progress and continuing in the program.

Students will not be paid for clinical work performed at the direction or as part of the Program.

TUTORIAL ASSISTANCE
CBD College provides tutorial assistance for students experiencing academic difficulties, and such students may be required to participate in remediation classes outside of regular class time. Instructors make every effort to identify students in need of assistance. Students themselves, however, are urged to take the initiative in seeking out-of-class help and to discuss their difficulties with their instructors or Program Director.

GENERAL ASSISTANCE (HOUSING, CHILD CARE, TRANSPORTATION)

CBD College understands that students may require certain assistance regarding personal issues while attending school. The Student Affairs Department maintains information pertaining to local child-care facilities and local transportation.

CBD College does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. Students can find housing opportunities in a wide range of sizes, amenities, and rental prices within close proximity of the campus. According to rentals.com for Los Angeles, CA rental properties within close proximity of the campus start at approximately $1,900 per month for modest home-stay arrangements to $2,600 for apartments. The Student Affairs department also maintains listings of various housing options; however, CBD College does not screen these listings. CBD College strongly encourages students to use reputable providers to find housing and to research thoroughly any home before taking residence. This due diligence should include, but is not limited to, performing an internet search of the address and of any individuals living in the home, as well as conducting research via websites such as those of local law enforcement.

The Student Affairs Department maintains listings of community resources that are available to all students. Those resources, including referrals to emergency services, are listed in the library/Students Center and Moodle. If other information is required, please make your request at the Student Affairs Department, or email them at studentaffairs@cbd.edu.

If you are seeking part time employment while at school, please see the Career Services Department, or email them at careerservices@cbd.edu.

DRUG AND ALCOHOL ABUSE AWARENESS AND PREVENTION POLICY/DRUG FREE POLICY

CBD College strives to maintain a drug-free environment for its employees and students. In accordance with federal requirements, the College developed and enforces this Drug and Alcohol Abuse Prevention and Awareness Plan, which accents the danger in alcohol consumption and drug abuse, establishes prohibition of drug use/manufacturing/distribution on the school's property and/or as a part of the school's activities, and states the consequences of any violation of this policy.

It is also CBD's goal to facilitate access to those in need of specialized treatment. This plan includes a directory of alcohol and drug abuse treatment facilities in the area, with their location and contact information. Each employee/student receives a copy of this plan upon hire/admission. Additionally, this policy is distributed annually to each student and employee of CBD College.

STANDARDS OF CONDUCT

CBD College prohibits the unlawful possession, use, or distribution of drugs and alcohol by students and employees on the school's property, or as a part of the school's activities. The College is a drug-free work and educational environment, including contacting law enforcement officials if caught on campus using drugs or alcohol. As a condition of employment/enrollment, all employees/students shall abide by this prohibition.

DISCIPLINARY SANCTIONS

CBD College will impose sanctions on students and employees for violations of these standards of conduct, consistent with local, state, and federal law, up to and including student dismissal, termination of employment, and referral for prosecution. A disciplinary sanction may include the completion of an appropriate rehabilitation program. Participation in such a program shall not be paid for by the school.

LEGAL SANCTIONS, STATE AND FEDERAL

Numerous Federal, state and local statutes and ordinances relate to the manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol, and they impose legal sanctions for both felony and misdemeanor convictions for violations. Detailed information regarding these statutes, which may change over time, is available from the Student Affairs Office. Drugs considered to be controlled substances are listed in Schedules I through V of the Controlled Substance Act (29 U.S.C. 812) and are further defined by the regulations 21 CFR 1308.15 through 1038.15. Copies of the law and its implementing regulations are available for review from the Student Affairs Office.

REPORTING

All violations of this policy shall be reported to the Chief Operating Officer, or his/her designee, who shall report the violation to the appropriate law enforcement authority.

The employee/student is required to notify the school of any criminal drug or alcohol statute conviction for a violation of this policy.

Conviction of a violation occurring in the terms of this plan must be notified to the Chief Operating Officer in writing, no later than five days after such conviction. Failure of the employee/student to make such a notification may lead to termination/expulsion from the school. Within ten days of receipt of notice of a conviction, and as required, the College shall notify the US Department of Education and other appropriate agencies providing funds to and through the College.

Within thirty days of receiving notice of any employee/student convicted as described above, the College will:

- Take appropriate action against such employee/student, up to and including termination/dismissal; and/or
- Request such employee/student to participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

Standards for a qualified drug rehabilitation program

A qualified drug rehabilitation program must include at least two unannounced drug tests and satisfy at least one of the following requirements:

- Be qualified to receive funds directly or indirectly from a federal, state, or local government program.
- Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company.
- Be administered or recognized by a federal, state, or local government agency or court.
- Be administered or recognized by a federally or state-licensed hospital, health clinic or medical doctor.

For more information regarding illegal drug and financial aid eligibility, please visit the Frequently Asked Question section of the Free Application for Federal Student Aid (FAFSA) website www.fafsa.ed.gov.

HEALTH RISKS

The following is a summary of the various health risks associated with alcohol abuse and use of certain drugs and is not intended to be an exhaustive or a final statement of all possible health consequences of substance abuse. Substance abuse has both long and short-term effects on the body and the mind. Alcohol and drugs may be toxic to the human body. In addition to toxicity, contaminant poisonings often occur with drug use. Acute or long-term health problems may include, but are not limited to, heart attack, stroke, and death. Long-lasting effects caused by drug and alcohol abuse can cause disruption of normal heart rhythm, high blood pressure, destruction of brain cells, possible memory loss, infertility, impotency, immune system impairment, kidney failure, cirrhosis of the liver and pulmonary damage. Drug use during pregnancy may result in fetal damage and birth defects.

PREVENTION PLAN

CBD College recognizes that use of illegal or controlled drugs often leads to dependence, chemical and/or psychological, on the drugs. Those who become dependent on such drugs are often not able to end their use, even when they wish to do so. The College believes such addictions are medical problems.

CBD College encourages employees/students who have alcohol and drug dependencies to seek treatment for their conditions. Students who are participating in medically supervised, fixed duration programs to end drug dependence will not be disciplined for their drug dependence. (However, participation in such a program will not constitute permission to engage in drug use on campus). Employees/students who are involved in any use of illegal or controlled drugs, including medically supervised programs, are required to give the Chief Operating Officer/Dean of Education written notice of such use. The College will protect the confidentiality of any student participating in a medically supervised, fixed duration program to treat drug addiction.

If an employee/student of CBD College seeks help from the school for a drug or alcohol problem, CBD College will refer the student to a local drug and alcohol rehabilitation and treatment agency.

RESOURCES GUIDE[3]

Drug awareness programs, counseling, treatment and other related services are available on an ongoing basis through the following organizations:

U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration:
1-800-662-HELP (1-800-662-4357) http://www.samhsa.gov

California Department of Health Care Services:
1-800-879-2772 https://www.dhcs.ca.gov/individuals
National Council on Alcoholism and Drug Dependence:
1-800-NCA-CALL (1-800-622-2255) https://recovered.org/

Additionally, employees/students may seek drug or alcohol counseling, treatment, or rehabilitation from such facilities or agencies as those listed below:

Addiction Alternatives –
The Last House
12529 Walsh Ave.
Los Angeles, CA 90066
(866) 677-00901 https://thelasthouse.net/

California Drug Treatment Program Inc.
9001 South Vermont Avenue
Los Angeles, CA 90044-557
(323) 756-9933

BAART Beverly
1926 Beverly Blvd
Los Angeles, CA 90057
(213) 353-1140
https://baartprograms.com/baart-beverly/

Behavioral Health Services
Boyle Heights Family Recovery Center
3421 East Olympic Boulevard
Los Angeles, CA 90023
(323) 262-1786 www.bhs-inc.org

East Los Angeles Health Task Force
Comprehensive Substance Abuse Program
2120 E. 6th Street
Los Angeles, CA, 90023
(323) 261-2171

V*an Ness Recovery House*
1919 North Beachwood Drive
Los Angeles, CA, 90068
(323) 463-4266

STUDENT LOUNGE & STUDENT CENTER

The Student Lounge and Student Center are open to students for relaxation and study time. Vending machines provide a variety of snacks and refreshments. Students are encouraged to use the lounge when eating and are asked to respect the rights of all students to a clean environment. The Student Center is adjacent to the library and provides a convenience and atmosphere to study.

FIELD TRIPS AND GUEST SPEAKERS

Field trips to program-related medical clinics, laboratories, hospitals, businesses, and manufacturing facilities may be scheduled by the instructor. The purpose of field trips is to introduce students to the working world in their respective careers and to augment classroom instruction. Guest speakers may be invited and scheduled to reinforce classroom training.

CAREER SERVICES ASSISTANCE

The College maintains an ongoing relationship with its graduates through a Career Services Department, regardless of the year of graduation. It is understood that while employment services may be provided, no promise or guarantee of employment can be made.

[3] This directory is kept by CBD College in compliance with the applicable regulation. CBD College has no connection/relationship with those facilities; CBD College does not endorse the effectiveness of the treatments employed by those facilities.

Career Services works with each student to develop a personalized career plan and strategy for job placement. Career development is facilitated primarily through professionalism workshops and one-on-one appointments led by a Career Services Officer. These sessions cover topics such as resumes, cover letters, thank-you letters, interview preparation, and mock interviews.

After completing these workshops, many students find employment without further assistance from their Career Services Officer. Graduates are asked to notify Career Services once they've secured employment.

HEALTH AND PROFESSIONAL LIABILITY INSURANCE

CBD College students are responsible for their own health coverage. The Student Affairs Department is available to provide information about health care service options. Personal Health insurance may be required for clinical placement.

The school maintains a professional liability insurance policy that covers all students of CBD College. Students are informed that this policy does not extend to any activities that are not related to their course of studies at CBD College.

VOTER REGISTRATION

CBD encourages all eligible students to participate in the Democratic Process. Students are eligible to vote if they are:

- A United States Citizen
- At least 18 years old on Election Day
- A resident of California
- Not found by a court to be mentally incompetent
- Not in prison or in county jail (serving a state prison sentence or serving a term of more than one year in jail for a defined "low-level" felony), or on parole, post release community supervision, or post-sentencing probation for a felony conviction. For more information on the rights of people who have been incarcerated, please see the Secretary of State's Voting Guide for Currently or Formerly Incarcerated Californians. More information can be found at the Secretary of State's website at www.sos.ca.gov/elections. Students enrolled in our Distance Education programs outside of California can register to vote at: https://vote.gov/.

Voter registration forms for California can be found at: http://registertovote.ca.gov.

120 days prior to the deadline to register to vote in federal or state gubernatorial elections CBD College will distribute to all enrolled students, in a separate email message devoted exclusively to voter registration, the voter registration information, including where voter registration forms could be obtained.

LIBRARY/RESOURCE CENTER

Educational materials and resources are available to all currently enrolled students via LIRN online library. During the mandatory orientation process students are provided with written instructions and credentials (e.g., username, password, etc.) on how to access/check out the online library resources. Students are able to access the LIRN library through the Learning Management System (LMS) twenty-four hours per day, seven days per week. The Librarian's contact information and office hours are also available via the LMS. The library also has a computer bank available to students to conduct online searches and access available media.

Students are required to utilize the library for research and certain assigned coursework. In addition, each program has a resource center containing materials related to the course(s), including hard copies of the educational materials used in each program.

COPYRIGHT INFRINGEMENT POLICY

POLICY STATEMENT

CBD College requires that all copyrighted materials be used in conformance with applicable copyright and other laws. Unauthorized downloading or distributing copyrighted materials (e.g., documents, books, programs, music, movies, television programs, videos, text, etc.), including peer to-peer file sharing, may subject a student and/or staff network user to civil and criminal liabilities as well as institutional sanctions. Further, the copying of digital copyrighted materials, such as third-party software without the express written permission of the owner of the proper license, is illegal. CBD College's Wi-Fi network is configured to block the use of peer-to-peer file sharing programs that are used to share copyrighted materials. Students and staff are prohibited from using file sharing on any CBD College provided network, including the Wi-Fi network.

LEGAL ALTERNATIVES TO ILLEGAL FILE SHARING

CBD College periodically reviews and provides access to the College's community to legal options, whether through downloads or streaming, free or fee-based, etc., for obtaining copyrighted content, including movies and music. EDUCAUSE (a community of IT leaders and professionals committed to advancing higher education) has identified an extensive list of legal entertainment alternatives, cataloged at Legal Sources of Online Content. (https://www.educause.edu/legalcontent)

INSTITUTIONAL DISCIPLINARY SANCTIONS

CBD College's network and/or information technology system users who engage in illegal downloading or unauthorized distribution of copyrighted materials risk losing network access; repeated violations will result in disciplinary action. CBD College reserves the right to choose how to respond to any allegation of copyright infringement received.

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, at 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.

INTERNET ACCESS POLICY

All internet usage is restricted to school use only. Accessing or disseminating sexually explicit graphics or otherwise offensive or discriminatory material and downloading software from the internet is strictly prohibited. Anyone found in violation of this policy may be subject to termination.

NON-DISCRIMINATION STATEMENT

Non-Discrimination Notice

CBD College does not discriminate on the basis of race, color, national origin, ethnicity, sex, disability, age, religion, pregnancy or parental status, or any other classification protected by applicable local, state or federal laws, in its programs and activities.

The following person has been designated to handle inquiries regarding the College's non-discrimination policies: Gabriela Bray, Chief Compliance Officer/Title IX Coordinator, TitleIX@cbd.edu, gabriela@cbd.edu or call (213) 427-2200.

For further information on notice of non-discrimination, visit:
http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm
For the address and phone number of the office that serves your area,
or call 1-800-421-3481.

Retaliation

Threats, other form of intimidation, and retaliation against a student or employee for bringing a complaint of harassment or discrimination or for assisting another in bringing a complaint are prohibited. Retaliation is itself a violation of CBD College policy and applicable law and is a serious offense. Acts of retaliation may result in discipline up to and including termination.

ACCOMMODATION REQUESTS

CBD College complies with all applicable state and federal laws regarding reasonable accommodations to enable students to have an equal opportunity to participate in an academic program.

If you would like to request an accommodation, please send an email to accommodations@cbd.edu to begin the process.

DISABILITY ACCOMMODATIONS

CBD College complies with all applicable state and federal laws regarding accommodation of individuals with disabilities, including Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 as amended ("ADA"), the Fair Housing Act ("FHA"), and the California Fair Employment and Housing Act ("FEHA"). If a student has a disability that may interfere with his/her ability to complete program requirements, for which the student requires an accommodation from the school, he/she should contact the Chief Academic Officer or email ADA@cbd.edu, and must provide appropriate documentation (e.g., a note from a licensed healthcare provider or IEP).

CBD will make timely, good faith efforts to engage in the interactive process to determine effective reasonable accommodations for qualified individuals with disabilities and will provide reasonable accommodations to qualified individuals with disabilities consistent with its obligations under the law. CBD College is unable to provide accommodations that would result in a fundamental alteration of the school's program.

CBD College maintains additional institutional procedures and standards governing the accessibility of instructional materials and delivery modalities, including video-based content, transcripts, and assessment materials delivered through the Learning Management System (LMS). These procedures operate in conjunction with this policy and are implemented through internal institutional policies and processes.

Note that accommodations available at clinical sites that are not under the control of CBD College are distinct from the accommodations you may receive from CBD. Clinical placements typically require the Dean to reach out to the placement site for a thorough investigation. Because each clinical setting and practical experience varies, the Dean must determine what is available in each individual situation. This means the process for determining accommodations for these settings is more in-depth than for academic accommodations. CBD will make reasonable efforts to assign students to clinical sites that can accommodate the student; however, it is not possible to guarantee an accommodation at a site outside the College's control.

Accommodations are not provided retroactively. Appropriate actions are facilitated by timely requests. Requests for accommodations will be assessed, and reasonable accommodations may be granted in the didactic/theory portion of the program. Requests and the nature of the student's disability will be held in confidence; however, instructors will be advised of the granted accommodations to ensure they are provided as approved.

TITLE IX

CBD College adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. CBD College does not discriminate in its admissions practices, in its employment practices, or in its educational programs or activities on the basis of sex/gender.

As a recipient of federal financial assistance for education activities, CBD College is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status.

CBD College also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by CBD College policy.

Any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the CBD College community on the basis of sex is in violation of the Equal Opportunity, Harassment and Nondiscrimination Policy. Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, or by email, using the contact information listed for the Title IX Coordinator (below). A report may be made at any time (including during non-business hours) by email. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator.

For a complete copy of the policy and applicable resolution procedures or for more information, please review the policy (Equal Opportunity, Harassment and Nondiscrimination Policy and applicable resolution procedures on the website, the LMS or the employee ADP portal or contact the Title IX Coordinator.

CONTACT INFORMATION FOR THE TITLE IX COORDINATOR

Individuals who believe they have experienced sex discrimination, harassment, and/or retaliation in violation of CBD College's policy should contact the following:

Gabriela Bray, M.P.P., Title IX Coordinator
3699 Wilshire Blvd., Fourth Floor, Los Angeles, CA 90010
(213) 427-2200 | Email: TitleIX@cbd.edu

Additionally, complaints and inquiries concerning the application and implementation of Title IX regulations also may be directed to:

OFFICE OF CIVIL RIGHTS
U.S. Department of Education
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW, Washington, DC 20202-1100
Telephone: 800-421-3481; Fax: 202-453-6012; TDD: 800-877-8339; Email: OCR@ed.gov

RECORD RETENTION

Enrollees are advised and cautioned that state law requires this educational institution to maintain school and student records for a five-year period and transcripts, permanently. Student records are protected from unauthorized access. Requests for release of information by the student or from outside agencies must be made in writing. This policy ensures that only authorized individuals have access to specific information requested. Official documents submitted to the College become part of the student's record and are not released to the student or copied for distribution (e.g., high school diplomas, equivalency records, transcripts from other institutions). Students needing additional copies of such documents must obtain them directly from the original issuing institution.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

FERPA was designed to protect the privacy of student education records. Only CBD College officials with legitimate educational interest have access to student records without student consent. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for CBD College (e.g., Chief Operating Officer, Dean of Education, Educational Coordinator, Admissions Officer, Financial Aid Officer, instructors and/or Administrative Assistant).

It is CBD's College policy to release the following directory information to third parties: student's name; telephone listing; electronic mail address; photograph; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized activities; degrees; honors and awards received. CBD College does not release directory information to any requester for commercial, marketing, or solicitation purposes. The primary purpose of directory information release is to allow CBD College to include this type of information in certain school publications (e.g., honor and award recognition lists). Students have the right to request that their directory information not be released. Such requests must be submitted in writing to the Director of Admissions on or before the first day of class or within two business days of receiving notification of this policy. This request remains in place until rescinded in writing by the student.

Students have the right to inspect and review educational records within 45 days of request. In order to review educational records, the Registrar should be contacted, and an appointment should be made.

Students have the right to amend records they believe are inaccurate or misleading. In order to amend records, a student must submit a written request to the Dean of Education explaining the changes the student would like to make along with supporting documentation. If CBD College decides not to amend the records as requested, CBD College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Students have the right to consent to or withhold disclosure of personally identifiable information, except to the extent that FERPA authorizes disclosure without consent.
CBD College may disclose personally identifiable information without obtaining prior written student consent to the following parties, including but not limited to, if the disclosure meets certain conditions found in Sec. 99.31 of the FERPA regulations: U.S. Comptroller General, U.S. Attorney General, U.S. Department of Education; state and local officials; authorized organizations conducting educational research; accrediting agencies; parent(s) of an eligible student if the student is a dependent for IRS tax purposes; to appropriate officials in connection with a health or safety emergency; and to other specific parties under limited number of circumstances outlined in the FERPA regulations. CBD College maintains a record of each request (who and why) for access to and disclosure of personally identifiable information without written consent from the student.

CBD College maintains a record of each request (who and why) for access to and disclosure of personally identifiable information without written consent from the student.

Students have the right to file a complaint with the U.S. Department of Education.

FERPA Contact Information:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W., Washington, DC 20202-8520
Phone – 1-800-USA-LEARN (1-800-872-5327)

SAFETY PROCEDURES

FIRST AID AND MEDICAL ATTENTION

Proper treatment must be obtained for all injuries, no matter how slight:

1. Basic first aid is ordinarily adequate treatment for minor cuts, abrasions, and similar injuries; more comprehensive emergency medical attention must be obtained in the case of more serious injuries or illness. The following action should be taken as required by the extent of the injury:
   - First aid should be administered if needed to control bleeding or prevent further injury. Persons who have broken bones should not be moved unless absolutely necessary. If an injured person is in contact with a live electric current, the electricity should be turned off before rescue contact is made.
   - The appropriate emergency response personnel (fire department, ambulance, etc.) must be notified immediately if on-site medical attention and/or transport to an emergency hospital is required due to the seriousness of the injury.
   - If due to the lesser degree of injury emergency response personnel are not needed for transportation, the injured should be transported for treatment to an approved licensed medical professional and/or facility approved by management.
2. If a toxic hazardous material makes bodily contact, the applicable treatment must be administered in accordance with the product label or Material Safety Data Sheet (MSDS) for that substance. While injury to the eyes or skin caused by chemical contact normally is best treated by flushing with water, there may be exceptions. MSDS instruction and professional medical advice must be followed.

Reporting Injuries and Illnesses
All injuries and illnesses, regardless of their type or seriousness,
must be reported to the supervisor ***IMMEDIATELY.***

HAZARDOUS MATERIALS

Students must follow any hazardous materials procedures developed by their clinical sites; plans may vary from site to site—it is the student's responsibility to be aware of them.
This description of the hazards communications standards is provided as a summary only. If any hazardous materials are known to be used in this organization, details will be given to students by their supervisor.
Government regulations require that you have one easy reference for important information regarding hazardous substances.

This information is contained on labels and in a Material Safety Data Sheet (MSDS) for each substance, kept in the labs. It includes:

1. The name of the substance and name, address, and emergency telephone number of its manufacturer.
2. The substance's hazardous components, chemical ID and common names, worker exposure limits, and other recommended safe exposure limits.
3. A description of the substance's boiling point and melting point; vapor pressure, vapor density, and evaporation rate; solubility in water and specific gravity; and normal appearance and odor.
4. The flash point, flammability levels, type of equipment needed to put out a fire, and special firefighting procedures to follow.
5. What happens if the substance is combined with other chemicals, air, or water, and what conditions to avoid.
6. Possible health hazards, signs and symptoms of exposure, medical conditions generally aggravated by exposure, and emergency and first aid procedures.

7. What to do in case of a spill, leak, or any accidental release; waste disposal method; and precautions to be taken in handling and storing.
8. Type of protective equipment and safe work practices to be used and followed when working with the substance.

You must receive the MSDS before starting any job using hazardous material about which you are not familiar. Read labels and the MSDS carefully, follow warnings and instructions, use the correct protective clothing and equipment when directed, learn emergency procedures, and practice safe working habits.

If you have questions about a hazardous material, ask your supervisor for a complete explanation. Failure to comply with requirements of an MSDS will violate the organization's safety policies.

FIRE PREVENTION

NO SMOKING is allowed in areas involving the storage and/or use of hazardous, flammable or combustible materials.

Fire exits must be unobstructed at all times.

Combustible scrap, debris, and waste must be stored safely and removed from the work site promptly. Covered waste cans must be used for oily waste such as cleaning rags, etc.

Flammable liquids such as alcohol must be kept in closed containers. All spills of flammable or combustible liquids must be cleaned up promptly.

A fire drill is performed by the safety staff of the building once a year.

ELECTRICAL

All students are required to report as soon as practical any obvious hazard to life or property observed in connection with electrical equipment or lines. Preliminary inspections and/or appropriate tests must be made to determine what conditions exist before starting work on electrical equipment or lines.

All machines, equipment, portable electrical tools, and extension cords must be grounded or have a grounding conductor as applicable. Multiple plug adapters are prohibited.

DO NOT use electrical tools or equipment in wet or damp locations.

Program Directors are responsible for a yearly check of all equipment that uses electricity and comes into contact with the student or mock patient. A log will be kept in their offices.

USING GOOD BODY MECHANICS

- **When standing:**
    - Wear shoes. They protect your feet from injury, give you a firm foundation, and keep you from slipping.
    - Keep your feet flat on the floor separated by approximately 12 inches (30 cm).
    - Keep your back straight and your head up.
- **When walking/Gait Training:**
    - Keep your back straight as you walk.
    - If helping a person to walk, you may need one arm around the back of the person. Put the other arm at the side or keep ready to help the person if needed.
- **When lifting an object/person:**
    - Your feet should be apart, in a standing position.
    - Keep your back straight.
    - Lower your body to get close to the object.
    - Bend from your hips and knees. **DO NOT** bend at the waist.

- When turning, rotate your whole body, not just your back.
- Hold the object/person by putting your hands around it.
- Keeping your knees bent and your back straight, lift the object using your arm and leg muscles. Do not use your back muscles.
- If the object/person is too heavy, ask another person to help you.

INFECTION CONTROL

Hands must be properly washed before and after physical contact with patients. When washing, wet the hands and apply ample amounts of soap; rub the soap into a lather and scrub thoroughly, clean your nails and wash hands to above wrist; rinse thoroughly and dry with a paper towel; turn off the faucet with paper towel; and dispose of paper towels properly. When soap and water is not immediately available, moist antimicrobial towelettes and/or sanitizer must be used following the above instructions.

Clothing and protective items (rubber gloves) must be worn as applicable to the task. Such items must be disposed of properly in order to eliminate exposure to self and others. Gloves and other disposable items must be placed in closed containers marked for appropriate disposal.

Where there is possible contact with body fluids, follow universal/standard procedures developed by the Center for Disease Control. To the degree possible, avoid contact with body fluids and wear gloves when such contact is made. Place any materials touched by body fluids in leak proof bags for disposal. Clean up spills promptly with an approved disinfectant. Wash immediately and thoroughly after any such contact. Avoid patient contact if you have cuts, lesions, or dermatitis.

Protect yourself against cuts from needles, lancets, and other sharp instruments by using proper procedures and concentrating on your task. Dispose of needles and other sharp objects promptly and properly in puncture proof containers (red sharp containers).

UNIVERSAL INFECTION CONTROL PRECAUTIONS

Standard (previously known as universal) precautions are the practices adopted by all healthcare workers when potentially coming into contact with any patient's blood or body fluids. They are a set of principles designed to minimize exposure to and transmission of a wide variety of microorganisms.

It is not always possible to tell who has an infection, so BLOOD and BODY FLUIDS from ALL PATIENTS should be treated as INFECTED.

Key Points:

- Treat all blood and body fluids as infected.
- Use good hand hygiene.
- Cover any broken skin.
- Disinfect body fluid spillages correctly. Dispose of waste and excreta carefully.
- Wear protective clothing when dealing with body fluids.
- Use and dispose of sharps appropriately.

Some patients may require specific precautions because of their condition, i.e., isolation nursing (transmission-based precautions).

BLOODBORNE PATHOGENS POLICY

Definitions and Scope

"Bloodborne pathogens" means pathogenic microorganisms that are present in human blood and can cause disease in humans including hepatitis B virus (HBV) hepatitis C virus (HCV) and human immunodeficiency virus (HIV).

"Occupational exposure" means reasonably anticipated skin, eye, mucous membrane, or potential contact with blood or other potentially infectious materials that may result from the performance of duties.

This policy applies to members of the CBD College community who may reasonably anticipate occupational exposure to bloodborne pathogens (BBP). CBD College's faculty, staff and students will comply with the school's Exposure Control Plan when working in the college laboratory and at the clinical facilities. Faculty and students will comply with additional directives of each facility. Students are informed about the potential exposure to blood or other infectious materials as a student enrolled in certain healthcare programs. Completion of immunizations and a physical examination are required prior to clinical externship. Universal Precautions are reinforced throughout the curriculum of each program. Methods of instruction include, but are not limited to: lecture, discussion, audio-visual, return demonstration, quizzes, and implementation at clinical settings. These policies are regularly updated with the dissemination of new related health and safety information.

Written Plan

CBD College maintains a written Exposure Control Plan, which describes the program in detail. The plan is updated in cooperation with academic departments and institutional stakeholders.

Exposure Control Plan

A variety of controls are in place to effectively eliminate or minimize the risks of infection, including universal precautions, engineering controls and work practices, personal protective equipment, sanitary conditions, waste regulation, labels and signs, etc. These controls are detailed in the written plans and summarized in trainings.

Training

Training is provided for staff and students that are affected by the BBP standard.

Hepatitis B Vaccination

Proof of Hepatitis B vaccination or declination is required of those identified in the Exposure Control Plan to have occupational exposure to bloodborne pathogens.

Bloodborne Pathogen Incidents

All exposure incidents need to be treated as soon as possible. Any exposure to employees or students must immediately be reported by completing the appropriate incident report form and submitting it to the College. This will initiate the appropriate medical evaluation.

Record Keeping

Medical and training records are kept in accordance with the applicable regulatory requirements.

LABORATORY PROCEDURES

The faculty and staff will comply with CBD College's Exposure Control Plan (EP). Universal Precautions Guidelines will be implemented when working in the college laboratory and at the clinical facilities. Faculty and students will comply with additional directives of each facility.

Students admitted into the program shall be informed about the potential exposure to blood or other infectious materials. Completion of the Health Questionnaire, immunizations, and a physical examination are required prior to clinical/externship.

COLLEGE LABORATORY PROCEDURES

1. The following will be available:
   a. Appropriate sharps containers that are disposed of by the College Policy/Safety Services.
   b. Bleach and appropriate containers to mix 1:10 parts water to disinfect spilled blood or body fluids. Mixed solutions will be labeled with the type of solution and date prepared. Solution will be discharged after 30 days since strength decreases. Body fluid spills on solid surfaces require soaking for ten minutes with the bleach solution prior to wiping off.
   c. Clean gloves.
2. Faculty and staff will:
   d. Wear gloves handling body fluids.
   e. Monitor sharps container to assure safe level of contents.
3. Faculty will:
   f. Supervise students to assure maintenance of OSHA Standards and Guidelines.

Universal Precautions are reinforced throughout the curriculum of each program. Methods of Instruction will include, but are not limited to: lecture, discussion, audio-visual, return demonstration, quizzes, and implementation at clinical setting. These policies will be updated with the dissemination of new related health and safety information.

CAMPUS SECURITY

It is the intent of CBD College to provide a safe educational environment for both students and staff. Students should immediately report campus crimes or emergencies to a school employee or via security@cbd.edu. The school employee will take appropriate action to promptly and accurately report the crime to the institution's administrative staff. The administrative staff will report such incidents to the proper authorities.

CBD College complies with the Campus Crime Statistics internet-reporting requirements set forth by the U.S. Department of Education. Campus Crime Statistics may be viewed at:
http://nces.ed.gov/collegenavigator/?q=CBD+College&s=all&id=439367

CRIME AWARENESS

The College's annual security report is available to any current or prospective student and employees of the college, and may be obtained from the Admissions Department upon request and can be found on the website: https://www.cbd.edu/asr. The security report details any crimes that have occurred on or adjacent to the campus over the past 3 years.

Students and employees are encouraged to report any criminal activity or other emergency situations to the onsite Campus Security Authorities. Reports can be written or verbal, depending on the severity of the situation. Crimes may be reported confidentially. The onsite administrator is responsible for investigating all crimes reported and for taking appropriate action. The College will cooperate with local, State and Federal law enforcement agencies as needed.

HOURS OF OPERATION

Administrative office	Monday through Friday, 10:00 a.m. – 4:00 p.m.

CLASS SCHEDULE

DMS AAS	OTA AAS	ST AAS
01/06/25 – 10/05/26	01/06/25 – 10/05-26	01/06/25 – 10/05/26
04/07/25 – 01/04/27	04/07/25 – 01/04/27	04/07/25 – 01/04/27
07/07/25 – 04/05/27	07/07/25 – 04/05/27	07/07/25 – 04/05/27
10/06/25 – 07/05/27	10/06/25 - 07/05/27	10/06/25 - 07/05/27
01/05/26 – 10/04/27	01/05/26 - 10/04/27	01/05/26 - 10/04/27
04/06/26 - 01/03/28	04/06/26 - 01/03/28	04/06/26 - 01/03/28
07/06/26 - 04/03/28	07/06/26 - 04/03/28	07/06/26 - 04/03/28
10/05/26 - 07/03/28	10/05/26 - 07/03/28	10/05/26 - 07/03/28
01/04/27 - 10/02/28	01/04/27 - 10/02/28	01/04/27 - 10/02/28
04/05/27 - 01/01/29	04/05/27 - 01/01/29	04/05/27 - 01/01/29
MRI AAS	**PTA AAS**	**BSHS**
04/07/25 – 10/05/26	01/06/25 – 10/05/26	01/06/25 – 10/05/26
07/07/25 – 01/04/27	04/07/25 – 01/04/27	04/07/25 – 01/04/27
10/06/25 - 04/05/27	07/07/25 – 04/05/27	07/07/25 – 04/05/27
01/05/26 - 07/05/27	10/06/25 - 07/05/27	10/06/25 - 07/05/27
04/06/26 - 10/04/27	01/05/26 - 10/04/27	01/05/26 - 10/04/27
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10/05/26 - 04/03/28	07/06/26 - 04/03/28	07/06/26 - 04/03/28
01/04/27 - 07/03/28	10/05/26 - 07/03/28	10/05/26 - 07/03/28
04/05/27 - 10/02/28	01/04/27 - 10/02/28	01/04/27 - 10/02/28
	04/05/27 - 01/01/29	04/05/27 - 01/01/29
		MOT
		01/06/25 – 04/19/27
		04/07/25 - 07/19/27
		07/07/25 - 10/04/27
		10/06/25 - 01/03/28
		01/05/26 - 04/03/28
		04/06/26 - 07/03/28
		07/06/26 - 10/02/28
		10/05/26 - 01/01/29
		01/04/27 - 04/09/29
		04/05/27 - 07/09/29

For projected Start Dates, please contact the Admissions Office
or make an appointment at: https://calendly.com/cbd-college-administration-meetings

CBD COLLEGE HOLIDAYS

July 2026 – June 2027

In observance of the following holidays,
CBD College does not hold classes or will be closed on:

2026		
July 3	Friday	**Independence Day** *(observed)*
July 4	Saturday	**Independence Day**
September 7	Monday	**Labor Day**
September 20	Sunday	**Yom Kippur** *(evening)*
September 21	Monday	**Yom Kippur**
November 26	Thursday	**Thanksgiving**
November 27	Friday	**Thanksgiving** *(observed)*
December 24-31		**WINTER BREAK**
2027		
January 1	Friday	**New Year's Day**
January 18	Monday	**Martin Luther King, Jr. Day**
February 15	Monday	**Presidents' Day**
May 31	Monday	**Memorial Day**
July 4	Sunday	**Independence Day**
July 5	Monday	**Independence Day** *(observed)*

Constitution Day is September 17. In observance of Constitution Day CBD holds school-wide sessions in which the ratification of the United States Constitution, amendments, and a brief overview of the Founding Fathers are discussed.

ACADEMIC CALENDAR

Term	Term Duration
Fall 2026	7/6/26 - 9/19/26
Winter 2026	10/5/26 - 12/19/26
Spring 2027	1/4/27 - 3/20/27
Summer 2027	4/5/27 - 6/19/27

ASSOCIATE OF APPLIED SCIENCE IN DIAGNOSTIC MEDICAL SONOGRAPHY (DMS AAS)

120 quarter credits / 77 weeks (Total time to complete the program may vary based on school holidays and breaks)

Program Objectives

The Associate of Applied Science in Diagnostic Medical Sonography (DMS AAS) Program is designed to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains in Abdominal Sonography - Extended Concentration. This preparation is accomplished through didactic, laboratory, and clinical instruction in the theoretical knowledge, skills, and responsibilities of a diagnostic medical sonographer. The successful program graduate will be able to perform appropriate ultrasound scanning examinations and procedures, and record anatomic, pathologic, and/or physiological data for interpretation by a physician. The graduate will also be able to obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results. In addition, the graduate will be prepared to exercise discretion and judgment in the performance of sonographic diagnostic services, provide appropriate and compassionate patient care for patients undergoing ultrasound examinations, demonstrate excellent communication skills with patients and other healthcare professionals, and act in an ethical and professional manner.

A graduate of the DMS Program will be qualified to work as an entry-level sonographer in a hospital or medical center, a medical clinic, a radiology imaging center, a physician's office, or a mobile ultrasound service, as a freelance sonographer, or as a traveling sonographer.

Students are required to attempt the SPI exam as a course completion requirement during Module 6 (DMS 610: Exam Preparation I). If unsuccessful, students must attempt and pass the SPI exam as a course completion requirement during Module 7 (DMS 710: Exam Preparation II).

Additionally, students are required to attempt the Abdominal (AB) specialty exam, necessary for obtaining the RDMS credential in Abdominal Sonography, during Module 7 (DMS 710: Exam Preparation II). Successfully passing each course in the program is required for program completion and graduation. Failure to complete each course with a passing grade and to meet all other course requirements will result in the inability to graduate from the program.

Although the state of California does not require licensure, many employers prefer or require that Diagnostic Medical Sonographers be credentialed by the American Registry for Diagnostic Medical Sonography (ARDMS) or American Registry of Radiologic Technologists (ARRT), credentialing authorities for the sonography field.

This program meets the state educational requirements for voluntary certification in the state of California. CBD College has not made a determination regarding whether the program's curriculum meets the state educational requirements for licensure or certification in any other state.

Students of the DMS AAS program must pass all General Education courses, core theory and laboratory courses, and clinical externship courses with a grade of 75% or better, or with a passing grade if a course is Pass/Fail. Requirements for Pass/Fail courses are outlined in each course syllabus. The entirety of this educational program is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program.

Method of delivery: blended.

Upon successful completion of the program, graduates may obtain employment as:

- Diagnostic Medical Sonographer/Ultrasound Technician
  (CIP # 51.0910; SOC # 29-2032)

DMS AAS Program Curriculum

Module #	Course #	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Total Clock Hours	Weeks	Quarter Credits
I	MTH 101*	College Math	40	0	0	40	11	4.0
	ENG 101*	Written and Oral Communication	40	0	0	40		4.0
	PHY 103*	General Physics	48	0	0	48		4.5
	BIO 104*	Anatomy & Physiology	96	0	0	96		9.5
	MT 101*	Medical Terminology	40	0	0	40		4.0
II	DMS 200*	Vascular Ultrasound Imaging	80	0	0	80	11	8.0
	DMS 210*	Simulated Sonography I	22	0	0	22		2.0
	DMS 220*	Fundamentals of Sonography: Principles and Practice	20	0	0	20		2.0
	DMS 299	Diagnostic Medical Sonography Lab I	0	66	0	66		3.0
III	DMS 300*	Abdominal & Small Parts Ultrasound Imaging	100	0	0	100	11	10.0
	DMS 310*	Simulated Sonography II	22	0	0	22		2.0
	DMS 399	Diagnostic Medical Sonography Lab II	0	66	0	66		3.0
IV	DMS 400*	Obstetrics & Gynecology Ultrasound Imaging	100	0	0	100	11	10.0
	DMS 410*	Simulated Sonography III	22	0	0	22		2.0
	DMS 420*	Patient Care for the Ultrasound Professional	20	0	0	20		2.0
	DMS 499	Diagnostic Medical Sonography Lab III	0	66	0	66		3.0
V	DMS 500*	Physical Principles & Instrumentation of Ultrasound	120	0	0	120	11	12.0
	DMS 520	Introduction to Clinical Sonography	0	20	0	20		1.0
	DMS 599	Competency Capstone	0	20	0	20		1.0
VI	DMS 600	Clinical Practicum I	0	0	440	440	11	14.5
	DMS 610*	Exam Preparation I	24	0	0	24		2.0
VII	DMS 700	Clinical Practicum II	0	0	440	440	11	14.5
	DMS 710*	Exam Preparation II	24	0	0	24		2.0
	***denotes an online course**	**TOTAL**	**818**	**238**	**880**	**1936**	**77**	**120.0**

DMS AAS Course Descriptions:

MODULE I MTH 101 – COLLEGE MATH

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course is designed primarily for students who know the fundamentals of arithmetic and have had little or no background in algebra. The course strengthens the student's arithmetic and informal geometry skills and provides an introduction to the abstractions of algebra using fundamental principles of rational numbers, order of operations, and solution of linear equations.

MODULE I ENG 101 – WRITTEN AND ORAL COMMUNICATION

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course provides an introduction to the various modes of communication in the healthcare setting, including verbal, non-verbal, and written forms. Students gain an understanding of how effective communication is key to patient care and inter-professional relationships. In addition, students learn the fundamentals of writing with clarity and precision, which are vital for creating effective patient records, reports, and professional correspondence. Students learn the step-by-step process of planning and composing an argumentative essay, complete with APA formatting and citations.

MODULE I PHY 103 – GENERAL PHYSICS

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.5*

This is an introductory course of physics that surveys basic concepts, principles and laws of physics that includes the topics of mechanics, thermodynamics, heats, fluids, sound, waves and vibrations, electricity, magnetism, and optics. It is specifically designed for students with no previous experience with physics. Emphasis will be placed on the study of waves and sound with applications to the study and practice of diagnostic medical sonography.

MODULE I BIO 104 – ANATOMY & PHYSIOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 9.5*

This course emphasizes the principles of human anatomy and includes an overview of all body systems, organs, tissues and cells with focus on major biochemical molecular and cellular biology theories. Topics dealing with the nature of science, human genetics and development are included.

MODULE I MT 101 – MEDICAL TERMINOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course introduces medical terminology, which includes basic word structure, anatomical terms, terminology used to describe organ systems, body structure, medical diagnoses, and procedures. Students also receive instruction in the correct pronunciation of medical terms.

MODULE II DMS 200 – VASCULAR ULTRASOUND IMAGING

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 8.0*

This course covers the basics of Vascular Ultrasound Imaging. Overview of normal and pathological sonographic data, arterial and venous peripheral vascular, abdominal vasculature, intracranial vessels and extracranial carotid.

MODULE II DMS 210 – SIMULATED SONOGRAPHY I

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 2.0*

This course will focus on scanning protocols and imaging techniques for vascular ultrasound through simulation. Attention to detail through image accuracy and quality will be of focus. Students will learn how to adapt scanning protocols to account for identification of pathology. Selected scanning exercises will be completed in a simulated environment.

MODULE II DMS 220 – FUNDAMENTALS OF SONOGRAPHY: PRINCIPLES AND PRACTICE

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 2.0*

This course provides a broad overview of the field of diagnostic medical sonography. It covers the history and evolution of ultrasound as an imaging modality, the sonographer's role and scope of practice, as well as required skills and abilities. Students will also learn effective resume writing and the necessary skills and techniques for professional interviews.

MODULE II DMS 299 – DIAGNOSTIC MEDICAL SONOGRAPHY LAB I

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 3.0*

This course will focus on scanning protocols and imaging techniques for Vascular ultrasound. Attention to detail through image accuracy and quality will be of focus. Students will learn how to adapt scanning protocols to account for the identification of pathology. Selected proficiency exams will be completed with supervision.

MODULE III DMS 300 – ABDOMINAL AND SMALL PARTS ULTRASOUND IMAGING

Prerequisites: Module I - II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 10.0*

Interpretation of normal anatomy, sonographic and gross anatomy demonstrating scanning techniques and identifying normal sonographic protocols for abdomen and small parts. Interpretation of abnormal anatomy, identification and interpretation of pathological conditions affecting the abdominal organs and small parts. Includes role of differential diagnoses in ultrasound examinations.

MODULE III DMS 310 – SIMULATED SONOGRAPHY II

Prerequisites: Module I - II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 2.0*

This course will focus on scanning protocols and imaging techniques for abdominal and small parts ultrasound through simulation. Attention to detail through image accuracy and quality will be of focus. Students will learn how to adapt scanning protocols to account for identification of pathology. Selected scanning exercises will be completed in a simulated environment.

MODULE III DMS 399 – DIAGNOSTIC MEDICAL SONOGRAPHY LAB II

Prerequisites: Module I - II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 3.0*

This course will focus on scanning protocols and imaging techniques for abdominal and small parts ultrasound. Attention to detail through image accuracy and quality will be of focus. Students will learn how to adapt scanning protocols to account for identification of pathology. Selected competency exams will be completed with supervision.

MODULE IV DMS 400 – OBSTETRICS AND GYNECOLOGY ULTRASOUND IMAGING

Prerequisites: Module I – III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 10.0*

Interpretation of normal anatomy, sonographic and gross anatomy demonstrating scanning techniques and identifying normal sonographic protocols for gynecologic and obstetric ultrasound examinations. Interpretation of abnormal anatomy and identification and interpretation of pathological conditions affecting the female pelvic organs and the developing fetus. Includes role of differential diagnoses in ultrasound examinations.

MODULE III DMS 410 – SIMULATED SONOGRAPHY III

Prerequisites: Module I - II Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 2.0*

This course will focus on scanning protocols and imaging techniques for obstetric and gynecologic ultrasound, as well as bladder and prostate volumes through simulation. Attention to detail through image accuracy and quality will be of focus. Students will learn how to adapt scanning protocols to account for identification of pathology. Selected scanning exercises will be completed in a simulated environment.

MODULE IV DMS 420 – PATIENT CARE FOR THE ULTRASOUND PROFESSIONAL

Prerequisites: Module I – III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 2.0*

This course presents the student with various aspects of patient care that are relevant to the sonographer. Students will learn patient care skills that apply to practice as a sonographer. Emphasis is placed on vital signs, body mechanics for patient transfer, care techniques for patients with tubing, standard precautions for infection control, aseptic / sterile techniques, isolation techniques, and emergency medical situations.

MODULE IV DMS 499 – DIAGNOSTIC MEDICAL SONOGRAPHY LAB III

Prerequisites: Module I – III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 3.0*

This course will focus on scanning protocols and imaging techniques for ultrasound in Obstetrics and Gynecology. Attention to detail through image accuracy and quality will be of focus. Students will learn how to adapt scanning protocols to account for identification of pathology. Selected competency exams will be completed with supervision.

MODULE V DMS 500 – PHYSICAL PRINCIPLES AND INSTRUMENTATION OF ULTRASOUND

Prerequisites: Module I – IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 12.0*

Introduction to basic acoustic physical principles, and the manner in which ultrasound waves react in human tissue. Emphasis is on ultrasound transmission in soft tissues, attenuation of sound energy, parameters affecting sound transmission and reflection, and resolution of sound beams. Introduction to various types of instrumentation, equipment design and applications.

The mechanics of ultrasound image production and display, various transducer designs and construction, quality assurance, bioeffects and safety, imaging artifacts and Doppler flow analysis.

MODULE V DMS 520 – INTRODUCTION TO CLINICAL SONOGRAPHY

Prerequisites: Module I – IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 1.0*

This course provides students with the opportunity to demonstrate the knowledge of ultrasound exam protocols and skills necessary to be placed at a clinical externship. Select proficiency exams will be completed with quality and accuracy with supervision.

MODULE V DMS 599 – COMPETENCY CAPSTONE

Prerequisites: Module I – IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 1.0*

This course provides students with the opportunity to demonstrate the knowledge of ultrasound exam protocols and skills necessary to be placed at a clinical externship. Select competency exams will be completed with quality and accuracy with supervision. This course is a companion course to DMS 520.

MODULE VI DMS 600 – CLINICAL PRACTICUM I

Prerequisites: Module I – V Courses
Co-requisite: DMS 610 *Quarter Credits: 14.5*

During this course, the student will be assigned, and directly supervised in a Diagnostic Medical Ultrasound imaging facility such as a hospital, clinic or imaging center. The student will be introduced to the clinical setting and departmental organization. Under direct supervision by a supervising sonographer or supervising physician, and the school's Clinical Coordinator, the student will begin to acquire the hands-on skills necessary for the sonographer in a clinical site. This is accomplished through observation and participation in clinical cases studies of patients undergoing ultrasound examinations.

MODULE VI DMS 610 – EXAM PREPARATION

Prerequisites: Module I – V Courses
Co-requisite: DMS 600 *Quarter Credits: 2.0*

This course prepares students to apply and prepare for the American Registry for Diagnostic Medical Sonography (ARDMS) exam. Students will learn test-taking strategies, apply clinical and didactic knowledge to case study exam questions and take practice exams.

MODULE VII DMS 700 – CLINICAL PRACTICUM II

Prerequisites: Module I – VI Courses
Co-requisite: DMS 710 *Quarter Credits: 14.5*

This course is designed as a more advanced continuation of Clinical Practicum I. The student will continue to perfect his/her skills in the clinical environment and learn more advanced imaging techniques required of the sonographer. The student will gain more experience in performing ultrasound imaging of the patient undergoing abdominal, small parts, gynecologic, obstetric, or vascular ultrasound examinations.

MODULE VII DMS 710 – EXAM PREPARATION II

Prerequisites: Module I – VI Courses
Co-requisite: DMS 700 *Quarter Credits: 2.0*

This course prepares students to apply and prepare for the American Registry for Diagnostic Medical Sonography (ARDMS) exam. Students will learn test-taking strategies, apply clinical and didactic knowledge to case study exam questions and take practice exams.

DMS SUPPLIES, EQUIPMENT, AND MATERIALS

- Electric Gel Warmers
- Endovaginal Phantoms
- Kyoto Kagaku Female 2nd/3rd Trimester Ultrasound Phantoms
- Laptop Computer
- Medical Beds/Patient Examination Tables
- Medical Examination Gloves
- Rolls of Examination Table Paper
- SonoSim Ultrasound Simulator
- Table Pillows
- Thermal Paper
- Thermal Printers
- Transducer Disinfectant Spray
- Ultrasound Coupling Gel
- Ultrasound Machines
- Ultrasound Transducer: Curvilinear
- Ultrasound Transducer: Endovaginal
- Ultrasound Transducer: Linear

Books:
- *Sonography Principles and Instruments (Diagnostic Ultrasound: Principles & Instruments)*
- *Understanding Ultrasound Physics*
- *Sonography Scanning: Principles and Protocols*
- *Essentials of Sonography and Patient Care*
- *Abdomen and Superficial Structures*
- *Workbook for Diagnostic Medical Sonography: A Guide to Clinical Practice, Abdomen and Superficial Structures*
- *Obstetrics and Gynecology*
- *Workbook for Diagnostic Medical Sonography: A Guide to Clinical Practice Obstetrics and Gynecology*
- *Techniques in Noninvasive Vascular Diagnosis*
- *Examination Review for Ultrasound: Abdomen & Obstetrics and Gynecology*
- *Examination Review for Ultrasound: Sonographic Principles and Instrumentation*

Software:
- *Ultrasound Physics Interactive Mock Exam (download)*
- *Abdominal Sonography Interactive Exam (download)*
- *OB/GYN Interactive Mock Exam (download)*
- *Vascular Technology Interactive Mock Exam (download)*
- *SonoSim*

General Education:
- *Hole's Anatomy & Physiology*
- *Essentials of Medical Language*
- *Basic College Mathematics – ALEKS 360*
- *Conceptual Physics*
- *College English and Business Communication*

ASSOCIATE OF APPLIED SCIENCE IN MAGNETIC RESONANCE IMAGING (MRI AAS)

90 quarter credits / 66 weeks (Total time to complete the program may vary based on school holidays and breaks).

Program Objectives

The Associate of Applied Science in Magnetic Resonance Imaging (MRI AAS) Program is designed to prepare entry-level MRI technologists competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This preparation is accomplished through didactic, laboratory, and clinical instruction in the theoretical knowledge, skills, and responsibilities of an MRI technologist. The successful program graduate will be able to perform appropriate MRI scanning examinations and procedures, record anatomic, pathologic, and/or physiological data for interpretation by a physician. The graduate will also be able to obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results. In addition, the graduate will be prepared to exercise discretion and judgment in the performance of MRI diagnostic services, provide appropriate and compassionate patient care and safety for patients undergoing MRI examinations, demonstrate excellent communication skills with patients and other health care professionals, and act in an ethical and professional manner.

Completion of the General Education requirements for the AAS Degree program may be transferable if the student wishes to pursue a Bachelor's Degree in Radiologic Sciences. The award of transfer credit is at the discretion of other institutions and is not guaranteed.

A graduate of the MRI Program will be qualified to work as an entry-level MRI technologist in a hospital or medical center, a medical clinic, a radiology imaging center, a physician's office, or a mobile MRI service; as a freelance MRI technologist; or as a traveling MRI technologist.

It is strongly recommended that upon successful program completion, graduates take as soon as reasonably possible the ARRT MRI Primary Pathway credentialing examination. The great majority of employers require the MRI graduates to be credentialed by the nationally recognized American Registry of Radiologic Technologists (ARRT). The ARRT MRI Primary Pathway credentialing eligibility requirements include:

- Education requirement
  - Earned an Associate's degree or higher
  - Completed an ARRT-approved educational program in the same discipline as the credential you're pursuing
- Ethics - in order to become a candidate for certification and registration, you must demonstrate good moral character. Review the ARRT website to learn more about the ethics requirements and how you can request an ethics review preapplication.
- Examination - after you meet the education and ethics requirements, you'll need to pass an exam before earning ARRT credentials.

Detailed information regarding credentialing requirements is available through the American Registry of Radiologic Technologist: https://www.arrt.org/earn-arrt-credentials/requirements/primary-requirements
This program meets the state educational requirements for mandatory or voluntary licensure or certification in the state of California, as applicable. CBD College has not made a determination regarding whether the program's curriculum meets the state educational requirements for licensure or certification in any other state.

To successfully complete the program, the students of the MRI AAS must pass all General Education courses, the core theory and laboratory courses with a grade of 75% or better, or with a passing grade if the course is Pass/Fail, and must pass the clinical externship courses. Requirements for Pass/Fail courses are outlined in each course syllabus.

The entirety of this educational program is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program.

Method of Delivery: Blended.

Upon successful completion of the program, graduates may obtain employment as:

- Magnetic Resonance Imaging (MRI) Technologist/Technician
  (CIP # 51.0920; SOC # 29-2035)

MRI AAS Program Curriculum

Mod #	Course #	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Total Clock Hours	Weeks	Quarter Credits
I	BIO 104*	Anatomy & Physiology	96	0	0	96	11	9.5
	MT 101*	Medical Terminology	40	0	0	40		4.0
	PHY 104*	General Physics	40	0	0	40		4.0
	MTH 101*	College Math	40	0	0	40		4.0
II	AMRI 201*	MRI Safety I	22	0	0	22	11	2.0
	AMRI 210*	Cross Sectional Anatomy I	48	0	0	48		4.5
	AMRI 220*	MRI Patient Care	40	0	0	40		4.0
	ENG 101*	Written and Oral Communication	40	0	0	40		4.0
III	AMRI 300*	Sequence Parameters, Options, Data Acquisition and Processing I	48	0	0	48	11	4.5
	AMRI 310*	Physical Principles of Image Formation	48	0	0	48		4.5
	AMRI 320*	Introduction to Clinical MRI (Lab)	0	48	0	48		2.0
	AMRI 340*	Cross-Sectional Anatomy II	48	0	0	48		4.5
IV	AMRI 400*	Sequence Parameters, Options, Data Acquisition and Processing II	48	0	0	48	11	4.5
	AMRI 410	Clinical I	0	0	264	264		8.5
V	AMRI 501*	MRI Safety II	42	0	0	42	11	4.0
	AMRI 510	Clinical II	0	0	264	264		8.5
VI	AMRI 600*	Registry Review	48	0	0	48	11	4.5
	AMRI 610	Clinical III	0	0	264	264		8.5
	***denotes an online course**	**TOTAL**	**648**	**48**	**792**	**1488**	**66**	**90.0**

MRI AAS Course Descriptions:

MODULE I BIO 104 – ANATOMY & PHYSIOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 9.5*

This course emphasizes the principles of human anatomy and includes an overview of all body systems, organs, tissues and cells with focus on major biochemical molecular and cellular biology theories. Topics dealing with the nature of science, human genetics and development are included.

MODULE I MT 101 – MEDICAL TERMINOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course introduces medical terminology, which includes basic word structure, anatomical terms, terminology used to describe organ systems, body structure, medical diagnoses, and procedures. Students also receive instruction in the correct pronunciation of medical terms.

MODULE I PHY 104 – GENERAL PHYSICS

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This is an introductory course of physics that surveys basic concepts, principles and laws of physics that includes the topics of mechanics, thermodynamics, heats, fluids, sound, waves and vibrations, electricity, magnetism, and optics. It is specifically designed for students with no previous experience with physics. Emphasis will be placed on the laws of motion, energy, vibration, and sound.

MODULE I MTH 101 – COLLEGE MATH

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course is designed primarily for students who know the fundamentals of arithmetic and have had little or no background in algebra. The course strengthens the student's arithmetic and informal geometry skills and provides an introduction to the abstractions of algebra using fundamental principles of rational numbers, order of operations, and solution of linear equations.

MODULE II AMRI 201 – MRI SAFETY I

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 2.0*

This course is designed to introduce and familiarize students with vital subjects related to MRI Clinical Practice. Safety Issues related to the Scanner are considered; including Bo, B1, and Gradient Magnetic Fields. MRI Contrast Safety and Medical Implant Considerations in the MRI Environment are also discussed. This course also covers clinical concepts such as HIPAA, OSHA, Vital Signs, Monitoring Patients, Emergency Response, Communications, Charting, and Coding.

MODULE II AMRI 210 – CROSS SECTIONAL ANATOMY I

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.5*

This course focuses on human anatomy and physiology, the related main common pathologies as seen in multi-planar sectional planes (axial, sagittal, coronal and orthogonal), and of the MRI imaging procedures more suitable to image and show them (type of sequences, type of contrast agent, patient set up). Bones, tendons, muscles, nerves, vascular structures, organs and soft tissues of the following anatomical regions are studied: central nervous system (brain and spine), other structures in the head/face, soft tissue neck, and musculoskeletal system. Moreover, this course provides the student with imaging techniques related to the central nervous system (CNS – brain and spine), head/face, neck, and musculoskeletal system. The content covers specific clinical applications, coils that are available and their use, considerations in the scan sequences, specific choices in the protocols (e.g., slice thickness, phase direction and flow compensation), and positioning criteria. Anatomical structures and the plane that best demonstrates anatomy are discussed as well as signal characteristics and appearance of normal and abnormal structures and how to distinguish and identify them.

MODULE II AMRI 220 - MRI PATIENT CARE

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

This course expands on the student's growing knowledge of MRI Clinical Practice and goes into greater detail on related concepts such as Infection Control, Medical Devices, Pharmacology, Ethics, Legal Issues, and Computer Software in the Diagnostic Imaging setting. This base of knowledge helps prepare the student for placement at their subsequent Clinical Externship.

MODULE II ENG 101 – WRITTEN AND ORAL COMMUNICATION

Prerequisites: None
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

This course provides an introduction to the various modes of communication in the healthcare setting, including verbal, non-verbal, and written forms. Students gain an understanding of how effective communication is key to patient care and inter-professional relationships. In addition, students learn the fundamentals of writing with clarity and precision, which are vital for creating effective patient records, reports, and professional correspondence. Students learn the step-by-step process of planning and composing an argumentative essay, complete with APA formatting and citations.

MODULE III AMRI 300 – SEQUENCE PARAMETERS, OPTIONS, DATA ACQUISITION AND PROCESSING I

Prerequisites: Module II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 4.5*

The part I of this course is designed to initiate the student to a comprehensive overview of MR imaging parameters, imaging options, pulse sequences, data manipulation, image formation and image contrast. Pulse sequences include spin echo, fast spin echo, gradient echo, and inversion recovery. It also provides the student with knowledge of the parameters and imaging options used to create MR images. In addition, the content introduces quality assurance measures used in maintaining image quality. Finally, this introduces knowledge in computing and information processing. It presents computer applications in the radiologic sciences related to image capture, display, storage and distribution. Additional content is designed to provide the basic concepts of patient information management. Medical records management, including privacy and regulatory issues, are examined. The role of the technologist is identified and discussed.

In addition, this content conveys an understanding of the components, principles and operation of digital imaging systems found in MR, image data management, storage and data manipulation (post-processing). Factors that can impact image acquisition, display, archiving and retrieval are discussed.

MODULE III AMRI 310 – PHYSICAL PRINCIPLES OF IMAGE FORMATION

Prerequisites: Module II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 4.5*

This course provides the student with a comprehensive overview of MR imaging principles. Topics include the history of MR, nuclear MR (NMR) signal production, tissue characteristics, pulse sequencing, imaging parameters/options and image formation. Moreover, it provides a comprehensive overview of the instrumentation associated with MR imaging. Topics include: magnetism, properties of magnetism, MR system components, MR magnets (permanent, resistive, superconducting, hybrid), radiofrequency (RF) systems, gradient systems, shim systems and system shielding. The subjects are formatted in individual outlines and can be sequenced according to the level of knowledge desired.

MODULE III AMRI 320 – INTRODUCTION TO CLINICAL MRI (LAB)

Prerequisites: Module II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 2.0*

This course is meant to prepare the student to enter, act and interact with the clinical diagnostic MRI imaging environment specifically and with the Radiologic Health Science world in general.

MODULE III AMRI 340 – CROSS-SECTIONAL ANATOMY II

Prerequisites: Module II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 3.0*

This course examines human anatomy and the related main pathologies as seen in multiple sectional planes and of the MRI imaging procedures most suitable to image and show them. Bones, tendons, muscles, nerves, vascular structures, organs and soft tissues of the following anatomical regions are studied: cardiovascular, thorax, breast, abdomen and male and female pelvis. Moreover, this course provides the student with imaging techniques related to the thorax, breast, cardiovascular system, and abdominopelvic regions. The content covers specific clinical application, coils that are available and their use, considerations in the scan sequences, specific choices in the protocols (e.g., slice thickness, phase direction and flow compensation), and positioning criteria. Anatomical structures and the plane that best demonstrates anatomy are discussed as well as signal characteristics of normal and abnormal structures and how to distinguish and identify them.

MODULE IV AMRI 400 – SEQUENCE PARAMETERS, OPTIONS, DATA ACQUISITION AND PROCESSING II

Prerequisites: Module III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 4.5*

The part II of this course is designed to complete the student comprehensive overview of MR imaging parameters, imaging options, pulse sequences, data manipulation, image formation and image contrast. Pulse sequences include more advanced spin echo, fast spin echo, gradient echo, and inversion recovery sequences. It also provides the student with knowledge of the parameters and imaging options used to create MR images. In addition, the content introduces quality assurance measures used in maintaining image quality. Finally, this introduces knowledge in computers in imaging and medical informatics, computing and information processing. It presents computer applications in the radiologic sciences related to image capture, display, storage and distribution. Additional content is designed to provide the basic concepts of patient information, management, and confidentiality. Medical records management, including privacy and regulatory issues, are examined.

The role of the technologist is identified and discussed. In addition, this content conveys an understanding of the components, principles and operation of digital imaging systems found in MR, image data management, storage and data manipulation (post-processing). Factors that can impact image acquisition, display, archiving and retrieval are discussed. Some optional content will also be covered, such as basics of Spectroscopy and Cardiac MRI.

MODULE IV AMRI 410 – CLINICAL I

Prerequisites: Module III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 8.5*

This course is the first clinical course where students work directly in the clinical setting with practicing technologists, Radiologists, and other ancillary staff at the associated facility. They are to work under supervision of their preceptor to become proficient in all aspects of Clinical MRI Technologist practice as they care for patients. Pursuant to ARRT Primary Pathway Requirements, students are to work toward completion of all the exam "competencies" they will need to sit for the registry exam.

MODULE V AMRI 501 – MRI SAFETY II

Prerequisites: Module IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 4.5*

This course expands on the student's developing knowledge of MRI Safety as it applies to everyday practices in the clinical environment. This course will go into details on related concepts such as MRI Safety Organizations, MRI Safety Screening, Magnetic Fields and related concerns and considerations, Preventing RF Burns, Understanding Energy Transfer and Deposition, Passive and Active Implants, Reading MR Conditions of Scanning, Gadolinium, mitigating risks when we cannot meet MR Conditions and Cryogen Safety.

MODULE V AMRI 510 – CLINICAL II

Prerequisites: Module IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 8.5*

This course is the second clinical course where students work directly in the clinical setting with practicing technologists, Radiologists, and other ancillary staff at the associated facility. They are to work under supervision of their preceptor to become proficient in all aspects of Clinical MRI Technologist practice as they care for patients. Pursuant to ARRT Primary Pathway Requirements, students are to work toward completion of all the exam "competencies" they will need to sit for the registry exam.

MODULE VI AMRI 600 – REGISTRY REVIEW

Prerequisites: Module V Courses
Co-requisite: AMRI 610 *Quarter Credits: 4.5*

This course is designed to refresh students on important didactic topics to be covered prior to the ARRT Primary Pathway MRI Registry exam, as set forth by the ARRT. Students will review, consolidate, and apply their knowledge on topics covered in the previous modules, particularly those that deal with Cross Sectional Anatomy, Imaging Procedures, Pathology, Ethical and Legal Principles, Professionalism, Communication, Pharmacology, MRI Safety, Screening, Monitoring, Pharmacology, and Intravenous Lines, Basic MRI Principles, Parameters, Imaging Options, Pulse Sequences, Data Processing and K-Space, Advanced Pulse Sequences, Electromagnetism, MRI Hardware, Imaging Coils, Artifacts, Quality Control, and Important MRI Formulas and Calculations.

MODULE VI AMRI 610 – CLINICAL III

Prerequisites: Module V Courses
Co-requisite: AMRI 600 *Quarter Credits: 8.5*

This course is the third clinical course where students work directly in the clinical setting with practicing technologists, Radiologists, and other ancillary staff at the associated facility. They are to work under supervision of their preceptor to become proficient in all aspects of Clinical MRI Technologist practice as they care for patients. Pursuant to ARRT Primary Pathway Requirements, students are to work toward completion of all the exam "competencies" they will need to sit for the registry exam.

MRI MATERIALS

Books:

- *Patient Care in Radiography: With an Introduction to Medical Imaging*
- *CT and MRI Pathology: A Pocket Atlas*
- *Sectional Anatomy for Imaging Professionals*
- *MRI in Practice*
- *Rad Tech's Guide to MRI: Basic Physics, Instrumentation, and Quality Control*
- *Patient Care in Radiography: With an Introduction to Medical Imaging*
- *Handbook of MRI Scanning*
- *Review Questions for MRI*

General Education:

- *Essentials of Medical Language*
- *Basic College Mathematics + ALEKS*
- *Essentials of Human Anatomy and Physiology*
- *Communication Skills for the Healthcare Professional, Enhanced Edition*
- *Conceptual Physics*

ASSOCIATE OF APPLIED SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT (OTA AAS)

113 quarter credits / 77 weeks (Total time to complete the program may vary based on school holidays and breaks)

The Mission of CBD College's OTA Program is to provide an open and supportive learning environment that inspires and challenges students to become competent and ethical professionals. OTA graduates will use clinical reasoning based on evidence to provide client-centered, occupation-based interventions resulting in enhanced occupational performance for the consumer. OTA graduates will be inspired to use their skills to give back to the community and be lifelong learners.

The ultimate goal of CBD College's OTA Program is to graduate professional, entry-level practitioners prepared to secure positions as occupational therapy assistants and who can practice in a competent and ethical manner, under the supervision of occupational therapists as defined by the American Occupational Therapy Association, Inc. and the laws of the state of California.

The Occupational Therapy Assistant Program is a comprehensive course of study that combines theory and fieldwork practice. The curriculum is designed to provide qualified individuals an opportunity to acquire the knowledge, attitudes and skills which will enable them to become safe and competent practitioners as Occupational Therapy Assistants. Upon successful completion of the program, the graduate is eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam. Once the candidate receives notice from NBCOT that they passed the exam, the next step is to obtain licensure, which is required to practice as an Occupational Therapy Assistant in the state of California. In order to practice in the state of California, the candidate must complete an application for licensure with the California Board of Occupational Therapy.

Detailed information, including eligibility requirements, fees, application form(s), etc., on how to apply for OTA license is available through the California Board of Occupational Therapy (CBOT):
(http://www.bot.ca.gov/applicants/application.shtml).

APPLICATION FOR INITIAL LICENSE CHECKLIST:

1. Submit application for an initial license and pay application fee
2. Live Scan your fingerprints for a background check (out-of-state applicants must submit fingerprint cards)
3. Submit verification of passing the national examination*
4. Request Official Transcript be sent to CBOT
5. Obtain Verification of Licensure or Letter of Good Standing (if applicable)
6. ONLY FOR APPLICANTS WITH DISCIPLINE AGAINST LICENSE ISSUED BY ANOTHER STATE AGENCY: Provide certified copy of decision/order and explanation of the events and circumstances of the events leading to discipline.
7. ONLY FOR APPLICANTS WITH A CRIMINAL HISTORY Provide supporting documents (e.g., certified court documents, certified arrest reports, and explanation of the events and circumstances of the conviction(s)).

Note: The first three steps do not need to be completed in the order identified.

*CBOT recommends submitting the application to NBCOT to take the national certification examination at the same time the application for an initial license is submitted to CBOT. CBOT and NBCOT have varying processing times and applications are processed in date-order received. Submitting applications to CBOT and NBCOT at the same time avoids unnecessary delays in issuance of the license once the examination is passed.
The program prepares students for entry-level positions in a number of healthcare facilities including hospitals, medical centers, schools, skilled nursing facilities, outpatient clinics and private practices. The program includes 720 hours of fieldwork experiences that must be completed prior to graduation.

Graduates of the Occupational Therapy Assistant Program should meet the following program objectives as outlined by The Accreditation Council for Occupational Therapy Education:

1. Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.

2. Be educated as generalists with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
3. Have achieved entry-level competence through a combination of academic and fieldwork education.
4. Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to the occupation.
5. Be prepared to be lifelong learners and keep current with best practices.
6. Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
7. Understand the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.
8. Be prepared to advocate as professionals for the occupational therapy services offered, and for the recipients of those services.

This program meets the **CORE** state educational requirements for licensure or certification in the state of California, as applicable. CBD College has not made a determination regarding whether the program's curriculum meets the state educational requirements for licensure or certification in any other state.

Program Objectives

The Associate of Applied Science Occupational Therapy Assistant degree is designed to prepare the student to work in the allied health field as an entry-level occupational therapy assistant under the supervision of and in partnership with the occupational therapist. This preparation is accomplished through didactic, laboratory, and fieldwork instruction in the knowledge, skills, and professional responsibilities of an occupational therapist assistant. The successful program graduate will be able to help patients with mental, emotional, physical or developmental impairments that impede them from accomplishing everyday activities. An occupational therapist assistant will implement rehabilitative interventions outlined by an occupational therapist treatment plan or contribute to the modification of the treatment plan by exchanging information about the patient's response to the occupational therapist. In addition, the graduate will be prepared to exercise discretion and judgment in the delivery of appropriate and compassionate occupational therapy services in accordance with AOTA standards, federal and state laws, and other regulatory requirements.

Graduates of the OTA Program will be able to sit for the national certification exam offered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the exam, the individual will be a Certified Occupational Therapy Assistant (COTA). The California Board of Occupational Therapy, through the Department of Consumer Affairs, licenses OTAs to practice within the State of California. A certified and licensed occupational therapy assistant will be qualified to work as an entry-level occupational therapy assistant in a hospital or medical center, assistive living centers, nursing homes, outpatient clinics, school settings or in patients' homes.

A student of the CBD OTA program must pass all general education courses, core theory and laboratory courses, and fieldwork courses with a grade of 75% or better, or with a passing grade in Pass/Fail courses, to complete the program. Requirements for pass/fail courses are outlined each course syllabus.

The entirety of this educational program is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program.

Method of Delivery: Blended.

Upon successful completion of the program, graduates may obtain employment as:

- Occupational Therapy Assistants (CIP # 51.0803; SOC # 31-2011)

OTA AAS Program Curriculum

Mod #	Course #	Course Title	Lecture	Lab	Externship	Total Hours	Weeks	Quarter Credits
I	ENG 101*	Written and Oral Communication	40	0	0	40	11	4.0
	BIO 104*	Anatomy and Physiology	96	0	0	96		9.5
	MTH 101*	College Math	40	0	0	40		4.0
	PSY 101*	Introduction to Psychology	40	0	0	40		4.0
	MT 101*	Medical Terminology	40	0	0	40		4.0
II	OTA 200*	Occupation Based Practice I	40	0	0	40	11	4.0
	OTA 240*	Clinical Conditions and Applications: Adults	40	0	0	40		4.0
	OTA 250*	Functional Neuroscience	40	0	0	40		4.0
	OTA 260*	Therapeutic Relationships and Psychosocial Practice	40	0	0	40		4.0
III	OTA 300*	Occupation Based Practice II	40	0	0	40	11	4.0
	OTA 320*	Analysis of Human Motion	40	0	0	40		4.0
	OTA 340*	Clinical Conditions and Applications: Pediatrics	40	0	0	40		4.0
	OTA 399	Experiential Lab Procedures I	0	80	0	80		4.0
IV	OTA 400*	Advanced Rehabilitation Practice	40	0	0	40	11	4.0
	OTA 410*	Occupational Performance in Pediatric/Adolescent	40	0	0	40		4.0
	OTA 430*	Occupational Performance in Mental Health/Older Adult	40	0	0	40		4.0
	OTA 499	Experiential Lab Procedures II	0	80	0	80		4.0
V	OTA 500	Fieldwork I	0	0	80	80	11	2.5
	OTA 520*	Therapeutic Applications	40	0	0	40		4.0
	OTA 530*	Clinical Reasoning and Professional Practice	40	0	0	40		4.0
	OTA 599	Experiential Lab Procedures III	0	80	0	80		4.0
VI	OTA 600	Fieldwork IIA	0	0	320	320	11	10.5
	OTA 610*	Capstone I	20	0	0	20		2.0
VII	OTA 700	Fieldwork IIB	0	0	320	320	11	10.5
	OTA 710*	Capstone II	20	0	0	20		2.0
	***denotes an online course**	**TOTAL**	**776**	**240**	**720**	**1736**	**77**	**113**

OTA AAS Course Descriptions:

MODULE I ENG 101 – WRITTEN AND ORAL COMMUNICATION

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This introductory course is designed to develop skill in all aspects of communication as a member of a healthcare team. The course enables students to develop skills in written, verbal and non-verbal communication, emphasizing styles and methods appropriate to the audience. The focus is on preparing students to exchange information with patients and coworkers, make oral and written presentations, and select effective and timely methods of communication.

MODULE I BIO 104 – ANATOMY AND PHYSIOLOGY

Prerequisite: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 9.5*

This course emphasizes the principles of human anatomy and includes overview of all body systems, organs, tissues and cells with focus on major biochemical molecular and cellular biology theories. Topics dealing with the nature of science, human genetics and development are included.

MODULE I MTH 101 – COLLEGE MATH

Prerequisite: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course is designed primarily for students who know the fundamentals of arithmetic and have had little or no background in algebra. The course strengthens the student's arithmetic and informal geometry skills and provides an introduction to the abstractions of algebra using fundamental principles of rational numbers, order of operations, and solution of linear equations..

MODULE I PSY 101 – INTRODUCTION TO PSYCHOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course presents a survey of the field of general psychology and a study of the native and acquired controls of human behavior, with emphasis on the mental process and the development of personality.

MODULE I MT 101 – MEDICAL TERMINOLOGY

Prerequisite: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course introduces medical terminology, which includes basic word structure, anatomical terms, terminology used to describe organ systems, body structure, medical diagnoses, and procedures. Students also receive instruction in the correct pronunciation of medical terms.

MODULE II OTA 200 – OCCUPATION BASED PRACTICE I

Prerequisite: Module I
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

This course offers a comprehensive overview of the meaningful role of occupation in the lives of persons, groups, and populations across the lifespan. The students, through class discussions, self-study, reflective writing and participation in group projects, develop a foundational understanding of the framework of occupational therapy practice and its relevance in the health care world.

MODULE II OTA 240 – CLINICAL CONDITIONS AND APPLICATIONS: ADULTS

Prerequisite: Module I
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

This course examines systemic, neurological, orthopedic, and degenerative conditions relevant to occupational therapy assistant practice across the lifespan. Students analyze the etiology, pathophysiology, medical management, precautions, and functional consequences of disease, disability, trauma, and injury, with emphasis on their effects on occupational performance and participation. Course content includes burns, cancer and lymphedema, amputations, cardiovascular and pulmonary conditions, spinal cord injury, cerebrovascular accident, traumatic brain injury, upper- and lower-extremity orthopedic conditions, and progressive neurological disorders. Students are introduced to professional reasoning for condition-based cases, appropriate screening and assessment considerations, while examining occupation-based interventions, activity adaptation, assistive and prosthetic devices, safety and vital-sign monitoring, chronic-condition management, and client and caregiver education.

MODULE II OTA 250 – FUNCTIONAL NEUROSCIENCE

Prerequisite: Module I
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

This course examines foundational neuroscience concepts relevant to occupational therapy assistant practice across the lifespan. Students explore neuroanatomy, neural communication, nervous-system development, neuroplasticity, sensory and pain systems, motor control, peripheral and cranial nerves, spinal cord and brainstem function, vision, vestibular function, cerebral blood supply, cognition, emotion, and communication. Emphasis is placed on analyzing how neurologic structures, disease processes, and lesion locations affect client factors, safety, occupational performance, and participation. Students apply scientific evidence, occupational therapy theories, models of practice, and frames of reference to neurologic cases; recognize findings requiring precautions, escalation, or referral; contribute to the evaluation process through delegated screening and objective reporting; and use professional reasoning to grade, adapt, and implement occupation-based interventions under the direction of the occupational therapist.

MODULE II OTA 260 – THERAPEUTIC RELATIONSHIPS AND PSYCHOSOCIAL PRACTICE

Prerequisite: Module I
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

This course examines therapeutic relationships and psychosocial factors that influence occupational performance and participation across the lifespan and practice settings. Students develop and apply therapeutic use of self, culturally responsive communication, client-centered interviewing, intentional relationship modes, motivational interviewing, trauma-informed care, health-literacy strategies, and patient and caregiver education. Emphasis is placed on understanding how mental health conditions, trauma, chronic illness, disability, pain, emotional dysregulation, and personal and contextual factors may affect therapeutic interactions and engagement in occupation. Through case analysis, reflection, and simulated practice, students use professional reasoning to adapt communication and environmental approaches, maintain ethical and professional boundaries, recognize safety concerns, and identify situations requiring consultation, escalation, or referral. Students will learn how to effectively communicate and collaborate with their supervising OT and other OT practitioners to support safe, culturally relevant, evidence-informed, and occupation-based interventions.

MODULE III OTA 300 – OCCUPATION BASED PRACTICE II

Prerequisite: Modules I-II
Co-requisite: Concurrent Module III Courses *Quarter Credits: 4.0*

This course through study and application covers the fundamentals of occupational therapy practice including the occupational therapy framework, occupational therapy process, family/caregivers, multicultural issues and factors, written and verbal communication skills, self- awareness, the AOTA's stated core values, professional ethics, professional development and documentation.

MODULE III OTA 320 – ANALYSIS OF HUMAN MOTION

Prerequisite: Modules I-II
Co-requisite: Concurrent Module III Courses *Quarter Credits: 4.0*

This course introduces students to the science of human movement and its relevance within the context of engagement in occupation. The students evaluate biomechanical forces on the body; concepts of locomotion, forces and levers. Topics include attachments, innervations, and actions of prime movers of the musculoskeletal system.

MODULE III OTA 340 – CLINICAL CONDITIONS AND APPLICATIONS: PEDIATRICS

Prerequisite: Modules I-II
Co-requisite: Concurrent Module III Courses *Quarter Credits: 4.0*

This course builds on OTA 210 by examining pediatric development and selected clinical conditions that influence occupational performance from infancy through adolescence. Students relate reflexes, development, motor control and learning, mental health concerns, autism, intellectual disability, feeding concerns, and introductory sensory processing concepts to participation in play, self-care, rest and sleep, education, and family and community routines. Medical and educational service systems provide the context for understanding the occupational therapy process. Through case analysis, observation, reflection, and structured simulations, students contribute to evaluation and intervention planning, apply and adapt selected occupation-based activities, recognize safety and referral needs, and communicate with children, families, and team members. Emphasis is placed on family-centered, culturally responsive, evidence-informed practice within the OTA role, in collaboration with and under the supervision of the occupational therapist.

MODULE III OTA 399 – EXPERIENTIAL LAB PROCEDURES I

Prerequisite: Modules I-II
Co-requisite: Concurrent Module III Courses *Quarter Credits: 4.0*

An interactive lab course designed to introduce the foundations of clinical practice, application of basic clinical skills, introduction to the basic science of human movement and the biomechanical effects on functional activities. Emphasis will be placed on proper positioning, use of personal protective equipment, body mechanics, range of motion, transfers, and concepts of muscular and articular structures on human movement and occupational performance.

MODULE IV OTA 400 – ADVANCED REHABILITATION PRACTICE

Prerequisite: Modules I-III
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 4.0*

A comprehensive emphasis on the functional relationship between the nervous system and the musculoskeletal system as it relates to the rehabilitation techniques and procedures that occupational therapy professionals use in providing interventions to patients with neurological/orthopedic conditions, medical diseases, or injuries. The course emphasizes the rehabilitation concepts for these patient populations.

MODULE IV OTA 410 – OCCUPATIONAL PERFORMANCE IN PEDIATRIC/ADOLESCENT

Prerequisite: Modules I-III
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 4.0*

This course introduces and focuses on theory and practice of occupational therapy from birth through school age and young adulthood. Frames of Reference such as developmental, sensory integration, and motor learning theory will be introduced and practiced. Students will learn to give population specific standardized assessments. Students will learn to incorporate the Person-Environment-Occupational Model and evidence-based practice into treatment.

MODULE IV OTA 430 – OCCUPATIONAL PERFORMANCE IN MENTAL HEALTH/OLDER ADULT

Prerequisite: Modules I-III
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 4.0*

This course examines mental health diagnoses and conditions affecting older adults and applies that knowledge to the planning, implementation, and modification of occupational therapy interventions. Students connect clinical presentations, psychosocial and physical factors, cognition, and treatment effects to daily occupations, safety, and participation. Using client cases, evidence-informed reasoning, activity analysis, and simulated practice, students collaborate with the occupational therapist (OT) to develop individualized plans and implement occupation-based interventions for persons and groups. Emphasis is placed on recovery, trauma-informed and culturally responsive care, functional cognition, caregiver education, group intervention, and meaningful participation across mental health, rehabilitation, long-term care, and community settings. Students monitor outcomes, document skilled services, and recognize when to stop, modify, report, or seek consultation. Evaluation contributions and intervention are performed within the occupational therapy assistant (OTA) role under OT supervision.

MODULE IV OTA 499 – EXPERIENTIAL LAB PROCEDURES II

Prerequisite: Modules I-III
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 4.0*

An interactive lab course designed to apply the functional relationship between the musculoskeletal system and the nervous system, provide the fundamental knowledge of practice skills, application of the occupational therapy practice framework in the evaluation and treatment of neurological and orthopedic conditions. In addition, students will learn the application of occupational therapy frames of references and theories in the evaluation and treatment of individuals from birth to older adult. Emphasis will be placed on the occupational therapy process, communication skills, documentation, assessment, and intervention strategies.

MODULE V OTA 500 – FIELDWORK I

Prerequisite: Modules I-IV
Co-requisite: Concurrent Module V Courses *Quarter Credits: 2.5*

This course will provide students a supervised clinical experience; 80 hours over the course of 10 weeks (one day per week) clinical education exposure, including observations and applications.. This fieldwork experience assists the student in developing a basic comfort level with, and understanding of, the needs of occupational therapy service recipients and allows direct observation and participation in selected aspects of the occupational therapy process.
Offered at the beginning of the 5th module, Level I fieldwork provides students with the opportunity to apply elements of Psychosocial Theory and Group process, to explore the interaction of these elements in various occupational therapy practice settings, and to integrate knowledge learned in previous semesters. Through the Level I fieldwork experience, the student is expected to observe, analyze, and plan treatment based on the individual client's occupational performance and environmental contexts and on the student's knowledge of occupation, occupational analysis and influential psychosocial factors. The student will use him or herself therapeutically to gather client information and subsequently create occupation based psychosocial intervention to achieve therapeutic outcomes within the fieldwork environment.

This fieldwork experience provides a major component of the role modeling, significant role taking, and integration of knowledge of which are vital to the program's philosophy and curriculum design.

Level I fieldwork provides students with opportunities to integrate theory and practice, to begin developing technical skills and to explore the balance between these technical skills, their theoretical knowledge base and their commitment to service and scientific inquiry through psychomotor, cognitive, and affective learning experiences.

MODULE V OTA 520 – THERAPEUTIC APPLICATIONS

Prerequisite: Modules I-IV
Co-requisite: Concurrent Module V Courses *Quarter Credits: 4.0*

This course builds on the theory and practice of therapeutic adaptations and includes ergonomics, basic environmental modification and practical alterations to equipment, including adapted mobility, orthotics, and very basic electronics. Emphasis will be placed on application of the occupational therapy process within various contexts and occupations.

MODULE V OTA 530 – CLINICAL REASONING AND PROFESSIONAL PRACTICE

Prerequisite: Modules I-IV
Co-requisite: Concurrent Module V Courses *Quarter Credits: 4.0*

This course integrates professional practice and clinical reasoning with concurrent Level I fieldwork. Through structured case presentations, roundtable discussions, simulation, and reflection, students examine how biological, psychological, social, cultural, and environmental factors influence occupational performance and participation. Students use occupational therapy concepts and evidence to explain the profession's role in supporting mental health, recovery, and meaningful occupation across practice settings. Emphasis is placed on therapeutic use of self, ethical conduct, safety, professional communication, documentation, collaboration, and career preparation. Learning activities emphasize observation, guided analysis, and supervised participation appropriate to the Level I fieldwork student role and preparation for Level II fieldwork.

MODULE V OTA 599 – EXPERIENTIAL LAB PROCEDURES III

Prerequisite: Modules I-IV
Co-requisite: Concurrent Module V Courses *Quarter Credits: 4.0*

An interactive lab course designed to provide a foundation in creation and implementation of therapeutic adaptations for the client, occupation, and environment, and development of problem-solving skills necessary for occupational therapy practice. Emphasis will be placed on application of therapeutic modifications and ergonomics in the environment, assistive technology, orthotics, marketing and delivery of OTA services, quality management, application of professional services, and development of professional skills necessary for Fieldwork and clinical practice.

MODULE VI OTA 600 – FIELDWORK IIA

Prerequisite: Modules I-V
Co-requisite: Concurrent Module VI Courses *Quarter Credits: 10.5*

This course provides students with a supervised application of occupational therapy procedures in the treatment of patients at a selected fieldwork site. This course (320 clinical hours) is designed for students to begin integrating all the concepts they have learned in the occupational therapy curriculum. If a student is unable to complete the required fieldwork placement within the arranged time, he or she will have up to a maximum of 6 months following the end of the OTA coursework – Module V - to complete fieldwork hours.

MODULE VI OTA 610 – CAPSTONE I

Prerequisite: Modules I-V
Co-requisite: Concurrent Module VI Courses *Quarter Credits: 2.0*

This course is designed to assist the OTA student in preparing for transition from student to practitioner. Emphasis will be placed on the licensure process, preparing for interviews, resources for clinicians, and career advancement.

MODULE VII OTA 700 – FIELDWORK IIB

Prerequisite: Modules I-VI
Co-requisite: Concurrent Module VII Courses *Quarter Credits: 10.5*

This course provides students with a supervised application of occupational therapy procedures in the treatment of patients at a selected fieldwork site. This course (320 clinical hours) is designed for students to begin integrating all the concepts they have learned in the occupational therapy curriculum. If a student is unable to complete the required fieldwork placement within the arranged time, he or she will have up to a maximum of 6 months following the end of the OTA coursework.

MODULE VII OTA 710 – CAPSTONE II

Prerequisite: Modules I-VI
Co-requisite: Concurrent Module VII Courses *Quarter Credits: 2.0*

This course is designed to assist the OTA student in preparing for the National Board for Certification in Occupational Therapy (NBCOT) examination as well as the process for obtaining licensure and career planning. Emphasis is placed on understanding the process of the NBCOT examination, test taking skills, and review of content-based exam questions.

BASIS FOR FIELDWORK GRADING

All grades assigned to students for Fieldwork Education courses are the sole responsibility of the Academic Fieldwork Coordinator (AFWC).

Level I. Successful completion of the Level I fieldwork placement includes:

- Completion of 80 hours of participation, as confirmed by the Level I Fieldwork Educator on the CBD provided time card
- Satisfactorily meet Level I fieldwork performance objectives, as documented by the Fieldwork Educator on the Philadelphia Region Fieldwork Consortium Level I Fieldwork Student Evaluation (2nd ed.)
- Completion of the fieldwork assignments, as documented within the associated Level I Fieldwork syllabus

Level II (A and B). Successful completion of a Level II fieldwork placement includes:

- Completion of 640 hours of full time fieldwork, as confirmed by the Level II Fieldwork Educator on the CBD provided time card
- Passing the AOTA Level II Fieldwork Performance Evaluation (FWPE) for the OTA
- Completion of the fieldwork assignments, as documented within the associated Level II Fieldwork syllabi
- Overall grade of "PASS"

The AOTA Fieldwork Performance Evaluation will be used to assess the OTA student's Level II (A and B) Fieldwork performance at the halfway point and upon completion of the fieldworks. Fieldwork educators will be provided written materials and structure to guide suggested routine formative assessment during Level II (A and B) fieldworks. Evaluation materials must be returned to the AFWC by the student or Fieldwork Educator via mail within a week after the completion of a fieldwork rotation, or sooner. All course related assignments and materials must be submitted by the student within a week after the completion of a rotation. Please see the syllabi for instruction regarding these courses.

These evaluation forms are a means of recording a student's fieldwork performance and professional development. They also assist the student in recognition of their growth as an OTA, and assist in planning future fieldwork experiences. It assists the fieldwork supervisor in determining strengths and weaknesses of the student's fieldwork performance while planning new learning experiences; it assists the AFWC in determining strengths and weaknesses in the overall academic curriculum, and in determining ways in which the individual student may be assisted in achieving individual fieldwork objectives.

If a student is having difficulty with the fieldwork requirements, it is best to discuss this with his/her fieldwork educator and AFWC at CBD College as soon as possible. Appropriate action steps include tutoring, guidance, and collaborative student success plans.

If a student fails a Level I or Level II (A and B) Fieldwork course, they may be unable to continue with the program, depending on the circumstances. Continuation will be determined on a case by case basis with the AFWC, Program Director and FW Educator.

If it is determined through consultation with the fieldwork educator that performance is unsatisfactory, and the student can verify that there were extenuating circumstances to their inability to be successful within the allotted time, the AFWC may offer the student an incomplete grade with terms for removal established by the AFWC. A student success plan will be constructed by the AFWC with input from the student to address the terms for removal of the incomplete. The AFWC may seek input from academic faculty and the fieldwork educator when constructing remedial action plans. Incomplete fieldwork coursework may interrupt the student's ability to proceed with subsequently scheduled didactic or fieldwork courses. Before remediation of a failed fieldwork, a conference must be held with the fieldwork coordinator and the program director to develop a remedial plan. If a make-up affiliation is recommended, a one-time only make-up affiliation is allowed for Level I, and Level II (A and B) experiences.

If a student is unable to complete the required fieldwork placement within the arranged time, he or she will have up to a maximum of 6 months following the end of their OTA coursework – Module V to complete their fieldwork.

OTA SUPPLIES, EQUIPMENT, AND MATERIALS

- ABC Touch & Flip Cards
- Abductor wedge
- Able life auto assist grab bar
- Ace bandages
- Activity card sort (ACS)
- Adaptive bowl w/ steel stand
- Adaptive cutting boards
- Adaptive equipment cutting board
- Adaptive jar opener
- Adaptive mug
- Adaptive plates
- Adult Sensory Profile
- Adult Sensory Profile record forms
- Aesthesiometers
- Alberta Infant Motor Scales
- Ankle weights
- Automatic blood pressure cuffs
- Baby banana brush
- Balloons
- Bath towel white
- Bathroom sink
- Bayley-4
- Bean bag

OTA books:

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- *Clinical Kinesiology and Anatomy*
- *Group Dynamics in Occupational Therapy: The Theoretical Basis and Practice Application of Group Treatment*
- *Introduction to Occupational Therapy*
- *Mental Health Concepts and Techniques for Occupational Therapy Assistant*
- *NBCOT Exam Prep*
- *Neuroscience: Fundamentals for Rehabilitation*
- *Occupation and Activity Analysis*
- *Occupational Therapy Practice Framework: Domain and Process*
- *Occupational Therapy with Elders: Strategies for the COTA*
- *OT Toolkit*
- *Pediatric Skills for Occupational Therapy Assistants*
- *Pedretti's Occupational Therapy: Practice skills for Physical Dysfunction*
- *Professionalism in Health Care*

• Bed • Bed sheets • Bed trays • bedside lamps • Beery Test of Visual Motor Integration (VMI) • Black Therabands • Blanket • Blender • Blood pressure cuffs • Blue Mat • Blue Theraband • Blue Theraputty • Bowls • Bruininks-Oseretsky Test of Motor Proficiency-2 (BOT-2) • Bubbles • Built up handle (fork) • Built up handle (knives) • Built up handle (spoon) • Bumper plates • Button hooks • Cake spatula • Canadian Occupational Performance Measure (COPM) • Canvas (8X10) • Cash register • Classroom size white board • Clothespin activity set • Coban • Coffee brewer • coffee table • Commode • COMPS • Construction paper • Conventional toaster oven • Cotton balls • Couch • Cover-Roll tape • Craft sticks (popsicle sticks) • Crash pad • Crayola colored pencil large set • Crayola markers large set • Cryotherapy cups • Cryotherapy straps • Cutting boards • Design Builders toy set • Developmental Assessment of Young Children DAYC-2 • Developmental Test of Visual Perception (DVPT-3) • Developmental Test of Visual Perception (DVPT-3) • Discriminators	• *Spinal Cord Injuries: Management and Rehabilitation* • *The OTA's Guide to Documentation: Writing SOAP Notes* • *Trail Guide to the Body* • *Trail Guide to the Body: Digital Student Workbook* <u>Online Subscription:</u> • *https://www.simucase.com/* • *Doculearn* <u>General Education:</u> • *Hole's Human Anatomy and Physiology* • *Communication Skills for the Healthcare Professional, Enhanced Edition* • *Essentials of Medical Language* • *Basic College Mathematics* + *ALEKS* • *Psychology and Your Life with POWER*

● Dish sponges ● Disposable bath cups ● Disposable cups ● Disposable oral swabs ● Disposable plates ● Disposable razors ● Disposable utensils ● Double ended Peds spoon ● Double lined blackboard ● Dresser ● Dressing sticks ● Dual handled cup ● Dual stethoscope ● Dumbbell set ● Dycem ● Dynamic Lowenstein OT Cognitive Assessment ● Dynamometer ● Edema Measuring tape ● Electric hot pots ● Essential oils pack ● Evaluation Tool of Children's Handwriting (ETCH) ● Eye masks ● Eye patches ● Finger brush ● Floor lamp ● Foam floor tiles ● Folding LED magnifier (x3 magnification) ● Freestanding range (stove/oven) ● Full length mirror ● Gait belts ● Gardening seeds variety ● Glue ● Glue gun ● Glue gun sticks ● Glue sticks ● Golf ball ● Golf pencils ● Goniometer digits ● Goniometer medium 8 inch ● Goniometer small 6 inch ● Goniometers large 12 inch ● Green Theraband ● Hand blender ● Hand Keyper ● Hand strengthener blue ● Hand strengthener green ● Heat Guns (splinting) ● Hedge hog balance pods ● Hemi walkers ● High back wheelchair ● High/Low Tables	

● Hop scotch ● Ice cream scoopers ● Independent Living Scales (ILS) ● IV Poles ● Jamar hand function test ● Jenga ● Jungle Jumparoo ● KELS (Kohlman Evaluation of Living Skills) ● KELS record forms ● Kinesio Tape ● Knives ● Laminated Letter Cards Set ● Large High/Low mats ● Large Splint Baths ● Laser pointer (vision) ● Lazy reader ● Leather lacing tool (Allen's cognitive) ● Leg lifter ● Leg wedges ● Leukotape ● Little Pencils/Sponges/Chalk/Flip Crayons ● living room shelf ● Long handled bristle brush ● Long handled brush ● Long handled comb ● Long handled mirror ● Long handled shoe horn ● Long handled sponge ● low vision goggles ● Lowenstein OT Cognitive Assessment (LOTCA) ● Lumbar brace ● LWT bag ● Manual Therapy Cream ● Measuring cup set ● Measuring tape ● Medical bed ● Medical hamper ● Medicine cabinet ● Microwave ● Miller Function & Participation Scales (M-Fun) ● Mini garden pots ● Minnesota dexterity ● Mirror box (CVA) ● Mod podge ● Modified shoe aid ● Monofilament sensory set ● Motor-Free Visual Perception Test (MVPT-4) ● Nightstands ● Nose cut cup ● NSDS Spinner (hand strength) ● Nuk brushes	

● O2 tank ● O2 tank carrier ● Office Chairs ● Office Desk ● Oil pastels set ● OT Adult Perceptual Screening Test (OT-APST) ● Paint ● Paint blocks ● Paint sticks ● Paracords ● Paraffin bags ● Paraffin Baths ● Peabody Development Motor Scales (PDMS-3) ● PEDI Manual (Print) ● Peds mat ● Peds scooter ● Peds tunnel ● Peelers ● Peg Kit-9 hole ● Pillow cases white ● Pillows ● Pinch gauge ● Ping pong balls ● Ping pong paddles ● Plastic cups for sponges ● Plates ● Playing cards ● Podium ● Pop Tubes Sensory fidget toy ● Portable body length mirror ● Portable grab bar ● Portable medical privacy screen ● Portable privacy curtains ● Portable sink ● Portable skeleton models ● Post it Sticky Easel Pads (large) ● Potting mix ● Print Tool ● Pulleys ● Pulse ox units ● Purdue Pegboard ● Quad cane ● Quick Neurological Screening Test (QNST) ● Randot stereotest ● Reachers ● Recliner ● Red Theraband ● Red Theraputty ● Refrigerator ● Regular size tub ● Restraint vest	

● Reusable ice packs ● Roll-A-Dough ● Rollating walker ● Rolling stools ● Rulers ● Sandpaper ● Saran wrap ● Scented markers ● Scissors ● Sensory processing measuring kit ● Sensory spoons ● SFA User's Manual (Print) ● Shaving cream ● Single point cane ● Slate LWT ● Sliding boards ● Slime activator ● Slings ● Sock aid ● Spatulas (splinting) ● Spin disc ● Splint Baths (Small(● splint carts (metal) ● Splinting (splint-form 1000) ● Spring return measuring tape ● Standing page magnifier ● Step Stools ● Stepping stones ● Stethoscopes ● Stocking aid ● Student Chairs ● Student Tables ● Swing Set with 35'' Saucer Swing, Sensory Swing Set ● Swivel forks ● Swivel spoons ● Swivel sporks ● Talk Tools vibrating tool ● TalkTool vibrating animal tool ● Tall-Stackers toy set ● Teething toys ● Tens patches-1 inch ● Tens patches-2 inch ● Tens Unit ● Test of visual motor skills set ● Test of Visual Perceptual Skills (TVPS-4) manual ● The REAL User's Guide (Print) ● Theraball set (white, red, blue) ● Therapy squeeze balls ● TheraRod set ● Thermometer ● Thermoplastic sheets (splinting)	

● Toaster ● TOGS (Test of Grocery Shopping Skills) ● Tongs ● Trampoline ● trampoline (Small) ● Transparent medical tape ● Tub bench ● Turkey basters ● Two deck card shuffler ● Universal cuff ● Utensils (forks, spoons, knives) ● Vasopneumatic device (massager) ● Velafoam ● Velcro (splinting) 1 inch ● Velcro (splinting) 2 inch ● Visual timer ● Vulkan Epi-brace ● Waist restraints ● Walkers ● wardrobes ● Waste tank (portable sink) ● Water Bar set ● Weighted blanket ● Weighted button hook ● Weighted dual handle cups ● Weighted forks ● Weighted knives ● Weighted spoons ● Weighted sporks ● Wheelchair ● Whisk ● Wire grocery shelves ● Wood Piece Set ● Wooden spatulas ● Wrist restraint ● Wrist splint (universal) ● X6 LED pocket magnifier ● Yard sticks ● Yarn/laces ● Yellow Theraband ● Yellow Theraputty ● Yoga balls ● Yoga blocks ● Ziploc bags (sandwich bags)	

ASSOCIATE OF APPLIED SCIENCE IN PHYSICAL THERAPIST ASSISTANT (PTA AAS)

101.5 quarter credits/77 weeks (Total time to complete the program may vary based on school holidays and breaks)

The Mission of the Physical Therapist Assistant program is to graduate entry level physical therapist assistant practitioners who practice in a safe, legal and ethical manner under the supervision of a physical therapist and seek to advance their competence through the pursuit of lifelong learning.

The ultimate goal of CBD College's PTA Program is to educate its students with the knowledge and skills to function within the physical therapist assistant scope of practice, as defined by the American Physical Therapy Association and the laws of the State of California, and advance their competence through the pursuit of lifelong learning.

The Physical Therapist Assistant Program is a comprehensive course of study that combines theory and clinical practice. The curriculum is designed to provide qualified individuals an opportunity to acquire the knowledge, attitudes, and skills which will enable them to become safe and competent practitioners as Physical Therapist Assistants. Upon successful completion of the program, the graduate is eligible to take the National Physical Therapy Examination (NPTE) and the California Law Examination (CLE), which relates to the practice of physical therapy in California, to obtain licensure as required for the practice as a Physical Therapist Assistant.

The program retains a qualified faculty who prepare students for entry-level positions leading to careers or career advancement in a number of health care facilities including hospitals, medical centers, skilled nursing facilities, outpatient clinics and private practices. The program includes 560-hours of clinical experience that must be completed prior to graduation.

Philosophy:

We believe that the education process should provide every student with an opportunity to develop the knowledge, skills, professionalism and values needed to successfully pursue a productive and fulfilling career as a Physical Therapist Assistant. To that end, we seek to admit individuals who enjoy interacting with people in a caring and compassionate manner, can manage the demands of a rigorous learning process, and demonstrate the integrity and adaptability needed to practice in a rapidly changing health care environment. As faculty, we recognize that our students are adult learners who possess diverse thinking styles and bring a variety of past experiences to the educational process. We strive to build on those past experiences and utilize their strengths as learners to provide them with opportunities for new learning experiences using a variety of interactive instructional methods, such as classroom lectures, media presentations, laboratory practice, web-based applications, simulations and supervised patient care experiences.

Our primary goal is to prepare a caring and competent entry-level practitioner who works effectively as a member of the health care team to deliver physical therapy interventions that are grounded in scientific evidence and sound ethical judgment. To accomplish this goal, we believe the curriculum must begin with the introduction of foundational knowledge and skills that can be progressively applied and integrated in a clinical context that focuses on the prevention and treatment of illnesses/disabilities which impair functional movement in people of all ages and lifestyles. This progression and integration occurs in a spiral fashion (see figure on following page) which allows the learner to review and reflect on past experiences as he or she prepares to apply them to more complex, novel situations. In addition to facilitating the achievement of clinical competence, the faculty is committed to modeling professionalism to our students and serving as advocates for the physical therapy profession and the patients we serve. Finally, we embrace education as a lifelong process that enables physical therapist assistants to maintain and advance their clinical competence in order to meet the future challenges of an evolving profession and health care system.

CBD College strives to provide a physical therapist assistant curriculum that allows students to experience physical therapy at different clinical sites in the community. This also exposes the students to diversity not only amongst the patients at all age levels, but also to the diversity of the different health care delivery systems. The students give care, learning to incorporate the patient's family, environment and cultural factors in the most safe and effective way while under the supervision of the Physical Therapist (PT).

Graduates of the program in Physical Therapist Assistant will meet the following program objectives:

1. Practice in a safe, competent, legal and ethical manner, under the supervision of a physical therapist.
2. Students will have the capability to be successful on the PTA licensure exam, and acquire an entry-level position as a PTA.
3. Provide competent and compassionate patient care.
4. Demonstrate ability to implement interventions as developed by the supervising physical therapist for all patients in their care.
5. Demonstrate appropriate problem solving and critical thinking within the scope of work as a Physical Therapist Assistant.
6. Seek to advance their competence through the pursuit of lifelong learning.

Program Objectives

The Physical Therapist Assistant Program provides students with the theory, laboratory and clinical experiences that will prepare them to assume the role of competent and safe entry-level physical therapist assistants, to work under the supervision of a licensed physical therapist, providing services to patients and clients of all ages who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes. Physical Therapy treatments are rendered in a variety of healthcare settings, including hospitals, skilled nursing facilities, school systems, outpatient clinics, and private practices.
A student of the Physical Therapist Assistant program at CBD College must pass all general education courses, core theory and laboratory courses, and Clinical courses with a grade of 75% or better, or a "pass" grade in pass/fail courses, to complete the program. Requirements for pass/fail courses are outlined in each course syllabus.

Upon successful completion of the program, the graduate is eligible to take the National Physical Therapy Examination (NPTE) and apply for licensure or registration in any state or jurisdiction. Passing the NPTE and the California Law Exam (CLE) are both required to become licensed and to work as a physical therapist assistant in the state of California.

Detailed information, including eligibility requirements, fees, application form(s), etc., on how to apply for a PTA license in any state or jurisdiction is available through the Federation of State Board of Physical Therapy (FSBPT) at https://www.fsbpt.org/Secondary-Pages/Exam-Candidates/Applying-for-State-License.
The qualifications and requirements for licensure in the state of California are reprinted here, and available through the Physical Therapy Board of California (http://www.ptbc.ca.gov/applicants/how_to_apply.shtml).

Every applicant for a PTA license, at the time of application, must be a person over 18 years of age, not addicted to alcohol or any controlled substance, have successfully completed the education and training required under applicable law, and not have committed acts or crimes constituting grounds for denial of licensure under applicable law. Additionally, no person shall receive a license without first successfully passing the following examinations, where success is determined based on the examination passing standard set by the board:

(1) An examination under the direction of the board to demonstrate the applicant's knowledge of the laws and regulations related to the practice of physical therapy in California. The examination shall reasonably test the applicant's knowledge of these laws and regulations.
(2) The physical therapy examination for the applicant's licensure category. The examination for licensure as a physical therapist shall test entry-level competence to practice physical therapy. The examination for licensure as a physical therapist assistant shall test entry-level competence to practice as a physical therapist assistant in the technical application of physical therapy services.
(3) An applicant may take the examinations for licensure as a physical therapist or for licensure as a physical therapist assistant after the applicant has met the educational requirements for that particular category of licensure.

(4) The examinations required by the board for a license may be conducted by the board or by a public or private organization specified by the board. The examinations may be conducted under a uniform examination system and, for that purpose, the board may make arrangements with organizations furnishing examination materials as may, in its discretion, be desirable.

The program has determined that its curriculum meets the **CORE** state educational requirements for licensure or certification in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands secondary to its accreditation by the Commission on Accreditation in Physical Therapy Education, based on the following: CAPTE accreditation of a physical therapist of physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org.
The entirety of this educational program is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program.

Method of Delivery: Blended.
Upon successful completion of the program, graduates may obtain employment as:

- Physical Therapist Assistants (CIP # 51.0806; SOC # 31-2021)

PTA AAS Program Curriculum

Mod #	Course #	Course Title	Lecture	Lab	Externship	Total Hours	Weeks	Quarter Credits
I	ENG 101*	Written and Oral Communication	40	0	0	40	11	4.0
	BIO 104*	Anatomy and Physiology	96	0	0	96		9.5
	MTH 101*	College Math	40	0	0	40		4.0
	PSY 101*	Introduction to Psychology	40	0	0	40		4.0
	MT 101*	Medical Terminology	40	0	0	40		4.0
II	PTA 200*	Functional Anatomy	40	0	0	40	11	4.0
	PTA 210*	PTA Fundamentals	30	0	0	30		3.0
	PTA 220*	Physical Rehabilitation I	30	0	0	30		3.0
	PTA 299	PTA Lab Procedures I	0	66	0	66		3.0
III	PTA 300*	Kinesiology	30	0	0	30	11	3.0
	PTA 310*	Pathophysiology I	20	0	0	20		2.0
	PTA 320*	Therapeutic Exercise I	30	0	0	30		3.0
	PTA 330*	Physical Interventions	20	0	0	20		2.0
	PTA 399	PTA Lab Procedures II	0	66	0	66		3.0
IV	PTA 400*	Physical Therapist Assistant Practice I	20	0	0	20	11	2.0
	PTA 410*	Pathophysiology II	30	0	0	30		3.0
	PTA 420*	Therapeutic Exercise II	40	0	0	40		4.0
	PTA 499	PTA Lab Procedures III	0	66	0	66		3.0
V	PTA 500	Clinical Experience I	0	0	200	200	11	6.5
	PTA 510*	Clinical Integration	55	0	0	55		5.5
VI	PTA 600*	Physical Therapist Assistant Practice II	20	0	0	20	11	2.0
	PTA 610*	Pathophysiology III	30	0	0	30		3.0
	PTA 620*	Physical Rehabilitation II	40	0	0	40		4.0
	PTA 699	PTA Lab Procedures IV	0	66	0	66		3.0
VII	PTA 700	Clinical Experience II	0	0	360	360	11	12.0
	PTA 710*	NPTE Exam and Licensure Preparation	20	0	0	20		2.0
	***denotes an online course**	**TOTAL**	**711**	**264**	**560**	**1535**	**77**	**101.5**

PTA AAS Course Descriptions:

MODULE I ENG 101 – WRITTEN AND ORAL COMMUNICATIONS

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course provides an introduction to the various modes of communication in the healthcare setting, including verbal, non-verbal, and written forms. Students gain an understanding of how effective communication is key to patient care and inter-professional relationships. In addition, students learn the fundamentals of writing with clarity and precision, which are vital for creating effective patient records, reports, and professional correspondence. Students learn the step-by-step process of planning and composing an argumentative essay, complete with APA formatting and citations.

MODULE I BIO 104 – ANATOMY AND PHYSIOLOGY

Prerequisite: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 9.5*

This course emphasizes the principles of human anatomy and includes an overview of all body systems, organs, tissues and cells with focus on major biochemical molecular and cellular biology theories. Topics dealing with the nature of science, human genetics and development are included.

MODULE I MTH 101 – COLLEGE MATH

Prerequisite: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course is designed primarily for students who know the fundamentals of arithmetic and have had little or no background in algebra. The course strengthens the student's arithmetic and informal geometry skills and provides an introduction to the abstractions of algebra using fundamental principles of rational numbers, order of operations, and solution of linear equations.

MODULE I PSY 101 – INTRODUCTION TO PSYCHOLOGY

Prerequisite: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course presents a survey of the field of general psychology and a study of the native and acquired controls of human behavior, with emphasis on the mental process and the development of personality.

MODULE I MT 101 – MEDICAL TERMINOLOGY

Prerequisite: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course introduces medical terminology, which includes basic word structure, anatomical terms, terminology used to describe organ systems, body structure, medical diagnoses, and procedures. Students also receive instruction in the correct pronunciation of medical terms.

MODULE II PTA 200 – FUNCTIONAL ANATOMY

Prerequisite: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

The course explores the relationship of the musculoskeletal and neuromuscular systems to normal human movement. Students will develop a working knowledge of the human musculoskeletal and neuromuscular systems and an understanding of how these systems interact to produce efficient movement.

MODULE II PTA 210 – PTA FUNDAMENTALS

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 3.0*

This course serves as an introduction to the history and development of the profession of physical therapy, the role of a physical therapist assistant, as well as the legal, ethical, and behavioral expectations for a physical therapist and physical therapist assistant. The course also introduces students to the American Physical Therapy Association (APTA) and teaching and learning concepts. This course introduces data collection procedures including goniometry and manual muscle testing.

MODULE II PTA 220 – PHYSICAL REHABILITATION I

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 3.0*

This course introduces instruction in patient care procedures, including positioning and draping, handwashing, universal precautions, infection control, use and applications of personal protective equipment, body mechanics, passive range of motion, transfers, gait training, bed mobility, and wheelchair mobility. Students also receive instruction in Basic Life Support for healthcare providers, OSHA practices, and HIPAA standards.

MODULE II PTA 299 – PTA LAB PROCEDURES I

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 3.0*

This lab course includes instruction, demonstration and practice in data collection and patient care procedures. Topics include patient positioning and draping, handwashing, universal precautions, use and applications of personal protective equipment, vital signs, sterile technique, wound care basics, body mechanics, passive range of motion, transfers, gait training, bed mobility, and wheelchair mobility.

MODULE II PTA 300 – KINESIOLOGY

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses *v Quarter Credits: 3.0*

This course builds upon the students' understanding of human movement science. Topics include biomechanics, forces, levers, and locomotion. Students will understand biomechanical forces on the body that produce movement and introduce students to the concept of abnormal motion.

MODULE III PTA 310 – PATHOPHYSIOLOGY I

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 2.0*

This course is an overview of the pathologies of the musculoskeletal, genitourinary, and gastrointestinal systems and their effects on body structure and function across the lifespan. The course focuses on the disease processes, stages of tissue healing; associated impairments; medical and pharmacological treatments; and the implications for the movement system and physical therapy interventions.

MODULE III PTA 320 – THERAPEUTIC EXERCISE I
Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 3.0*

This course introduces the concepts of therapeutic exercise and its implications across the stages of tissue healing. Students develop exercise interventions for patients with common musculoskeletal health conditions.

MODULE III PTA 330 – PHYSICAL INTERVENTIONS

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 2.0*

This course focuses on the application of physical and mechanical agents that are appropriate interventions for impairments of the musculoskeletal system. Emphasis is placed on the understanding of safe use of equipment and application of physical agent modalities; patient safety with awareness of indications, contraindications, and expected patient responses with accurate documentation.

MODULE III PTA 399 – PTA LAB PROCEDURES II

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 3.0*

This lab course includes instruction, demonstration, and practice in therapeutic interventions, including therapeutic exercise and physical agents. Students apply their understanding of exercise programs and physical and mechanical agents to treat common musculoskeletal conditions. Emphasis is placed on the safe use of equipment and application of physical agent modalities; patient safety with awareness of indications, contraindications, and patient responses with accurate documentation.

MODULE IV PTA 400 – PHYSICAL THERAPIST ASSISTANT PRACTICE I

Prerequisites: Module I-III Courses
Co-requisite: Module IV Courses *Quarter Credits: 2.0*

In this course, students will learn the essentials of safe, ethical, legal, and value-based behaviors needed to succeed as a student PTA. Emphasis is placed on teaching and learning, documentation, billing and reimbursement, evidence-based practice, and self-assessment.

MODULE IV PTA 410 – PATHOPHYSIOLOGY II

Prerequisites: Module I-III Courses
Co-requisite: Module IV Courses *Quarter Credits: 3.0*

This course expands upon the concepts covered in Pathology I and applies them to pathologies of the cardiovascular, pulmonary, lymphatic, hematologic, integumentary, and endocrine/metabolic systems and their effects on body structure and function across the lifespan. The course focuses on the disease processes, stages of tissue healing; associated impairments; medical and pharmacological treatments; and the implications for the movement system and physical therapy interventions.

MODULE IV PTA 420 – THERAPEUTIC EXERCISE II

Prerequisites: Module I-III Courses
Co-requisite: Module IV Courses *Quarter Credits: 4.0*

This course builds upon the student's knowledge of therapeutic exercise. Students develop treatment programs for common health conditions involving the cardiovascular, pulmonary, lymphatic, integumentary, and endocrine/metabolic body systems.

MODULE IV PTA 499 – PTA LAB PROCEDURES III

Prerequisites: Module I-III Courses
Co-requisite: Module IV Courses *Quarter Credits: 3.0*

This lab course includes instruction, demonstration, and practice in therapeutic interventions commonly used in the management of cardiovascular, pulmonary, lymphatic, integumentary, and endocrine health conditions. Emphasis is placed on appropriate clinical decision-making with the safe use of equipment and application of interventions; patient safety with awareness of indications, contraindications, and expected patient responses with accurate documentation. Students also complete an inpatient simulation competency prior to clinical education.

MODULE V PTA 500 – CLINICAL EXPERIENCE I

Prerequisites: Module I-IV Courses
Co-requisite: Module V Courses *Quarter Credits: 6.5*

In this course, students are expected to apply selected skills, knowledge, and behaviors learned in the classroom at a developing level while providing direct patient care under the supervision of a licensed physical therapist and/or physical therapist assistant. This course is the first out of two clinical experiences.

MODULE V PTA 510 – CLINICAL INTEGRATION

Prerequisites: Module I-IV Courses
Co-requisite: Module V Courses *Quarter Credits: 5.5*

This course is designed to complement PTA 500 Clinical Experience I. Students will prepare for the California Law Exam and receive an introduction to the neuromuscular system and related pathologies. Additionally, students will engage in simulated patient scenarios to reinforce and apply previously acquired knowledge, while participating in a clinical patient case scenario.

MODULE VI PTA 600 – PHYSICAL THERAPIST ASSISTANT PRACTICE II

Prerequisites: Module I-V Courses
Co-requisite: Module VI Courses *Quarter Credits: 2.0*

This course builds upon Physical Therapist Assistant Practice I. Students will expand their knowledge, skill, and ability in providing the safe, ethical, legal, and value-based behaviors needed for effective patient care within the context of the current healthcare system. Emphasis is placed on understanding the U.S. healthcare models, government influences and jurisdiction practice acts, duty to patients, employers, and the profession, and technology in effective written, oral, and visual communication.

MODULE VI PTA 610 – PATHOPHYSIOLOGY III

Prerequisites: Module I-V Courses
Co-requisite: Module VI Courses *Quarter Credits: 3.0*

This course expands upon the concepts covered in Pathology I and II. It applies them to pathologies of the neurologic system and complex system interactions, their effects on body structure and function across the lifespan. The course focuses on the disease processes, stages of tissue healing; associated impairments; medical and pharmacological treatments; and the implications for the movement system and physical therapy interventions. This course also discusses the impact on health and wellness involving multiple diagnoses and system interactions.

MODULE VI PTA 620 – PHYSICAL REHABILITATION II

Prerequisites: Module I-V Courses
Co-requisite: Module VI Courses *Quarter Credits: 4.0*

This course provides instruction in the techniques and procedures used in the physical rehabilitation of neurological and genetic health conditions across the lifespan. There is a focus on functional activities for adult and pediatric patient populations, emphasizing patient safety, treatment planning, clinical problem-solving, documentation, and communication as a member of the intraprofessional and interprofessional team.

MODULE VI PTA 699 – PTA LAB PROCEDURES IV

Prerequisites: Module I-V Courses
Co-requisite: Module VI Courses *Quarter Credits: 3.0*

This lab course includes instruction, demonstration, and practice in therapeutic interventions commonly used in the management of neuromuscular, pediatric, and complex health conditions. Emphasis is placed on rehabilitative strategies that incorporate functional activities for adult and pediatric populations with appropriate clinical decision-making; safe use of equipment and application of interventions; patient safety with awareness of indications, contraindications, and expected patient responses; accurate documentation and communication as a member of the intraprofessional and interprofessional team.

MODULE VII PTA 700 – CLINICAL EXPERIENCE II

Prerequisites: Module I-VI Courses
Co-requisite: Module VII Courses *Quarter Credits: 12.0*

Students are expected to demonstrate competence in the skills, knowledge, and behaviors expected of an entry-level physical therapist assistant by providing physical therapy services under the supervision of a licensed physical therapist and/or physical therapist assistant. This course is the terminal clinical experience.

MODULE VII PTA 710 – NPTE EXAM AND LICENSURE PREPARATION

Prerequisites: Module I-VI Courses
Co-requisite: Module VII Courses *Quarter Credits: 2.0*

This course reviews the processes of student preparation for graduation, licensure/registration, and employment as a Physical Therapist Assistant in California.

BASIS FOR CLINICAL GRADING

Grading: The Director of Clinical Education (DCE) assigns a grade of Pass or Fail for the course. The DCE, in consultation with the Program Director, Center Coordinator of Clinical Education (CCCE), and Clinical Instructor (CI), determines if the student has achieved the expected course objectives, and therefore meets the minimum academic standards to pass the course and progress in the PTA curriculum.

The DCE determines a Pass or Fail grade based on the assessment of the Clinical Performance Instrument (CPI) and the following components:

a. Course objectives.
b. Satisfactory clinical competency as described in the course syllabus.
c. Clinical setting and complexity of the environment.
d. Experience with patients in the clinical setting.
e. Expectations of the clinic site and academic program.
f. Progression of performance from initial to final clinical experience.
g. Indication of "significant concerns" or "with distinction" on the clinical evaluation.
h. Congruence between the CI's written evaluation, comments, and performance dimensions and ratings.
i. Congruence between CI, student and DCE assessment of student performance.

j. Completion of all clinical assignments (e.g., project, assessments, weekly journal, student evaluation of instruction, etc.).
k. Additional verbal or written information from the CI and student.

The Director of Clinical Education makes the final grade determination.

Note: Clinical education experiences are based on a voluntary collaborative relationship between the student and Clinical Instructor (CI). Any student asked not to return to a clinic site, for any reason, will receive an automatic failure of the course. When a student asks not to return to a clinic site, the DCE, in consultation with the Program Director, will consider the circumstances prior to determining if the student receives a failing grade or is provided an alternate clinic site.

GENERAL CLINICAL EDUCATION POLICIES

1. Students must be familiar with and follow the policies and procedures of the clinical site.
2. Students must be familiar with and follow the CBD College policies and rules of conduct as detailed in the College Catalog.
3. **Clinic hours** are those established by the facility. The student is not expected to work a longer day than any one staff Physical Therapist Assistant.
4. The CBD College **dress code** is to be followed unless the DCE approves facility specific requirements.
5. Students must maintain copies of their **clearance documentation** and provide it to the clinic site on or before day one. Clearance documentation must include: current background check, CPR certification, HIPAA training certification, medical clearance, and immunization records.
6. **Student supervision** by at least one licensed Physical Therapist or Physical Therapist Assistant is required during all times when the student is providing direct patient care. A supervising PT/PTA must be located in the same premises as the student at all times.
7. The clinical instructor has the authority to make **assignments** outside of patient care hours to enhance the Clinical Education Component.
8. Students must follow HIPAA guidelines and respect patient rights at all times, which includes the right to refuse treatment from a student.
9. **Consult the DCE** immediately if any problems, questions or concerns occur during the affiliation. DO NOT wait until a clinic visit, return to school, or assume things will improve.
10. CBD College students are responsible for their own health coverage and medical care throughout the program. This includes accidents, injury, or illness that may occur on-campus or off-site during field trips and clinical education experiences.
11. **A progress visit** is completed by the DCE, or another faculty member, at least once during the Clinical Education Component. These visits consist of at least one conversation with each student and clinical instructor, either in person or by phone. The purpose of the visit is to assess student performance, confirm the educational opportunities available at the clinic site, and provide guidance to enhance the student/CI relationship.

PTA SUPPLIES, EQUIPMENT, AND MATERIALS

- ABD Pillows
- ACE Bandages
- Aesthesiometer
- AFO- Solid
- Air casts
- Ankle support
- Anatomy Models: varied
- Back Braces
- Balance Boards: Wooden
- Balance Discs
- Balance Rounds
- Balance squares
- BAPS Balance Board
- Bikes: Elipital
- Body Blades
- Bolsters: various sizes: 2 lg, 3 med., 1 small
- B/P cuffs in box
- BOSU Balls
- Call bells
- CAM Boots
- Canes: share with OT: SBQC
- Canes: SP
- Cervical soft collars
- Cervical Traction: PORTABLE- home
- Cold Packs
- Compression Unit- Pneumatic
- Crutches: short
- Crutches: standard
- Crutches: tall
- Dirty linen carts
- Dolls
- Dumbbells and Ankle Weights:sets
- Electrical Stimulation Units
- EMG / Biofeedback Units
- Floor Mats
- Foam Rollers: LARGE
- Foam Rolls: SMALL
- Freezer- mini
- Foot ergometer
- Gait Belts
- Goniometers: MULTIBLE SIZES
- Grip Dynamometer
- Grippy Socks
- Hi/Lo Tables
- Hot pack :7 large
- Hot Packs: Replacements: Multiple
- Hospital beds
- Hoyer lifts

Books:

- *Trail Guide to the Body: Textbook and Workbook*
- *The Role of the PTA: Regulations and Responsibilities*
- *Measurement of Joint Motion: A Guide to Goniometry*
- *Daniels & Worthingham's Muscle Testing: Techniques of Manual Examination*
- *Pierson and Fairchild's Principles & Techniques of Patient Care*
- *Physical Rehabilitation*
- *Therapeutic Exercise: Foundations and Techniques*
- *Foundations in Kinesiology and Biomechanics*
- *Goodman and Fuller's Pathology: Implications for the Physical Therapist*
- *Recognizing and Reporting Red Flags for the Physical Therapist Assistant*
- *Cardiopulmonary Physical Therapy: Management and Case Studies*
- *Neurologic Interventions for Physical Therapy*
- *Scorebuilders: PTA EXAM – The Complete Study Guide*
- *Orthopaedics for the PTA*
- *Biophysical Agents: Theory and Practice*
- *Clinical Decision Making for the PTA Across the Continuum of Care*
- *Documentation for the Physical Therapist Assistant*
- *Patient Practitioner Interaction*
- *Wound Management Principles and Practices*

Software:

- *APTA Clinical Performance Instrument*
- *PEAT (2 PTA Practice Examinations and Assessment Tool, fsbpt.org)*
- *Scorebuilders PTA – ACE (A Competitive Edge)*
- *Scorebuilders PTA Online Advantage Exam 1 & 2 Combo (Academic Version)*
- *www.physiou.health (2 year)*
- *www.simucase.com (1 year)*

General Education:

- *Psychology and Your Life with P.O.W.E.R. Learning*
- *Communication Skills for the Healthcare Professional, Enhanced Edition*
- *Essentials of Medical Language*
- *Basic College Mathematics + ALEKS*
- *Hole's Human Anatomy & Physiology*

● Human Patient Simulator ● Hurdles: small ● Hydrocollator: One brand new ● Incentive spirometers ● Iontophoresis Units ● Knee Braces ● Knee Immobilizers ● Light Therapy ● Loftstrand crutches ● Lumbo sacral braces ● Lumbar Traction ● Mat Tables with cupboards ● Monofilament testing kits ● Overdoor traction units ● PPE: masks, gowns, hats ● Paraffin Bath ● Pillows ● Parallel Bars ● Pillow rolls ● Privacy screens ● Portable White Board ● Pulse Oximeter ● Purple blocks ● Reacher ● Rebounder Trampoline ● Reflex Hammers ● Rolling Mirrors ● Rolling Stools ● Rollator ● Roll about- ankle ● Sensory Testing Kit:multiple items ● Shoulder slings ● Skeleton Model: free standing ● Sphygmomanometers: students get their own ● Stair set with Handrails ● Step Exercise Equipment ● Sterile items: gloves: LG. ● Stethoscope: Dual ● Stopwatches ● Swiss Balls ● Tape measures ● TENS/NMES Units ● Theraband: multiple colors ● Theraputty: multiple colors ● Thoracic sternal support brace ● Tilt Table ● Traction Units: lumbar ● Transfer Boards ● Transfer Manikin	

● Tray tables ● Treadmill ● Trigger point tool ● Ultrasound Units: combo units ● Upper Body Ergometer: Duel Extremity ● Volumetric Gauges: multiple sizes: 2 hands, 2 feet ● Walkers:rolling grey and blue ● Walkers:Hemi ● Walker: platform attachments ● Wedges: various sizes ● Weighted balls ● Weighted Bars ● Wheelchairs: shared with OT- standard- Removable ● Wheelchairs: shared with OT- standard- Fixed ● Wheelchairs: high back tilt in space ● Wound care models ● Yoga mats	

ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY (ST AAS)

91 Quarter Credits/77 weeks (Total time to complete the program may vary based on school holidays and breaks)

Program Objectives

The Surgical Technology program is 91 quarter credits Associate of Applied Science comprehensive course of study that combines theory and clinical practice. The curriculum is designed to provide qualified individuals an opportunity to acquire the knowledge, attitudes and skills that will enable them to become safe and competent practitioners of Surgical Technology.

The program's curriculum was designed to meet current with industry standards, and the demands of the communities of interest, and ensures that students obtain appropriate hands-on training in the cognitive, psychomotor and affective learning domains that enables them to be competent, entry-level surgical technologists and successfully obtain employment in a number of healthcare facilities including hospitals, medical centers, and public and private surgical centers. The program includes a mandatory Surgical Technology Externship (consisting of 600 hours and 125 clinical cases) and 20 hours of test preparation that must be completed prior to graduation.

It is a mandatory requirement of the program that students take the Certified Surgical Technology (CST) Examination given by the National Board of Surgical Technology and Surgical Assisting (NBSTSA), or the National Center for Competency Testing (NCCT) Tech in Surgery (TS-C), prior to completion of the ST program. The curriculum incorporates the CST Examination and NCCT TS-C topics and is designed to prepare students to pass the examination.

Certification is voluntary in the state of California. However, the choice to become certified exhibits pride in the profession, the desire to be recognized for mastery of scientific principles, as well as an ongoing commitment to quality patient care. Certification is a means for upward mobility, a condition for employment, a route to higher pay, and a source of recognition nationwide. Approved candidates who take and pass the CST examination are authorized to use the initials CST as long as they maintain certification currency.

Detailed information, including eligibility requirements, fees, application form(s), etc., on how to apply for CST certification is available through the National Board of Surgical Technology and Surgical Assisting (https://www.nbstsa.org/cst-certification).

This program meets the state educational requirements for mandatory or voluntary licensure or certification in the state of California, as applicable. CBD College has not made a determination regarding whether the program's curriculum meets the state educational requirements for licensure or certification in any other state.

The entirety of this educational program is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program.

Method of Delivery: Blended.

Upon successful completion of the program, graduates may obtain employment as:

- Surgical Technologist (CIP # 51.0909; SOC # 29-2055)

ST AAS Program Curriculum

Mod #	Course #	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Total Clock Hours	Weeks	Quarter Credits
I	BIO 111*	Introduction to Anatomy & Physiology	70	20	0	90	11	8.0
	ENG 101*	Written and Oral Communication	40	0	0	40		4.0
	MT 101*	Medical Terminology	40	0	0	40		4.0
II	ST 200*	Surgical Technology Theory I	80	0	0	80	11	8.0
	MTH 101*	College Math	40	0	0	40		4.0
	ST 210*	Microbiology for Surgical Technologists	30	0	0	30		3.0
III	ST 300*	Surgical Technology Theory II	80	0	0	80	11	8.0
	PSY 102*	Introduction to Psychology	32	0	0	32		3.0
	ST 310*	Pharmacology for Surgical Technologists	30	0	0	30		3.0
IV	ST 400*	Surgical Procedures I	60	0	0	60	11	6.0
	ST 410	Surgical Lab I	0	120	0	120		6.0
V	ST 500*	Surgical Procedures II	60	0	0	60	11	6.0
	ST 510	Surgical Lab II	0	120	0	120		6.0
VI	ST 600	Surgical Technology Clinical I	0	0	360	360	11	12.0
VII	ST 700	Surgical Technology Clinical II	0	0	240	240	11	8.0
	ST 710*	CST Exam Prep	20	0	0	20		2.0
	***denotes an online course**	**TOTAL**	**582**	**260**	**600**	**1442**	**77**	**91.0**

AAS in ST Course Descriptions

MODULE I BIO 111 – INTRODUCTION TO ANATOMY & PHYSIOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 8.0*

This course emphasizes the principles of human anatomy and includes an overview of all body systems, organs, tissues and cells with focus on the principle of homeostasis. Structure and function are addressed in every body system with an overview of basic physiological processes.

MODULE I ENG 101 – WRITTEN AND ORAL COMMUNICATION

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course provides an introduction to the various modes of communication in the healthcare setting, including verbal, non-verbal, and written forms. Students gain an understanding of how effective communication is key to patient care and inter-professional relationships. In addition, students learn the fundamentals of writing with clarity and precision, which are vital for creating effective patient records, reports, and professional correspondence. Students learn the step-by-step process of planning and composing an argumentative essay, complete with APA formatting and citations.

MODULE I MT 101 – MEDICAL TERMINOLOGY

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course introduces medical terminology, which includes basic word structure, anatomical terms, terminology used to describe organ systems, body structure, medical diagnoses, and procedures. Students also receive instruction in the correct pronunciation of medical terms.

MODULE II ST 200 – SURGICAL TECHNOLOGY THEORY I

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 8.0*

This theory course offers students a survey of fundamental theory and concepts for surgical technologists. This course orients students to surgical technology and provides comprehensive knowledge of patient care concepts, as well as personal and professional relationships in surgical technology. It includes analysis of the legal concepts that pertain to surgical technology, including comparing and contrasting criminal and civil liabilities and consequences pertaining to each. Students analyze the scope of practice issues as they relate to surgical technology. Students are introduced to principles and concepts basic to understanding the surgical patient and human behavior, and learn to assess and distinguish the physical, spiritual, and psychological needs of the patient in surgery. The special population patient will be covered in this course such as, but not limited to the: Geriatric, Pediatric, Pregnant, Immunocompromised, Trauma and Diabetic Patient. Additionally, this course introduces the physical environment of the operating room as well as safety precautions. The various roles that the Surgical Technologist can fulfill during an all-hazards event will be discussed. The student is introduced to computer hardware and software programs. Emphasis is placed on the development of word processing skills, which include techniques for creating, editing, saving and printing documents. This course also introduces the student to computers, lasers, principles of electricity and surgical robotics. Additionally, students are familiarized with decontamination, disinfection and sterilization and the appropriate use of each. The course will teach the student the ability to follow the principles of asepsis and the practice of sterile technique.

MODULE II MTH 101 – COLLEGE MATH

Prerequisites: None
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

This course is designed primarily for students who know the fundamentals of arithmetic and have had little or no background in algebra. The course strengthens the student's arithmetic and informal geometry skills and provides an introduction to the abstractions of algebra using fundamental principles of rational numbers, order of operations, and solution of linear equations.

MODULE II ST 210 – MICROBIOLOGY FOR SURGICAL TECHNOLOGISTS

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 3.0*

This course is a study of basic microbiology, infection control, and disease processes of the body's defense mechanism to diseases and pathogens associated with surgical site infection.

MODULE III ST 300 – SURGICAL TECHNOLOGY THEORY II

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 8.0*

Welcome to Surgical Technology Theory II course, where "keep your hands up" and "don't touch that" has an all new meaning. This theory course is designed to provide students with the basic skills and knowledge to perform as an entry-level Surgical Technologist professional in an operating room setting. This course will discuss the importance of disinfection, decontamination, and sterilization processes within the Sterile Processing and Operating Room settings. This course will orient students to the basic skills and aseptic techniques including scrubbing, sterile field opening and setup, and identifying surgical instrumentation needed to complete surgical procedures. Students will analyze the Surgical Technologists duties during the Perioperative, Intraoperative, and Postoperative stages of a surgical procedure. Students will be oriented to proper patient positioning, transportation, skin preparation, urinary catheterization, and surgical site draping.
Additionally, students will be introduced to various types of sutures, drains, dressings, stapling devices, hemostatic agents, and wound classifications. This course prepares students for all the skills requirements in the ST 410 and ST 510 Surgical Technology Lab courses. The exciting part of being a Surgical Technologist is about to begin!

MODULE III PSY 102 – INTRODUCTION TO PSYCHOLOGY

Prerequisites: None
Co-requisite: Concurrent Module III Courses *Quarter Credits: 3.0*

This course presents a survey of the field of general psychology and a study of the native and acquired controls of human behavior, with emphasis on the mental process and the development of personality.

MODULE III ST 310 – PHARMACOLOGY FOR SURGICAL TECHNOLOGISTS

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 3.0*

Welcome to ST 310 - Pharmacology for Surgical Technologists! As part of the surgical team, Surgical Technologists are involved in the distribution of medications onto the sterile field. This course will explain the role of the Surgical Technologist including drawing up, labeling, and distribution of medications within the sterile field. This course will explain the difference between medication categories and classifications, usages, contraindications, and federal/state regulations that a Surgical Technologist should be aware of before a medication is distributed onto the sterile field. This course will also provide students with the necessary knowledge and skills to function proficiently as an entry-level Surgical Technologist and provide proper patient care to prevent medication errors within the operating room.

MODULE IV ST 400 – SURGICAL PROCEDURES I

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 6.0*

Welcome to Surgical Procedures I! It is just the start of learning why Surgical Technologists are called the "experts" in the Operating Room. In this course, we will be discussing the importance of anatomy and physiology, medical terminology, and knowledge of surgical procedure instrumentation. This course will provide students the understanding of basic surgical procedures from various specialties including General, OB/GYN, ENT, Robotics, MIS, Ophthalmic, Genitourinary, Oral/Maxillofacial and Plastics and Reconstructive surgeries. Students will have the opportunity to demonstrate their knowledge of procedural sequencing and specific usage of instrumentation during surgical procedures.

MODULE IV ST 410 – SURGICAL LAB I

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 6.0*

Welcome to ST 410 Surgical Lab I! This course is designed to give you a hands-on introduction into the Operating Room. During this course, you will learn the basic skills that are necessary to become a proficient entry-level Surgical Technologist. You will learn how to assess patient vital signs and assist anesthesia during intubation with the Sellick's maneuver. This course is designed to explain and allow students to demonstrate perioperative duties including urinary catheterization, sterilization of instruments, opening and setting up the sterile field, and performing a surgical hand scrub. Throughout the course, Instructors will enhance the learning environment by bringing in real-world experiences to assist you in exploring a variety of aseptic techniques required for you to obtain and complete the course. Let's get to work!

MODULE V ST 500 – SURGICAL PROCEDURES II

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 6.0*

Welcome to Surgical Procedures II! This course is a continuation of ST 400 - Surgical Procedures I. During this course, we will be discussing surgical procedures from the following specialties: Orthopedics, Cardiovascular, Peripheral Vascular, Thoracic and Pulmonary, Neuro, Pediatrics, and Trauma. Students will be introduced to more complex surgical procedures and discuss the importance of anatomy and physiology, medical terminology, and knowledge of specialty specific surgical procedure instrumentation. Students will be given the opportunity to demonstrate their knowledge of preoperative diagnosis, surgical procedures, instrumentation, and surgical complications. Students are required to pass the course to be eligible for ST 600 - Surgical Technology Clinical I.

MODULE V ST 510 – SURGICAL LAB II

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 6.0*

This course provides comprehensive knowledge and skills for specific surgical procedures including General surgery, Neurosurgery, ENT surgery, Cardiothoracic surgery, Peripheral Vascular surgery, Orthopedic surgery and Pediatric surgery, surgery procedures. Additionally, students demonstrate a range of surgical procedures before entering their Clinical Externship Experience.

MODULE VI -ST 600 – SURGICAL TECHNOLOGY CLINICAL I

Prerequisites: Module I-V Courses
Co-requisite: None *Quarter Credits: 12.0*

This course is conducted in a hospital setting and provides students a clinical experience with a variety of perioperative assignments. Emphasis is placed on the scrub and circulating roles of the surgical technologist, including aseptic technique and basic care presentation for selected surgical procedures. Students will observe, take part in surgical procedures and work as a member of the surgical team.

MODULE VII ST 700 – SURGICAL TECHNOLOGY CLINICAL II

Prerequisites: Module I-VI Courses
Co-requisite: Concurrent Module VII Courses *Quarter Credits: 8.0*

This course is conducted in a surgical center setting and provides students a clinical experience with a variety of perioperative assignments, applying and fine-tuning the skills learned in ST 600. Emphasis is placed on the scrub and circulating roles of the surgical technologist, including aseptic technique and basic care presentation for selected surgical procedures. Students will observe, take part in surgical procedures and work as a member of the surgical team.

MODULE VII ST 710 – CST EXAM PREP

Prerequisites: Module I-VI Courses
Co-requisite: Concurrent Module VII Courses *Quarter Credits: 2.0*

The course is designed and offered for individuals preparing for the National Surgical Technology Certification Exam.

ST EVALUATION/PROGRESSION POLICY

The CBD ST program is a modular program. All students are admitted as a cohort and the curriculum is designed so that students will complete all of the required courses within 7 Modules. A student must pass all courses in Module I to progress to Module II, must pass all courses in Module II to progress to Module III, etc. A student must pass all Modules to be able to graduate. Each didactic course for all Modules must be passed with a 75% grade point average or higher in lab and theory, and clinical courses with a Pass score. Refer to the course syllabus for each individual course for the specific grading requirements.
A student of the Surgical Technology program at CBD College must pass all general education courses, core theory and laboratory courses, and Clinical courses with a grade of 75% or better, or a "pass" grade in Pass/Fail courses, to complete the program. Requirements for pass/fail courses are outlined in each course syllabus.

ST SKILLS LABORATORY

The campus skills laboratory is designed to provide students with assignments to learn the skills necessary for hospital work. Skills should be practiced in the skills laboratory prior to providing skills in the hospital settings. Laboratory Skills are conducted on campus in Modules 4 and 5. Students are required to attend the assigned weekly Laboratory sessions during those Modules. Student must successfully complete and pass all required laboratory skills prior to entering the Clinical aspect of the program per the most current Accreditation and AST Core Curriculum Standards and Guidelines.

All surgical technology students are permitted to use the skills lab with their assigned instructors.

All supplies should be handled with care and replaced in their storage areas after use. Items requiring replacement or reordering should be reported to the instructor daily or as needed. Mannequins should be handled with care and not have any tape applied directly.

All students are to participate in the maintenance of the campus skills lab.

ST CLINICAL EVALUATION METHOD

Clinical performance is evaluated on a "pass/fail" designation, based upon successful completion of the clinical objectives. Students with a "fail'" grade in any of the skills will meet with the Clinical Coordinator and/or Program Director and receive a plan for improvement, which may include but is not limited to Individual/group tutorial in the campus skills lab.

Completion of the clinical modules

Successful completion of the clinical modules requires:

- completion of all required 600 hours between Mod 6 (360 hours) and Mod 7 (240 hours)
- Maximum 40 hrs./week.
- completion of at least 125 cases.
- a pass grade on the final evaluation.
- 20 hours of Board Exam Preparation and a pass grade on the mock exam.

ST SUPPLIES, EQUIPMENT, AND MATERIALS

● Alexis Wound Retractor ● Anesthesia Machine ● Armboards ● Autoclave ● Back Table ● Basin Pack - C-Section ● Basin Pack - Craniotomy Basin ● Basin Pack - D + C ● Basin Pack - Eye ● Basin Pack - Laparoscopic ● Basin Pack - Major Complete ● Basin Pack - Major Ortho ● Basin Pack - Major Vascular ● Basin Pack - Minor Ortho ● Basin Pack - Minor Vascular ● Basin Pack - Septo Rhino ● Basin Pack - T + A ● Bowie-Dick Tests ● Calibrated Syringes - 3mL, 5mL, 10mL, 20mL, 60mL ● Candy Cane Stirrups with Clamps ● Carr X-Ray Viewing Box ● Catheter Kits ● Chemical Indicators ● Chest Tube Insertion Kit ● Clip Appliers - Disposable ● Computer ● Crash Cart - Mock ● Custom Pack - Basic Cysto Pack ● Custom Pack - Craniotomy ● Custom Pack - General Major ● Custom Pack - General Minor ● Custom Pack - Major Lap w/ Basin ● Custom Pack - Major Lithotomy Pack ● Custom Pack - Major Ortho ● Custom Pack - Spine ● Custom Pack - Upper Extremity	Books: ● *Essentials of Hole's Human Anatomy and Physiology* ● *Communication Skills for the Healthcare Professional, Enhanced Edition* ● *Essentials of Medical Language* ● *Basic College Mathematics + ALEKS* ● *Psychology and Your Life with P.O.W.E.R. Learning* ● *Surgical Technology: Principles and Practice – Textbook and Workbook* ● *Microbiology for Surgical Technologists* ● *Surgical Equipment and Supplies* ● *Differentiating Surgical Instruments with Surg Tech in Practice* ● *Pharmacology for the Surgical Technologist* ● *LANGE Q&A Surgical Technology Examination* ● *Surgical Notes: A Pocket Survival Guide for the Operating Room* ● *AST Certifying Exam Study Guide* Online Subscription: *Journal of Medical Insight (JOMI)*

● Electrosurgical Generator ● Emergency Eyewash Station ● ESU - Bipolar Cord ● ESU - Bovie Handpiece ● ESU - Bovie Tips - Short, Needle tip, Long, Insulated ● ESU - Grounding Pad ● ESU - Scratch Pad ● Exam Gloves - Sizes S, M, L, XL ● Hand Surgery Board ● Hypodermic Needles - Various sizes ● Indicator Tape ● Instrument Set - Basic Plastic Pan ● Instrument Set - Bookwalter Pan ● Instrument Set - Colorectal Sigmoid Pan ● Instrument Set - Craniotomy Pan ● Instrument Set - CV Valve Sizer Pan ● Instrument Set - D&C Pan ● Instrument Set - Hysterectomy Pan ● Instrument Set - Laminectomy Pan ● Instrument Set - Laparoscopy Pan ● Instrument Set - Major and Minor Pan ● Instrument Set - Major Ortho Pan ● Instrument Set - Major Vascular Pan ● Instrument Set - Minor Ortho Pan ● Instrument Set - Minor Vascular Pan ● Instrument Set - OBGYN Pan ● Instrument Set - OBGYN Retractor Pan ● Instrument Set - Ophthalmic Pan ● Instrument Set - Orthopedic Plates and Screws Pan ● Instrument Set - PV Tunneler Pan ● Instrument Set - Retractor Pan ● Instrument Set - Rhinoplasty/Septoplasty Nasal Pan ● Instrument Set - Sternal Saw Pan ● Instrument Set - Synthesis Drill Pan ● Instrument Set - Thoracic Pan ● Instrument Set - Tonsillectomy and Adenoidectomy Pan ● Instrument Set - Tracheostomy Set ● Kick Bucket ● Manikin ● Mayo Stand ● McKesson IV Pole ● MIS - Camera Power Cord & Light Source ● MIS - Endocatch Bag ● MIS - Insuflation Tubing ● MIS - Quantum 3000 Endoscopy Light Source ● MIS - Storz Endoscope Tricam SL NTSC ● MIS - Suction Irrigator ● MIS - Trocars (various types/sizes) ● MIS - Verres Needle ● MIS- Suture Passer ● Multinex Plus Datascope	

● Needle Magnets - Needle Counters ● Ohmeda 5500 Airway Pressure Monitor ● Ohmeda 7000 Ventilator ● OR Surgical Light ● Oxygen Monitor ● Patient Stretcher ● Peel Packs - Various sizes ● PPE- Booties ● PPE- Goggles ● PPE- Hair Covering - Bouffant ● PPE- Hair Covering - Surgeon's Cap ● PPE- Surgical Masks ● Prep - Betadine Kits ● Prep - CHG Sticks ● Printer ● Ring Stand Double ● Ring Stand Single ● Scrub Sink ● Stapler - Linear Stapler ● Stapler - Skin ● Step Stool ● Stethoscope ● Stryker Power System ● Suctioning Unit ● Surgical Blades - #10, #11, #12, #15, #20 ● Surgical Blue Towels ● Surgical Drains (Penrose, JP, Hemovac) ● Surgical Drapes - Various types ● Surgical Dressings - Various types ● Surgical Gloves - Latex Free Size 6 ● Surgical Gloves - Latex Free Size 6.5 ● Surgical Gloves - Latex Free Size 7 ● Surgical Gloves - Latex Free Size 7.5 ● Surgical Gloves - Latex Free Size 8 ● Surgical Gloves - Latex Free Size 8.5 ● Surgical Gloves - Latex Free Size 9 ● Surgical Gloves - Latex Size 6 ● Surgical Gloves - Latex Size 6.5 ● Surgical Gloves - Latex Size 7 ● Surgical Gloves - Latex Size 7.5 ● Surgical Gloves - Latex Size 8 ● Surgical Gloves - Latex Size 8.5 ● Surgical Gowns - Size L ● Surgical Gowns - Size XL ● Surgical Gowns - Size XXL ● Surgical Gowns - Size XXXL ● Surgical Marking Pens ● Surgical Operating Table ● Surgical Operating Table Patient Safety Strap (disposable) ● Surgical Operating Table Sheets	

● Surgical Sponges - Kitners ● Surgical Sponges - Laparotomy ● Surgical Sponges - Peanuts ● Surgical Sponges - Raytecs ● Suture - Ethicon - Various Sizes/Needles ● Suture Boots ● Television ● Thermometer ● Vessel Loops ● Warmer - Solution and Blanket ● White Board - Count Board	

BACHELOR OF SCIENCE IN HEALTH SCIENCE PROGRAM (BSHS)

90 quarter credits / 77 weeks (Total time to complete the program may vary based on school holidays and breaks).

Program Objectives

The Bachelor of Science in Health Science program prepares graduates of accredited healthcare associate degree programs for a variety of career opportunities within the healthcare and health-science related industries. Graduates can advance in an existing healthcare career or seek entry-level positions in a number of healthcare settings. These include hospitals, physician offices, long-term care facilities, public health agencies, community organizations, and others. With a strategically planned blend of healthcare and business coursework, students learn to apply principles of management, finance, ethics, public policy, information systems, and more. Additionally, the program provides a solid undergraduate foundation to pursue further graduate study and/or professional degrees. Students develop the critical thinking abilities, communication and cultural competencies, and leadership capabilities needed to meet the ongoing challenges of healthcare in the 21st century. At the forefront of a changing industry, graduates gain the advanced skills, knowledge, and values for impacting the healthcare organization's success, improving health services practice, and promoting community wellness.

The Bachelor of Science in Health Science is a Baccalaureate degree completion program. Applicants are required to have a healthcare related Associate degree from an accredited institution in order to enroll in the program. The entirety of the Baccalaureate completion program (90 quarter credit hours) is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program. A student of the Bachelor of Science in Health Science program must pass all general education courses and core theory courses with a grade of 75% or better.

Method of Delivery: Distance Education.

Upon successful completion of the program, graduates may obtain employment as:

- Medical and Health Services Managers
- Post-secondary Health Specialties Teachers
- Health Educators
- Health and Safety Specialists

(CIP # 51.0000; SOC # 11-9111)

BSHS Program Curriculum

Mod #	Course #	Course Title	In-Class Clock Hours	Recognized Outside Hours	Total Clock Hours	Weeks	Quarter Credits
I	MTH 110*	Introduction to Statistics	12	28	40	11	4
	CIS 100*	Advanced Computer Applications	12	28	40		4
	HS 100*	Foundations of Health Care Delivery in the U.S.	12	28	40		4
II	PSY 110*	Organizational Psychology	12	28	40	11	4
	ACC 100*	Accounting Fundamentals	12	28	40		4
	HS 200*	Health Care Law and Ethics	12	28	40		4
III	PHL 100*	Critical and Analytical Thinking	12	28	40	11	4
	HS 300*	Financial Management in Healthcare	12	28	40		4
	HS 310*	Healthcare Policy	12	28	40		4
IV	COM 100*	Professional Communications	12	28	40	11	4
	HS 400*	Healthcare Economics	12	28	40		4
	HS 410*	Organization and Management in Health Care Services	12	28	40		4
V	BIO 120*	Human Disease	12	28	40	11	4
	HS 500*	Fundamentals of Healthcare Reimbursement	12	28	40		4
	STA 100*	Healthcare Research Methods	12	28	40		4
VI	HS 600*	Healthcare Information Systems and Management	12	28	40	11	4
	HS 610*	Epidemiology	12	28	40		4
	HS 620*	Cultural Diversity in Healthcare	12	28	40		4
	HS 630*	Health Science Career Management	10	20	30		3
VII	HS 700*	Health Services: Safety, Quality, and Crisis Management	12	20	40	11	4
	HS 710*	Long-Term Care: Challenges and Opportunities	12	28	40		4
	HS 720*	Healthcare Marketing	12	28	40		4
	HS 730*	Health Science Professional Capstone	10	20	30		3
	***denotes an online course**	**TOTAL**	**272**	**620**	**900**	**77**	**90**

BSHS Course Descriptions:

MODULE I MTH 110 – INTRODUCTION TO STATISTICS

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This is an introductory course in statistics designed to provide students with the basic concepts of data analysis and statistical computing. Topics covered include basic descriptive measures, measures of association, probability theory, confidence intervals, and hypothesis testing. The main objective is to provide students with pragmatic tools for assessing statistical claims and conducting their own statistical analyses.

MODULE I CIS 100 – ADVANCED COMPUTER APPLICATIONS

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course emphasizes the complex applications in Google Drive. Students explore the common features of Google Drive to include various cloud computing software capabilities. They practice with the advanced features of Docs, Sheets, Slides and other cloud-based applications. Students gain confidence and achieve mastery by implementing solutions to real-world business problems.

MODULE I HS 100 – FOUNDATIONS OF HEALTHCARE DELIVERY IN THE U.S.

Prerequisites: None
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course provides a wide view of the basic structures and practices of the U.S. health system. Applying a systematic approach, complex issues become accessible. Students explore the history, economics, organizational and political aspects of American healthcare. Major topics include the Affordable Care Act (ACA) and new trends in healthcare management. Students examine current challenges in costs, delivery, and quality in healthcare. They also consider the future of healthcare delivery.

MODULE II PSY 110 – ORGANIZATIONAL PSYCHOLOGY

Prerequisites: None
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

This course covers the foundations of research and applications of organizational performance and behaviors. Students will be exposed to practical applications of organizational behavior so that they are well equipped to understand and lead/manage in a healthcare organization.

MODULE II ACC 100 – ACCOUNTING FUNDAMENTALS

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

This course introduces the core principles of accounting. Students apply tools and concepts to record and adjust business transactions. They move on to use these tools to complete the accounting cycle. Major topics include inventories, internal controls, accounts receivable, current liabilities, and payroll. Students analyze business transactions and financial information to make data-driven decisions.

MODULE II HS 200 – HEALTH CARE LAW AND ETHICS

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

This course provides students with an overview of the legal and regulatory issues they will face in the profession. Students apply critical-thinking skills to contemporary real-world scenarios involving patients, employees, and employers. They address risks and concerns from ethical and legal perspectives.

MODULE III PHL 100 – CRITICAL AND ANALYTICAL THINKING

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 4.0*

This course guides students in developing their higher-order critical and analytical thinking skills. Students examine the challenges to critical thinking and the cognitive processes of reasoning. They build the skills needed for analyzing the validity of information. Students advance from basic abilities to making complex and abstract decisions.

MODULE III HS 300 – FINANCIAL MANAGEMENT IN HEALTHCARE

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 4.0*

This course introduces the essentials of financial structures and operations used throughout the healthcare industry. Students explore the current issues that are unique to the industry. The course applies financial theory to the complexities of the U.S. healthcare system. Students examine the profit and loss, balance sheet, and cash flow statements. The course emphasizes administrative decision making for budgeting and resource allocation.

MODULE III HS 310 – HEALTHCARE POLICY

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 4.0*

This course provides students with an overview of the forces impacting changes in healthcare delivery and policy in the United States. Emphasis is placed on the policy-making process. Frameworks for analyzing policy decisions impacting individual and public health services, delivery and quality will be covered throughout the course.

MODULE IV COM 100 – PROFESSIONAL COMMUNICATIONS

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 4.0*

This course focuses on writing, speaking, and collaborating in a business context. The course provides a framework for effective communications. Students develop skills for responding to the social and communication challenges found in the professional environment. Relevant up-to-date communication technologies and social media are also presented throughout the course.

MODULE IV HS 400 – HEALTHCARE ECONOMICS

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 4.0*

This course applies economic theory to our public healthcare system. Emphasis is placed on the economic principles used to regulate the healthcare industry, including federal and state policies. Major topics cover healthcare markets, the role of government, and demand and supply. Students apply basic economic methods for managerial decision making.

MODULE IV HS 410 – ORGANIZATION AND MANAGEMENT IN HEALTHCARE SERVICES

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 4.0*

This course offers a systematic framework for guiding healthcare managers and supervisors. Students explore management principles presented in a variety of settings. They apply techniques in strategic planning, organizational development, and decision making. A strong focus of this course is strategically developing and managing human resources.

MODULE V BIO 120 – HUMAN DISEASE

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 4.0*

This course provides an overview of the anatomical structures and physiology of the human body. Each body system is discussed in terms of the major anatomical structures and function including how each system participates in homeostasis of the body. In addition, the course discusses selected major pathologies, including diseases' definition and causes, signs and symptoms, diagnostic procedures, and possible treatments. Finally, the course discusses common issues and changes that occur in each body system throughout the lifespan.

MODULE V HS 500 – FUNDAMENTALS OF HEALTHCARE REIMBURSEMENT

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 4.0*

This course provides the foundational concepts as it relates to understanding claims processing, coding, reimbursement strategies, compliance, reporting, and auditing. Students explore the latest processes that span reimbursement to compliance. They also examine regulations related to federal and state administered payment programs and the private health sector.

MODULE V STA 100 – HEALTHCARE RESEARCH METHODS

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 4.0*

This course demonstrates three approaches to research design: qualitative, quantitative, and mixed methods. Students apply the key principles required for analyzing research in a real-world setting. Major topics include electronic research design, literature reviews, application of theory, research questions, methodologies, and mixed methods procedures. Students gain an understanding of how concepts learned apply to their future careers.

MODULE VI HS 600 – HEALTHCARE INFORMATION SYSTEMS AND MANAGEMENT

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module VI Courses *Quarter Credits: 4.0*

This course covers the latest in health information systems (HIS) applicable to the 21st century healthcare organizations. Students study topics of health information to manage patient interactions and to mitigate error. The course provides processes and tools for gathering and analyzing data. Students apply data for strategic planning, managerial decision making, and patient-care delivery. With real-world context and application, they examine the impact of emerging technologies on the healthcare industry.

MODULE VI HS 610 – EPIDEMIOLOGY

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module VI Courses *Quarter Credits: 4.0*

This course will inform the student regarding epidemiology, the study of disease occurrence and determinants, which lays the foundation for all public health practice. It is a scientific way of thinking about cause and effect. Epidemiology is used to investigate disease outbreaks, determine the natural history of disease, set resource priorities, and develop policies. Basic epidemiologic theory and techniques, applicable to public health practice will be taught.

MODULE VI HS 620 – CULTURAL DIVERSITY IN HEALTH CARE

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module VI Courses *Quarter Credits: 4.0*

This course concentrates on health promotion and community health issues. Students explore cultural differences in our society and how they impact health services. Major topics include epidemiology, public health organizations, and program planning.

MODULE VI HS 630 – HEALTH SCIENCE CAREER MANAGEMENT

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module VI Courses *Quarter Credits: 3.0*

This course focuses on the theory and practice of planning and managing a career with professionalism. In this course, students develop skills to present their accomplishments and values. They prepare to market themselves to prospective employers. Major topics include career goal development, résumé writing, interviewing, and interpersonal relationship management. Students build expertise in marketing and managing their professional profiles through technology.

MODULE VII HS 700 – HEALTH SERVICES: SAFETY, QUALITY, AND CRISIS MANAGEMENT

Prerequisites: Module I-VI Courses

Co-requisite: Concurrent Module VII Courses *Quarter Credits: 4.0*

This course addresses safety, quality management, and crisis management in any healthcare organization. Additionally, this course provides a framework for prevention, preparing for, and responding to medical errors and patient safety events. Students examine evidence-based outcomes and standards of care for a safe, secure, and healthy work environment.

MODULE VII HS 710 – LONG-TERM CARE: CHALLENGES AND OPPORTUNITIES

Prerequisites: Module I-VI Courses
Co-requisite: Concurrent Module VII Courses *Quarter Credits: 4.0*

This course examines the complexities and challenges in long-term care operations and delivery. Students explore issues across a continuum of settings from short-term care to hospice. Major topics include laws, policies, and financing of long-term care facilities. Students delve into the management requirements for creating sustainable long-term care practices.

MODULE VII HS 720 – HEALTHCARE MARKETING

Prerequisites: Module I-VI Courses
Co-requisite: Concurrent Module VII Courses *Quarter Credits: 4.0*

This course combines contemporary theories and practical applications of healthcare marketing strategies. Topics include strategic development based on the needs of the healthcare organization and the marketing planning process. Students examine competitive factors in the marketplace. They explore the internal and external processes involved in market research. Relevant and real-world examples of healthcare environments are used to illustrate marketing actions, strategies and tactics.

MODULE VII HS 730 – HEALTH SCIENCE PROFESSIONAL CAPSTONE

Prerequisites: Module I-VI

Co-requisite: Concurrent Module VII courses *Quarter Credits: 3.0*

This capstone course serves as the culminating experience for the Bachelor of Science in Health Science program. The course requires project-based application of all concepts mastered throughout the curriculum. Students are assessed in the context of a healthcare organization. Professional communication skills, critical thinking, reflection, and problem-solving abilities are evaluated in the context of a healthcare organization.

BSHS MATERIALS

Books:
- *Elementary Statistics* + *ALEKS*
-
- *Essentials of the U.S. Healthcare System*
- *Organizational Behavior: Interactive eBook*
- *Fundamental Accounting Principles*
- *Law and Ethics for Health Professions*
- *Critical Thinking: A Student's Introduction*
- *Essentials of Health Care Finance*
- *Essentials of Health Policy and Law*
- *Communicating at Work*
- *Essentials of Health Economics*
- *Management Principles for Health Professionals*
- *Human Diseases*
- *Medical Insurance: A Revenue Cycle Process Approach*
- *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*
- *Health Information Management Epidemiology 101*
- *Cultural Diversity in Health and IllnessCareer Achievement: Growing Your Goals*
- *Effective Management of Long Term Care Facilities*
- *Essentials of Healthcare Marketing*
- *Quality and Performance Improvement in Healthcare*

MASTER of OCCUPATIONAL THERAPY (MOT)

114 quarter credits / 101 weeks (Total time to complete the program may vary based on school holidays and breaks)

Program Objectives

The Master of Occupational Therapy (MOT) Program was designed to equip individuals with the skills necessary to provide comprehensive care to patients facing limitations in physical, cognitive, psychosocial, mental, developmental, and learning abilities, as well as challenges posed by unfavorable environmental conditions. The program aims to enable patients to achieve maximum independence and maintain optimal health through a strategic combination of acquired skills, performance motivation, environmental adaptations, assistive technologies, and physical agents. The curriculum encompasses a broad range of subjects including the fundamental medical sciences, psychology, sociology, patient assessment and evaluation, standardized and non-standardized tests and measurements, assistive and rehabilitative technologies, ergonomics, environmental health, special education, vocational counseling, health education and promotion, as well as professional standards and ethics.

The goal of CBD College's MOT Program is to graduate professional, entry-level practitioners prepared to secure positions as occupational therapists and who can practice in a competent and ethical manner as defined by the American Occupational Therapy Association, Inc., and the laws of the state of California.

The Master of Occupational Therapy Program is a comprehensive course of study that combines theory and fieldwork practice. The curriculum is designed to provide qualified individuals an opportunity to acquire the knowledge, attitudes, and skills necessary to become safe and competent practitioners as occupational therapists. Graduates of the MOT program will be able to assess, plan, and organize rehabilitative programs that help build or restore vocational, homemaking, and daily living skills, as well as general independence, to persons with disabilities or developmental delays. Use therapeutic techniques, adapt the individual's environment, teach skills, and modify specific tasks that present barriers to the individual.

Once the program is programmatically accredited by ACOTE, it will meet all states' licensure "core" requirements of graduating from ACOTE-accredited OT program. Additional specific state/licensure requirements (e.g., background check, state/jurisdiction exam, etc.) apply and may vary.

A student of the Master of Occupational Therapy program must pass all courses with a grade of 80% or better.

The entirety of this educational program is delivered by CBD College. This institution has not entered into a written arrangement under which an entity other than the institution itself provides all or part of the educational program

Upon successful completion of the program, the graduate is eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam. Once the candidate receives notice from NBCOT that they passed the exam, the next step is to obtain licensure, which is required to practice as an Occupational Therapist in all states. Each state has its own individual application and board to apply for licensure. To practice in the state of California, the candidate must complete an application for licensure with the California Board of Occupational Therapy.

Method of Delivery: Blended.

Upon successful completion of the program, graduates may obtain employment as:

- Occupational Therapist (CIP # 51.2306; SOC # 29-112.00)

MOT Program Curriculum

Mod #	Course #	Course Title	Lecture	Lab	Externship	Total Hours	Weeks	Quarter Credits
I	MOT 100*	Foundations of Occupational Therapy Practice	40	0	0	40	11	4.0
	MOT 110*	Professional Development I	20	0	0	20		2.0
	MOT 120*	Functional Anatomy	35	0	0	35		3.5
	MOT 130*	Conditions in Occupational Therapy	20	0	0	20		2.0
	MOT 140*	Professional Reasoning & Ethics in Occupational Therapy	30	0	0	30		3.0
II	MOT 200*	Neuroscience Foundations for Occupational Therapy	40	0	0	40	11	4.0
	MOT 210*	Movement in Occupational Performance	40	0	0	40		4.0
	MOT 220*	Occupation Across the Lifespan	40	0	0	40		4.0
III	MOT 300*	Evidence Based Practice I	45	0	0	45	11	4.5
	MOT 310*	Occupational Performance with Adults	40	0	0	40		4.0
	MOT 399	OT Lab Procedures I	0	77	0	77		3.5
IV	MOT 400*	Evidence Based Practice II	20	0	0	20	11	2.0
	MOT 410*	Occupational Performance with Older Adults	40	0	0	40		4.0
	MOT 420*	Occupational Performance and Mental Health in Community	40	0	0	40		4.0
	MOT 499	OT Lab Procedures II	0	77	0	77		3.5
V	MOT 500*	Evidence Based Practice III	40	0	0	40	11	4.0
	MOT 510*	Occupational Performance with Children & Youth	40	0	0	40		4.0
	MOT 520	Fieldwork IA	0	0	20	20		0.5
	MOT 599	OT Lab Procedures III	0	77	0	77		3.5
VI	MOT 600*	OT Management & Leading Change	40	0	0	40	11	4.0
	MOT 610*	Professional Development II	30	0	0	30		3.0
	MOT 620*	Advanced Practice	40	0	0	40		4.0
	MOT 630	Fieldwork IB	0	0	44	44		1.0
VII	MOT 700	Fieldwork IIA	0	0	480	480	12	16.0
VIII	MOT 800	Fieldwork IIB	0	0	480	480	12	16.0
IX	MOT 900*	Comprehensive Capstone	60	0	0	60	11	6.0
	***denotes an online course**	**TOTAL**	**700**	**231**	**1024**	**1955**	**101**	**114**

MOT Course D1escriptions:

MODULE I MOT 100 – FOUNDATIONS OF OCCUPATIONAL THERAPY PRACTICE

Prerequisites: GE Courses
Co-requisite: Concurrent Module I Courses *Quarter Credits: 4.0*

This course covers the fundamentals of occupational therapy practice including the history and philosophy of the profession. Key theories, frames of reference, and models that inform practice across populations will be introduced and explored.

MODULE I MOT 110 – PROFESSIONAL DEVELOPMENT I

Prerequisites: GE Courses
Co-requisite: Concurrent Module I Courses *Quarter Credits: 2.0*

This course provides an overview of self-reflection and self-assessment as it relates to the development as a professional including lifelong learning, professional behaviors, and an understanding and appreciation of human diversity. The occupational therapist's role as an advocate and leader will be introduced while developing an understanding of the context surrounding occupational therapy practice.

MODULE I MOT 120 – FUNCTIONAL ANATOMY

Prerequisites: GE Courses
Co-requisite: Concurrent Module I Courses *Quarter Credits: 3.5*

The course explores the relationship of the musculoskeletal and neuromuscular systems to normal human movement. Students will develop a working knowledge of the human musculoskeletal and neuromuscular systems and an understanding of how these systems interact to produce efficient movement and consequences of their loss related to occupational performance.

MODULE I MOT 130 – CONDITIONS IN OCCUPATIONAL THERAPY

Prerequisites: GE Courses
Co-requisite: Concurrent Module I Courses *Quarter Credits: 2.0*

This course examines diverse diagnoses that the occupational therapist will encounter across the lifespan in different practice settings. Emphasis is placed on etiology, symptoms, intervention, and direct implications for occupational performance.

MODULE I MOT 140 – PROFESSIONAL REASONING & ETHICS IN OCCUPATIONAL THERAPY

Prerequisites: GE Courses
Co-requisite: Concurrent Module I Courses *Quarter Credits: 3.0*

This course focuses on ethics, professional reasoning, and the therapeutic use of self in occupational therapy practice. Students will explore the AOTA Code of Ethics, and Standards of Practice, and understand the importance of ethical decision-making in the profession.

MODULE II MOT 200 – NEUROSCIENCE FOUNDATIONS FOR OT

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

This course provides a theoretical foundation for occupation in human functioning through a neuroscience perspective. A detailed study of human neuroanatomy and neurophysiology is included with emphasis on the organization of the nervous system with emphasis on sensory systems, control of movement, learning, memory, and human behavior. Students will focus on how integrated brain function impacts daily living and occupational performance.

MODULE II MOT 210 – MOVEMENT IN OCCUPATIONAL PERFORMANCE

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

This course immerses students in an advanced study of the science of human movement and its relevance within the context of engagement in occupation. Students will apply advanced methods of evaluating biomechanical forces on the body, including concepts of locomotion, forces, and levers. Using occupations students will learn how to assess and intervene when occupational performance is affected by underlying body structures and functions.

MODULE II MOT 220 – OCCUPATION ACROSS THE LIFESPAN

Prerequisites: Module I Courses
Co-requisite: Concurrent Module II Courses *Quarter Credits: 4.0*

Using the Occupational Therapy Practice Framework as a guide, students will learn the process of activity analysis through engagement in occupations to promote wellness and improve function across the lifespan. Students will also explore group dynamics and the use of groups as a therapeutic medium and documentation as a communication tool in practice.

MODULE III MOT 300 – EVIDENCE-BASED PRACTICE I

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 4.5*

This course is the first in the research series that focuses on understanding research methods and design including qualitative. quantitative, and mixed methods. Students develop beginning skills in the formulation of research questions, project development approaches to design and implementation, and dissemination of results while developing skills for analyzing research to inform practice in practice settings.

MODULE III MOT 310 – OCCUPATIONAL PERFORMANCE WITH ADULTS

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 4.0*

This course focuses on the identification of physical, psychological, social, environmental, and cultural forces affecting occupations for emerging adults and adults. Students will have the opportunity to learn methods of evaluation of occupational performance for emerging adults and adults while using critical thinking skills and professional reasoning to develop intervention strategies.

MODULE III MOT 399 – OT LAB PROCEDURES I

Prerequisites: Module I-II Courses
Co-requisite: Concurrent Module III Courses *Quarter Credits: 3.5*

The course emphasis is on students gaining skills and demonstrating competency in the occupational analysis of movement, goniometry, manual muscle testing, edema measurement, dynamometer/pinch assessment, bed mobility, safety in functional transfers, use of personal protective equipment and environmental modifications to support occupations of daily life. Students will also demonstrate competency in evaluation and intervention with adult physical, psychological, and cognitive ability in occupational performance across the continuum of care.

MODULE IV MOT 400 – EVIDENCE-BASED PRACTICE II

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 2.0*

This course is the second in the research series focusing on proposing and carrying out a research project. In collaboration with a research advisor and community stakeholders, students identify a research question and develop beginning proficiency in research skills. Students will complete and present the project in MOT 500.

MODULE IV MOT 410 – OCCUPATIONAL PERFORMANCE WITH OLDER ADULTS

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 4.0*

This course focuses on the context and factors surrounding the experience of aging, including physical, psychological, social, environmental, and cultural forces affecting occupational performance. Emphasis is placed on theories of aging and the meaning of occupation in older adulthood as it facilitates student understanding of occupational performance evaluation and intervention with older adults. Students will explore laws and policies surrounding older adults in their access to care and community support.

MODULE IV MOT 420 – OCCUPATIONAL PERFORMANCE AND MENTAL HEALTH IN COMMUNITY

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 4.0*

This course concentrates on occupational therapy skills required among populations and communities to promote health, wellness, disease prevention, and improved occupational performance. Students will learn about population-specific assessments, how to evaluate community needs, program planning, and evaluation.

MODULE IV MOT 499 – OT LAB PROCEDURES II

Prerequisites: Module I-III Courses
Co-requisite: Concurrent Module IV Courses *Quarter Credits: 3.5*

Course emphasis is on students gaining skills and demonstrating competency in evaluation and intervention of older adults, functional cognition, home safety assessment, medication management, fall safety assessment and intervention, driving, and community mobility assessment and intervention. Students will gain and demonstrate skills with mental health assessment and intervention.

MODULE V MOT 500 – EVIDENCE-BASED PRACTICE III

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 4.0*

This course is the final in the research series and focuses on collecting and analyzing data, and dissemination of findings to communities of interest. This is the final project in the research sequence of the Master of occupational therapy degree.

MODULE V MOT 510 – OCCUPATIONAL PERFORMANCE WITH CHILDREN & YOUTH

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 4.0*

This course focuses on identification of physical, psychological, social, and cultural forces affecting occupations for pediatric populations, inclusive of ages spanning the developmental stages of infancy, childhood, and adolescence. Emphasis is placed on evaluation, analysis, planning of interventions that facilitate occupational performance of children and their families.

MODULE V MOT 520 – FIELDWORK IA

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 0.5*

Level I fieldwork provides the opportunity for students to translate their learning, professional behavior, observation skills, performance skills, and application of their knowledge into clinical settings.

MODULE V MOT 599 – OT LAB PROCEDURES III

Prerequisites: Module I-IV Courses
Co-requisite: Concurrent Module V Courses *Quarter Credits: 3.5*

Course emphasis is on students gaining skills and demonstrating competency in child development, the use of standardized and nonstandardized assessment and intervention with children, health literacy, and social-emotional learning.

MODULE VI MOT 600 – OT MANAGEMENT & LEADING CHANGE

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module VI Courses *Quarter Credits: 4.0*

This course examines principles of management and leadership within the OT profession and how to apply those concepts in organizations or agencies whether they be local, national, or global. Students will learn strategies to promote occupational therapy's distinct value within organizations to interprofessional team members, consumers, third-party payers, regulatory bodies, and the public about the occupational therapy professions.

MODULE VI MOT 610 – PROFESSIONAL DEVELOPMENT II

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module VI Courses *Quarter Credits: 3.0*

This course focuses on establishing a plan for professional development as they continue in the occupational therapy profession with an emphasis on involvement in professional associations, advocacy for the profession and those who can benefit from occupational therapy, understanding national and state regulations and policies that shape the occupational therapy profession, credentialing requirements, and areas for continued growth and development.

MODULE VI MOT 620 – ADVANCED PRACTICE

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module VI Courses *Quarter Credits: 4.0*

This course examines the value of occupational therapy in emerging and re-emerging practice areas. Emphasis is placed on occupational therapy's distinct value in assessment and intervention in traditional and non-traditional spaces to meet society's occupational needs.

MODULE VI MOT 630 – FIELDWORK IB

Prerequisites: Module I-V Courses
Co-requisite: Concurrent Module VI Courses *Quarter Credits: 1.0*

Level I fieldwork provides the opportunity for students to translate their learning, professional behavior, observation skills, performance skills, and application of their knowledge into clinical settings.

MODULE VII MOT 700 – FIELDWORK IIA

Prerequisites: Module I-VI Courses
Co-requisite: Concurrent Module VII Courses *Quarter Credits: 16.0*

During this course, students will have a supervised application of occupational therapy services in purposeful and meaningful occupation and research, administration, and management of patients and other professionals at a selected fieldwork site. This course is the first of two 12-week courses (480 clinical hours each) and is designed for students to integrate all the concepts they have learned in the occupational therapy curriculum. If a student is unable to complete the required fieldwork placement within the arranged time, he or she will have up to a maximum of six (6) months following the end of the program's course work to complete fieldwork hours.

MODULE VIII MOT 800 – FIELDWORK IIB

Prerequisites: Module I-VII Courses
Co-requisite: Concurrent Module VIII Courses *Quarter Credits: 16.0*

This course is where students will have a supervised application of occupational therapy services in the application of purposeful and meaningful occupation and research, administration, and management of patients and other professionals at a selected fieldwork site. This course is the second of two 12-week courses (480 clinical hours each), and is designed for students to integrate all the concepts they have learned in the occupational therapy curriculum. If a student is unable to complete the required fieldwork placement within the arranged time, he or she will have up to a maximum of 6 months following the end of the program's course work to complete fieldwork hours.

MODULE IX MOT 900 – COMPREHENSIVE CAPSTONE

Prerequisites: Module I-VII Courses
Co-requisite: Concurrent Module VIII Courses *Quarter Credits: 6.0*

A comprehensive review of the curriculum in preparation for the national board examination. Includes information on the process for obtaining national certification and state licensure requirements necessary to practice as an occupational therapist.

BASIS FOR FIELDWORK GRADING

All grades assigned to students for Fieldwork Education courses are the sole responsibility of the Academic Fieldwork Coordinator (AFWC).

Level I (A and B). Successful completion of the Level I fieldwork placement includes:

- Completion of 64 hours of participation, as confirmed by the Level I Fieldwork Educator.
- Satisfactorily meet Level I fieldwork performance objectives, as documented by the Fieldwork Educator on the Philadelphia Region Fieldwork Consortium Level I Fieldwork Student Evaluation (2nd ed.)
- Completion of the fieldwork assignments, as documented within the associated Level I Fieldwork syllabus

Level II (A and B). Successful completion of a Level II fieldwork placement includes:

- Completion of 960 hours of full time fieldwork (or 12 weeks of A and B), as confirmed by the Level II Fieldwork Educator on the CBD provided time card
- Passing the AOTA Level II Fieldwork Performance Evaluation (FWPE) for the OT Completion of the fieldwork assignments, as documented within the associated Level II Fieldwork syllabi
- Overall grade of "PASS"

The AOTA Fieldwork Performance Evaluation will be used to assess the OT student's Level II (A and B) Fieldwork performance at the halfway point and upon completion of the fieldworks. Fieldwork educators will be provided written materials and structure to guide suggested routine formative assessment during Level II (A and B) fieldworks. Evaluation materials must be returned to the AFWC by the student or Fieldwork Educator. All course related assignments and materials must be submitted by the student within a week after the completion of a rotation. Please see the syllabi for instruction regarding these courses.

These evaluation forms are a means of recording a student's fieldwork performance and professional development. They also assist the student in recognition of their growth as an OT, and assist in planning future fieldwork experiences. It assists the fieldwork supervisor in determining strengths and weaknesses of the student's fieldwork performance while planning new learning experiences; it assists the AFWC in determining strengths and weaknesses in the overall academic curriculum, and in determining ways in which the individual student may be assisted in achieving individual fieldwork objectives.

If a student is having difficulty with the fieldwork requirements, it is best to discuss this with his/her fieldwork educator and AFWC at CBD College as soon as possible. Appropriate action steps include tutoring, guidance, and collaborative student success plans.

If a student fails a Level I (A or B) or Level II (A or B) Fieldwork course, they may be unable to continue with the program, depending on the circumstances. Continuation will be determined on a case by case basis with the AFWC, Program Director and FW Educator.

If it is determined through consultation with the fieldwork educator that performance is unsatisfactory, and the student can verify that there were extenuating circumstances to their inability to be successful within the allotted time, the AFWC may offer the student an incomplete grade with terms for removal established by the AFWC. A student success plan will be constructed by the AFWC with input from the student to address the terms for removal of the incomplete. The AFWC may seek input from academic faculty and the fieldwork educator when constructing remedial action plans. Incomplete fieldwork coursework may interrupt the student's ability to proceed with subsequently scheduled didactic or fieldwork courses. Before remediation of a failed fieldwork, a conference must be held with the fieldwork coordinator and the program director to develop a remedial plan. If a make-up affiliation is recommended, a one-time only make-up affiliation is allowed for Level I (A and B), and Level II (A and B) experiences.

If a student is unable to complete the required fieldwork placement within the arranged time, he or she will have up to a maximum of 6 months following the end of their OT coursework – Module IX to complete their fieldwork.

MOT SUPPLIES, EQUIPMENT, AND MATERIALS

	Books: ● *Keilhofner's Research in Occupational Therapy* ● *Introduction to Occupational Therapy* ● *Documenting OT Practice* ● *OTPF-4 (AOTA)* ● *Atlas of Human Anatomy* ● *Pedretti's OT: Practice Skills for Physical Dysfunction* ● *Group Dynamics in Occupational Therapy* ● *Neuroscience for Rehab* ● *Kinesiology for Occupational Therapy* ● *Occupational and Activity Analysis* ● *Occupational Therapy for Children and Adolescents* ● *Functional Performance in Older Adults* ● *Simucase* ● *Occupational Therapy in Mental Health* ● *Developing Occupation Centered Program Within Community* ● *Orthotic Intervention for the Hand and Upper Extremity*

- ABC Touch & Flip Cards
- Abductor wedge
- Able life auto assist grab bar
- Ace bandages
- Activity card sort (ACS)
- Adaptive bowl w/ steel stand
- Adaptive cutting boards
- Adaptive equipment cutting board
- Adaptive jar opener
- Adaptive mug
- Adaptive plates
- Adult Sensory Profile
- Adult Sensory Profile record forms
- Aesthesiometers
- Alberta Infant Motor Scales
- Ankle weights
- Automatic blood pressure cuffs
- Baby banana brush
- Balloons
- Bath towel white
- Bathroom sink
- Bayley-4
- Bean bag
- Bed
- Bed sheets
- Bed trays
- bedside lamps
- Beery Test of Visual Motor Integration (VMI)
- Black Therabands
- Blanket
- Blender
- Blood pressure cuffs
- Blue Mat
- Blue Theraband
- Blue Theraputty
- Bowls
- Bruininks-Oseretsky Test of Motor Proficiency-2 (BOT-2)
- Bubbles
- Built up handle (fork)
- Built up handle (knives)
- Built up handle (spoon)
- Bumper plates
- Button hooks
- Cake spatula
- Canadian Occupational Performance Measure (COPM)
- Canvas (8X10)
- Cash register
- Classroom size white board
- Clothespin activity set
- Coban
- Coffee brewer

- *Occupational Therapy Essentials for Clinical Competence*
- *Assistive Techniques: Principles and Practice*
- *Occupational Therapy Managers' Survival Handbook*
-
- *NBCOT Exam Study Pack*
- *OTKE (NBCOT Practice Exam)-2*

Online subscriptions

1. *Simucase*
2. *Doculearn*
3. *True Learn*

• coffee table • Commode • COMPS • Construction paper • Conventional toaster oven • Cotton balls • Couch • Cover-Roll tape • Craft sticks (popsicle sticks) • Crash pad • Crayola colored pencil large set • Crayola markers large set • Cryotherapy cups • Cryotherapy straps • Cutting boards • Design Builders toy set • Developmental Assessment of Young Children DAYC-2 • Developmental Test of Visual Perception (DVPT-3) • Developmental Test of Visual Perception (DVPT-3) • Discriminators • Dish sponges • Disposable bath cups • Disposable cups • Disposable oral swabs • Disposable plates • Disposable razors • Disposable utensils • Double ended Peds spoon • Double lined blackboard • Dresser • Dressing sticks • Dual handled cup • Dual stethoscope • Dumbbell set • Dycem • Dynamic Lowenstein OT Cognitive Assessment • Dynamometer • Edema Measuring tape • Electric hot pots • Essential oils pack • Evaluation Tool of Children's Handwriting (ETCH) • Eye masks • Eye patches • Finger brush • Floor lamp • Foam floor tiles • Folding LED magnifier (x3 magnification) • Freestanding range (stove/oven) • Full length mirror • Gait belts • Gardening seeds variety	

• Glue • Glue gun • Glue gun sticks • Glue sticks • Golf ball • Golf pencils • Goniometer digits • Goniometer medium 8 inch • Goniometer small 6 inch • Goniometers large 12 inch • Green Theraband • Hand blender • Hand Keyper • Hand strengthener blue • Hand strengthener green • Heat Guns (splinting) • Hedge hog balance pods • Hemi walkers • High back wheelchair • High/Low Tables • Hop scotch • Ice cream scoopers • Independent Living Scales (ILS) • IV Poles • Jamar hand function test • Jenga • Jungle Jumparoo • KELS (Kohlman Evaluation of Living Skills) • KELS record forms • Kinesio Tape • Knives • Laminated Letter Cards Set • Large High/Low mats • Large Splint Baths • Laser pointer (vision) • Lazy reader • Leather lacing tool (Allen's cognitive) • Leg lifter • Leg wedges • Leukotape • Little Pencils/Sponges/Chalk/Flip Crayons • living room shelf • Long handled bristle brush • Long handled brush • Long handled comb • Long handled mirror • Long handled shoe horn • Long handled sponge • low vision goggles • Lowenstein OT Cognitive Assessment (LOTCA) • Lumbar brace	

• LWT bag • Manual Therapy Cream • Measuring cup set • Measuring tape • Medical bed • Medical hamper • Medicine cabinet • Microwave • Miller Function & Participation Scales (M-Fun) • Mini garden pots • Minnesota dexterity • Mirror box (CVA) • Mod podge • Modified shoe aid • Monofilament sensory set • Motor-Free Visual Perception Test (MVPT-4) • Nightstands • Nose cut cup • NSDS Spinner (hand strength) • Nuk brushes • O2 tank • O2 tank carrier • Office Chairs • Office Desk • Oil pastels set • OT Adult Perceptual Screening Test (OT-APST) • Paint • Paint blocks • Paint sticks • Paracords • Paraffin bags • Paraffin Baths • Peabody Development Motor Scales (PDMS-3) • PEDI Manual (Print) • Peds mat • Peds scooter • Peds tunnel • Peelers • Peg Kit-9 hole • Pillow cases white • Pillows • Pinch gauge • Ping pong balls • Ping pong paddles • Plastic cups for sponges • Plates • Playing cards • Podium • Pop Tubes Sensory fidget toy • Portable body length mirror • Portable grab bar	

• Portable medical privacy screen • Portable privacy curtains • Portable sink • Portable skeleton models • Post it Sticky Easel Pads (large) • Potting mix • Print Tool • Pulleys • Pulse ox units • Purdue Pegboard • Quad cane • Quick Neurological Screening Test (QNST) • Randot stereotest • Reachers • Recliner • Red Theraband • Red Theraputty • Refrigerator • Regular size tub • Restraint vest • Reusable ice packs • Roll-A-Dough • Rollating walker • Rolling stools • Rulers • Sandpaper • Saran wrap • Scented markers • Scissors • Sensory processing measuring kit • Sensory spoons • SFA User's Manual (Print) • Shaving cream • Single point cane • Slate LWT • Sliding boards • Slime activator • Slings • Sock aid • Spatulas (splinting) • Spin disc • Splint Baths (Small(• splint carts (metal) • Splinting (splint-form 1000) • Spring return measuring tape • Standing page magnifier • Step Stools • Stepping stones • Stethoscopes • Stocking aid • Student Chairs	

• Student Tables • Swing Set with 35" Saucer Swing, Sensory Swing Set • Swivel forks • Swivel spoons • Swivel sporks • Talk Tools vibrating tool • TalkTool vibrating animal tool • Tall-Stackers toy set • Teething toys • Tens patches-1 inch • Tens patches-2 inch • Tens Unit • Test of visual motor skills set • Test of Visual Perceptual Skills (TVPS-4) manual • The REAL User's Guide (Print) • Theraball set (white, red, blue) • Therapy squeeze balls • TheraRod set • Thermometer • Thermoplastic sheets (splinting) • Toaster • TOGS (Test of Grocery Shopping Skills) • Tongs • Trampoline • trampoline (Small) • Transparent medical tape • Tub bench • Turkey basters • Two deck card shuffler • Universal cuff • Utensils (forks, spoons, knives) • Vasopneumatic device (massager) • Velafoam • Velcro (splinting) 1 inch • Velcro (splinting) 2 inch • Visual timer • Vulkan Epi-brace • Waist restraints • Walkers • wardrobes • Waste tank (portable sink) • Water Bar set • Weighted blanket • Weighted button hook • Weighted dual handle cups • Weighted forks • Weighted knives • Weighted spoons • Weighted sporks • Wheelchair • Whisk	

• Wire grocery shelves • Wood Piece Set • Wooden spatulas • Wrist restraint • Wrist splint (universal) • X6 LED pocket magnifier • Yard sticks • Yarn/laces • Yellow Theraband • Yellow Theraputty • Yoga balls • Yoga blocks • Ziploc bags (sandwich bags)	

MANAGEMENT TEAM

Patricia Kouropova	Chief Operating Officer
Randall Sansom	Chief Business Strategy Officer
Gabriela Bray	Chief Compliance Officer/Title IX Coordinator/Section 504 Coordinator
Chanel Hayes	Chief Academic Officer
Kellie Herrin	Dean of Education
Nancy Um	Dean of Education
Melissa Cotten	Dean of Education
Jim Hayes	Vice President of Admissions
Nicole Wilson	Director of Compliance
Ivan Reynoso	Director of Student Experience & Community Relations
Sabrina DeGain	Director of Financial Aid and Student Accounts
Shana Brubaker	Director of Career Services
Sharon Koch	Director of Accreditation
Carla Moore	Registrar

STAFF

Allison Holman	OTA Academic Fieldwork Coordinator/Instructor
Amanda Dominique	Instructional Designer
Amanda Hicks	DMS Program Director
Andre Holly	Admissions Officer
Angela Blocker	Executive Assistant
Ani Sarkisyan	Career Services Officer
Anna Lapinski	PTA Associate Program Director/Director of Clinical Education/Instructor
Ava Rosado	Student Accounts Officer
Billie Dawn Greenblatt	Clinical Liaison
Burke Mills	LMS Administrator
Brittany Holmes	BSHS Program Director & GE Mod 1 Supervisor
Bryan Lopez	MRI Clinical Coordinator
Callie Driskill	Financial Aid Officer
Carla Madera	Student Accounts Assistant
Carol Perry	Assistant Director of Financial Aid
Chandy Haskins	Financial Aid Officer
Chanel Grant	Admissions Officer
Charlene Burnett	Admissions Officer
Charles Rodriguez	Program Coordinator
Cherise Staggs	ST Clinical Partnership Coordinator
Chloe Aiani	Salesforce Administrator
Crystal Haggard	Clinical Liaison
Daniela Ruiz	Clinical Liaison
Daniel Changelon	Business Analyst
Daniel Heshel	Director of Clinical Operations
Daniel Valdez	Admissions Officer
Darlene Maynes	Career Services officer
Delia Rivas	Career Services Officer
Dora Fernandez	Admissions Officer
Earl Johnson	Director of Admissions
Elisabeth Dinh	Accreditation Coordinator
Erika Armenta	OTA Program Director
Eyvonne Howard	MRI Program Director

Gerry Garcia	Clinical Liaison
Greg Azih	Admissions Officer
Inna Baboyan	Associate Registrar
Isabella Bustamante	Financial Aid Officer and Student Accounts Assistant
Jeffrey Thompson	Financial Aid Office Assistant
Jennifer Pinto	PTA Program Director
Jessica Turner	Financial Aid Officer
Jonny Williams	Student Affairs Coordinator
Josefina Delgado	Program Coordinator
Juan Lopez, Jr.	Program Coordinator
Kionna Kampelman	Career Services Officer
Kristen Chamberland	Director of Instructional Design
Lauren Hall	Career Services Officer
Lesley Montes	Career Services Officer
Lily Shapiro	Records Officer
Lisa Johnson	ST Clinical Coordinator
Marcy Argote	Career Services Officer
Maria Ismerio	Financial Aid Officer
Megan Graham	ST Program Director
Melissa Baity	Assistant Director of Student Accounts
Melissa Rapoza	Career Services Officer
Monica Hernandez	Admissions Officer
Natasha Kolomiyets	Bookkeeper/Controller
Nathan Changelon	Data Analyst
Nicholas Stefanski	Learning Experience Designer
Omar Escobar	Program Coordinator
Randal Fedoruk	MOT Program Director
Rebecca Westmoreland	Admissions Officer
Rick Navarro	Admissions Officer
Rosie Juarez	Financial Aid Officer
Sofia Agaronova	DMS Clinical Coordinator
Sophia Bubrick	MOT Academic Fieldwork Coordinator/Instructor
Stacey Khork	Clinical Liaison
Stephanie Portugal	Financial Aid Officer
Susan Lopez	Admissions Coordinator

FACULTY

All Instructors at CBD College have extensive training and experience in teaching as well as curriculum development / assessment / revision. Our instructors utilize industry-related teaching methodologies in the field of their professional expertise.

GENERAL EDUCATION	
JESSICA REARDON Full-Time *Doctor of Physical Therapy* - Shenandoah University, Winchester, VA *Bachelor of Science – Human Nutrition, Food, and Exercise; Psychology*, Virginia Tech, Blacksburg, VA	**KESLEY DAVIS** Full-Time *MA – English,* Georgetown University, Washington, DC *BSN - Nursing,* California State University Northridge, Northridge, CA *BA – English/Political Science,* Purdue University, West Lafayette, IN
NATALIE DAVIS Full-Time *Master of Education,* National University, San Diego CA *BS - Physics*, University of California, Davis, Davis CA	**KRISTOPHE MALONE** Full-Time *BA – Mathematics*, University of California, Riverside, Riverside, CA
TAMIKA SIMPSON Full-Time *PsyD* – California Southern University, Chandler AZ *MPH* – Des Moines University, Des Moines, IA *BS – Health Science, Community Health Education and Promotion Concentration,* California State University San Bernardino, San Bernardino, CA	

DMS PROGRAM	
MEGAN CHAMBERS *M.Ed - Curriculum & Instruction*, Concordia University, Portland, Oregon *BS - Radiation Sciences*, The University of Oklahoma, Oklahoma City, OK *AAS - Diagnostic Medical Sonography*, Bacone College, Muskogee, OK	**KATHERINE PHAM** Full-Time *BS – Biochemistry,* California State University, Long Beach, CA *AA – Chemistry,* Orange Coast College, Costa Mesa, CA *Certificate/Diploma - Diagnostic Medical Sonography* – Casa Loma College, Anaheim, CA *RDMS (AB, OB/GYN), RVT (VT)*
SOFIA AGARONOVA Full-Time *Doctor of Medicine - Internal Medicine*, Tbilisi State Medical School, Tbilisi, Republic of Georgia *Diploma - Diagnostic Medical Sonography* - Nova Institute of Health Technology, Los Angeles, CA *RDMS (AB), RVT (VT), RDCS (AE)*	**TRACY NGUYEN** Full-Time *BS – Biology,* University of California Riverside, Riverside, CA *AAS – Diagnostic Medical Sonography,* CBD College, Los Angeles, CA *RDMS (AB, OB/GYN), RVT (VT)*
DALIA SALIB Full-Time *AAS - Diagnostic Medical Sonography*, CBD College, Los Angeles, CA *RDMS (AB, OB/GYN), RVT (VT)*	**SANAA MUSTAFA** Full-Time *Doctor of Medicine* – Bangalore University, Bangalore, Karnalaka, India *RDMS (AB, OB/GYN), RVT (VT)*
MARYAM MOUSAVI Full-Time *MS – Animal Science,* Ferdowski University, Mashhad, Iran *BS - Biology* – Chamron University, Ahvaz, Iran *Diploma – Diagnostic Medical Sonography* – Newbridge College, Santa Ana, CA *RDMS (AB, OB/GYN)*	**RON HIPOL** Full-Time *AAS – Allied Health Sciences,* Community College of the Air Force, Montgomery, AL *Diploma – Diagnostic Medical Sonography,* Casa Loma College, Van Nuys, CA *RDMS (AB, OB/GYN), RVT (VT)*
MEGAN TWAROWSKI Full-Time *AS – Diagnostic Medical Sonography,* Casa Loma College, Van Nuys, CA *RDMS (OB/GYN), R.T.(S)(ARRT)*	**ALEXANDRA KOCHARIANS** Full-Time *BS – Cellular and Molecular Biology,* California State University Northridge, Northridge, CA *AAS – Diagnostic Medical Sonography,* CBD College, Los Angeles, CA *RDMS (AB BR)*
AMANDA ALVIRA Part-Time *AA - Social & Behavioral Sciences*, El Camino College, Torrance, CA *Diploma - Diagnostic Medical Sonographer*, North-West College, Long Beach, CA *RDMS (AB, OB/GYN)*	**DASHA ZIMIREVA** Part-Time *AS - Diagnostic Medical Sonography*, West Coast Ultrasound Institute, Los Angeles, CA *RDMS (OB/GYN) RVT (VT)*

EMELY CLORES Full-Time *BS - Health Science*, CBD College, Los Angeles, CA *AAS - Diagnostic Medical Sonography*, CBD College, Los Angeles, CA *RDMS (OB/GYN) RVT (VT)*	**KEN SHORES** Full-Time AAS - *Diagnostic Medical Sonography,* CBD College, Los Angeles, CA *RDMS (AB)*

MRI PROGRAM	
EYVONNE HOWARD Full-Time *Master of Health Administration - Health Policy and Administration,* The Pennsylvania State University, University Park, PA *MS in Higher Education - College Teaching and Learning,* Purdue University Global, Chicago, IL *BS – Radiologic Sciences,* AdventistHealth University, Orlando, FL *Associate of Science* – Radiology Technology, Mansfield University, Mansfield, PA R.T.(R)(MR)(ARRT)	**MATT REDERER** Full-Time *AAS – Radiologic Technology*, College of DuPage, Glen Ellyn, IL *BS – Technical Management*, DeVry University, Elgin, IL *MBA – Business Administration*, Keller Graduate School of Management Elgin, IL *Certified Nuclear Medicine Technologist* - NMTCB R.T.(R)(MR)(CT)(ARRT)
CHRISTINA DEDECKER Full-Time *BS in Education, Workforce Education and Development*, Valdosta State University, Valdosta, GA *AAS – Radiologic Technology*, Athens Technical College, Athens, GA R.T.(R)(MR)(CT)(ARRT)	**BRYAN LOPEZ** Full-Time *AOS – Magnetic Resonance Imaging*, Smith Chason College, Ontario, CA R.T.(MR)(ARRT)
GINNA BLACKMON Full-Time *AAS - Radiologic Technology,* Athens Technical College, Athens, GA *R.T.(R)(MR)(CT)(ARRT)*	

OTA PROGRAM	
ERIKA ARMENTA Full-Time *Doctor of Occupational Therapy,* University of Southern California, Los Angeles, CA *MA – Occupational Therapy,* University of Southern California, Los Angeles, CA *BA – Human Development*, California State University, Long Beach, Long Beach, CA *AOS – Occupational Therapy Assistant,* Stanbridge University, Irvine, CA *OTD, OTR/L*	**ALLISON HOLMAN** Full-Time *BS – Kinesiology*, Kansas State University, Manhattan, KS *AAS – Occupational Therapy Assistant*, Metropolitan Community College – Penn Valley, Kansas City, MO *COTA – Certified Occupational Therapist Assistant*
JEFF FOSTER Full-Time *MS – Occupational Therapy*, University of Alabama at Birmingham, Birmingham, AL *BS – Occupational Therapy*, University of Mississippi Medical Center, Jackson, MS *MS, OTR/L*	**LAURA FERRARI** Part-Time *Doctor of Occupational Therapy* – University of Southern California, Los Angeles, CA *MA - Occupational Therapy,* University of Southern California, Los Angeles, CA *OTD, OTR/L*
IVAN CALARA Full-Time *BS - Occupational Studies*, Santa Ana College, Santa Ana, CA *AOS – Occupational Therapy Assistant*, Stanbridge University, Santa Ana, CA *AA - Psychology*, Santa Ana College, Santa Ana, CA*COTA – Certified Occupational Therapist Assistant*	**SANDY PARK** Full-Time BA – *Communication*, University of California San Diego, La Jolla, CA AOS – *Occupational Therapy Assistant*, Stanbridge University, Irvine, CA *COTA – Certified Occupational Therapist Assistant*
CAYLEE BANTA Full-Time *Doctor of Occupational Therapy* – University of St. Augustine, St. Augustine, FL *MA – Occupational Therapy,* University of St. Augustine, St. Augustine, FL *BS – Health Science,* University of Florida, St. Augustine, FL *OTR/L*	**STEPHANIE KOKESH** Part-Time *Doctor of Occupational Therapy* – Creighton University, Omaha, NE *BA - Biology, Psychology* – Augustana College, Sioux Falls, SD *OTR/L*
FRANCISCO DIAZ Part-Time *BS – Kinesiology,* Indiana University, Bloomington, IN *AAS – Occupational Therapy Assistant,* Brown Mackie College, Merrillville, IN	**RANDY CONROY** Adjunct *MS - Occupational Therapy,* New England Institute of Technology, East Greenwich, RI *BA - English,* College of the Holy Cross, Worcester, MA *AAS - Occupational Therapy Assistant,* Community College of Rhode Island, Warwick, RI *OTR/L*

PTA PROGRAM	
JENNIFER PINTO Full-Time *Doctor of Physical Therapy* – Western University of Health Sciences, Pomona, CA *BS – Physiological Science*, UCLA, Los Angeles, CA	**ANNA LAPINSKI** Full-Time *Doctor of Physical Therapy* - Northwestern University, Chicago, IL *MS – Higher Education Administration,* Southern New Hampshire University, Manchester, NH *BS – General Health Sciences,* Purdue University, West Lafayette, IN
ANTHONY FORTE Full-Time *AS – Physical Therapy Assistant,* Concorde Career College, North Hollywood, CA *BA – Art,* McDaniel College, Westminster, MD	**MARCO TEJEDA** Full-Time *AS – Physical Therapist Assistant*, Loma Linda University, Loma Linda, CA
ALEXANDRA HAMILTON Full-Time *M.Ed. - Health and Wellness Education,* American College of Education, Indianapolis, IN *BS – Biology*, California State Polytechnic University, Pomona, CA *AS – Physical Therapist Assistant*, Concorde Career College, Garden Grove, CA	**REBECCA MURPHY** Full-Time *BS – Health Science*, University of Santa Cruz, Santa Cruz, CA *AS – Physical Therapist Assistant*, Stanbridge University, Irvine, CA
BRANDON HAMILTON Full-time *BS - Business Administration,* California State Polytechnic University, Pomona, CA *AS - Physical Therapist Assistant,* Concorde Career College, Garden Grove, CA	**NATALIE BATES** Part-Time *MS - Health Science* - Touro University Worldwide, Los Alamitos, CA *BS - Health Science* - Touro University Worldwide, Los Alamitos, CA *AS - Physical Therapist Assistant,* Western Institute of Science and Health, Rohnert Park, CA
MELISSA MACAREWA Part-Time *Doctor of Physical Therapy* - Loma Linda University, Loma Linda, CA *BS - Nursing* - Loma Linda University, Loma Linda, CA *AS - Nursing* - Loma Linda University, Loma Linda, CA	**THERESA RAGLAND** Adjunct *MS - Learning Experience Design and Educational Technology* - Western Governors University, Salt Lake City, UT *BS - Kinesiology* - California State University, Fullerton, Fullerton, CA *AAS - Physical Therapist Assistant* - CBD College, Los Angeles, CA

ST PROGRAM	
MEGAN GRAHAM Full-Time *MBA – Healthcare Management*, Western Governors University Washington, Kent, WA *BS – Business Administration, Healthcare Management*, Western Governors University Washington, Kent, WA *AAS & Certificate – Surgical Technologist,* Renton Technical College, Renton, WA	**KRISTINA HUGHES** Full-Time *MS – Healthcare Administration*, Southern New Hampshire University, Manchester, NH *Bachelor of Technical and Applied Studies* - Ohio University, Athens, OH *AAS - Surgical Technology*, Columbus State Community College, Columbus, OH *Certified Surgical Technologist* – Columbus State Community College, Columbus, OH
AVERY CALDERON Full-Time *AAS – Surgical Technology*, Odessa College, Odessa, TX	**LISA JOHNSON** Full-Time AAS – Surgical Technology, CBD College, Los Angeles, CA
TERRESA ROULHAC Full-Time *MS – Health Informatics*, National University, San Diego, CA *BS – Healthcare Administration*, National University, La Jolla, CA *Certificate - Surgical Technologist,* Naval School of Health Sciences, Portsmouth, VA	**LORDES JONES** Full-Time *AOS – Surgical Technology*, North-West College, Riverside, CA

BSHS PROGRAM	
BRITTANY HOLMES Full-Time *PhD in Health Sciences-General* – Liberty University, Lynchburg, VA *Doctor of Health Sciences* - Eastern Virginia Medical School, Norfolk, VA *MS - Medical Science,* Hampton University, Hampton, VA	**AMY MUNOZ** Adjunct *Doctor of Behavioral Health* - Arizona State University, Tucson, AZ *MS – Counseling/Community Counseling,* University of Phoenix, Phoenix, AZ *BA – Sociology, History*, California State University Bakersfield, Bakersfield, CA
DAVID ROSS Full-Time *PhD – Psychology*, Walden University, Minneapolis, MN *MA – Counseling, Human Services, and Guidance*, Montclair State University, Montclair, NJ *BA – Latin*, Montclair State University, Montclair, NJ	**LINDSEY KOVARIK** Adjunct *Master of Health Administration,* Ohio University, Athens, OH *Bachelor of Applied Science – Health Services Administration,* St. Petersburg College, St. Petersburg, FL *Associate of Arts*, St. Petersburg College, St. Petersburg, FL
DONNA MADISON-BELL Full-Time *Doctor of Education in Educational Leadership/Curriculum and Instruction,* University of Phoenix, Phoenix, AZ *MS – Adult Education,* Florida International University, Miami FL *BA – Speech Communication,* San Francisco State University, San Francisco, CA	**COLTER COTTEN** Adjunct *MS – Computer Science - Software Engineering,* University of West Florida, Pensacola, FL *BS – Business Administration-MIS,* Mississippi University for Women, Columbus, MS *AS – Computer Information Technology,* Southwest Mississippi Community College, Summit, MS *AA – General Education,* Southwest Mississippi Community College, Summit, MS
CONSTANCE ELAM Full-Time *MS – Pharmacy,* University of Florida, Gainesville, FL *BSN – Nursing,* University of Central Florida, Orlando, FL *ASN – Nursing,* Orlando Medical Institute, Orlando, FL *BS – Applied Science,* University of South Florida, Tampa, FL	**AMELIA WHITE** Full-Time *Master of Health Informatics,* Louisiana Tech University, Ruston, LA *BS - Health Informatics & Information Management,* Louisiana Tech University, Ruston, LA

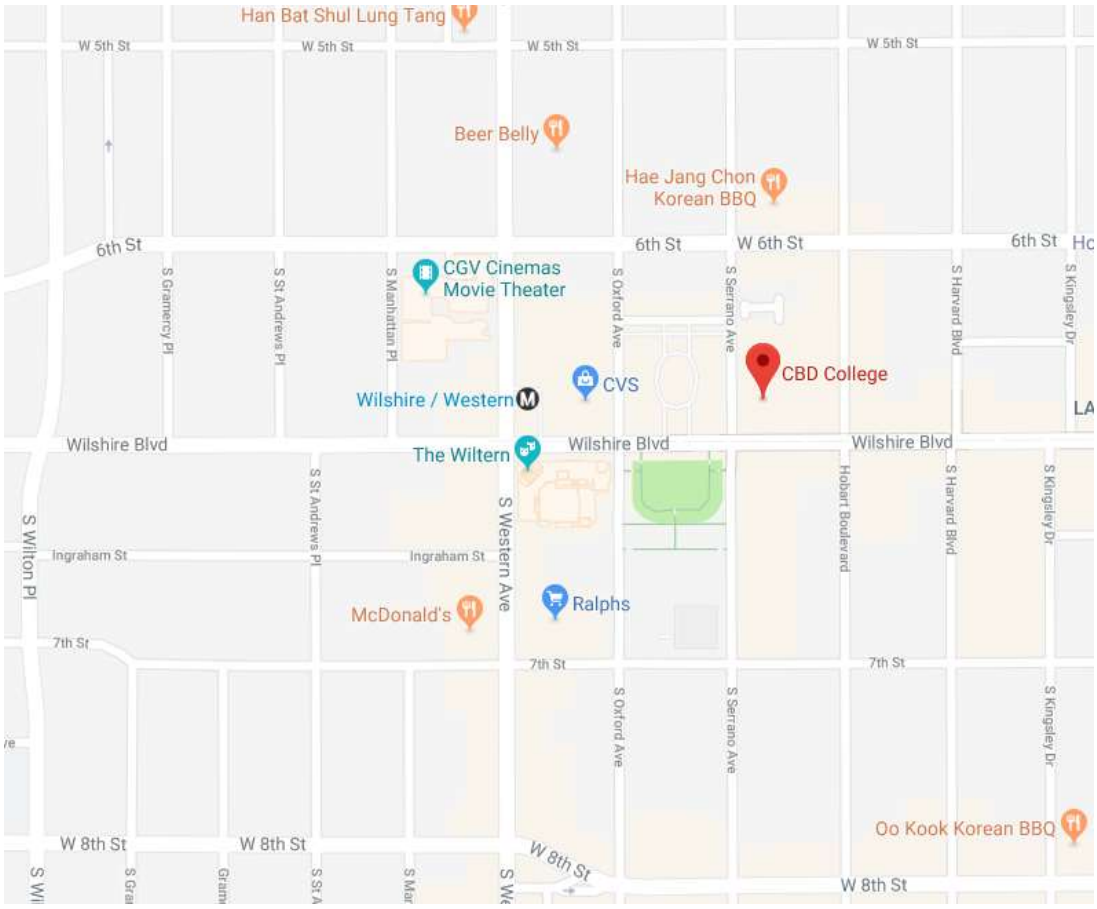
MOT PROGRAM	
RANDAL FEDORUK Full-time *Doctor of Occupational Therapy* - Rocky Mountain University of Health Professions, Provo, UT *MA – Advanced Occupational Therapy*, New York University, New York, NY *BS - Occupational Therapy,* University of Alberta, Edmonton, Alberta, Canada *OTD, OTR/L*	**SOPHIA BUBRICK** Full-time *Doctor of Occupational Therapy,* Mount Mary University, Milwaukee, WI *MS – Occupational Therapy,* West Coast University, Los Angeles, CA *BA – Biology,* California State University Northridge, Northridge, CA *OTD, OTR/L*
JENNIFER MELE Part-Time *Doctor of Occupational Therapy* – University of Southern California, Los Angeles, CA *MA - Occupational Therapy,* University of Southern California, Los Angeles, CA *OTD, OTR/L*	**LAURA FERRARI** Part-Time *Doctor of Occupational Therapy* – University of Southern California, Los Angeles, CA *MA - Occupational Therapy,* University of Southern California, Los Angeles, CA *OTD, OTR/L*
DAVID BANTA Full-Time *Doctor of Occupational Therapy* – Barry University, Miami Shores, FL *Master of Occupational Therapy,* AdventistHealth University, Orlando, FL *Bachelor of Health Science*, University of Florida, Gainesville, FL *Associate in Arts*, Eastern Florida State College, Cocoa, FL *OTD, OTR/L*	**BETHANY HORNE** Full-Time *Doctor of Occupational Therapy* – New England Institute of Technology, East Greenwich, RI *MS - Occupational Therapy,* New England Institute of Technology, East Greenwich, RI *AS - Occupational Therapy,* New England Institute of Technology, East Greenwich, RI *OTD, OTR/L*
JULIE HILL Full-Time *Doctor of Occupational Therapy* – New England Institute of Technology, East Greenwich, RI *MS - Occupational Therapy,* New England Institute of Technology, East Greenwich, RI *Associate of Science - Occupational Therapy Assistant*. Manchester Community College, Manchester, CT *OTD, OTR/L*	**ELLIE EDRISI** Part-Time *Doctor of Occupational Therapy* – Nova Southeastern University, Fort Lauderdale, FL *BA - Sociology*, University of Miami, Coral Gables, FL *OTD, OTR/L*
REBECCA SIMON Full-Time *Doctor of Education - Higher Education Administration,* Northeastern University, Boston, MA *MS - Occupational Therapy*, Tufts University, Medford, MA *BA - Healthcare Administration*, Stonehill College, Easton, MA *Ed.D., OTR*	**KELLY CLARK** Part-time *MA - Occupational Therapy,* University of Southern California, Los Angeles, CA *BA - Psychology,* Rutgers the State University of New Jersey, New Brunswick, NJ *OTR/L*

CBD College

(Occupies 4th floor)

Main Campus: 3699 Wilshire Blvd, Fourth Floor, Los Angeles, California 90010
(213) 427-2200 or (877) 770-4CBD, Fax (213) 427-9278
E-mail: cbdcollege@cbd.edu
URL: www.cbd.edu

MAP TO THE MAIN CAMPUS



CBD College does not have branches or separate educational centers.