2026 SCHOOL CATALOG

Your Success is Our Goal

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General Information

President's Welcome

Dear Students,

Welcome to California Career Institute (CCI), where we are dedicated to guiding you toward a fulfilling career in healthcare. As the President of CCI, together with Manal Alawneh, RN, MSN, my esteemed co-founder, I am delighted to welcome each of you as you embark on this trans-formative journey.

Our program offerings, including Vocational Nursing, Medical Assistant, Associate Degree in Vocational Nursing, Diagnostic Cardiac Sonography and Diagnostic Medical Sonography, are designed with your success in mind. They are a testament to our commitment to providing education that equips you for the challenges and opportunities of the healthcare profession.

The diversity of our student body enriches our campuses in Anaheim and Hawthorn, California. With approximately, 75% of our students coming from Hispanic and Black communities, we celebrate the strength and vitality this diversity brings to our community. It underscores our dedication to empowering minority students to become leading healthcare professionals, ensuring our communities are served by individuals who embody diversity and understanding.

The goal of the CCI faculty and staff is to ensure that you receive outstanding support throughout your chosen program and that your academic experience at CCI is both enriching and satisfying. Our experienced team is here to guide students of all academic backgrounds toward excellence. Our programs are crafted for those who are eager to thrive in new careers, emphasizing our commitment to your professional growth and academic advancement.

Since our establishment in 2007, CCI has graduated 43 cohorts, demonstrating our enduring dedication to quality education. Our accreditation by the Accrediting Council for Continuing Education & Training (ACCET) and approval by the Bureau for Private Postsecondary Education (BPPE) affirm our high standards of educational excellence.

As you begin your journey with us, know that you are joining a community committed to your success. Welcome to CCI, where your path to making a meaningful impact in the healthcare industry begins. We are here to support you every step of the way.

Warmest regards,

Rafat Qahoush, RN, PhD President,

Our History

In 2009 California Career Institute (CCI) was founded by a group of healthcare professionals with extensive credentials and clinical experiences. Since its commencement, the school has continued to update its programs and expand its services. Currently, CCI has one campus in Anaheim, California, and branch campus in Hawthorne, California. California Career Institute is owned by California Career Institute Inc, a California based Corporation. The Board of Directors comprises of the following members, Dr. Rafat Qahoush - Chief Executive Officer and Chief Financial Officer, Manal Alawneh Secretary of the board, Mr. John Bowen and Mr. Mohammed Bernas general board member. The Majority ownership of California Career Institute Inc is comprised of: Rafat Qahoush and Manal Alawneh.

Mission, Vision, and Philosophy

At CCI we believe that learning is a continuous, dynamic, and interactive process that takes place in an atmosphere of support and mutual respect. Our mission is to provide quality education and training using diverse program offerings to prepare and equip our graduates with the knowledge and skills necessary to succeed in their chosen programs and attain entry level employment and meet the demand of employers in diverse industries.

Excellence in Education and Student Services

Provide students with the knowledge, skills and training that offer graduates opportunities to prepare for an entry level job in their chosen careers. CCI provides the essential and key services through each vertical (Admissions, Financial Aid, Education and Career Services) to support students throughout their journey and post-graduation enabling them to be successful and effective members of the community.

Teamwork

Promote and foster a team environment and encourage collaborative efforts during training to demonstrate the benefits of such approach in a business setting as part of their professional experience.

Compliance and Integrity

Promote the culture of social responsibility and integrity in the workplace among staff and faculty to disseminate such culture in the classroom for more responsible graduates to benefit the community.

Respect

Encourage and display mutual respect among staff, faculty and students.

Equal opportunity institution

California Career Institute is an equal opportunity institution. CCI does not discriminate in admission, access to programs and activities, or employment on the basis of race, color, national origin, ancestry, religion, creed, sex, gender, gender identity or expression, sexual orientation, marital status, age, disability, medical condition, veteran or military status, or any other characteristic protected by applicable federal, state, or local law.
CCI complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), as amended, including Title III as applicable to private postsecondary institutions.

School Officials

Dr. Rafat Qahoush	President and CEO
Manal Alawneh	VP of Compliance
Mohammad Qahoush	VP of Finance
Josefina Villanueva	Director of Institutional Outcomes and Career Services
Mary Roberson	Director of Education and Student Services
Odessa Mathis	Director of Financial Aid
Abrahem Abdaldaem	Director of Admissions
Rob Onekea	Director of Marketing

Accreditation & Approvals

Bureau for Private Postsecondary Education
Department of Consumer Affairs

California Career Institute (CCI) is a private institution approved to operate by the California Bureau For Private Postsecondary Education, that approval to operate means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.
(888) 370-7589

BVNPT
BOARD OF VOCATIONAL NURSING AND PSYCHIATRIC TECHNICIANS

The Vocational Nursing program at the California Career institute is approved by the California Board of Vocational Nursing and Psychiatric Technicians.
2535 Capitol Oaks Dr Ste 205, Sacramento, CA 95833
(916) 263-7800

Accredited by ACCET since 2012

California Career Institute (CCI) is accredited by the Accrediting Council for Continuing Education and Training (ACCET) a private accrediting agency recognized by the United States Department of Education. The accreditation process is voluntary for private, postsecondary institutions and consists of a detailed examination and periodic review of the educational curriculum, instructors, facilities, equipment, administration, policies and procedures, financial stability and overall management of the institution according to the accrediting agency's standards and guidelines.
1722 N St NW, Washington DC, 20036
(202) 955-1113

DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA

U.S. DEPARTMENT OF EDUCATION
CCI is approved by the U.S. Department of Education to offer students the option of applying for federal financial aid through the Title IV program. Students enrolling in the Vocational Nursing Program and Medical Assistant, and AASVN program are eligible to apply for Financial Aid.

Disclosures

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

A student or any member of the public may file a complaint about his institution with the Bureau or Private Postsecondary Education by calling (888-370-7589) or by completing a complaint for which can be obtained from the bureau's internet website (https://www.bppe.ca.gov/).

Office of Student Assistance and Relief (OSAR): 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, option #5 or by visiting osar.bppe.ca.gov"

At this time, California Career Institute does not have any pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition in within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

CCI catalog is current as of the time of printing. The institution reserves the right to make changes in organizational structure, policy and procedures as circumstances dictate. CCI reserves the right to make changes in equipment and materials and modify curriculum as it deems necessary. CCI reserves the right to cancel any scheduled class in which there is an insufficient number of students enrolled. When size and curriculum permit, classes may be combined to provide meaningful instruction and training and contribute to the level of interaction among students. Students are expected to be familiar with the information presented in this catalog.

Campus Location

	Main Campus-Anaheim
1240 S. State College Blvd, Suite 150 Anaheim, CA, 92806 Tel: 714-539-5959 www.calinstitute.edu	Discover our main campus at, Anaheim, offering free parking and an indoor garden for serene study breaks. Just minutes from Disneyland and major freeways, our convenient location is complemented by diverse dining options nearby. Experience the perfect blend of accessibility, relaxation, and convenience. The main campus of California Career Institute occupies over 12,000 sq. feet, with 3 classrooms, 2 skill/simulation labs, computer lab, student break room, courtyard, reception lobby, two conferences rooms and faculty and administrative offices.
	Hawthorne Campus-Branch
11633 Hawthorne Blvd. Suite 201 Hawthorne, CA 90250 714-539-5959 www.calinstitute.edu	CCI's newly remodeled simulation lab, equipped with three advanced patient models, provides students with a cutting-edge learning environment for practical training. Additionally, our campus features free parking for all students and a student lounge, offering, The Hawthorn Branch campus of California Career Institute occupies over 2400 sq. feet, with 1 classroom Blended as Computer Lab), 1 skill/simulation labs, student break room, courtyard, reception lobby, two conferences rooms and faculty and administrative offices.

Class Size and Student Faculty Ratios

CCI classes can accommodate a maximum of 50 students for lecture sessions. Skills and clinical settings will maintain a 15:1 student-faculty ratio for Vocational Nursing program, 25:1 Medical Assistant; 25:1 for Associate of Applied Science of Diagnostic Medical Sonography and Associate of Applied Science of Diagnostic Cardiovascular Sonography.

Program Summaries

Program	Campuses	Normal Program Completion Time	Clock Hours	Credential Awarded
Medical Assistant - IDL	Anaheim, Hawthorne	40 Weeks	35 Credit / 800 Hrs	Diploma
Vocational Nursing - IDL	Anaheim, Hawthorne	53 Weeks FT 70 Weeks PT	1574 Hrs	Diploma
Associate of Applied Science in Vocational Nursing - IDL	Anaheim, Hawthorne	101 Weeks FT 127 Weeks PT	93.4 Credit / 2069 hrs	Associate Degree
Associate of Applied Science in Diagnostic Medical Sonography - IDL	Anaheim, Hawthorne	89 Weeks FT	95.33 Credit / 2310 hrs	Associate Degree
Associate of Applied Science in Diagnostic Cardiovascular Sonography - IDL	Anaheim, Hawthorne	89 Weeks FT	95.33 Credit / 2310 hrs	Associate Degree

Admissions Policies

The Admissions Department at CCI provides prospective students with information about the school and assists students with planning for their educational needs. An Admissions Representative will interview students prior to enrolling into a program, reviewing their educational & career goals. The Admissions Representative will assist students in finding the best training program to match their goals, make any necessary arrangements for entrance exams, help schedule tours of the school, ensure students have access to the School Catalog and all pertinent program info, and will assist with completing an enrollment agreement once a student confirms their intent to enroll in a program.

The institution maintains the authority to deny applicants and/or revoke an applicant's qualification to commence classes should they fail to fulfill all general and selective admission criteria within the stipulated period.

All prospective students shall be chosen for admission without regard to race, color, religion, gender, sexual orientation, or national origin. Students with disabilities will not be discriminated against in the admissions process. Reasonable services and adjustments will be made to accommodate students with disabilities without compromising the academic standard or inherent requirements of the program or course.

General Admissions Policies

1. Be at least 17 years of age.
2. Visit and tour/virtual tour the school.
3. Complete school interview with admissions representative.
4. Show valid proof of Social Security Card.
5. Show valid government issued ID or driver's license.
6. Completion of all required admissions documents, including the Enrollment Agreement and any disclosures, among others.
7. Attend financial aid interview and complete required financial aid paperwork.
8. If required, Health Screening/Medical History:
   - Physical exam report
   - Tuberculosis screening
   - Immunization/Vaccination Records
     - Hepatitis B
     - Rubella
9. Be a graduate of a high school or hold a high school equivalence certificate (GED) and provide a high school diploma or an official transcript or GED certificate. If requested, provide transcripts for each school attended after completing high school; if providing a foreign transcript or certificate (not US), these must be evaluated by a transcript evaluation service to determine equivalency to US standards. The office of the Registrar or Admission should review the validity of HS diploma through California School Directory (CA Dept of Education) or similar tools.
10. Be able to read, write, speak, and understand the English language. All courses will be taught in English.
11. To move forward with the application process, the prospective student must pass a Wonderlic SLEQ entrance assessment with a qualifying score (except for AASVN). In addition, the student must also take the Risk Identifier test with less than 3 risks identified.

SLE-Q Passing Scores

SLE-Q Passing Scores	
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Vocational Nursing - IDL	18
AAS Degree Programs	18

If the student does not pass on their first attempt at the Wonderlic SLE-Q, they may retake the assessment a second time after 24 hours, then again one week later, and then again one month later. The Maximum total attempts is 4 in one year. After one year, the cycle resets.

At this time, we do not provide prospective students with study materials for the entrance assessments.

Wonderlic SLE-Q Waiver Criteria: The Wonderlic SLE-Q may be waived for applicants who provide documentation of any of the following within five years of their application date:

- Reentry students
- An SAT score of 1000 or above.
- An ACT score of 19 or above.
- Official proof of passing the Wonderlic SLE-Q at the required score.
- Applicants with an Associates degree or higher, taught in English, are exempt from the Wonderlic
- SLE-Q, provided they submit a copy or unofficial transcripts.

Student Orientation

All new students at California Career Institute (CCI) must attend a mandatory orientation program designed to ensure a smooth start at CCI, regardless of previous college experience. This orientation covers an introduction to the campus, staff, faculty, and classmates, along with available support services, and student rights and responsibilities. Should any student miss the orientation, they will meet with the Student Affairs team in the first week of classes for a catch-up session. Additionally, participation in a technology boot camp is required for all students to ensure proficiency with on-line platforms, email, LMS, and the SIS portal.

Wait-lists

California Career Institute (CCI) limits the number of admissions to ensure an optimal faculty-to-student ratio and to provide sufficient clinical opportunities for all students. Applicants who are not immediately accepted will be placed on a wait-list and ranked according to a specific rubric. This rubric awards points based on the applicant's performance in the Online Readiness Assessment, clinical entrance assessment, an interview with department staff, and financial readiness.

Alternates

Depending on circumstances, students may be conditionally accepted into certain programs as an Alternate Student. Alternates are chosen based on the rank order of the wait-list. Wait-list applicants selected as an alternate must attend orientation and all classes scheduled in the first seven calendar days. Alternates are subject to the requirements of the school catalog, including attendance, behavior, dress code, and classroom assignments.

Readmission Policy

CCI encourages previously enrolled students to return and complete their education. The readmission process is designed to ensure students are prepared to resume their studies under current academic standards. Requirements for readmission include:

- Fulfillment of all current entrance criteria at the time of readmission.
- A thorough review encompassing the student's financial situation, eligibility for financial aid (where applicable), the completion of a new enrollment agreement, assessment of official transcripts, evaluation of past academic performance, and any other documents required by the student's program.
- In some instances, students may need to demonstrate skill competency and could be required to retake courses based on assessment outcomes.
- Readmission is subject to program capacity and requires the conclusive endorsement of the Campus Director.
- Returning students will be integrated into the program's curriculum as it exists at the time of their reentry, although exceptions can be made for those who previously withdrew in good standing.
- Dismissed students can be reconsidered for readmission given they obtain the necessary approvals from both the Campus Director and the Vice President of Academic.
- Depending on the situation, a drug screening at the student's expense might be required as per the Drug Screening policy outlined in the catalog.

Criminal Background Checks Policy

The presence of a criminal background may hinder an individual's ability to secure licensure, clinical training, externship placement, or employment in their chosen field. The investigation of a criminal background can be a time-consuming process, potentially taking up to one year or more to receive a decision from a licensing board. Applicants or students with a criminal background are advised to consult the relevant licensing body to understand its stance on various criminal background situations.

Enrollees in specific programs, namely Vocational Nursing, must undergo a current criminal background check deemed either "negative" or "clear" to continue their enrollment. The initiation of a student's CCI – School Catalog Updated 02/13/2024 Page 15 of 133 background check will occur promptly upon enrollment and no later than the first day of class. A "clear" background check is a prerequisite for ongoing participation in the program, and the cost of the check is covered within the total tuition.

Students may also be subject to additional background checks and potential drug screening at any time if requested by a clinical facility, employer, or the Institute. Failure to pass any required background check or drug screen may prevent a student from participating in a specific clinical site, jeopardizing their program completion. Clear background checks are mandatory for registration in clinical nursing courses. In the event of an interruption to a student's educational progress, a new background check will be required upon readmission to the program. Access to clinical facilities may be denied based on offenses appearing on a criminal record, regardless of the time elapsed since the occurrence of such offenses.

The Institute considers a background check "clear" unless it reveals any of the following convictions including but not limited to:

- Murder
- Felony assault
- Sexual offense/sexual assault
- Felony possession and furnishing (with or without a certificate of rehabilitation)
- Felony drug and alcohol offenses(with or without a certificate of rehabilitation)
- Certain other felonies involving weapons and/or violent crimes
- Class B and Class A misdemeanor theft, or theft related to drugs or alcohol
- Felony theft
- Fraud
- Child abuse, elder abuse

If one or more of these convictions appear on a student's background check, the student's enrollment may be canceled, and they may be responsible for charges incurred up to their last date of attendance. It is important to note that these matters will be discussed with the individual student in a confidential manner.

Drug Screening Policy

In alignment with the prerequisites of our externship and clinical partners, CCI adheres to drug screening protocols, which may include random and unannounced tests, especially before patient interaction. CCI holds the authority to implement random drug screenings at any point during a student's program. The outcomes of these screenings are strictly confidential and assessed on a pass/fail basis.

Should a student not pass the final drug screening, as confirmed by the Medical Review Officer, they will be immediately withdrawn from CCI. Students suspecting a false positive have the right to request a retest within 48 hours at their own cost, conducted under observation at a designated facility. A negative retest result allows the student to continue their education, whereas a result indicating tampering will be deemed a fail.

Students failing a drug screening may reapply for readmission once, under specific conditions including a negative pre-readmission drug screen at the student's expense. A positive result on this screening bars the student from future enrollment at CCI.

It's important to note that CCI follows federal law regarding controlled substances, including marijuana, despite any state laws to the contrary. Federal law does not recognize medical marijuana exemptions, and a positive test for marijuana will lead to dismissal.

Clinical placements requiring drug testing are non-negotiable, and CCI cannot accommodate requests for exemption from these requirements. Students prescribed controlled substances must provide CCI with proof of prescription within 7 days of disclosure or after a failed drug test. CCI reserves the right to verify such documentation with the student's consent, adhering to federal regulations on controlled substances.

Vocational Nursing Admission Ranking & Alternate Criteria

To comply with BVNPT regulations, California Carcer Institute admits students into the Vocational Nursing Program casce on a ranxing systcha. Unce apocants nect tie minimum admison rogatremcht, they are manace toing objective criteria that predict student success.

Ranking Cnteria (100 Point lotal)
Applicants are evaluated on a 100 point scale as follows:

1. Entrance Exam (HESI or Wonderlic) 50 Points

o **HESI Exam**
- 70–74.9% = 35 points
- 75–79.9% = 40 points
- 80–89.9% = 45 points
- ≥90% = 50 points

o **Wonderlic Exam**
- Score 18 = 25 points
- Score 19 = 30 points
- Score 20 = 35 points
- Score 21 = 40 points
- Score 22–25 = 45 points
- Score ≥26 = 50 points

2. Healtbeare Background 20 Points
- Certified Nursing Assistant (CNA), Medical Assistant (MA), or Associate's degree or higher in a science discipline = 20 points

3. Director of Nursing Interview 30 Points
Evaluation based on applicant's attitude toward nursing, caring, availability, and readiness to begin the program
- Good - 10 points
- Very Good - 20 points
- Excellent - 30 points

Alternate Students Policy
- Students are ranked out of 100 points.
- Once the approved number of students is admitted, the lowest-ranking applicants above that cutoff (up to 10 percent of the approved class size) will be designated as alternate students.
- Alternates are admitted only if space becomes available prior to the first clinical experience.
- Alternate students will be informed in writing of their status at the time of enrollment.
- Alternates may attend theory and orientation sessions, but are not guaranteed a clinical seat.
- If no seat becomes available, alternate students will be withdrawn and offered a seat in the next available class.

AASVN Additional Admission Requirements:

Graduates of a Vocational Nursing Certificate Program seeking to enroll in the Associate of Applied Science Vocational Nursing - IDL program must:

1. Provide evidence of graduating from a Vocational Nursing Certificate Program
2. Hold a Valid State License (LVN/LPN)
3. Take and pass the Wonderlic Distance Learning Risk Assessment test.

Distance Learning Programs

Additional Requirements for Distance Learning Programs (Synchronous and Asynchronous):

Take and pass the Wonderlic Distance Learning Risk Assessment test with less than three (3) risks identified.

Meet the following minimum technology requirements: These minimum configurations are:

- Headphones
- A microphone (mic)
- A webcam, computer video camera
- Internet Connection: High speed broadband access (LAN, Cable or DSL)
- Operating system: Windows 10 or MacOS 10.15
- Processor: 2GHz or higher
- Memory:1 GB of RAM
- Plug-ins: Adobe PDF Reader, Real Player, QuickTime
- Browser: Firefox, Chrome, Safari
- Sound and Video Card: Required
- Software: Microsoft Office
- Access to email account

Veterans Benefits Applicants at CCI

Applicants seeking to utilize veterans benefits are required to disclose all prior educational and training experiences. CCI will assess previous postsecondary transcripts to ascertain applicable credits. Both the veteran and the Veterans Administration will be informed of any adjustments to the duration of training or changes in tuition fees.

Live Scan Fingerprinting Requirements

To meet clinical facility mandates, students may be required to complete Live Scan Fingerprinting. This essential step ensures the safety and compliance of our clinical environments. If a student's fingerprinting results are unclear, they will be ineligible for clinical rotation. Students are responsible for addressing any issues in their records to participate in clinical activities and achieve state licensure. It is important to note that Live Scan Fingerprinting done during enrollment does not fulfill the fingerprinting requirement for state licensure applications. Ensuring a clear record is vital throughout both your educational journey and the professional licensure process.

Notice of Misdemeanor and Felony Convictions

Our commitment to transparency and ethical practice extends to the professional futures of our students. We recommend that prospective students with misdemeanor or felony convictions meet with the Program Director to discuss their eligibility for employment in their chosen field. This discussion should also cover the likelihood of the Board of Nursing or other regulatory bodies approving your application for licensure or certification. Full disclosure of any convictions to the admission advisor is mandatory for all prospective students. This policy ensures that students can make informed decisions about their education and career paths, with a clear understanding of how their background may impact their professional licensing and employment opportunities.

Learners with special needs

California Career Institute is strongly committed to equal opportunity and the inclusion of learners with disabilities and other special needs. CCI is dedicated to admitting all qualified students, provided they can meet the essential academic and technical requirements of the program, with or without reasonable accommodation. CCI complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), as amended.

To request academic or clinical accommodations, students should submit recent documentation from a qualified professional that describes the functional limitations related to the disability and the recommended accommodations. CCI will engage in an individualized, interactive process with the student to determine reasonable and appropriate accommodations for the classroom, skills lab, clinical rotations, and externship training.

Learners with disabilities are encouraged to schedule a meeting with the designated ADA/Section 504 Coordinator at California Career Institute to discuss their needs and available support.

ADA / Section 504 Coordinator

California Career Institute has designated the following individual to coordinate its efforts to comply with and carry out its responsibilities under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA):

Title: Director of Student Services

Phone: 714-539-5959

Email: ADA@calinstitute.edu

Students or applicants who have questions, need assistance with accommodations, or believe they have been discriminated against based on disability should contact the ADA/Section 504 Coordinator.

Admissions For International Students

Prospective international students are invited to submit their applications for admission. All applicants are expected to meet the same requirements as U.S. citizens, as specified above. An English evaluation must be included with all submitted documents. Students whose first language is not English will need to undertake the English as a Foreign Language (TOEFL) test or an equivalent assessment. California Career Institute may consider alternative measures to demonstrate English proficiency. A minimum TOEFL score of 45 for the internet-based test (IBT) is required, or students can exhibit English proficiency through alternative methods established by California Career Institute.

While submitting an affidavit of financial support is recommended, it is not mandatory. Detailed information can be obtained through our Admissions office. California Career Institute is authorized to admit non-immigrant students in accordance with federal law. However, it's important to note that visa services, other than F1 and M1 visas, i.e. J visa for visitor exchange programs or B visas are not provided by California Career Institute. If requested, the institute will duly document and verify the current student status. More information can be found at https://egov.ice.gov/sevis/

Ability To Benefit (ATB) Admissions Requirements

Applicants 18 years of age or older, who are not High School graduates or GED holders, may apply as "Ability to Benefit" students.

Ability to Benefit (ATB) Admissions Policies Ability to Benefit (ATB) admission is available on a limited basis and is available for the following program only: Medical Assistant. Ability to Benefit (ATB) admission is not available for the Licensed Vocational Nursing or Associate of Applied Sciences Vocational Nursing degree programs. Students who are admitted to California Career Institute as ATB students will be required to attend academic advising throughout their program. Additionally, all applicants must complete an interview with a school representative to determine desire, ability, and commitment, receive a tour of the campus, review the school catalog and complete and sign the Enrollment Agreement. An applicant who is not a high school graduate or has not passed the GED and is seeking admission into an ATB eligible program must take and pass a three-part, independently administered, nationally standardized test recognized and approved by the United States Department of Education that measures basic skills in reading and arithmetic.

Accuplacer Minimum Scores

- Reading 233
- Writing 235
- Arithmetic 230

There are two distinct and different Ability to Benefit classifications. First, it will be determined if the applicant is eligible for the Grandfathering ATB Student classification. If the applicant is not eligible, they will need to seek admissions through the Eligible Career Pathways Program – ATB student classification.

Documentation Requirements for Grandfathering ATB Students

Students who were enrolled in an eligible program of study prior to July 1, 2012, may continue to establish Title IV eligibility in any eligible program under one of the ATB alternatives by using the following grandfathering test:

Question 1

Did the student attend an eligible program at any Title IV institution prior to July 1, 2012? If yes, the student may use any of the ATB alternatives to become eligible for Title IV, HEA student assistance. If no, continue to Question 2.

Question 2

Did the student, prior to July 1, 2012, officially register at a Title IV institution, and is the student scheduled to attend an eligible program? If yes, the student may use any of the ATB alternatives to become eligible for Title IV, HEA student assistance. If no, the student may not use the ATB alternatives to become eligible for Title IV, HEA student assistance.

ATB Alternatives

• Pass an independently administered, Department of Education approved ATB test.
• Complete at least six credit hours (225 clock hours), that are applicable toward a degree or certificate offered by the institution.

Prior ATB tests provided for eligibility purposes may not apply for enrollment purposes. For enrollment purposes, the applicant must either provide official results for the ACCUPLACER Test which meet the minimum scores listed above or successfully re-test the ACCUPLACER prior to enrollment.

Documentation Requirements for Eligible Career Pathways Program (ATB) Students

A student who passes the ACCUPLACER Test with the minimum required scores may enroll in one of the Eligible Career Pathway Programs (ECPP). The ECPP has many components that the student must participate in to remain eligible. These include: Enrollment into and participation in the Adult Education component of the ECPP.

- Participation in academic advising throughout the ECPP.
- Participation in Career Pathway Coaching throughout the ECPP

Eligible Career Pathway Program (ECPP) ATB Program Requirement

Students enrolled in an ECPP program must be concurrently (at the same time) enrolled in a vocational training program and an Adult Education program. The student is required to attend classes in the Adult Education Program and is expected to participate in those classes. The ACCUPLACER entrance test will be offered on campus, in a computer lab and will have a facilitator present to support the students. The Adult Education program is offered online and is self-paced enabling a student to obtain their high school diploma while they are attending their vocational program. The Adult Education program is offered by an approved adult education service provider and not by the College. The College does not guarantee that the student will receive a high school diploma or its equivalent. Completing the vocational component of the ECPP program is not a condition of achieving a high school diploma or its equivalent. Upon successful completion of the adult education component of the program the student may request a copy of their transcript directly from the adult education vendor.

California Career Institute can enroll eligible non-High School graduates into the following program:

- Medical Assistant

Graduation Requirements

For all programs, to be eligible for graduation a student must complete all program requirements, meet Satisfactory Academic Progress requirements, and satisfy all financial obligations with the school. Students on academic probation may qualify for graduation if, at the end of their probationary term, minimum grade requirements are met. A diploma or certificate will be issued to students upon successful completion of all graduation requirements.

Program-specific graduation requirements are as follows:

Diploma Programs & Diploma Programs IDL (Vocational Nursing; Medical)

1. Must successfully meet and complete all academic requirements.
2. Must achieve a C minimum (GPA 2.0 or 70%) Cumulative and/or 70 % in each module or term.
3. Must successfully complete externship or clinical with a passing grade.
4. Must complete the program within 1.5 times of the planned program length.
5. Must be in good financial standing with the school and attend all graduate financial aid exit interviews

Associate of Applied Science IDL Degree Programs

1. Complete the required credit/clock hours within the maximum number of credits attempted. Must meet a minimum of 80% attendance requirement in General Education Courses and 90% in Vocational Nursing Courses.
2. Have a cumulative average GPA of at least 2.0 at the completion of the required credits.
3. Complete all requirements within 1.5 times the program length.
4. Fulfill all financial obligations to CCI.

The credential awarded upon completion of the program is an Associate of Applied science in Vocational Nursing Degree. Students must complete a minimum of 50% of their General Education credits at California Career Institute. Students seeking to transfer credits in Math or Science topics must show transcripts indicating the coursework was completed in the last 5 years prior to enrollment.

Cost of Attendance (COA) Summary

The COA at CCI offers an estimated outline of expenses for students, aligned with Integrated Postsecondary Education Data System (IPEDS) standards. It is designed to aid in financial planning and includes:

- Direct Expenses: Costs like tuition, fees, and necessary course materials, which vary by program.
- Indirect Expenses: Estimates for living expenses, transportation, and miscellaneous personal costs, based on a standard 9-month academic year. Adjustments may apply based on program length.
- Adjustments and Personalization: The Financial Aid Office can provide tailored COA budgets and adjustments for specific circumstances.

Program Length and Tuitions

and fees are the same for in-state and out-of-state students. Acceptable methods of payment include cash, check, major credit cards, loans, grants, or scholarships (External). Credit Card payments are subject to a third-party processing fee. Please see insert C for the programs' tuition. Delinquent accounts may result in suspension or termination from the program and may be submitted for collection with collection agencies. The method used for collecting delinquent tuition and/or monies owed is consistent for all students.

Books & Supplies

Using inclusive tuition, textbooks and training materials for the course will be supplied by the school for the student. Students must furnish their own incidental supplies such as pens, papers, notebooks, etc. Books that are lost or damaged must be replaced at the students' expense.

By opting out of inclusive tuition and agreeing to purchase textbooks themselves, the total fees charged to the students by the college at the time of enrollment will be reduced by the then-current total costs paid by the college to acquire the textbooks. Note, students who choose to opt-out of inclusive tuition are obligated to have acquired all necessary books by the first scheduled day of class.

Total Cost For Vocational Nursing Program (1574 Hours)

Period of Attendance: Period I (Hours 1-900)	
Tuition	$36,202
ATI	$1,975
Books	$165
Clinical, Lab, and Supplies	$643
Technology Fee	$300
Malpractice Insurance	$100
Uniform	$60
Background Check	$75
Registration Fee (Non-Refundable)	$75
STRF Assessment[2] (Non-Refundable)	$0
TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM:	$39,595

Total Cost For Associate of Applied Science in Vocational Nursing (93.41 Credits)

Total Fees, Charges and Expenses	
Tuition	$14,024
Books	$560
Digital Resources and Technology Fee	$3,061
Registration Fee (Non-Refundable)	$75
STRF Assessment	$ 0.00
TOTAL CHARGES FOR THE AAS VN GE COURSES	$17,720
TOTAL CHARGES FOR THE ENTIRE AAS VN PROGRAM	$39.595
TOTAL CHARGES FOR THE ENTIRE AAS VN PROGRAM	$57,315

Total Cost For Medical Assistant Program (35.00 Credits)

Total Fees, Charges and Expenses	
Tuition	$15,995
Books	$400
Lab Fees and Supplies	$475
Technology Fee	$225
Registration Fee (Non-Refundable)	$75
Uniform and Student ID	$45
STRF Assessment[2] (Non-Refundable)	$ 0.00
TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	$17,215.00

Total Cost For Associate of Applied Science in Diagnostic Medical Sonography (95.33 Credits)

Total Fees, Charges and Expenses	
Tuition	$44,565
Books	$1,235
Lab Fees and Supplies	$1,220
Technology Fee	$300
Student Fees (Insurance, Uniforms, Students ID, Background Check)	$330
Registration Fee (Non-Refundable)	$75
Learning Resources Fees	$2,225
STRF Assessment[1] (Non-Refundable)	$ 0.00
TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	$49,950.00
TOTAL CHARGES FOR HTE CURENT PERIOD OF ATTENDANCE	$9,885.60
THE TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT	$9,885.60

[1] STRF assessment is currently not being collected by the State of California

Total Cost For Associate of Applied Science in Diagnostic Cardiovascular Sonography (95.33 Credits)

Total Fees, Charges and Expenses	
Tuition	$44,565
Books	$1,235
Lab Fees and Supplies	$1,220
Technology Fee	$300
Student Fees (Insurance, Uniforms, Students ID, Background Check)	$330
Registration Fee (Non-Refundable)	$75
Learning Resources Fees	$2,225
STRF Assessment[1] (Non-Refundable)	$ 0.00
TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	$49,950.00
TOTAL CHARGES FOR HTE CURENT PERIOD OF ATTENDANCE	$9,885.60
THE TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT	$9,885.60

[1] STRF assessment is currently not being collected by the State of California

Financial Aid Information

Financial aid applicants at California Career Institute are processed using the same criteria used by the US Department of Education (ED). Financial assistance is awarded based on financial need. The California Career Institute financial aid staff has developed an institutional packaging policy to ensure consistent, equitable, and fair distribution of financial aid funds. For more information, please refer to FA Policy 3.0: Financial Aid Information and Packaging Policy, for more information regarding eligibility please visit the Federal student aid website via the following link http://studentaid.ed.gov/resources

California Career Institute participates in the following federal and state sponsored financial aid loan or grant programs: Direct Subsidized Stafford Loan, Direct Unsubsidized Stafford Loan Program, Federal Direct Plus, Pell Grant, Cal Grant, Supplemental Educational Opportunities Grant, and Federal Plus Loan Program. These grants and loans are available to any student who qualifies under the specific requirements for each financing program. General information on these programs is provided below. For specific information or to apply for any of these programs, please contact our Financial Aid Director at 714-539- 5959 Monday through Thursday 9 am to 6 pm, Friday 8 am to 5 pm.

The Pell Grant Program

The Pell Grant program is designed to assist undergraduate students. Eligibility for this award is based on criteria set forth by the U.S. Department of Education. Pell grants are awarded to qualified students and do not have to be paid back. All students wishing financial assistance should apply for a Pell Grant.

Supplemental Educational Opportunity Grant (SEOG)

The Supplemental Educational Opportunity Grant (SEOG) is a federal program administered by California career Institute and awarded to qualified students and do not have to be repaid. Federal Supplemental Educational Opportunity Grants are available to a limited number of students with exceptional financial need is determined by the financial resources of the student and parents and the cost of attending school.

Federal Direct Stafford Loan Program

Federal Direct Loan Program or “Direct Loans”, administered by the school, are provided by the U.S. Government directly to students and parents. The Direct Subsidized Stafford Loan is a loan to the student that must be paid back plus any interest. No interest is charged while you are in school at least half-time, during your grace period, and during deferment periods. Reschedule begins six months after the student graduates or drops below half-time enrollment.

Federal Direct Unsubsidized Stafford Loan:

Federal Direct Loan Program or “Direct Loans”, administered by the school, are provided by the U.S. Government directly to students and parents. The Direct Unsubsidized Stafford Loan is a loan to the student that must be paid back plus any interest. The student is responsible for all interest that accrues on this loan from the first date of disbursement. This student loan accrues interest while in school, and during all grace and deferment periods. Repayment begins six months after the student graduates or drops below half-time enrollment.

Federal Direct PLUS Loan:

Federal Direct Loan Program or “Direct Loans”, administered by the school, are provided by the U.S. Government directly to students and parents. The Direct PLUS Loan program allows parents of dependent students to borrow funds up to the amount of the student’s unmet financial need for the cost of attending a program. Eligibility for the PLUS loan depends on a modest credit check that determines whether the parent as an adverse credit history. This is a loan that must be repaid along with any interest. Repayment on the PLUS loan begins 60 days after the funds are fully disbursed.

CCI also participates with several lending institutions that offer private loans. To qualify, a student must be a US citizen, a US national, or a permanent resident and must be creditworthy. A student has no credit history, he or she may still qualify for a loan by applying with a creditworthy co-borrower, the application process and more information is available with the financial services staff at CCI campuses.

Methods of Disbursement

CCI makes financial aid disbursements to eligible students after receiving the funds via G5. Student Accounts are credited for Student Financial Aid funds as students become eligible. If students incur a credit balance the credit balances are paid at the time of occurrence.

Timing of Disbursements

Timing for Disbursements is processed by using the anticipated disbursements schedule that relates to the payment period.

Medical Assistant and MA - IDL (One Academic Years)

Payment Periods	Credits	Weeks
1st	1-12	20
2nd	12-24	20
Total	24	40

Associate of Applied Science in Vocational Nursing - IDL (General Education)

Payment Periods	Credits	Weeks
1st	1-12	16
2nd	12-24	16
3rd	24-30	16
Total	30	48

Associate of Applied Science in Diagnostic Medical Sonography - IDL (General Education)

Payment Periods	Credits	Weeks
1st	1-12	16
2nd	12-24	16
3rd	24-30	16
Total	30	48

Vocational Nursing Part Time - IDL (Two Academic Years)

Payment Periods	Hours	Weeks
1st	0-450	23
2nd	451-900	23
3rd	901-1237	17
4th	1238-1574	16
Total	1574	79

Associate of Applied Science in Diagnostic Cardiovascular Sonography- IDL (General Education)

Payment Periods	Credits	Weeks
1st	1-12	16
2nd	12-24	16
3rd	24-30	16
Total	30	48

Non-Term Disbursements

For the first disbursement, the Financial Aid Office reviews students' eligibility prior to authorizing originated Title IV Funds to student's accounts. As part of this review, the Financial Aid Office confirms that the student:

1. Is enrolled for the number of hours and weeks required for each payment period for which an award has been made.
2. Has fulfilled all financial aid program requirements and submitted all required documentation forms.

For second disbursements in an academic year the Financial Aid Director confirms that the student has successfully completed half of the clock hours and half of the weeks of instruction in the academic year for the second payment period maintaining a grade of at least 70%.

Cal Grant

Cal Grant (A, B and C) is a state-funded educational opportunity grant program administered by the California Student Aid Commission (CSAC) to assist students in paying for a college education. All Cal Grant payments are credited to the student's account to cover outstanding tuition, fees, books, and supplies. Cal Grants may be renewed if the recipient continues to meet the income, asset, unmet need found on the established eligibility requirements and information based on the results of a current Free Application for Federal Student Aid (FAFSA). To be considered for a Cal Grant award, FAFSA and GPA Verification forms must have completed by March 2, 2022, to meet the CSAC's deadline. Students must be enrolled at least half-time and meet Cal Grant requirements in the semester or term in order to receive this disbursement.

Cal Grant A

Cal Grant A is awarded to students based on financial need and GPA. Cal Grant A is for students enrolled in a program of instruction of not less than two academic years that leads to an associate or baccalaureate degree requiring 48 semester units or that results in eligibility for transfer from a community college to a baccalaureate degree program.

There are three Cal Grant A awards:

- Cal Grant A Entitlement Award
  - Graduating high school senior who has at least a 3.0 high school GPA
  - California resident at the time of graduation
  - Meets the March 2 deadline
- Cal Grant A Transfer Entitlement Award
  - High school seniors who graduate after June 30, 2000
  - Attend a California Community College, and then transfer to a qualifying baccalaureate degree granting institution may be eligible for a California Community College Transfer Entitlement
  - Cal Grant A
  - Must have at least a 2.4 community college GPA (of at least 24 semester units, or the equivalent, of degree credit)
  - Meet the financial and eligibility requirements
  - Are no more than 27 years of age during the time of transfer
  - Meets the March 2 deadline
- Cal Grant A Competitive Award
  - Other students who meet all the Cal Grant eligibility requirements and who have at least a 3.GPA may compete for a Cal Grant A Competitive award. Selection is based on a composite score that takes into consideration of family income, parents' educational level, GPA, time out of high school, high school performance standards and other factors, such as whether the student comes from a single-parent house hold or is a former foster youth.

- Cal Grant A Competitive Award
  - Other students who meet all the Cal Grant eligibility requirements and who have at least a 3.GPA may compete for a Cal Grant A Competitive award. Selection is based on a composite score that takes into consideration of family income, parents' educational level, GPA, time out of high school, high school performance standards and other factors, such as whether the student comes from a single-parent house hold or is a former foster youth.

Cal Grant B

The Cal Grant B awards for most first-year students covers living expenses, books, supplies and transportation, but not tuition and fees. When renewed or awarded beyond the freshman year, the grant expands to also covers tuition and fees. The tuition and fee award amounts are the same as those for Cal Grant A. Award amounts are determined through the state budget process and may change annually. Coursework must be for at least one academic year, and students must be enrolled at least half time. There are three Cal Grant B awards:

- Cal Grant B Entitlement Award
  - Every graduating high school senior who has at least a 2.0 high school GPA
  - California resident at the time of graduation
  - Meets the March 2 deadline
- Cal Grant B California Community College Transfer Entitlement Award
  - High school seniors who graduate after June 30, 200 0
  - Attend a California Community College and then transfer to a qualifying baccalaureate- degree granting institution may be eligible for a California Community College Transfer Entitlement Cal Grant B
  - Must have at least a 2.4 community college GPA (of at least 24 semester units, or the equivalent, of degree credit), meet the financial and eligibility requirements
  - Are no more than 27 years of age during the time of transfer
  - Meets the March 2 deadline
- Cal Grant B Competitive Award
  - Other students who meet all the Cal Grant eligibility requirements and who have at least a 2.0
  - GPA may compete for a Cal Grant B Competitive award. Selection is based on a composite score that takes into consideration family income, parents' educational level.

Cal Grant C

GPA, time out of high school, high school performance standards and other factors, such as whether the student comes from a single-parent household or is a former foster youth

The Cal Grant C award is tied to the Competitive program category, and they assist with tuition and supplies costs for occupational, technical, and vocational programs. Funding is available for up to two years, depending on the length of the program. Once a student has used their initial award eligibility, they may apply and compete for a second Cal Grant C award.

To qualify, students must enroll in an occupational, technical, or vocational program that is at least four months in length, but no longer than twenty-four months, at a California Community College, an independent college, or a vocational/career school.

Cal Grant C participants must meet the Cal Grant general, financial and program eligibility criteria and be attending a school that has Cal Grant C eligible programs. Even though a GPA is not required to apply for a Cal Grant C, students are encouraged to submit theirs as it can only help their chances of receiving an award.

Initial Cal Grant C award selection is made from students not selected for Cal Grant A or B who are attending an eligible school and who have stated their degree goal on the FAFSA or Dream Act Application as "Occupational or Technical." The degree goal can either be an AA or AS or certificate.

Title IV Information

Verification of Federal Title IV Information Policies & Procedures

California Career Institute has developed the following policies and procedures for the verification of information provided by applicants for Federal Title IV student financial aid.

1. Only those students selected for verification by the U.S. Department of Education (ED) or those with conflicting information in their records will be required to submit supporting documentation. In most cases, the required documentation consists of a completed Verification Worksheet and a Federal Tax Return Transcript (and a Federal Tax Account Transcript if an amended tax return was filed) from the prior year (e.g., 2018 calendar year for the 2019-2020 processing year, etc.). Any conflicting information in the student's file must be resolved before any financial aid may be disbursed, regardless of the student's verification status.
2. No Federal Pell Grant, Campus-Based aid, or Subsidized Direct Stafford Loan funds will be disbursed prior to the completion of verification.
3. A Direct Stafford Loan will not be originated until all verification has been completed.
4. Students eligible to receive a Pell Grant, Campus-Based aid or a Subsidized Direct Loan will have until 120 days after their last day of attendance or by the deadline published in the Federal Register each year (deadline is usually around the end of September) whichever is earlier, to complete verification. However, in the interim, the student must have arranged with the school for payment of all tuition and fees due, or risk termination from the school.
5. After the aforementioned period, all financial aid that might have been due is forfeited.
6. All students will be notified on a timely basis if they were selected for verification and what supporting documentation is required. At that time, the student will be informed of the time parameters and the consequences of not completing the verification process. The institution will notify the student of the results of the verification process and any other documentation needed.
7. The institution will assist the student in correcting any information that is inaccurate and will notify the student via award letter if an award changes. The institution will use as its reference the most recent Verification Guide supplied by ED.
8. If the student receives an overpayment based on inaccurate or conflicting information on any application and refuses to correct the information or repay the Federal funds after being counseled by the institution, the school will refer the case to ED for resolution. Unless required by ED, no further Federal financial aid will be disbursed to the student.
9. The financial aid file must be documented with the date that verification is completed.
10. California Career Institute follows the procedures below for the secondary citizenship confirmation process when Title IV financial aid applicants indicate they are eligible non-citizens or permanent residents of the United States.
11. If the primary confirmation process does not confirm eligible Title IV applicant status, and the student submits reasonable evidence of eligible status, the school will initiate the secondary confirmation process.
12. All students who indicate an eligible status, but whose eligible status is not confirmed by the U.S. Department of Education's (ED) Central Processing System output document, will be given a copy of these Procedures.
13. Students have 30 days from the later of the date the student receives document, or the date the institution receives the ED's Central Processing System output document to submit documentation for consideration of eligible non-citizen status.
14. Failure to submit the information by the deadline prevents the institution from disbursing any Title IV funds or certifying the student as eligible for any funds.

15. The institution will not make the decision regarding “Eligible non-citizen” status without giving the student the opportunity to submit documentation supporting claims for eligibility.
16. Students must submit documentation of their current immigration status to the FA Office. The documents must be official documents from the U.S. Citizenship and Immigration Services. In order to initiate the required process, students must submit USCIS documents which are legible and demonstrate their latest status.
17. The institution will initiate the secondary confirmation within 10 business days.
18. Students will be provided and instructed to use the applicable address listed on the USCIS website to determine where they must submit the Form G-845.

Student Tuition Recovery Fund

"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 N. Market Blvd. Ste. 225, Sacramento, CA 95834, (916) 431-6959 or (888) 370-7589.

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

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

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

A student whose loan is revived by a loan holder or debt collector after a period of noncollection 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." Questions regarding the STRF may be directed to: Bureau for Private Postsecondary

Education Physical Address: 1747 N. Market Blvd. Ste. 225, Sacramento, CA 95834
Mailing Address: P O Box 980818, West Sacramento, CA 95798-0818
Phone Number: 916-431-6959
Toll Free: 888-370-7589
Fax Number: 916-263-1897
Web site Address: www.bppe.ca.gov

Satisfactory Academic Progress (SAP)

For students to maintain financial aid eligibility they must remain within Satisfactory Academic Progress as outlined by the California Career Institute. SAP is tracked using the following metrics to measure student progress: Qualitative Progress (Academic Grades), Quantitative Progress (Pace), and Maximum Time frame.

1. Maximum Time frame: Students are expected to complete their program within 150 percent of the published length of the program (or 1.5 times the number of credits or hours in their program). Rate of Progress calculations help assure that students will complete their programs within the maximum time frame.
2. Quantitative (Pace of Completion): Quantitative progress is defined as the clock hours achieved divided by the clock's hours attempted. To make satisfactory academic progress, a student's quantitative progress must be at least 70% of the clock hours attempted. As with the determination of CGPA, the pace of completion requirement will be evaluated at the end of each grading period.
3. Qualitative Cumulative Grade Point Average (CGPA) Achieve a cumulative GPA of 2.0 or C (equivalent to 70%) in all programs (including online/distance education, each time SAP is evaluated.

Maximum Time Frame

The school requires 100% of the required hours to be completed across all parts of the program (classroom, skills lab, clinicals) for graduation in all vocational programs, and 80% for non-vocational programs. This clock-hour requirement must be met within 150% of the published program length. Repeated coursework may adversely affect a student's academic progress within the maximum time frame.

Program	Normal Program Completion Time	Clock Hours	Minimum Hours Required	Maximum Time Frame
Medical Assistant, MA - IDL	40 Weeks	800 hrs	640 hrs	1200 hrs
Vocational Nursing VN - IDL	53 Weeks Full-Time 79 Weeks Part-Time	1574 hrs	1574 hrs	2,361 hrs
Associate of Applied Science Vocational Nursing - IDL	101 Weeks Full-Time 127 Weeks Part-Time	2069 hrs	2069 hrs	3,104 hrs
Associate of Applied Science - Diagnostic Medical Sonography	89 Weeks Full-Time	2310 hrs	2310 hrs	3,465 hrs
Associate of Applied Science Diagnostic Cardiovascular Sonography	89 Weeks Full-Time	2310 hrs	2310 hrs	3,465 hrs

Quantitative (Pace of Completion)

Quantitative progress is defined as the clock hours achieved divided by the clock hours attempted. To make Satisfactory Academic Progress, a student's Quantitative Progress must be at least 67% of the clock hours attempted when the student's scheduled clock hours for the payment period have elapsed, regardless of whether the student attended them.

Grades of "F" and "I" are counted as hours attempted but not achieved and have a 0.00 value toward the GPA. Repetitions of coursework are counted as hours attempted. The lowest grade will be dropped, and the highest grade will be used to calculate the GPA.

Students who withdraw from a course or the program will receive a grade of "W", which has no impact on the GPA. The credit hours for the courses are counted as attempted but not achieved. The completion charts below will be used to assess and determine a student's rate of completion to ensure he/she will successfully complete the program within 150 percent of the published program length.

Allied Health Diploma Program SAP Schedule

Student Satisfactory Academic Progress will be assessed at the end of each module

Modules Attempted	1	2	3	4	5	6	7	8	9	10	11	12
Minimum Modules Completed	0	1	1	2	2	3	3	4	5	6	7	8

Vocational Nursing Program SAP Schedule

To deliver quality and timely academic planning and direction, California Career Institute utilizes the following SAP schedule for the VN program:

Interval	Milestone
1	Mid Term I
2	End of Term I
3	Mid Term II
4	End of Mid Term II
5	End of VN 310
6	Mid Term III VN 320
7	End of Term III VN 340
8	End of Term III VN 350

Hours	Rate of Progress	Minimum GPA
0-390	25%	2.0
391-786	50%	2.0
787-1183	75%	2.0
1184+	100%	2.0

Associate of Applied Science General Education Courses:

The midterm progress report for the General Education program will be scheduled at eight-week intervals.

- Each semester will consist of two periods of eight weeks offered in each semester.
- The quantitative progress of students will be evaluated at the end of each grading period after grades have been posted.
- In cases where a course is offered over 16 weeks, the midterm progress report will be performed after week 8.

Qualitative Cumulative Grade Point Average (CGPA)

The student's cumulative grade point average is reviewed to determine qualitative progress. The minimum GPA required is 2.0.

Didactic and Theory Grading Policy

Grade	Numerical Value	Quality Points
A	90-100	4.0
B	80-90	3.0
C	70-79	2.0
D	60-69	1.0
F	0-59	0.0

Passing grade for theory/didactic course is "C" (70% minimum which is 2.0)

- The SAP policy provides consistent application of standards to all students within categories of students, such as full-time, part-time, undergraduate students, and all educational programs established by the institution.
- The SAP policy is the same as the baseline academic standards for students enrolled in their specific program. Those standards are outlined above for GPA. These GPA standards also align with the federal requirement that SAP standards should be at least a "C" average or consistent with academic requirements for graduation.
- CCI utilizes every means possible for students to achieve their academic goals and complete their programs of interest, including remediation, tutoring, and revising education plans. Financial Aid Office reviews all students' academic progress, and financial aid recipients' eligibility is checked at the end of each payment period and before disbursing Federal Student Aid. When academic progress grading is less than 70% or below the Pace of Completion standards, financial aid recipients receive a written notification via the school's email account or email address from FAFSA and are placed on Satisfactory Academic Warning or Probation.

SAP Special Consideration

For certain instances within the initial SAP evaluation period, where course grades are not applicable, the Qualitative Progress component (CGPA) will not be included in the Satisfactory Academic Progress (SAP) determination. This adjustment ensures a comprehensive evaluation based on available academic metrics.

Repeated Modules

For students who failed courses the failed grades will count towards the qualitative standard for measuring SAP. California Career Institute does not award incomplete grades and they do not affect SAP. Effects of Leave of Absence on Satisfactory Academic Progress Students who are contemplating a leave of absence should be cautioned that one or more of the following factors may affect their eligibility to graduate within the maximum program completion time:

- Students returning from a leave of absence are not guaranteed that the courses required to maintain the normal progress in their training program will be available at the time of reentry.
- They may have to wait for the appropriate course to be offered.
- They may be required to repeat the entire course/term from which they elected to withdraw prior to receiving a final grade.

When a student returns from a leave of absence and completes the course from which the student withdrew, the hours for which the student receives a passing grade are counted as earned; the grade, hours, and attendance for the original attempt prior to the official leave of absence are not counted for purpose of the rate of progress toward completion calculation, and the original grade is not counted in the GPA calculation.

Financial Aid Probation and Appeals

Failure to meet Satisfactory Academic Standards at an evaluation point will result in the student being placed on "Warning". If at the end of the warning period, the student meets both quantitative and qualitative requirements, student will be re-instated to Satisfactory Academic Progress. (If Title IV, for the warning period student will still be eligible for Title IV funds for that one payment period. Financial Aid Warning is assigned without an appeal or action by the students.) Failure to meet satisfactory academic progress requirements during the "Warning" period will result in the student being placed on "Probation". (If Title IV, student may appeal unsatisfactory academic progress. If appeal is denied student will not be eligible for Title IV Funds and will need to make other payment arrangements. If appeal is approved probation will continue and Title IV Funds eligibility will not be interrupted.)

FA Warning

If a student fails to maintain the required academic progress at the end of any payment period, he/she will be placed on FA warning for the next payment period. The student must attain the minimum required GPA (2.0) and/or number of achieved clock hours during the warning period or he/she will be become ineligible to receive Title IV funds.

All students are required to make academic progress toward their educational goals. In order to assure that students are both aware of their progress and are successfully completing their courses students attending school during the "Warning" period are still deemed to be in Satisfactory Academic Progress and will continue to receive Title IV Funds for that one payment period. Warning status is assigned without an appeal or other action by the student. If at the end of the Warning Period, the student meets both the quantitative and qualitative requirements, they will re-establish Satisfactory Academic Progress and eligibility for Title IV Funds will continue. If at the end of the Warning Period, the student has not met both the quantitative and qualitative requirements, the student will be placed on probation for the next payment period and loses their Financial Aid eligibility

FA Probation

If a student fails to meet SAP at the end of the subsequent payment period from which they were placed on FA warning, he/she will be become ineligible to receive Title IV funds. The probationary period must not exceed one payment period. To regain eligibility for Title IV funds a student must successfully appeal the ineligibility for Title IV funds to be placed on FA probation. Failure to meet the terms of probation will result in Title IV ineligibility and/or withdrawal from the program unless the student request to remain in the program with alternative (Non-Title IV) funding.

Veterans Affairs (VA) Education Benefits

Students receiving VA education benefits under any chapter of Title 38 or Title 10 of the United States Code are subject to the same Satisfactory Academic Progress standards outlined in this policy. SAP evaluations, warning and probation procedures, and appeal processes applicable to Title IV financial aid recipients apply equally to VA education benefit recipients. Failure to maintain Satisfactory Academic Progress may result in the termination of VA education benefits certification until such time as the student re-establishes satisfactory standing through the procedures described above.

Appeal Process

Any student not attaining the required GPA or achieved hours during the warning period will be deemed ineligible for Title IV funds. The student may submit a written appeal of his/her Title IV Ineligibility within five calendar days of their receipt of the Title IV Ineligibility notice. The appeal should be addressed to the program director. The appeal must be accompanied by documentation of the mitigating circumstances that have prevented the student from attaining satisfactory academic progress. Only extraordinary circumstances will be considered.

The Appeals Committee, composed of the Program Director, the Campus Director, and the Director of Financial Aid, will examine all appeals. The student will be sent the Committee's written decision within five days of the program director's receipt of the appeal. The decision of the committee is final.

This probationary period will not interrupt any student Title IV Funds eligibility and will continue to receive funds during that payment period only if the student submits a written appeal to the SAP determination during 5 days of receiving notice of unsatisfactory progress and Appeals committee approves the appeal. If the student meets the minimum quantitative and qualitative requirements by the end of the probationary period,satisfactory progress will be re-established and Title IV Funds will be disbursed for the next payment period. If a student does not meet the CGPA minimum within the next consecutive payment period, the student's enrollment will be terminated.

Students reinstated upon appeal are on an FA probation status for the next payment period, during which time they must meet the terms and conditions set out in the Committee's letter granting the appeal which will include an academic plan that the student must follow to regain satisfactory academic progress. At the end of payment period, and at the end of every payment period thereafter, the student's academic status will be reviewed. The student may continue probation as long as he or she meets the terms of the probation, until such time as satisfactory academic progress status is regained.

Academic Plans

Students who successfully appeal a determination that he or she is not meeting SAP standards must work with the VP of Academics and/or Director of Nursing to develop an academic success plan that includes the assessment of the qualitative and quantitative measures. Academic Success Plans must be developed on a student-by-student basis and designed in such a way that, if followed, the student will be meeting SAP standards by the next evaluation period. Plans may be as simple as a mathematical calculation that specifies the percentage of coursework the student must complete or as detailed as a course-by-course plan toward a degree or certificate completion.

Academic Warning

Vocational Nursing

If the student fails to display or demonstrate significant progress and/or meets the minimum standard, he/she will be withdrawn from the program; students cannot progress to the next Term without successfully completing the pre- requisite term (prior Term).

Allied Health Program

Warning and Probation Periods: Every student will have their CGPA and Rate of Completion or Progress calculated after each grading period.

Associate Degree programs

Warning and Probation Periods: Every student will have their CGPA and Rate of Completion or Progress calculated after each course.

1. The first grading period in which a student falls below the minimum SAP standards outlined above, the student will be placed on SAP Warning. If the student meets or exceeds the standards the following grading period, the student will be considered meeting SAP. If not, the student will be placed on SAP Probation. Should the student wish to remain in school and receive federal financial aid, the student must successfully complete the appeal process.
2. A student that has progressed to SAP Probation will be considered meeting SAP if the student proceeds to meet or exceed the standards the following grading period. If not, the student will be dismissed from the program for not meeting the SAP requirements.

Academic Appeal

The student may submit a written appeal of his/her Title IV Ineligibility within five calendar days of their receipt of the Title IV Ineligibility notice. The appeal should be addressed to the program director and/or Director of education for his/her approval or denial. The appeal must be accompanied by documentation of the mitigating circumstances that have prevented the student from attaining satisfactory academic progress. Only extraordinary circumstances will be considered. The Appeals Committee, composed of the program director, Campus Director, and Director of Financial Aid, will examine the appeal. The student will be sent the Appeals Committee's decision within five days of the program director's receipt of the appeal. The decision of the committee is final.

Withdrawal And Refund Policy

Voluntary Withdrawal

1. A student wishing to voluntarily withdraw from the program must discuss his/her decision with the Program Director in the form of an exit interview.
2. Requests for withdrawal may be made verbally or in writing or by the student's conduct (Such as lack of attendance).
3. All requests for withdrawal will be processed on the requested date.
4. After completing the withdrawal process, a student wishing to comeback to a future program must formally reapply to re-enter and will be subject to the campus official's approval.

Notice of Student Rights

1. You may cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later (except the application fee of $75.00).
2. Read the Cancellation form for an explanation of your rights and responsibilities. If you have lost your Notice of Cancellation form, ask the school for a sample copy.
3. To provide all students in the same class with equal time to cancel after beginning the educational program, CCI extends the cancellation period and requires that students exercise the right to cancel by the seventh (7th) calendar day after their scheduled program start date.
4. 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 your program through the last day of attendance. Your refunds rights are described in the contract. If you have lost your contract, ask the school for a description of the refund policy.
5. If the school closes before you graduate, you may be entitled to a refund. Contact the Bureau for

6. Private Postsecondary Education at the address and telephone number printed below for information.
7. 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:

Bureau for Private Post-Secondary Education

Physical Address: 1747 N. Market Blvd. Ste. 225, Sacramento, CA 95834 Mailing Address: P O Box 980818, West Sacramento, CA 95798-0818 Phone Number: 916-431-6959

Toll Free: 888-370-7589

Fax Number: 916-263-1897

Cancel and Refund Policy

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later (except the application fee of $75.00).

Should California Career Institute cancel a class after a student has been accepted, all money paid by that student shall be refunded in full, including the application fee. A notice of cancellation shall be communicated to the Director of Education or Campus Director, and a withdrawal may be effectuated by the student's written or verbal notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance per the institution's attendance policy.

Students not accepted by the school and students who cancel this contract by notifying the school through attendance at the first class session, or during the seven days after enrollment, whichever is later are entitled to refund 100 percent of the amount paid for institutional charges (except the application fee of $75.00).

In the case of students withdrawing after the end of cancellation period, the refund policy for **students who have completed 60 percent or less of the period of attendance shall be a pro rata refund**. The school will retain the application fee plus a percentage of tuition and fees, which is based on the percentage of the clock hours attended, as the examples described in the table below. The institution will pay or credit refunds within 45 days of a student's cancellation or withdrawal.

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 refund, and if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- The Student may not be eligible for any other federal student financial aid to another institution or other government assistance until the loan is repaid.

In case of prolonged illness or accident, death in the family or other circumstances that make it impractical to complete the program, the school shall make a settlement that is reasonable and fair to both parties. Students may repeat a course. If the student should withdraw from the program for any reason, based on the refund policy the weeks in attendance for repeating a course will be used in the program completion percentage calculation in determining the student's financial obligation to the school.

For programs longer than one (1) academic year, the aforementioned cancellation and refund policy shall apply to the stated program price attributable to each academic year. All stated program prices attributable to the period beyond the first academic year will be refunded when the student terminates during the first academic year.
If a student officially withdraws or is expelled from school, any refund that is due will be paid within 45 days after the student's withdrawal date. If a student drops out of school, any refund that is due will be paid within 45 days of the earliest of the

- Date on which the school determines that the student dropped out;
- Expiration of the academic term in which the student withdrew; or
- Expiration of the period of enrollment for which the student has been charged.

If upon withdrawal a refund is due and any portion of your tuition was paid from proceeds of a federal loan, the refund will be sent to the lender or to the agency that guaranteed the loan. Any amount of the refund more than the unpaid balance of the federal loan of the federal loan will be first used to repay any federal/state/private student financial aid program from you received benefits, in proportion to the amount of the benefits received. If there is a balance due, you will be responsible for paying that amount.

Sample Refund Calculation

Total Program Cost	Books & Supplies	Tuitions (Year 1)	Clock Hours	Hourly Charges	Number of Hours Student Attended	The Amount Owed (Hours Attended X Hourly Charges)	Payment Received	The Amount to be Refunded = Payment Received, Books & Supplies Amount Owed
$31,790	N/A	$18,177	900	$20.20	304	$6,140	$8,201	$2,061 Refund
Total Program Cost	**Books & Supplies**	**Tuitions (Year 2)**	**Clock Hours**	**Hourly Charges**	**Number of Hours Student Attended**	**The Amount Owed (Hours Attended X Hourly Charges)**	**Payment Received**	**The Amount to be Refunded = Payment Received, Books & Supplies Amount Owed**
$31,790	N/A	$13,613	674	$20.20	0	$0	$0	N/A

Return to Title IV Policy

The Federal Return of Title IV funds formula (R2T4) dictates the amount of Federal aid that must be returned to the federal government or the lending institution by the school and/or the student. The federal formula is applicable to an eligible student receiving federal aid when that student withdraws on or before the 60% point in time in the payment period. If a student does not begin training, the R2T4 formula does not apply. For official withdrawals, a student's withdrawal date is the date the school received notice from the student that they are withdrawing.

Official Withdrawal Process: If a student wishes to withdraw from school, they must notify the Director of Education and/or the Director of Nursing. The notification may be in writing or orally. The date the notification is received is the date of determination. The Director of Education must initiate the process for the Registrar to post the status change must begin the withdrawal process. For unofficial withdrawals, a student's withdrawal date is their last day of attendance. The school's determination that a student is no longer in school for unofficial withdrawals is determined after 14 days of non-attendance.

The federal formula requires a Return of Title IV calculation if the student received or could have received (based on eligibility criteria) federal financial assistance in the form of Pell Grants, Stafford Loans or Plus loans and withdraws on or before completing 60% of the payment period. The percentage of Title IV aid earned is equal to the percentage of the payment period that was completed as of the withdrawal date if this occurs on or before the 60% point of time. The percentage that has not been earned is calculated by subtracting the percentage of Title IV aid earned from 100%.

The percentage of the payment period completed is calculated by the hours scheduled in the payment period as of the withdrawal date divided by the scheduled hours in the payment period. The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of Title IV aid that was or could have been disbursed as of the withdrawal date.

If a student receives less Title IV funds than the amount earned, the school will offer the student a disbursement of the earned aid that was not received at the time of their withdrawal which is a post withdrawal disbursement. Post withdrawal disbursements will be made from Pell grant funds first if eligible. If there are current educational costs still due the school at the time of withdrawal, a Pell grant post withdrawal disbursement will be credited to the student's account. Any Pell grant funds in excess of current educational costs will be offered to the student. Any federal loan program funds due in a post withdrawal disbursement must be offered to the student and the school must receive the student's permission before crediting their account.

The following Title IV refund distribution is used for all FA students due a refund:

Unsubsidized Direct Stafford Load	Federal Pell Grand
Subsidized Direct Stafford Load	FSEOG
Federal Perkins Loan	Federal PLUS Loan
Direct PLUS Loan	

Refunds will be made to the federal programs within 45 days of the student's date of determination. The statute requires that a student is responsible for all unearned Title IV program assistance that the school is not required to return. This is determined by subtracting the amount returned by the school from the total amount of unearned Title IV funds to be returned.

Institutional Grading Policy

The Institutional Grading Policy at California Career Institute is devised to provide a transparent, equitable, and consistent evaluation of student performance across all programs. This policy outlines the criteria for grading, calculation of Grade Point Average (GPA), principles of evaluation, and the procedures for addressing academic integrity issues, grade appeals, and special considerations.

Co-Requisite Courses

The BVNPT requirements, theory, clinical and lab courses within the VN and AASVN programs are inseparable co-requisites and to be taken concurrently. This policy mandates that if a student fails either a clinical or lab course, or the theory course paired as a co-requisite, both the clinical/lab and the theory courses must be retaken together. This ensures that the practical skills and theoretical knowledge are concurrently developed, adhering to the standards necessary for licensure.

Grade Scale and Points

Pass Fail Courses

Grade	Percentage Range	GPA	Description	
P	N/A	NE	Successful completion of a Pass/ Fail course	This course does not impact GPA and counts toward rate of progress
F	N/A	NE	Failure of a Pass/Fail course	
W	N/A	NE	Withdrawn from a course	
I	N/A	NE	Incomplete	
T	N/A	NE	Transfer of Credit	This course does not impact CGPA and is not assigned credits, attempted, or earned credit course.

Grade Scale

Grade	Percentage Range	GPA	Description	
A	90-100%	4.0	Outstanding proficiency	This course does impact GPA and counts toward rate of progress
B	80-89.99%	3.0	Above average comprehension	
C	70-79.99%	2.0	Satisfactory understanding	
D	60-49.99%	1.0	Marginal performance (Failed Course)	
F	Below 60%	0.0	Inadequate understanding (Failed Course)	
I	N/A	NE	Incomplete	
W	N/A	NE	Withdrawn from a course	This course does not impact GPA but does count toward rate of progress
T	N/A	NE	Transfer of Credit	This course does not impact CGPA and is not assigned credits, attempted, or earned credit hours

Note: A grade of "C" (70% minimum) is the passing grade for theory courses across all programs.

- Skill Labs, Clinical Rotations, and Externships are evaluated on a Pass/Fail basis, where "P" signifies satisfactory mastery of skills, and "F" indicates unsatisfactory performance.
- GPA Calculation: The GPA is calculated by averaging the grade points earned across all courses, weighted by credit hours. Principles of Evaluation: Evaluation at CCI encompasses both formative and summative assessments to ensure a comprehensive understanding of course material and achievement of learning outcomes.
  - Formative Assessments: Include quizzes, assignments, and other ongoing assessments aim at providing feedback for improvement.
  - Summative Assessments: Encompass final exams, major projects, and other evaluations that Measure overall comprehension and achievement.

Course Evaluation Criteria

To ensure a comprehensive assessment of student performance and mastery of program objectives, CCI employs a diverse set of evaluation criteria tailored to the specific needs of each program. These criteria are designed to measure both theoretical knowledge and practical skills, providing a holistic view of student achievements.

Evaluation Components

CCI is committed to employing a variety of assessment methodologies to accurately measure student learning and performance. These methodologies are chosen to align with the learning outcomes of each course and program, ensuring that assessments are relevant, fair, and conducive to learning.

- Exams/Quizzes: These are designed to assess students' understanding of the theoretical aspects of the course material. They may be in the form of multiple-choice questions,short answers, or essays.
- Homework/Assignments: Regularly assigned homework and assignments help reinforce learning and assess students' ability to apply concepts outside of the classroom environment.
- Clinical Performance and Skills: For programs with a clinical component, students are evaluated on their practical skills and performance in real-world or simulated clinical settings. This includes hands-on procedures, patient interaction, and application of clinical knowledge.
- Participation/Professionalism: Active participation in class discussions, group projects, and professional behavior are evaluated as part of the student's overall performance.
- Lab Work: For programs involving laboratory work, students are assessed on their lab skills, safety practices, and ability to conduct experiments or procedures according to standard protocols.

Program-Specific Criteria

Each program at CCI may have additional, specific criteria for evaluation that reflect the unique requirements and learning outcomes of that program. These criteria are detailed in the program syllabi.

Adaptability and Inclusivity

The evaluation criteria are adaptable to accommodate different learning styles and needs. CCI provides accommodations for students with documented disabilities and ensures that evaluation methods are inclusive and equitable for all students.

Academic Integrity

CCI maintains a zero-tolerance policy for academic dishonesty. Cheating, plagiarism, and other forms of misconduct are strictly prohibited, with consequences ranging from disciplinary actions to dismissal.

Grade Appeals

Students have the right to appeal for a grade within five days of its publication. Appeals must be supported by a cogent argument and evidence for re-evaluation.

Special Considerations

CCI is committed to providing accommodations for students with documented disabilities and considerations for extenuating circumstances, ensuring an inclusive educational environment.

Additional Procedures:

- Rounding: Grade percentages are rounded to the nearest whole number for the final grade calculation.
- Satisfactory Academic Progress (SAP): Students must maintain SAP as defined by qualitative and quantitative measures, evaluated at designated points throughout the program.
- Students are limited to repeating a failed course twice per term, with the possibility of withdrawal and re- entry; repeated coursework may impact academic progress by extending the duration to complete the program beyond the maximum time-frame of 150% of the program's published length.

Remediation of Quizzes and Final Exam

Student Theory mastery is an ongoing evaluation and measured by their ability to satisfactorily achieve a passing grade on their quizzes. If the student is not performing satisfactorily:

a. The instructor may provide warning to student and/or advise him/her to access tutoring services. Documentation of such warning will be provided to the program Director.
b. If the student continues to under perform academically and is deemed to be high risk by the instructor, the student will be referred to program Director for an improvement plan
c. After a student is placed on an Improvement plan, performance will be monitored by the Instructor/Director until satisfactory performance at passing standard is established.

A Periodic Student academic evaluation is conducted by the program Director at the mid-term point of the program and again post final examination. To ensure that students are informed of their progress on a regular and timely basis, evaluation periods or increments for academic purposes may be no longer than 25% of the program or 25% of the academic year, whichever is less.

If the cumulative grade for the quizzes is below 70%, the student will be allowed the opportunity to take a remediation exam that encompasses all previous quizzes.

Students who do not achieve a satisfactory score on their final examination (for example, the ATI Mastery Test) must undergo remediation and retake the exam in accordance with the program's testing policy. The superior score of the two attempts will be recorded.

Clinical/Skills Grading Policy

Clinical/Skills evaluation is derived from student demonstration of developing practical skills and knowledge in the clinical and campus laboratory areas that indicate an integration and utilization of theory to provide medical care. This requires considerable personal responsibility and skills of critical thinking on the part of the student. Behaviors include performance that may be tested and evaluated, achievement of objectives, preparation for clinical assignment and aspects of personal responsibility, such as appropriate participation in conferences, punctuality, etc.

Skills practice is evaluated as a Pass (P) or Fail (F). Students must receive a minimum total score of 70 out of 100 in the skills segment to receive a Pass (P). An evaluation of Fail (F) indicates that the applied skills are judged to be unsafe and not effective. Any student who fails to achieve a Pass (P) in the skills segment of the program must retake the whole module.

Ongoing Clinical Evaluation

Clinical skills evaluation is validated through instructor observance of demonstration of key patient care skills delivered safely and as appropriate to the clinical situation in skills lab and then daily throughout the clinical rotation. Students receive feedback in clinicals during and after observed experiences and with discussion in the clinical conference.
The student performance is evaluated and must be found satisfactory in skills lab testing prior to going to the clinical practice for these key skills. Students who do not perform to satisfactory level will be re-mediated and retested prior to attendance at a clinical site. This must be completed prior to or on the next scheduled skills date.

Evaluations of student clinical performance are completed electronically and made available on the learning management system at the end of each course. These evaluations provide a comprehensive assessment of the student's clinical performance within the course. Students can access and review their evaluations directly within the learning management system, where they are maintained as part of the student's ongoing academic record. To complete a course, students must pass both the Clinical/Skills and Theory/Didactic portions. If the student receives an evaluation of Fail (F) in the clinical, the student must retake the course theory and clinical components. In the student's transcripts, the theory as well as the clinical grades will show for each term.

Clinical Skills Validation Process

Attainment of basic skills proficiency is a progressive process which is organized throughout the student experience to provide developing mastery. Certain key skills must be demonstrated utilizing the principles of safe and effective care following the standards of clinical practice prior to the student assignment in a clinical practice setting.

Instructor and student resources include detailed criteria listing necessary skills covered by chapter to ensure each student has the resources necessary to review for the evaluated criteria and skills. In addition, a Skills Checklist Binder is available with the skills printed for reference and is available for copy and printing to use in skills labs. Students who do not perform to satisfactory level will be re-mediated and retested prior to attendance at a clinical site.

Attendance Policy

Consistent attendance is crucial throughout the program due to the sequential nature of the curriculum and the reliance on various external resources, including clinical training sites and instructors. Clinical rotations are specifically designed to bridge the gap between theoretical knowledge and practical application. They enrich and solidify the concepts and skills learned during didactic instruction, reinforcing the theoretical framework in a real-world context.

It is mandatory for students to notify their instructor in the event of an absence. The student is also required to reach out to the Clinical Coordinator within 48 hours to request make up.

Consecutive Absences

A student who is absent for (14) fourteen consecutive calendar days without an approved leave of absence will be terminated.

Dismissal

Any student dismissed for attendance related reasons—consecutive absences, failure to maintain minimum cumulative clock hour requirements, failure to meet the terms of attendance probation, or failure to return from a leave of absence—may appeal the decision. If the appeal is denied and the student is dismissed, the student can apply for a re-entry. .

Tracking

Attendance is tracked in every session (theory, laboratory, clinical, and externship) using the CourseKey application. Students and instructors are required to download and utilize the application after being trained by IT staff. CourseKey will be used at the beginning (check-in) and the end of the session (check-out). Students who fail to check in or check out will be considered absent for the entire session. If a student arrives late or departs early by more than 10 minutes for any session, they will be considered absent for 60 minutes and will be required to make that time up. If a student has their camera off during a synchronous session for more than 10 minutes, they will be considered absent for 60 minutes and will be required to make that time up. Students who do not turn their cameras on during synchronous sessions will be considered absent for the entire session.

The cumulative attendance information is contained on the term progress report given to all students each term. In addition, the progress report inclusive of the cumulative attendance will be generated and given to the student each month. If the student does not agree with any of the attendance data, the student must submit a written appeal to the Program Director within one week of the progress report distribution. At the end of the term and after the one-week period, the term attendance data becomes permanent and can no longer be challenged.

Program Specific Attendance

Allied Health

A student is required to achieve a minimum 80% of cumulative clock hours in each module in order to complete the program. Students failing to maintain the minimum 80% of total cumulative clock hours accounted for will be placed on attendance probation.

The attendance probation will include a specific action plan and progress timeline to ensure that the student will have achieved the minimum clock hours requirement by the end of the didactic portion of the module and by the end of the entire program. An action plan may include scheduling make-up hours, coaching, tutoring, and other learning sessions and activities that may be scheduled during the times different from the student's regularly scheduled class-time.

Make Up Hours:

Students placed on attendance probation can make up to 10% of module hours per module. Make up hours must be scheduled to be completed prior to the end of the respective module for which the hours are missed. Make-up hours are designed to be comparable and equivalent to the missed content and time.

A minimum of 80% of total clock hours in each module must be accounted for to graduate from the program. If a student achieves below minimum required clock hours of 80% by the end of the last module, the student will be required to repeat a module(s) with low attendance to achieve the required program minimum, even if the student has passed the module(s) academically.

Repeated modules are counted as attempted modules in assessment of program completion within a maximum of 150% the program length. Clock hour percentage and a new academic grade from the repeated module will replace the original clock hour percent and the academic grade from the same module. Based on module availability, students may be asked to take repeated module(s) during the class time that is different from their original schedule.

Vocational Nursing

CCI mandates a minimum attendance rate of 90% throughout the program. However, to comply with the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) requirements, Vocational Nursing students must complete 100% of the program's didactic, clinical, and laboratory hours within 1.5 times the published program length. This ensures comprehensive training and readiness for professional practice.

Attendance and Completion Requirements:

1. Term Completion: Students must complete at least 100% of each term's hours by the term's end.
2. Program Completion: Students must complete 100% of the program hours by the final term's end.

Make-up Policy for Missed Hours:

If students miss any hours, they must:

1. Contact the Clinical Coordinator within 48 hours to arrange a make-up plan.
2. Complete all missed hours as per the make-up plan, ensuring it matches the missed content, time, and delivery.

A limit of two make-up plans per term is allowed. Failure to adhere to an approved make-up plan will result in no further make-up opportunities within that term.

Consequences of Excessive Absences:

- Missing 5% of the term's hours (didactic, clinical, and laboratory) triggers a Letter of Concern from the Program Director.
- Missing more than 5% of the term's hours (didactic, clinical, and laboratory) results in termination from the current term, requiring reapplication for program reentry. Reentry incurs associated costs and tuition fees.

Make-up hours must be prearranged with the Director of Nursing and must be completed outside of normally scheduled class hours. Only time spent on instructor-approved supervised activities at the school will count as make- up hours.

Time Limits for Make Up

1. Student will be expected to arrange for absence makeup within 1 week of accrual to maintain didactic to clinical content correlation and to complete make up within 2 weeks.
    a. If the student fails to complete makeup within 2 weeks of its occurrence, the DON may grant 1 additional week for completion for a maximum time of 3 weeks to complete make up from time of is occurrence.
    b. Failure to complete assigned makeup within the allotted time may result in disciplinary action.

Approved Theory Make up

Make-up is to be comparable and equivalent to the missed content, time, and delivery of the missed hours. Such activities may include completing class exercises, viewing class tapes, or other course-related assignments including study guide assignments/on-line homework assignments.

Approved Clinical make-up hours

Clinical Makeup must be scheduled by the DON/Clinical Coordinator Equivalent hours at clinical rotation location as assigned; relevant missed content will be assigned and communicated to clinical instructor.

Student will be signed off by clinical instructor for missed clinical content objectives.
Skills Lab may be assigned for clinical content skills objectives if total owed hours do not exceed 4 hours.
(If student owes hours greater than 4 hrs. – Make up must be assigned to clinical setting)

Vocational Attendance Probation

If a student does not achieve 100% of clock hours accounted for at the end of any term, he/she will be placed on Attendance Probation for the next term. The student must meet with the Program Director and abide by the terms outlined in the Attendance Probation notice. At the end of the term on Attendance Probation, the student must be making progress toward meeting the 100% clock hour requirement and have met all the terms of the Attendance Probation. Failure to do so may result in termination from the program.

After no more than two terms on attendance probation, the student must again meet the 100% clock hour requirement, or he/she will be dismissed from the program.

Externship Attendance for Diploma Programs

For most programs, the final module of training is externship and is a requirement for graduation. Externships are designed to be instructional in nature by providing students with hands-on experience. While the institution secures externship sites for students, externships are a cooperative effort between the institution, the students, and the externship facilities. Students must be prepared to travel to their externship assignments. The institution will make every effort to secure sites that are within an appropriate distance from the institution, and that are convenient for the students. Students who decline sites may locate their own site. In such an event, the institution makes no assurance as to when or if the student's selected site will be available and may result in a student being withdrawn from the program due to nonattendance.

Externships are held at approved off campus sites/affiliate sites. Students in all programs which include an externship are expected to complete their externship hours at a rate of 40 hours per week. Additionally, Student should maintain at least an 80% attendance rate throughout the externship program and are required to attend the hours scheduled until the externship is 100% complete. Students should expect to spend eight hours per day, five days a week during externship and will need to make plans accordingly. While the school will try to accommodate any special scheduling needs, the school does not guarantee evening or weekend externship sites. If, for any reason, the student must miss hours during externship, the student must call the externship site and notify the school prior to the absence and is required to make up the missed hours to successfully complete the externship. Students who are unable to secure an externship site within 14 consecutive calendar days will be dropped from the program.

Asynchronous Online Education Courses Attendance

Students in online courses are required to engage in weekly Canvas discussions, assignments, group work, and other learning activities as specified in the course. Students should check into class every 48 hours. Group work may necessitate additional course participation as negotiated and agreed on by the group. Failure to meet these requirements will result in a loss of credit and/or points by the instructor. Class participation requirements and course deadlines may not be altered to accommodate individual work, vacation, or travel schedules except in emergent or pre-approved situations at the discretion of the instructor. Students will be awarded attendance credit in correlation with each assignment completed. For example, if there are ten assignments, the student will receive 10% attendance credit for each assignment; if the student completes all ten assignments, they will receive 100% attendance credit. To complete the course successfully, students should maintain a minimum attendance rate of 80%.

Leave of Absence Policy

CCI allows students to apply for a Leave of Absence (LOA), provided the cumulative duration does not surpass 180 days or half the program's duration, whichever is lesser, within any 12-month frame. This limitation does not apply to military leave. To qualify for an LOA, students must substantiate their need to pause their studies due to valid circumstances such as jury duty, military service, the birth or adoption of a child, or a serious health condition affecting themselves or a family member. To initiate an LOA, students are required to submit a fully completed, signed, and dated Leave of Absence Request Form to the Program Director.

Extension of LOA

A student on an approved LOA may submit a request to extend the LOA without returning to class. Such a request may be approved by the program director provided:

- The student submits a completed LOA Extension Request Form before the end date of the current leave
- There is a reasonable expectation the student will return.
- The number of days in the leave as extended, when added to all other approved leaves, does not exceed 180 calendar days in any twelve (12) month period calculated from the first day of the student's first leave.
- Appropriate Terms required for completion of the program will be available to the student on the date of return.

Failure to Return from a Leave of Absence

A student who fails to return from a LOA on the date indicated in the written request will be terminated from the program, and the institution will begin the cancellation/refund policy. The student's last date of attendance prior to the approved LOA will be used in order to determine the amount of funds the institution earned and make any refunds that may be required understate or institutional policy.

Military Leave of Absence

For those being placed into active military service, requests must be accompanied by a copy of military orders indicating the induction date. Requests should be submitted to the Registrar and a leave of up to one year may be granted. In the case students are called for active military service, the Institute will authorize withdrawals throughout the term. Students can register for subsequent terms without proceeding through the normal admissions process. Under the 180-day LOA limitation (Subsection (a)(2)(B) of 484B, Higher Education Act of 1965 (20 U.S.C. 1091b)) the student shall not be treated as withdrawn unless the student fails to return upon the completion of the military leave of absence.

Credit Granting

California Career Institute (CCI) may grant credit for completion of certain courses taken within the last five years by the student at other approved post-secondary institution. CCI does not award credit for prior experiential learning. Transfer students from outside the institution will be evaluated qualitatively only on the work completed while at this school.

Students transferring from one program to another within this school will have their GPA calculated on a cumulative basis, including all coursework attempted while at the institution. Transfer credits will impact on student's maximum time-frame for completion of the program.

Transfer credits will count towards those credits attempted and completed.

In the case of transfer credits, total program cost is reduced proportionally to the number of approved transfer credits.

For students who failed courses, the failed grades will count towards the qualitative standard for measuring SAP. CCI does not award incomplete grades and does not affect SAP.

Credit Granting Application Requirements

Completed Credit Granting Request Form (Contact Admissions Representative for forms) Sealed official transcripts. Official transcripts must be submitted at the time of application to the program in order to apply for credit granting.

Allied Health Programs

No course grade less than a 70% or course GPA of 2.0 as calculated by the granting institution will be accepted. Courses must be taken within the last five years to be eligible for credit granting.

Vocational Nursing Program

Application for credit granting should include an official transcript reflecting the courses to be considered for transfer with a minimum passing grade of 70% or course grade GPA of 2.0. All courses must be completed within the last five years to be eligible for credit granting. Students whose previous educational credits cannot be transferred or mapped to CCI programs will be eligible for a financial credit of $100. Eligible courses must be from institutions approved by relevant authorities such as the BVNPT, BRN, or California Dept. of Public Health.

- Approved Vocational or practical nursing courses.
- Approved Registered nursing courses.
- Approved Psychiatric technician courses.
- Armed Services nursing courses.
- Approved Certified nurse assistant courses.
- Other approved courses the Program Director determines equivalent to courses in the Program.

The program Director reviews credit applications to determine equivalency of program courses to completed credits. The maximum number of credit hours that can be accepted is 30% of the program credit hours. The tuition will be calculated based on the percentage of the credit hours granted, for example if 30% of credit accepted the tuition will be 70% of the program tuition. If no credits can be mapped to equivalent program courses, a financial credit may still be applied.

Challenge Credit

All students are allowed to challenge a maximum of 25% of the required modules in a program and receive full academic credit. A Challenge Credit Request must be made in writing to the Campus Registrar prior to the scheduled start date for the course. Once a student has started a course, Challenge Credit will not be allowed. Students requesting to challenge a course will be required to pay a non-refundable fee of $100.00 for vocational courses and $200.00 for Vocational Nursing at the time of request to schedule a challenge test.

Challenge examinations must be passed with a minimum score of 85%. If the student successfully completes the challenge examination, full academic credit will be granted, and the applicable course credit hour charges will be deducted from the student's total tuition cost. Challenge Credit courses are not counted in the CGPA. Challenging a course may affect a student's scheduled completion date.

For Vocational Nursing Applicants, a Petition for Challenge Credit must be filed with the Director of Nursing prior to the anticipated start date for the course to which Challenge Credit is being requested. Tuition charges will be decreased based on a prorated basis for credits granted to students receiving Challenge Credit. The maximum amount of Challenge Credit that can be granted is 100 clock hours.

Transfer Credits

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at CCI is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in the Vocational Nursing Program is also at the complete discretion of the institution to which you may seek to transfer.

If the 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 for all of your course work at the 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 CCI to determine if your certificate will transfer.

CCI has not entered into an articulation or transfer agreement with any other college or university.

Applied Associate of Science (AAS) Programs

Application for credit granting should include an official transcript reflecting the courses to be considered for transfer with a minimum passing grade of 70% or course grade GPA of 2.0 All courses must be completed within the last five years to be eligible for credit granting. Maximum number of general education credit hours accepted is 15. Courses eligible for credit granting include:

- **Vocational Nursing Diploma** (AASVN Program Only)
- **General Education Social Sciences** (English, Psychology, Communication, Psychology (Growth and Development) no yea limit to transfer credit General Education Science course (Math, Anatomy, Physiology, Microbiology) All must be completed within the last five years to be eligible for credit granting.

To appeal credit granting decisions applicants can request a meeting with the director to review the credit granting process and the determination of the final credit granting decision. CCI does not charge any fee for evaluating or accepting transfer credit. Students may waive their rights for credit granting by signing a waiver form. The right to waive the credit granting process does not apply to VA students who have completed Armed Service Nursing courses. For VA students a record of past education and training is required.

Academic and Financial Aid Clock to Credit Hour Conversion Policy

California Career Institute (CCI) adopts the Carnegie Clock to Credit Hour conversion calculations to standardize the credit value of lecture, laboratory, and externship experiences across its academic programs. This policy ensures consistency in academic credit allocation, aligning with educational standards and regulatory requirements.

Academic Clock to Credit Hour Conversion		
	Semester Credits	Quarter Credits
Lecture	15 Clock Hours to 1 Semester Credit	10 Clock Hours to 1 Quarter Credit
Lab	30 Clock Hours to 1 Semester Credit	20 Clock Hours to 1 Quarter Credit
Externship	45 Clock Hours to 1 Semester Credit	30 Clock Hours to 1 Quarter Credit

Financial Aid Clock to Credit Hour Conversion	
	Financial Aid Credit Units
Lecture	30 Clock Hours to 1 FA Credit
Lab	30 Clock Hours to 1 FA Credit
Externship	45 Clock Hours to 1 FA Credit

Notice Concerning The Transferability

The transferability of credits you earn at CCI is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the certificate, diploma, or degree you earn in the Vocational Nursing, Medical Assistant, or AASVN programs are also at the complete discretion of the institution to which you may seek to transfer.

If the credits or degree, 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 for all of your course work at the 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 CCI to determine if your certificate will transfer.

CCI has not entered into an articulation or transfer agreement with any other college or university.

Transfer and Readmitted Students

Eligibility for Readmission

Former students wishing to return to their studies after a voluntary withdrawal may seek readmission. Additionally, students who were dismissed due to academic, attendance, or policy violations may reapply. Their readmission is contingent upon the approval of the Readmission Committee, which includes representatives from the VP of Academics, Campus Director, Admission Director, Business Office, and Registrar.

Reenter vs. Re-enroll Status

- Students who reapply within 180 days from their last date of attendance will be categorized under 'reenter' status.
- Those who reapply after 180 days from their last date of attendance will hold a 'reenroll' status and may be considered for transfer credits from their previous tenure.
- Applicants who seek to return after five years or more since their last attendance must restart the program anew, as credits earned before may not be valid due to significant curriculum changes.

Conditions for Readmission

Applicants must demonstrate that the reasons for their previous withdrawal or dismissal have been resolved. The time before potential readmission may extend up to six months, varying with the specifics of each case. Upon readmission, students will undergo a skill assessment to determine the applicability of previously earned credits.

Application Process

A written readmission request must be submitted to the Readmission Committee. The Committee will communicate its decision in writing within 14 days of receiving the request. This decision is final and is also subject to the availability of space in the program.

School Policies

Dress Code

Professional Appearance and Dress Code Policy

California Career Institute requires all students to maintain a professional appearance that reflects the standards of healthcare practice. Student attire and grooming influence patient comfort, infection control expectations, and the CCI's professional reputation. These standards apply across all learning settings, including classrooms, labs, clinical rotations, externships, and virtual instruction. Students who do not meet dress or grooming requirements will be corrected immediately and may be removed from class or clinical for the day. Ongoing noncompliance may result in disciplinary action in accordance with the CCI Conduct Policy.

1. Identification Requirements

- Students must wear their official CCI identification badge whenever engaged in instructional or clinical activities.
- Lost badges must be replaced promptly at the student's expense.
- The badge must remain visible at chest level and may not be worn on lanyards that pose safety risks.

2. CCI Uniform Standards

CCI requires a standardized uniform so students are easily identifiable, remain clinically ready, and present themselves professionally.

2.1 Required Uniform Components

- The following items constitute the approved CCI uniform:
- CCI-issued scrub top and matching scrub pants with embroidered program logo
- Closed-toe, non-slip shoes appropriate for healthcare environments
- Plain, solid-colored undershirt in a program-approved color (if worn)
- CCI identification badge
- Any equipment issued or required by the program (e.g., stethoscope, penlight, watch with a sweeping second hand)

Uniforms must be clean, free of stains, pressed or wrinkle-free, intact, and unaltered.
Uniform substitutions from external vendors are not permitted.

2.2 Classroom Outerwear

Students may wear simple, professional outerwear in the classroom. Outerwear must:

- Be free of hooded designs
- Avoid logos, slogans, or graphics not aligned with a professional environment
- Not interfere with instructor expectations or safety guidelines

2.3 Clinical and Externship Outerwear

Only CCI-approved outerwear is permitted at clinical and externship locations.
Clinical partners may require the removal of jackets or sweaters during patient care.

2.4 Undergarments and Socks

- Undergarments must not be visible beneath the uniform.
- Socks must be solid, neutral, and of a length appropriate to the uniform and footwear.

3. Professional Grooming Expectations

3.1 Hair

- Hair must be clean, neatly styled, and secured away from the face and shoulders.
- Hair color must remain within professional, natural-appearing tones.
- Hairstyles that interfere with safety, asepsis, or communication are not permitted.
- Facial hair must be neatly trimmed and maintained.
- Students may be required to remove facial hair if needed to pass a respirator fit-test for clinical safety.

3.2 Tattoos

- All tattoos must be fully covered during clinical, externship, or skills lab activities.
- Coverage may include uniform-colored undershirts, neutral compression sleeves, or cosmetic coverings.

3.3 Nails

- Fingernails must be short, clean, and no longer than the fingertip.
- Artificial nails, extensions, gels, dips, acrylics, or similar products are prohibited.
- Only clear polish is acceptable.

3.4 Makeup and Fragrance

- Makeup must be subtle and consistent with a professional healthcare environment.
- Lash extensions must be conservative and firmly secured; strip lashes are not permitted.
- Scented perfumes, colognes, body sprays, and strongly fragranced lotions are prohibited due to patient sensitivities.

4. Jewelry and Accessories

Only conservative jewelry is permitted:

- One stud earring per earlobe
- A wedding band or engagement ring (if it does not interfere with gloving or procedures)
- A wristwatch with a sweeping second hand

Prohibited items include:

- Necklaces, bracelets, anklets
- Visible body piercings (nose, lip, eyebrow, dermal, gauge, tongue, etc.)
- Decorative pins or accessories
- Fanny packs, belt bags, non-medical head coverings, scrub caps, unless required for safety

Students may not wear any item suggesting licensure or credentials not yet earned (e.g., “RN” items).

5. Footwear Standards

Students must wear footwear suited explicitly to healthcare environments:

- Closed-toe and closed-heel
- Non-slip and in good repair
- Clean and appropriate to the uniform
- Sandals, clogs, open-back shoes, slippers, and high heels are not permitted
- Shoelaces must be clean and secured; colors must be neutral and professional

6. Personal Hygiene

Professional grooming includes:

- Daily bathing and use of deodorant
- Maintaining clean hair, skin, and nails
- Avoiding any scented products that could cause patient discomfort or allergic reactions
- Prohibiting gum chewing, vaping, or smoking in all instructional or clinical environments

7. Electronic Devices

- Phones and electronic devices must remain silent and out of sight in all instructional environments
- At clinical sites, devices may not be used except when authorized explicitly for instructor communication
- Smartwatches are considered communication devices and follow the same restrictions
- Devices must never be visible in patient-care areas without express clinical site approval

8. Clinical and Externship Expectations

Students must report to clinical or externship assignments fully prepared and in a complete CCI uniform.
Uniform changes onsite are not permitted unless authorized by the clinical partner.
Required items include:

- Full CCI uniform
- CCI identification badge
- Closed-toe non-slip footwear
- Required program equipment (e.g., stethoscope, penlight, watch with sweeping second hand)
- Additional items listed in program syllabi or clinical guidelines

Clinical supervisors and site personnel have the authority to dismiss students who fail to meet appearance standards. This dismissal will count as an absence.

9. Accommodations

Students requiring dress code accommodations for medical, religious, or safety reasons must submit a written request to the Program Director. Approved accommodations must not compromise safety, asepsis, or clinical site regulations.

Disciplinary Actions

Student Conduct

CCI expects its students, as future healthcare professionals, to adhere to the highest ethical and professional standards. This commitment extends across all aspects of the program, including didactic, clinical, and laboratory training. Key expectations include maintaining a professional appearance and behavior, with no tolerance for acts such as stealing, cheating, or violating patient confidentiality. Breaches of these ethical standards or any other school rules may lead to disciplinary actions, including probation or termination from the program, at the discretion of the Director of Education. These measures underscore the program's commitment to fostering a professional and ethical learning environment.

Probation – Academic and Administrative

Students may be placed on probation for a non-academic or administrative reason including but not limited to:

a. Repeated and/or non-approved absence(s) (according to attendance policy.)
b. Repeated and/or non-approved tardiness (according to attendance policy.)
c. Failure to comply with dress or behavior codes.
d. Inappropriate/unprofessional conduct or behavior.

Students may be placed on probation for an academic reason including but not limited to:

a. Failure to pass the final term/module exam.
b. Failure to completing the clinical competencies.
c. Any combination of failures at the discretion of the program director including being unprepared for class.
d. A student will be advised about inappropriate conduct or failure(s). Documentation summarizing the student counseling will be kept in the student's individual file. Departments who are sponsoring students in the program will also be notified if one of their students is placed on probation.
e. A student on probation who fails to comply with the course requirements will be terminated from the program.

Termination – Academic and Administrative

A student will be terminated from the program for not satisfying the academic or administrative policies outlined in this manual. A strong academic and behavioral foundation must be created in the didactic component to successfully move onto the clinical and field settings. Students may be placed on probation for a non-academic or administrative reason including but not limited to:

- Repeated absences or tardiness as outlined in the attendance policy.
- Inappropriate or unprofessional conduct as outlined in the conduct/behavior/and ethics policy.
- Failure to meet academic standards as outlined in the grading policy.
- Failure to meet course requirement after being placed on administrative or academic probation.
- Failure to meet course requirements during the clinical and field internship.

Upon termination, students (and their sponsoring agencies, if applicable) will be notified in writing of the reasons surrounding the termination. This documentation will also be placed in the student's file and the program director may request to have and exit interview upon enactment of the termination.

Grievance Policy

The purpose of this procedure is to allow for the resolution of student grievances alleging violations of California Career Institute Course policies.

Resolution

Students who believe that the Training Program or any administrative subdivision or employee thereof, including clinical preceptors, has acted in violation of the Training Course Policies are encouraged to attempt to resolve the matter informally. The student should seek such resolution directly with the affected unit (i.e. Instructor, Clinical Coordinator, and Preceptor). Thereafter, if the matter remains unresolved, the Student may report the complaint to the Campus Director, who is empowered to investigate the matter and the attempt to bring about a resolution.

Appeal

If the complaint involves termination or allegations of discrimination and in the event that resolution is not successful, the student may file an appeal with the Program Director within seven (7) days of the time at which the student could be reasonably expected to have knowledge of the alleged violation. Such a complaint must include an explanation of the specific action being grieved, the specific policy and/or regulation alleged to be violated, and the remedy requested.
Upon receipt of the formal complaint, the Program Director will furnish a copy of the complaint to the head of the affected unit in which the alleged violation purportedly occurred for investigation. The investigation will be completed within fourteen (14) days and a summary of the investigation and decision on the complaint will be provided to the student at that time.

Within ten (10) days of receipt of the summary and decision, the student will notify the Campus Director in writing if a hearing is requested. If a hearing is requested, the Managing Director will arrange a hearing on a date mutually agreeable to all parties and to be conducted by the campus management.

Within fourteen (14) days of the close of the hearing, a report with the findings of fact as to the complaint will be produced and sent to the student with a decision. The decision will be based on a Preponderance of the Evidence presented.

ACCET

California Career Institute is recognized by the Accrediting Council for Continuing Education and Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and the institution to ensure that educational training programs of quality are provided. When problems arise, students should make every attempt to find a fair and reasonable solution through the institution's internal complaint procedure, which is required of ACCET accredited institutions and frequently requires the submission of a written complaint. Refer to the institutions written complaint procedure, which is published in the institution's catalog or otherwise available from the institution, upon request. Note that ACCET will process complaints, which involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency. If a student has used the institution's formal student complaint procedure, and the issue has not been resolved, the student has the right and is encouraged to submit a complaint to ACCET in CCI – School Catalog Updated 02/13/2024 Page 57 of 133 writing via the online form on the ACCET website (https://accet.org/about-us/contact-us). The online form will require the following information:

1. Name and location of the ACCET institution
2. A detailed description of the alleged problem(s)
3. The approximate date(s) that the problem(s) occurred
4. The names and titles/positions of all persons involved in the problem(s), including faculty, staff, and/or other students
5. What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET
6. The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved
7. The status of the complainant with the institution (e.g., current student, former student)

ACCET On-line complaint submission form:

In addition to the letter of complaint, students may contact ACCET at the following address or phone number.

ACCET Chair, Complaint Review Committee
1722 N Street, N.W. Washington, DC 20036
Telephone: 202-955-1113
Fax: 202-955-1118 or 202-955-5306
Email: complaints@accet.org

In the event the complaint or concern has not been resolved at the school level, the student may consider contacting the school's accrediting entity. Unresolved complaints may also be directed to the:

Bureau for Private Postsecondary Education	Board of Vocational Nursing and Psychiatric Technicians
1747 N. Market Blvd. Ste 225	2535 Capital Oaks Drive Suite 205
Sacramento, CA 95834	Sacramento, CA 95833-2945
P.O. Box 980818, West Sacramento, CA 95798- 0818	Telephone: 916-263-7800 or Fax: 916-263-7855
Phone: 888-370-7589 or fax: (916) 263-1897 or	
www.bppe.ca.gov	www.bvnpt.ca.gov

IDL and Online Program Specific Policies and Student Services

1. Students will utilize a secure third-party platform to facilitate their admission process. All required documentation will be submitted and managed electronically through this platform. Student interviews will be conducted via Zoom and tracked within the system to ensure seamless integration and centralized record-keeping..
2. Admission Testing: The SLE-Q admission test will be administered remotely under proctored conditions, ensuring the integrity and fairness of the examination process.
3. Readiness and Risk Assessment: All enrolled students in IDL/online programs will undergo a Readiness Risk Identified Assessment. The IT and Academic departments will review assessment results and develop intervention plans. This includes preparing students through a technology orientation camp. Those deemed not ready or unlikely to benefit from IDL/online learning will not be admitted.
4. Financial Aid and Orientation: Students will receive a financial aid estimate and participate in a Zoom interview as part of the boarding process.
5. Financial Aid Documentation: Students are required to upload all financial aid-related documents via Campus Ivy, our third-party service provider, ensuring a secure and efficient document handling process.
6. Enrollment Agreement: Eligible students, who meet the admission criteria, will sign an enrollment agreement using the Spot Draft contract management system, formalizing their commitment to their educational journey.
7. Student Record Management: Enrolled student records will be promptly updated in the Orbund platform, reflecting their current status and ensuring accurate record-keeping.
8. IT Services and Support: Enrolled students will receive comprehensive IT support, including:

- Creation of an email address (firstname.lastname@Calinstitute.edu) for official communication.
- Access to the student portal on Orbund for managing academic and personal information.
- Access to Canvas for course materials, assignments, and interactions with faculty and peers.
- Provision of publisher resources such as ATI, McGraw-Hill, Elsevier, etc., facilitating a broad range of study materials.
- Scheduling for a technology boot camp to equip students with the necessary skills and knowledge to navigate the IDL/online learning environment effectively.

Attendance Tracking for IDL/Online Classes

CCI employs a comprehensive system for monitoring attendance in both synchronous and asynchronous courses to ensure active participation and engagement. This system is integral to maintaining the high standards of our IDL/Online programs.

Synchronous Course Attendance

For synchronous courses, CCI utilizes the CourseKey application coupled with Zoom attendance tracking as measures of quality assurance.

Recording Attendance

Attendance is meticulously recorded for each session, whether it's theoretical, laboratory, or clinical. This process is facilitated through the CourseKey application, which students and instructors must download and use as directed following IT staff training. The application requires check-in at the session's start and checkout at its conclusion.

1. Absences are recorded for students failing to complete either check-in or check-out procedures.
2. Arriving late or leaving early by more than 10 minutes will result in a 60-minute absence, requiring makeup time.
3. Having the camera off for more than 10 minutes during a synchronous session incurs a 60-minute absence, also necessitating makeup time.
4. Total absence is noted for students who refrain from turning their cameras on throughout a synchronous session.

Instructor's Role in Attendance

1. Instructors will conduct attendance calls twice during each synchronous session: once 10 minutes after the start and again randomly in the second half.
2. Students missing both check-in calls via CourseKey are marked absent and noted for attendance.
3. Failure to respond to one call results in a 50% session absence.
4. Absences due to technical issues are not excused.
5. For additional verification, instructors or the registrar may consult Zoom user logs, though these logs are not a substitute for the primary attendance method.

Camera On Policy for IDL/Hybrid Classes

In our continued effort to ensure a high-quality learning environment and foster active engagement among students, CCI has implemented a strict "Camera On" policy for IDL/Hybrid classes. This policy is designed to simulate a traditional classroom experience, enhancing interactions between instructors and students and among peers.

Policy Details:

Mandatory Camera Use

During class, students are required to have their cameras on, ensuring they are visible. This requirement is vital for participation and engagement in the learning process.

Procedure for Non-compliance

1. If a student does not turn on their camera, the instructor or Teaching Assistant (TA) will request twice for the student to enable their camera.
2. Failure to comply after these requests will result in the student being removed from the class session by the instructor or TA.
3. Removal from the class for camera non-compliance will be recorded as an absence for the remainder of the course session.

Camera Positioning

1. Cameras must be positioned to clearly show the student's face. Cameras pointing away from the student to the ceiling, or to the floor will be considered as "Camera Off."
2. Instructors or TAs may request, either through private chat or verbally,for the camera to be adjusted to properly display the student.
3. Failure to adjust the camera accordingly will result in the student being marked absent for the session.

Technical Issues

1. Students experiencing technical difficulties with their camera must inform IT support immediately.
2. Alternative methods for verifying attendance may be provided, such as using a smartphone in conjunction with the PC or laptop, until the issue is resolved.

IT Support for IDL/Online Enrollment and Ongoing IT Services

At CCI, we are committed to providing comprehensive IT support to our students and faculty, ensuring a seamless and efficient learning experience in our IDL/Online programs. Our IT support structure is designed to address and resolve technical issues promptly, allowing our academic community to focus on excellence in education.

Accessing IT Support:

Students and faculty have multiple channels to seek technical support, ensuring assistance is always within reach:

1. Instructional Design Specialist, IT Support, or Teaching Assistant: Direct support is available through these key roles. Contact details, including emails and phone numbers, are published on Canvas for easy access.
2. Canvas Support: Available 24/7, the Canvas "HELP" button is prominently located in the top right hand corner after logging in. Users are encouraged to submit a ticket, initiate a chat, or call the provided 1-800 number for immediate assistance.

Comprehensive IT Services:

1. IT/ID Boot Camp Training: Our support begins with an introductory IT boot camp training, equipping students with the necessary tools and knowledge for their academic journey.
2. Dedicated IT/ID Specialist: Available in-office five days a week and reachable by phone and email after hours, our specialist ensures timely resolution of IT/ID issues, typically within 24 hours. For personalized support, one-on-one sessions can be arranged for students requiring additional assistance.
3. Third-Party Resource Support: Collaborations with third-party vendors are managed by our IT/ID specialist to resolve any issues with external resources efficiently.
4. Class Time Availability: For urgent matters, the IT/ID specialist is accessible during class hours (5:30 PM to 9:30 PM), ensuring support is always available when most needed.
5. Our IT support framework is a cornerstone of the IDL/Online learning environment at CCI, reflecting our commitment to providing an uninterrupted and high-quality educational experience.

Enhanced Proctoring for IDL/Hybrid Program Exams

CCI is committed to upholding the highest standards of academic integrity and assessment security in our IDL/Hybrid programs. To achieve this, we employ a multifaceted approach to exam proctoring that leverages technology and human oversight, ensuring that every student can undertake their exams under conditions that are both secure and conducive to demonstrating their true capabilities.

Remote Proctoring with Proctorio for ATI Exams

1. Partnership with Proctorio: CCI has partnered with Proctorio to offer a cutting-edge solution for remotely proctoring the ATI Exam. This collaboration enables students to complete their exams from any location with a reliable internet connection.
2. Advanced Monitoring Technologies: Utilizing machine learning, Proctorio provides a robust proctoring service that includes video, audio, and screen recording. These features are designed to maintain the integrity of the examination process, ensuring that results are fair and uncompromised.

Live Proctoring for Program Exams

1. Direct Oversight by Trained Proctors: CCI employs live proctors to oversee program exams and other assessments. These proctors are equipped to address technical or accessibility issues on the spot, ensuring a smooth examination experience.
2. Professional Training and Clearance: All proctors are thoroughly trained and vetted by CCI's IT department, with a standby list available to ensure coverage for all exams.

Campus-Based Testing and Proctoring

1. On-Campus Proctoring Options: In instances of technical difficulties, students may coordinate with the academic department or IT to have their exam proctored on campus. This option provides an alternative for those facing issues with online proctoring.
2. Flexibility for On-Campus Exams: CCI reserves the right to transition any exam to on-campus proctoring in response to technical challenges, security concerns, incidents of leaked exams, or noncompliance with exam security protocols.

Adaptive Proctoring Strategies

Responsive Measures for Exam Integrity: CCI is prepared to modify proctoring arrangements swiftly in the face of technical difficulties or security breaches. Our priority is to safeguard the integrity of the examination process while accommodating the needs and circumstances of our student body.

Student Policies

Student Orientation

Upon admission, students receive orientation sessions to orient them on the available technologies, resources, and required skills. Before students start their program, they are invited to a mandatory technical boot camp. In this boot camp, students are oriented and assisted in accomplishing a variety of tasks to familiarize them with the available technologies and resources and enable them to effectively utilize them.

Student Services

Placement Services

CCI encourages students to maintain satisfactory attendance, conduct and academic progress so they may be viewed favorably by prospective employers. While CCI cannot guarantee employment, however CCI provides the graduating students with the following placement assistance services:

- Preparation of resumes and letters of introduction–an important step in a well-planned job search
- Interviewing techniques. Students acquire effective interviewing skills through practice exercises
- Job referral by Career Services Department for employer openings in the area.

All students are expected to participate in all career services activities, and failure to do so may jeopardize these privileges. Participation in the job assistance program includes students actively developing their own job leads from the direction provided by the Career Services Staff. Graduates may continue to utilize the College's placement assistance program at no additional cost.

Academic Advisement

CCI faculty and staff are available to advise students on academic challenges, and if needed provide a referral to special counseling services when required.

Computer lab and Online Library

The school has computer laboratory with online library and test preparation services, during the first term/module of study each student will receive a password and username to access the online resources.

Students Activities

Throughout the school year, activities that encourage school spirit and develop student leadership may be offered. CCI believes that participation in these activities is an important part of the educational process, and student involvement is encouraged.

Housing

1. Dormitory Facilities

   California Career Institute (CCI) does not own, lease, or otherwise control dormitories, residence halls, or any other student housing.

2. Local Housing Availability & Estimated Cost

   CCI delivers instruction at two Southern California locations. Both campuses are surrounded by privately-operated rentals that students may secure independently:

Typical Arrangement	**Anaheim Campus** **1240 S. State College Blvd.** **Anaheim, CA 92806**	**Hawthorne Campus** **11633 Hawthorne Blvd.** **Hawthorne, CA 90250**
Room in a shared private home or apartment	≈ $900 – $1,500 per month	≈ $900 – $1,300 per month
Studio or one-bedroom ("single-suite") apartment	≈ $1,600 – $2,100 per month	≈ $1,400 – $1,900 per month

3. Figures reflect publicly listed rents in June 2025 and are provided for budgeting purposes only; actual prices vary by location, amenities, lease terms, and market conditions.

4. Institutional Responsibility for Housing

   CCI DOES NOT LOCATE, GUARANTEE, FUND, NOR PROVIDE ASSISTANCE IN SECURING HOUSING FOR STUDENTS. Each student is solely responsible for identifying, evaluating, and contracting accommodation that meet personal and financial needs.

Transportation/Parking Services

California Career Institute prioritizes vocational training to our students through practical experiences at clinical facilities and externship sites. We encourage students to plan their transportation to these sites in advance. Please note that CCI does not cover parking fees or transportation costs to these locations.

For your convenience, CCI provides resources to assist with your transportation needs:

- Public Transportation: We maintain up-to-date information on local public transit options to help you reach your designated sites efficiently.
- Carpooling Directory: A list of fellow students interested in carpooling is available, facilitating shared transportation arrangements for cost-effective and environmentally friendly commuting.

Field Trips

CCI believes that training is enriched by observing real-life applications. When appropriate, visits are arranged to industrial or professional locations.

Students Recognition

CCI believes that through recognition comes a stronger sense of community and self-importance. The ability to help build positive self-esteem is the most powerful tool a recognition program can provide. Students may aspire to be recognized for perfect attendance, academic excellences, and additional awards. Please contact the Director of Education for more information.

Family Educational Rights And Privacy Act

The Family Educational Rights and Privacy Act (FERPA) grants students certain rights with respect to their educational records. They are:

1. The right to inspect and review the student's education records within 10 days of the day the institution receives a request for access. Students should submit to the institution president written requests that identify the record(s) they wish to inspect. The institution official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the institution official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the institution to amend a record that they believe is inaccurate or misleading. They should write the institution official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the institution decides not to amend the record as requested by the student, the institution will notify the student of the decision and advise the student of his or her 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.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools must have written permission for the parents of minor students or eligible students in order to release any information from a student's educational record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State Law.

CCI may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Directory Information

CCI has designated certain information contained in the education records of its students as Directory information for purposes of FERPA. Directory Information at this institution includes:

- Name, Address, Telephone numbers
- Major and/or minor fields of study
- Diploma/Degree sought
- Expected date of program completion, and Expected date of graduation
- Diplomas/Degrees conferred
- Awards and Honors
- Dates of attendance
- Previous institutions attended
- Participation in officially recognized activities
- Photograph

Directory information may be disclosed by this institution for any purpose, without the prior consent of a student, unless the student has forbidden disclosure of such information in writing. Students wishing to prevent disclosure of the designated directory information must file written notification to this effect with the Registrar's Office. In the event that such written notification is not filed, the institution assumes that the student does not object to the release of the directory information.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the Office that administers
FERPA is the

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202
Additional FERPA information is available from the institution's admission Office.

Retention of Student Records

CCI shall maintain records of the name, address, e-mail address, and telephone number of each student who is enrolled in an educational program in that institution.

CCI shall maintain, for each student granted a degree or certificate by that institution, Permanent records of all the following:

1. The degree or certificate granted and the date on which that degree or Certificate was granted.
2. The courses and units on which the certificate or degree was based.
3. The grades earned by the student in each of those courses.
4. In case of school closure, all permanent student's records should be transferred to BPPE approved record custodian service

No Weapons Policy

CCI prohibits all persons who enter CCI property from carrying a handgun, firearm, illegal knives, or other prohibited weapons of any kind regardless of whether the person is licensed to carry the weapon or not. Failure to abide by this policy will lead to dismissal from CCI.

Copyright Policy

California Career Institute does not condone or tolerate the unauthorized copying of licensed computer software by staff, faculty, or students. CCI shall adhere to its contractual responsibilities and shall comply with all copyright laws and expects all members of the CCI community to do so as well. Members of the CCI community who violate this policy may be subject to discipline through standard CCI procedures. An individual or CCI department engaged in the unauthorized copying or use of software may also face civil suit, criminal charges, and/or penalties and fines. Subject to the facts and circumstances of each case, such individuals or departments shall be solely responsible for their defense and any resulting liability.

If you have questions about this policy, please contact us.

Follow this link for more information on U.S. copyright law **http://copyright.gov**

Students Right-To-Know Act

California Career Institute is pleased to provide the following information regarding our institution's graduation and completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. Students Right-to-Know Act is a federal policy which mandates that all schools participating in Title IV programs provide the information to its students. To review the school's Annual Report and Performance Fact Sheet, please see the disclosure page published on the school's website.

Campus Safety And Security Report

California Career Institute (CCI) strives to ensure the safety of all students, faculty, staff, and clients of our institution. Should any student, faculty, staff or clients witness a crime, become a victim of a wrongful act either while attending school or at a school event, or feel that their individual safety may be in danger, they should immediately contact the local Campus Director, who will in turn inform the local authorities to investigate and take any necessary action to address the issue.

This information is being provided to you as part of California Career Institute (CCI) commitment to safety and security on campus and is in compliance with the requirements of the crime awareness and Campus Security Act of 1990.

The Jeanne Clery Act requires institutions of Higher Education receiving federal aid to report specified crime statistics on college campuses and provide other safety and crime information to members of the campus community. The crime statistics report is prepared in cooperation with the police agencies surrounding each campus, and is available each year by October 1st, and contains three years of campus crime statistics. The Crime Statistics report is compiled from the following categories:

- Murder/negligent/non- negligent manslaughter
- Forcible/Non-Forcible Sex Offenses
- Robbery
- Aggravated Assault
- Burglary
- Motor Vehicle Theft
- Arson
- Drug abuse/Liquor law violations
- Illegal weapons possession

Annual Campus Safety Report

In Compliance with the Federal law, CCI publishes annual campus Safety Reports on its website disclosures which provides statistics on arrests for criminal offenses that have occurred on campus during the previous year. As of the date of this publication, no criminal arrests have been on campus since the school began operation. To request a copy of the safety report please contact the Director of Education.

Access to campus buildings is restricted during non-business hours. Campus buildings are opened by a school official at approximately 8:00 am (students will be permitted to go to their assigned classroom starting at 8:30 am) and are closed at approximately 10:00 pm. On weekends, buildings are opened and closed by department personnel for scheduled classes and events only. It is the responsibility of each staff and faculty member on campus to ensure that all doors allowing access to their offices, rooms and other areas are secured at the end of their workday.

Reporting Crimes and Emergencies

All crime victims and witnesses are strongly encouraged to immediately report any crime to school employees and the appropriate police agency. Prompt reporting will assure timely warning notices on campus and timely disclosure of crime statistics.

Security Officers have the authority to:

- Ask individuals on campus for identification and to determine whether or not individuals have legitimate reasons for being on campus.
- Address and report possible violations of institutional policies committed by the students to the School Director which can be sanctioned to disciplinary process.

Students are encouraged to promptly report any criminal activity or emergency they observe. If you see a suspicious activity or a person seen in the parking lot, loitering around vehicles, or inside buildings, or around residential halls, or should you witness a crime in process or are a victim of a crime, California Career Institute (CCI) requests that you follow the following:

Contact

- Campus Director or any other staff member (non-emergencies only)
- Dial 9-1-1 (emergencies only).

Campus Security Authority

The Clery Act is a federal law that requires the institution to identify individuals and organizations that meet the definition of a campus security authority. Campus Security Authorities have an important role in complying with the law. A campus Security Authorities must report any crimes or incidents that occur.

Campus Security Authority crime reports are used by the school to:

1. Fulfill its responsibility to annually disclose Clery crime statistics, and
2. To issue timely warnings for Clery crimes that pose a serious or continuing threat to the campus community.

If an individual reporting an incident needs assistance, a Campus Security Officer or Authority should explain how to get help. In the midst of an emergency situation, such as a physical assault, however, a Campus Security Authority should call 911, as appropriate.

Title IX Coordinator and Campus Security Authority

Josefina Villanueva,
California Career Institute
1240 S State College Blvd. Suite 150, Anaheim, CA 92806
Tel: 714-539-5959
jvillanueva@calinstitute.edu

Daily Crime Log

To ensure the accurate and prompt reporting of all crimes, authorized administrative personnel will take a full written statement from involved parties and witnesses and all reported emergency or criminal incidents. The written statements are included as part of a written report: such statements may be used by campus security personnel (if applicable) and local/state law enforcement authorities for the purpose of criminal apprehension and/or crime prevention. Criminal Incidents may also be reviewed by the institution's administrative staff for the purpose of disciplinary action.

All crimes that are reported will be posted in the School Bulletin Board within two business days of the reporting.

Timely Warning and Emergency Notification

In the event that a situation arises, either on or off campus, that may constitute an immediate or continuing threat to the campus community, upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health and safety of students and employees, a campus wide "timely warning" will be issued. The warning can be issued through the School Director and/or Campus official. Some examples of significant emergencies or dangerous situations are:

- Outbreak of a serious illness
- Approaching tornado
- Hurricane
- Gas leak
- Terrorist attack
- Armed intruder
- Bomb threat
- Civil unrest
- Rioting
- Explosion
- Hazardous waste or chemical spill

Campus Sex Crimes Prevention Act

In accordance to *The Campus Sex Crimes Prevention Act of 2000, which amends The Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act, the Jeanne Cleary Act and the Family Educational Rights and Privacy Act of 1974,* requires institutions of higher education to issue a statement advising the campus community where law enforcement information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice of each institution of higher education in that State at which the person is employed, carries a vocation, or is a student. Registry information provided shall be used for the purposes of the administration of criminal justice, screening of current or prospective employees, volunteers or otherwise for the protection of the public in general and children in particular. The following link can be used to search for registered sex offenders in California http://www.meganslaw.ca.gov/

Unlawful use of the information for purposes of intimidating or harassing another is prohibited and willful violation shall be punishable as a Class 1 misdemeanor.

Sexual Assault Policy

California Career Institute (CCI)is committed to maintaining an academic environment free from any form of sexual assault. For purposes of this policy, sexual assault is defined as sexual contact without consent, rape, acquaintance rape, forcible and non-forcible sex offenses.

The Violence Against Women Act

The Violence Against Women Act (VAWA) is a landmark piece of federal legislation that sought to improve the criminal justice and community-based responses to domestic violence, dating violence, sexual assault and stalking in the United States. The passage of VAWA in 1994, and its reauthorization in 2000, 2005, and again in 2013 has changed the landscape for victims of domestic violence, dating violence, sexual assault and stalking. California Career Institute prohibits domestic violence, dating violence, sexual assault, and stalking;

Dating violence

1. The term “dating violence” means violence committed by a person—who is or has been in a social relationship of a romantic or intimate nature with the victim; and
2. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
    a. The length of the relationship.
    b. The type of relationship.
    c. The frequency of interaction between the persons involved in the relationship.

Domestic Violence

The term “domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

Stalking

The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—(A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

Sexual Assault

- Forcing or attempting to force, any other person to engage in sexual activity of any kind without her or his consent.
- Having impaired substantially the ability of the other person to appraise or control conduct by administering or employing drugs or intoxicants without the knowledge or against the will of the other person
- Intimidation, forced or threatened
- Is physically incapable of resisting or communicating an unwillingness to participate

The following sanctions will be imposed regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses for any student who individually participates or attempts to participate in a sexual offense, regardless of whether it takes place on or off campus. This will be subject to disciplinary actions, notwithstanding any action that may or may not be taken by the Police Department. Both the victim and the accused will have the opportunity to present testimony and witnesses. Each will be allowed to argue their case through a representative. Both the victim and the accused shall be informed of the outcome of any school disciplinary proceedings. Sanctions the school may impose following final determination include suspension or dismissal.

Victims of a sexual assault are advised to adhere to the following guidelines

- Get to a safe place as soon as possible
- Call 911 and/or Campus Security
- Contact someone you trust to be with you and help you deal with the trauma of having been violated
- Try to preserve all evidence. Do not throw away clothes, wash, douche or change. If you must change clothing, put all of the clothing you were wearing at the time of the assault in a paper bag. Document any injury you suffered either by photograph or by showing someone you trust
- Get medical attention as soon as possible to treat any physical injury
- Seek counseling if needed

The following counseling services are available:

- Sexual Assault Victim Services for Orange County (714) 834-4317
- Sexual Assault Victim Services Hawthorne (310) 644-3923
- Sexual Crisis Hot-lines – 24 Hour Counseling: (714) 957-2737
- L.A. Commission on Assaults Against Women (310) 392-8381

Confidential Reporting

If you are the victim of a crime and do not want to pursue action within the Institutional System or the criminal justice system, you may want to consider making a confidential report. With your permission, a Campus Security Authority can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the safety of yourself and others. With such information, the Institution can keep an accurate record of the number of incidents involving students, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crimes statistics for the institution.

Student Responsibility to Campus Safety

The purpose of this plan is to ensure the safety of all students, staff and visitors in the event of a real, threatened or impending danger. All students are informed about Campus Security procedures and practices on orientation day or the first day of class at the school premises. Students should remember that safety begins with you.

Crime Prevention Tips

- Be alert. Look around and be aware of your surroundings before entering or exiting a building or vehicle.
- Try not to walk alone and avoid parking lots, secluded pathways, or alleyways.
- Walk in public areas. Do not take shortcuts with little or no lighting.
- Do not carry large amounts of cash.
- Keep your motor vehicle in good running condition. Always lock your car and remove all packages and any valuables.
- If you see something suspicious, call campus security. If you are unable to reach an officer, call the police department.
- Be alert of your surroundings. If you suspect you are being followed, run in a different direction, go to the other side of the street and yell for help, or head quickly for a lighted area or groups of people.
- If you see someone sitting in a vehicle or standing near your vehicle, turn around, go back inside, and call for an escort.
- If someone has entered your vehicle and told you to drive, then drive your vehicle into anything available: walls, buildings, curbs, or other vehicles. Never drive off.
- Never let someone force you into a vehicle. Your chances of survival significantly decrease after you are inside a vehicle. If grabbed, let your body go limp. Fall to the ground and scream. Dead weight is hard to lift and is difficult to move. Stretch your arms out to grab onto anything, but try to keep out of the vehicle. If you are forced into the trunk, kick out a taillight and push your hand out, waving it.
- If confronted, surrender your valuables, including your purse. Toss your purse or wallet away from you and run in opposite direction.
- Scream or shout if attacked.
- Use self-defense techniques, if necessary.
- Report all thefts and property losses immediately to campus security.
- Keep a record or copy of your credit card numbers, identification cards, and checking account numbers. Never write down your PIN number.
- Be security conscious at all times

Emergency Response and Evacuation Procedure

Below are the procedures the institution will use to immediately notify the campus community upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health and safety of students or employees occurring on campus. Medical Emergency - Serious Illness or Injury

- If injury/illnessislife threatening call 911 immediately
- Describe the nature of the circumstance to emergency personnel
- Advise the Campus Director that an emergency 911 call has been made
- Stay at the location of emergency until emergency personnel arrives
- Contact the victim’s emergency contact and family member immediately
- Acquire a copy of the Emergency Medical Report
- Complete an Accident Report

Fire Safety

In the event of a fire, staff assigned by the Campus Director will escort all students, staff and visitors. The emergency evacuation route guidelines (posted in classrooms and offices) will be as follows:

- When you hear the fire code you are to immediately stop what you are doing and exit calmly to the nearest exit. Evacuation routes are posted around the campus.
- Once you are out of the building, you are to stand at least 500 feet from the building. Remain quiet and calm. Look for all fellow classmates.
- The instructor will be taking roll call after insuring the building is clear of students and customers.
- Do not re-enter building until declared safe by Police, Fire, and/or Campus Director.

Bomb Threat

In the event of a bomb threat, the individual receiving such threat will contact the Campus Director. The Campus Director will contact the local Police Department and begin evacuation of the building. The following guidelines should be performed:

- Campus Director or Police Officer will instruct students to their valuables and walk to the assigned area, usually 500 feet away from the building.
- Do not run, rush the stairwells, or use the elevators.
- Once safe, instructors will take attendance and report student count to the Campus Director.
- Instructors will wait with students until the search for the bomb has been conducted.
- Do no re-enter the building until the “all clear” signal is given.
- In times of severe weather or a prolonged search, students may be moved to a pre-arranged relocation site.

Tornado Warning

In the event of a tornado warning, if a tornado has been sighted, the Campus Director will notify students, staff and faculty of the possible danger. The following guidelines should be followed:

- If you are indoors, do not leave the building.
- If you are outside, move immediately to the nearest designated shelter location.
- Stay away from exterior walls, doors and windows.
- Students would be advised to exit their classrooms and go into an interior hallway.
- Students on the upper floor should be moved to the lower level hallway.
- Do not use elevators.
- If tornado is close to school ground move to small interior rooms (ex: bathrooms, closets).
- Get under a piece of furniture if possible (ex: sturdy table, desk).
- Kneel down, bend head toward wall and cover any exposed area with coat or covering.
- After Tornado students will be instructed to calmly exit the building.
- Building property will be inspected for safety and when an “all clear” has been issued, students can return to class.

Hurricane Warning

In the event of a Hurricane warning the following guidelines should be performed:

- The Campus Director will notify all students that a hurricane is expected within 36 hours.
- The school will be closed, and the telephone system will be placed on emergency mode. The telephone system will state the emergency and will notify all parties when the emergency situation has passed.
- When the Hurricane has passed, or danger is not evident, the Campus Director along with a designated school official will visit the schools to ensure the safety of all concerned.
- When an all clear is evident, the Campus Director will notify staff of the proceeds of resuming the normal schedule and updating the telephone system.

For information on the opening or closing of the school during inclement weather, students as well as employees can contact the school Emergency Hot-line number at 714-539-5959

Emergency Lockdown

In the event of a disaster situation,such as an armed intruder or any other life-threatening acts, the following guidelines should be performed:

Immediately notify police and appropriate law enforcement agencies(911)

- Initiate action and secure building
- Remain calm and encourage others to remain calm
- Proceed to a room that can be locked or barricaded (classroom, office, closet, etc.)
- If the room cannot be locked, determine if there is a nearby room that you can safely get to that can be locked. Consider barricading the door if you cannot lock it.
- Turn out the lights.
- Move away from all doors and windows and sit down on the floor.
- Ignore all knocks.
- Remain quiet (silence all cell phones).
- Remain in place until an “all clear” is given by an authorized person or law enforcement official.
- In case of an immediate life- threatening event, each individual should take whatever actions are necessary to protect his or her own life.
- If possible, to flee the area safely and avoid danger, do so.

How Students and staff will be alerted:

One or more of the following methods may be used to alert the campus community of a lockdown. The use of any particular method will depend on the circumstances presented.

Word of Mouth

If the situation safely permits, the staff may provide word of mouth notification to individual present on campus that a lockdown has been initiated and to take shelter.

Public Announcement by Campus Phone& Fire system:

The institute phone system is equipped with an announcement feature to offer alerts. All offices and classrooms with phones/ speakers have the capacity to receive announcements via this system. All members of the campus community should be attentive to all alerts broadcast over this system and act accordingly.

Email

The institute may send emergency alerts via email.

Evacuation
Indicates the need to evacuate the classroom immediately and exit though the nearest exit.

Lockdown
In a lock down situation, students and staff are to remain calm and not leave the classroom.

Drug and Alcohol Abuse Prevention Program

Drug Policy
California Career Institute has a policy of maintaining a drug and alcohol-free learning environment. All employees and students are hereby notified that the unlawful manufacture, distribution, dispensing, possession or use of illicit drugs and alcohol is prohibited in the school's learning environment. The employees and students must notify the school of any criminal drug and alcohol statute conviction for a violation occurring in the learning environment no later than five days after such conviction. In compliance with the Drug-Free Workplace Act of 1988 and The Drug-Free School and Communities Act of 1989 as amended, required all Higher Learning Institutions to certify to the U. S Department of Education by October 1, 1990, that they adopted and implemented a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees.

Substance abuse is a widespread problem that not only seriously affects an individual's work performance, but may also pose potential health, safety and security risks. Our policy is, designed to provide a drug-free, healthy, safe and secure learning/work environment.

Non-Compliance will result in the following action being taken by the school

- The employee and student will be required to actively participate in a drug or alcohol abuse assistance or rehabilitation program approved by federal, state or local health, law enforcement or another appropriate agency.
- Community service with one of the above stated agencies.
- Termination of enrollment and/or employment.

Student use of marijuana, LSD, amphetamines, sedatives, tranquilizers, stimulants,synthetic drugs, or other dangerous drugs or controlled substances (as defined by law) is a matter of concern to this educational institution. The institute is also concerned about student abuse of alcohol, prescription medications, and inhalants. Alcohol and other drug-related accidents are a leading cause of death of people age 18-24 years old. As an educational institution, CCI endeavors to protect and assist students by providing reliable information about the hazards of illegal drugs and alcohol.

Health risks include, but are not limited to, adverse modification of one or more body systems, such as the nervous, cardiovascular, respiratory, muscular, endocrine, and central nervous systems; toxic, allergic, or other serious reaction; unfavorable mood alteration, and addiction. Physiological and psychological dependency, which manifests itself in a preoccupation with acquiring and using one or more drugs, may cause severe emotional and physical injury.

For more information about the common drugs names and affects refer to Table 1: Controlled Substances Uses & Side Effects

Liquor Law Violation Policy
The violation of state or local laws, or ordinance prohibiting the manufacture, sale, purchases, transportation, possession, or use of alcoholic beverages, not including driving under the influence, fall under this policy.

Observance of the law is the responsibility of each student. Failure to obey the law may subject the student to prosecution by law enforcement authorities, both civil and criminal. It may also subject a student to judicial action on campus including but not limited to expulsion from campus. Being under the influence of alcohol shall not excuse any student from the legal and disciplinary consequences of offenses, disorderly, or unlawful conduct.

Students who violate the alcohol policy are subject to the following sanctions:

1. First offense: Possible sanctions include required participation in an alcohol education activity, notification of parents for students under 21 years of age and/or mandatory participation in the "Minor in Possession" course, which has a fee. Appropriate restrictions and restitution will be assessed if applicable.
2. Second offense: An alcohol assessment is required and parents of students under 21 years of age will be notified. Additional sanctions may include conduct probation for up to one semester, up to 50 hours of supervised community service in an alcohol education activity and restitution if applicable.
3. Third offense: Conduct action may include suspension for a minimum of one semester or expulsion; notification of parents for students under 21 years of age; Proof of an alcohol-related health assessment

and compliance with counselor recommendations. The student must have proof of compliance to be reinstated after suspension.

Alcohol Uses and Effects

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increases incidents of a variety of aggressive acts, including spousal and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and health issues. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol may lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal syndrome, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

Counseling, Rehabilitation and Assistance Program

Cornerstone of Southern California
13682 Yorba St. Tustin, CA (714) 730-5399
www.cornerstonesocal.com

Phoenix-House
1207 E Fruit St. Santa Ana, CA (800) 251-0921
https://www.phoenixhouse.org/

International Students

M-1 Visa Application Process

After receiving your Form I-20 from California Career Institute, you must schedule an appointment with the U.S. Embassy/Consulate to apply for an M-1 student visa. Appointments can be made via telephone, mail, the internet, or in person. It's crucial to schedule this appointment as soon as possible after receiving your Form I-20. For a list of U.S. Embassies/Consulates, visit the Official List of Embassies from the U.S. Department of State.

I-901 SEVIS Fee

Before your visa appointment, ensure you pay the mandatory SEVIS I-901 fee by visiting the Department of Homeland Security Form I-901 website. Enter the SEVIS ID number found on your Form I-20, print the payment receipt, and bring it to your visa appointment and when entering the United States.

Form I-94 Arrival/Departure Record

Upon admission to the U.S., you will receive an I-94 record, which is crucial for verifying your M-1 status and duration of stay. It's important to check and print your I-94 record after entry. For assistance, refer to NAFSA's Electronic I-94 Record Retrieval Tips.

Adding Your Dependents

If you wish to bring your spouse and/or children under the age of 21 to the United States, you must request dependent Forms I-20 from California Career Institute. Include passport copies for each dependent and proof of additional financial resources. Dependents will apply for an M-2 visa using their I-20 forms and other required documents.

Change of Status Applicants

If you're in the U.S. on a different visa type and wish to change to an M-1 visa status, you must file a Form I-539 with USCIS. Consultation with an immigration lawyer is strongly recommended to navigate this process effectively. Be aware that you cannot depart the U.S. while your change of status application is pending without affecting the application outcome.

International Student Management Policy for M-1 Visas

California Career Institute (CCI) is committed to providing a supportive and compliant environment for international students enrolled in vocational and technical programs under M-1 visas. This policy outlines the procedures and guidelines to ensure the successful administration of M-1 visa regulations, fostering an educational experience that is both enriching and in full compliance with the Student and Exchange Visitor Program (SEVP) regulations.

Visa Application and Maintenance

A. Form I-20 Issuance: Upon acceptance, students will receive a Form I-20 from CCI's Designated School Official (DSO). This document is crucial for the visa application process and maintaining status in the U.S.
B. I-901 SEVIS Fee and Visa Application: Detailed instructions on paying the SEVIS fee and applying for an M-1 visa, including embassy or consulate application processes.
C. Arrival and Orientation: Guidelines for entering the U.S. and mandatory orientation at CCI covering legal, academic, and cultural adjustment information

Academic Enrollment and Progress

A. Full Course of Study Requirements: Specifications on the credit or clock hours required to maintain full-time status, Students must enroll in a full course of study leading to a specific educational or vocational objective, with limitations on online or distance education courses, and with allowances for reduced course loads under specific conditions.
B. Attendance and Academic Progress: Requirements for class attendance and maintaining satisfactory academic progress, including implications for failing to meet these standards.

Employment and Practical Training

A. Practical Training Rules: Conditions under which M-1 students may engage in practical training related to their field of study, including eligibility, application process, and limitations.
B. Prohibition on Unauthorized Employment: Emphasis on the ban on unauthorized employment and the consequences of such actions.
C. Students must apply for practical training on Form I-765, endorsed by a designated school official, within specified timelines.

Travel, Transfer, and Extensions

A. Travel Guidelines: Procedures for travel outside the U.S. and reentry on an M-1 visa, including required documentation.
B. Transfer Procedures: Students may apply for a transfer under certain conditions, including maintaining status and intending to pursue a full course of study at the new institution.
C. Extension of Stay: Eligible students may apply for an extension of the program of study beyond the initial one-year period, up to a total of three years if they meet specific criteria, including maintaining status and demonstrating compelling educational or medical reasons for the delay
D. Change of Educational Objective: M-1 students are not allowed to change their educational objectives.

Dependents of M-1 Students

A. Admission of Spouse and Minor Children: Eligible for M-2 status, with requirements for individual SEVIS Form I-20s.
B. Employment and Study Restrictions: M-2 dependents may not accept employment and may only engage in study that is avocational or recreational in nature.

Compliance, Monitoring, and Reporting

A. California Career Institute is responsible for ensuring compliance with all aspects of this policy, including accurate SEVIS reporting, student advisement on their responsibilities, and monitoring student status and academic progress.
B. DSO Appointment: The institute will appoint a Designated School Official (DSO) to manage SEVIS reporting and compliance, serve as a point of contact for M-1 students, and ensure policy adherence.
C. Compliance Monitoring: CCI's strategies for ensuring compliance with M-1 visa regulations, including role of the DSO, attendance tracking, and academic performance monitoring.
D. Address and Name Changes: Students must report any legal changes in name or address within 10 days of the change.
    a. Any significant changes in a student's status, including extensions, practical training, or reductions in course load due to medical reasons, must be reported in SEVIS.
    b. M-1 students must have their Form I-20 ID copy at all times and request a new one if lost.

Support Services

Comprehensive overview of support services available to international students, including academic advising, legal services, cultural adjustment resources, and mental health support.

Emergency Procedures and Contacts

Protocols for managing emergencies affecting international students' visa status, including alternative learning arrangements and communication plans.

Policy Review and Updates

This policy will be reviewed annually and updated as necessary to reflect changes in SEVP regulations and CCI's procedures. Training sessions for staff and faculty will ensure effective implementation and compliance.

Full-Time Study Requirement

M-1 students at California Career Institute are required to maintain full-time enrollment status to comply with their visa regulations. For ESL programs, full-time study equates to at least 18 hours of instruction per week. For vocational and technical programs, a minimum of 12 units of study per quarter is mandatory. Failing to enroll in the required hours or units without authorized permission will lead to a violation of M1 status, potential academic dismissal, and termination of the Form I-20. If the Form I-20 is terminated in SEVIS, the student must exit the United States promptly, impacting future U.S. visa applications.

Attendance Policy

Consistent class attendance is crucial. Lack of attendance will negatively impact M-1 status, possibly leading to academic disqualification and I-20 termination. Students must understand and adhere to the course syllabus and program requirements to maintain their visa status.

Local Address Reporting

M-1 students must report any changes in their U.S. residence to the Designated School Official (DSO) to keep their SEVIS information accurate. Federal regulations mandate reporting of the physical address where the student resides (no P.O. Boxes allowed). Any relocation must be reported within 10 days of the move.

Reduced Course Load for Medical Reasons

Students facing temporary illness or medical conditions may be authorized for a reduced course load for up to 12 months. This requires a letter from a licensed medical professional, specifying the need for reduced coursework due to medical reasons. Approval from the International Student Advisor is necessary to maintain M-1 status during this period.

Students wishing to extend their studies beyond the current I-20 expiration date must request an extension before the I-20 expires. The expiration date is found on page one of the I-20 document, under "Program End Date."

60-Day Grace Period

Upon successful completion of the program, M-1 students have a 60-day grace period starting the day after the last class. During this period, students may travel within the U.S., transfer to a new program, or apply for a change of visa status. Departing the U.S. ends the grace period and invalidates the I-20 from California Career Institute.

This policy is designed to ensure that M-1 students at California Career Institute understand and fulfill their obligations under U.S. immigration law, maintaining their legal status while pursuing their educational goals

To incorporate and enhance the sections on "On-Campus Employment" and "Optional Practical Training (OPT)" for M-1 students within the existing policy for the California Career Institute, adjustments need to be made to reflect the correct visa status regulations and opportunities. Since M-1 visa regulations differ significantly from those of the F-1 visa, particularly regarding employment and practical training, here's how these sections can be modified:

On-Campus Employment and Practical Training for M-1 Students

Students interested in pursuing practical training are encouraged to meet with the DSO well in advance of their program completion to discuss their options, understand the application process, and identify potential practical training opportunities that align with their vocational studies.

On-Campus Employment

Unlike F-1 visa holders, M-1 students are generally not permitted to engage in on-campus employment at any time during their course of study. M-1 visa regulations are designed primarily for vocational and technical programs and do not extend the same on-campus work privileges as those available to F-1 students. M-1 students should consult with the Designated School Official (DSO) at California Career Institute for guidance and any exceptional circumstances that may apply.

Practical Training

M-1 students are eligible for Practical Training only after completing their vocational or technical program. The practical training must be related to the student's field of study and can only be authorized for a period of up to six months. To qualify, students must have completed their program of study in a satisfactory manner and apply for practical training through the DSO at California Career Institute.

Application Process for Practical Training

1. Eligibility: Students must have successfully completed their vocational program at California Career Institute and be in good academic standing.
2. Application Timing: Application for practical training should be submitted to the DSO prior to the completion of the study program. It is crucial to begin the application process early to ensure that all paperwork is completed and submitted on time.
3. Employment Relevance: The proposed employment must directly relate to the student's field of study. Students are required to provide a detailed explanation, both written and orally if requested, of how their program of study has prepared them for the practical training opportunity.
4. DSO Endorsement: The DSO at California Career Institute will review the practical training application, ensure compliance with M-1 regulations, and, if approved, will issue authorization for practical training.

Considerations for Practical Training:

1. Duration: The authorized period for practical training cannot exceed six months and is directly tied to the length of the program completed.
2. Employment Restrictions: Employment through practical training must not begin until official authorization has been granted by the DSO and, if applicable, by the U.S. Citizenship and Immigration Services (USCIS).

Enrollment in a New Program for M-1 Students

Applying for a New Program

- M-1 students wishing to continue their studies at California Career Institute in a new program following the completion of their current program must submit a new application. Detailed information about our vocational and technical program offerings, along with application requirements, can be found on the International Programs section of our website.

Inquiries and Assistance

- For personal guidance and to learn more about our programs, M-1 students are encouraged to visit the DSO Office. It is crucial for maintaining M-1 status that students enroll in the new program immediately after concluding their current program.

Updating Your I-20

Upon acceptance into a new program, your I-20 document will be updated to reflect the name and dates of the new program. Students planning to travel outside the United States during the quarterly break, or those needing the updated I-20 for Department of Motor Vehicles (DMV) purposes, should contact the Designated School Official (DSO) via email at ImmigrationOfficials@cci.edu to request their updated I-20 at least 10 days before the required date.

For students not needing their I-20 in advance for travel or DMV purposes, notification to pick up the updated I-20 will be sent via email, typically between 3-4 weeks after the commencement of the next program start date.

Medical Assistant Program - IDL (SOC Code: 31-9092)

Program Objectives and Career Outcomes

The Medical Assistant Program (diploma) is offered as a hybrid in person and online program designed to prepare students for entry-level positions as medical assistants in a variety of health care settings. Students study the structure and function of the major body systems in conjunction with medical terminology, diagnostic and therapeutic procedures, computer skills, administrative processes, bookkeeping and accounting practices, and the processing of medical insurance forms and claims.

Type of Credential:

Diploma Medical Assistant

In recent years, the medical assisting profession has become indispensable to the health care field. Physicians have become more reliant on medical assistants for their front and back office skills, and their services are being sought by medical offices, and ambulatory care providers, clinics, hospitals, urgent care centers, nursing homes, medical supply businesses, home health agencies, insurance providers, and pharmaceutical companies. This diploma program prepares graduates to fill entry-level positions such as clinical or administrative assistant, medical receptionist, and medical insurance biller.

Program Length

Five-hundred sixty (560) hours of theory & skills lab and one-hundred sixty (160) hours of supervised clinical train ing

Medical Assistant, MA- IDL Course Schedule

Course Module Number	Course Title	Lecture Hours	Lab Hours	Externship Hours	Total Clock Hours	Academic Credits
Module MA-001	Laws and Ethics, and Human Behavior	40	40	-	80	4
Module MA-002	Pharmacology & Surgical Procedures	40	40	-	80	4
Module MA-003	Front Office, Medical Insurance, & Bookkeeping	40	40	-	80	4
Module MA-004	EKG & Phlebotomy Cardiopulmonary and Electrocardiography	40	40	-	80	4
Module MA-005	Medical Office Lab	40	40	-	80	4
Module MA-006	Endocrinology, Obstetrics and Gynecology	40	40	-	80	4
Module MA-007	Communication & Clinical Procedures	40	40	-	80	4
Module PD-001	Professional Development	40	-	-	40	2.66
Externship MA		-	-	200	200	4.44
Totals		**320**	**280**	**200**	**800**	**35**

Vocational Nursing Program - IDL

Program Objectives and Career Outcomes

The Vocational Nursing Program at California Career Institute (CCI) is designed to prepare graduates with the knowledge, skills, and judgment necessary to pass the NCLEX-PN licensing exam and to practice as Licensed Vocational Nurses (LVNs). Graduates will be equipped to deliver safe, effective nursing care under the direction of registered nurses or licensed physicians.

Program Duration and Structure

- Full-Time Program: 53 weeks
- Part-Time Program: 79 weeks (flexible schedule with evening and weekend options)
- Delivery Mode: Instructional Distance Learning (IDL) with on-campus lab sessions and Healthcare facilities clinical in Healthcare facilities training.

Program Hours

- Total Clock Hours: 1,574
- Theory: 608 hours
- Clinical: 966 hours

Innovative Learning Tools

The Vocational Nursing Program incorporates Simulation and Virtual Reality (VR) technologies to enhance student learning. These cutting-edge tools allow students to engage in realistic clinical scenarios in a controlled and safe environment. Simulation and VR provide opportunities to practice critical thinking, decision-making, and technical skills, ensuring students are better prepared for real-world nursing challenges.

Career Opportunities for LVNs

After graduation, Licensed Vocational Nurses (LVNs) may work in various healthcare settings, including:

- Skilled Nursing Facilities
- Nursing Homes
- Home Health
- Case Management
- Outpatient Clinics
- Acute Care Facilities

Vocational Nursing, VN-IDL Course Schedule

TERM I

Course Module Number	Course Title	Theory Hours	Lab Hours	Clinical Hours	Total Clock Hours
VN100T	Fundamentals of Nursing I & II Theory	162	-	-	162
VN100L	Fundamentals of Nursing I & II Lab	-	116	-	228
VN100C	Fundamentals of Nursing I & II Clinical	-	-	112	
Totals		**162**	**116**	**112**	**390**

TERM II

Course Module Number	Course Title	Theory Hours	Lab Hours	Clinical Hours	Total Clock Hours
VN200T	Medical Surgical Nursing I Theory	176	-	-	176
VN200L	Medical Surgical Nursing I Lab	-	12	-	276
VN200C	Medical Surgical Nursing I Clinical	-	-	264	
Totals		**176**	**12**	**264**	**452**

TERM III

Course Module Number	Course Title	Theory Hours	Lab Hours	Clinical Hours	Total Clock Hours
VN300T	Maternal-Neonatal Health Theory	24	-	-	72
VN300C	Maternal-Neonatal Health Clinical	-	-	48	
VN310T	Pediatric Nursing Theory	24	-	-	72
VN310C	Pediatric Nursing Clinical	-	-	48	
VN320T	Medical Surgical Nursing II Theory	136	-	-	340
VN320C	Medical Surgical Nursing Clinical	-	-	204	
VN330T	Mental Health Nursing Theory	24	-	-	24
VN340T	Senior Practicum Theory	24	-	-	186
VN340C	Senior Practicum Clinical	-	-	162	
VN350T	Integration Course	38	-	-	38
Total		270	-	462	732
Total Program		**608**	**128**	**838**	**1574**

Academic Clock to Credit Hour Conversion		
	Semester Credits	Quarter Credits
Lecture	15 Clock Hours to 1 Semester Credit	10 Clock Hours to 1 Quarter Credit
Lab	30 Clock Hours to 1 Semester Credit	20 Clock Hours to 1 Quarter Credit
Externship	45 Clock Hours to 1 Semester Credit	30 Clock Hours to 1 Quarter Credit

Associate of Applied Science in Vocational Nursing Degree Program-IDL (SOC Code: 29-2061)

Program Objectives and Career Outcomes

The AASVN Degree program builds on the Vocational Nursing Diploma by adding fully online General Education and Science courses for graduates of the Vocational Nursing diploma program. This post licensure program aims to educate and develop Vocational Nurses to become more well-rounded professionals through undergraduate General Education courses.

Program Duration

Total Clock Hours Total AASVN Program Length for Full-time: 53 weeks VN / 48 weeks AAS = 101 weeks
Total Clock Hours Total VNAAS Program Length for Part-time: 79 weeks VN / 48 weeks AAS = 127 weeks
Total Clock Hours: 2069 (Classroom: 1013+ virtual and skills lab: 218 + externship: 838) AAS Only
Program Length: 3 terms / 16 weeks each • Total Clock Hours: 495 (Classroom: 405 + virtual and skills lab: 90)

Type of Credential

Student will receive an Associate of Applied Science in Vocational Nursing degree upon completion.

Associate of Applied Science in Vocational Nursing Course Schedule

Course Module Number	Course Title	Theory Hours	Lab Hours	Clinical Hours	Total Hours	Semester Credits
ENG 100	Introduction to Composition	45	0	0	45	3
MTH 125	Intermediate College Algebra	45	0	0	45	3
SOC 100	Introduction to Sociology	45	0	0	45	3
COMM 100	Introduction to Public Speaking	45	0	0	45	3
PSY 200	Human Growth and Development	45	0	0	45	3
BIO 101	Human Anatomy	60	30	0	90	5
BIO 102	Human Physiology	60	30	0	90	5
BIO 103	Microbiology	60	30	0	90	5
AAS-VN GE Total		405	90	0	495	30
Program Total	**(VN Diploma + AAS VN GE Courses)**	**1013**	**218**	**838**	**2069**	**93.41**

Associate of Applied Science in Diagnostic Medical Sonography (AASDMS)

Program Description

The Associate of Applied Science in Diagnostic Medical Sonography is an intensive two-year program that prepares students for a rewarding career in the field of medical sonography. The program integrates rigorous academic coursework with extensive hands-on clinical training, offering a comprehensive understanding of sonographic principles and applications.
In the first year of the program, students will undertake foundational courses, including anatomy and physiology, medical terminology, patient care, and physics. They will also be introduced to sonographic scanning techniques and image interpretation with a focus on the abdomen, small parts, and gynecology.

The second year of the program delves into advanced topics, such as vascular sonography, obstetrics, and advanced pathology. Here, students will learn about a wide range of sonographic examinations and pathologies, acquire advanced scanning techniques, and get acquainted with the latest sonography equipment.

Simultaneously, students will engage in three sequential clinical externships, providing an immersive experience in a real-world healthcare setting. These externships, encompassing 960 hours of clinical experience, allow students to apply theoretical knowledge to practical scenarios, conduct a range of sonographic examinations, and develop professional patient interaction skills.

Upon completion of the program, students will be prepared to sit for the American Registry for Radiologic Technologists (ARRT) certification examinations.

Program Objective

1. To provide students with a solid foundation in the physical principles and instrumentation of sonography, including understanding the principles of sound wave propagation, the operation of ultrasound machines, and the safety aspects of ultrasound.
2. To equip students with proficiency in performing a variety of diagnostic medical sonography for a variety of examinations, including abdominal, obstetric, gynecological, small parts, and vascular sonography.
3. To develop students' abilities to obtain high-quality sonographic images and recognize normal and abnormal sonographic patterns, enabling them to provide accurate preliminary interpretations.
4. To equip students with the ability to adjust sonographic techniques and protocols based on patient condition, imaging findings, and other relevant factors.
5. To foster professional skills and attitudes, including patient care skills, ethical conduct, professional communication, and commitment to lifelong learning.
6. To prepare students for successful completion of the national certification examinations administered by the American Registry of Radiologic Technologists (ARRT).
7. To facilitate students' transition from classroom learning to practical clinical experience through externships, allowing them to apply their knowledge and skills in a real-world healthcare setting.
8. To promote a commitment to providing high-quality patient care, respecting patient rights, maintaining patient confidentiality, and exhibiting empathy and respect in all interactions with patients.
9. To support students in their career and job search efforts, offering assistance with resume writing, interview skills, and job placement.

Total AASDMS Program Length:

Full-Time: 95 Total Credit Hours: 95.33 (Classroom: 58 + Skills Lab: 16 + Clinical Externships 21.33)
Total Clock Hours: 2310 (Classroom: 870 + Skills lab: 480 + Clinical Externships: 960)

AASDMS Graduates Training-Related Job Titles

- Diagnostic Medical Sonographer
- Obstetric and Gynecologic Sonographer
- Vascular Technologist
- Pediatric Sonographer
- Musculoskeletal Sonographer
- Breast Sonographer
- Sonography Instructor

AASDMS Specific Admissions Requirements

1. Complete interview to determine and confirm eligibility.
2. Satisfy the requirements of a criminal background check

Graduation Requirements

For all programs, to be eligible for graduation a student must complete all program requirements, be meeting Satisfactory Academic Progress requirements, and satisfy all financial obligations with the school. Students on academic probation may qualify for graduation if, at the end of their probationary term, they meet the minimum grade requirements.

Program-specific graduation requirements are as follows:

1. Must successfully meet and complete all academic requirements.
2. Must meet a minimum of 80% attendance requirement.
3. Must achieve a C (GPA 2.0 or 70%) Cumulative and/or 70 % in each course .
4. Must successfully complete an externship or clinical with a passing grade.
5. Complete all requirements within 1.5 times the program length.
6. Fulfill all financial obligations to CCI.
7. Participate in an Exit Interview and complete the required exit paperwork.
8. Meet with the Placement/Career Services Department and provide a current resume.

The credential awarded upon completion of the program is an Associate of Applied Science in Diagnostic Medical Sonography.

AASDMS Program Outline

Course Module Number	Course Title	Credit Hours			Clock Hours		
		Theory	Lab	Externship	Theory	Lab	Externship
BIO 100	Medical Terminology	2	0	0	30	0	0
BIO 104	Introduction to Anatomy and Physiology	4	0	0	60	0	0
COMM 101	Communication, Critical Thinking and Clinical Reasoning	3	0	0	45	0	0
MATH 125	Intermediate College Algebra	3	0	0	45	0	0
ENG 100	Introduction to Composition	3	0	0	45	0	0
PSY 200	Human Growth and Development	3	0	0	45	0	0
HCS 150	Healthcare Ethics, Laws, and Standards	1	0	0	15	0	0
HCS 160	Professional Development	2	0	0	30	0	0
DMS 101	Principles of Physics & Ultrasound Instrumentation I	4	1	0	60	30	0
DMS 102	Principles of Physics & Ultrasound Instrumentation II	4	1	0	60	30	0
DMS 103	Introduction to Fundamentals of Sonography, Protocols and Terminology	2	0	0	30	0	0
DMS 104	Essentials of Sonography and Patient Care	3	0	0	45	0	0
DMS 200	Abdominal and Small Parts Sonography I	4	2	0	60	60	0
DMS 205	Abdominal and Small Parts Sonography II	4	2	0	60	60	0
DMS 210	Obstetrics and Gynecology Sonography I	4	2	0	60	60	0
DMS 215	Obstetrics and Gynecology Sonography II	4	2	0	60	60	0
DMS 220	Vascular Sonography	5	3	0	75	90	0
DMS 229	Preclinical	0	3	0	0	90	0
DMS 233	Board Exam Review I	1	0	0	15	0	0
DMS 234	Board Exam Review II	1	0	0	15	0	0
DMS 235	Board Exam Review III	1	0	0	15	0	0
DMS 230	Medical Sonography Externship I	0	0	7.11	0	0	320
DMS 231	Medical Sonography Externship II	0	0	7.11	0	0	320
DMS 232	Medical Sonography Externship III	0	0	7.11	0	0	320
TOTAL		**58**	**16**	**21.33**	**870**	**480**	**960**
Total Hours	**Total Credits: 95.33**	**Total Clock Hours: 2310**					

Associate of Applied Science in Diagnostic Cardiac Sonography

Program Description

The Associate of Applied Science in Diagnostic Cardiac Sonography (AASDCS) program at California Career Institute is a comprehensive two-year program designed to prepare students for a successful career in diagnostic cardiac sonography. This program combines online and in-person instruction with extensive hands-on training in labs and clinical settings. Students will gain both the technical and professional skills needed to excel in the field while preparing for national certification exams.

Program Objective

1. To provide students with a solid foundation in the physical principles and instrumentation of sonography, including understanding the principles of sound wave propagation, the operation of ultrasound machines, and the safety aspects of ultrasound.
2. To equip students with proficiency in performing a variety of diagnostic cardiac sonography for a variety of examinations, including vascular sonography.
3. To develop students' abilities to obtain high-quality sonographic images and recognize normal and abnormal cardiac sonographic patterns, enabling them to provide accurate preliminary interpretations.
4. To equip students with the ability to adjust sonographic techniques and protocols based on patient condition, imaging findings, and other relevant factors.
5. To foster professional skills and attitudes, including patient care skills, ethical conduct, professional communication, and commitment to lifelong learning.
6. To prepare students for successful completion of the national certification examinations.
7. To facilitate students' transition from classroom learning to practical clinical experience through externships, allowing them to apply their knowledge and skills in a real-world healthcare setting.
8. To promote a commitment to providing high-quality patient care, respecting patient rights, maintaining patient confidentiality, and exhibiting empathy and respect in all interactions with patients.

Key Highlights:

- Program Length: 89 weeks (21 months)
- Credit Hours: 95.33
- Clock Hours: 2,310 (870 classroom, 480 lab, 960 clinical externship)
- Delivery Method: Hybrid (online lectures, in-person labs, and clinical externships)

What You Will Learn

1. Core Knowledge:
   - Anatomy and Physiology
   - Medical Terminology
   - Ultrasound Physics and Instrumentation
2. Specialized Training in Cardiovascular Sonography:
   - Cardiac anatomy, hemodynamics, and imaging techniques
   - Stress and transesophageal echocardiography
   - Mastery of 2D, M-Mode, PW, CW, and Color Doppler imaging
3. Professional Development:
   - Patient care, ethics, and communication skills
   - Career readiness and job placement support

Laboratory Facilities

Students train in fully equipped sonography labs with diagnostic Cardiac ultrasound machines. The program ensures no more than three students per machine during lab sessions, allowing for ample practice and personalized instruction.

Externship: Real-World Cardiac Sonography Training

A cornerstone of the AASDCS program is its 960 hours of clinical externship, divided into three sequential placements. These externships provide immersive, hands-on training in a variety of healthcare settings, including:

1. Outpatient Clinics
2. Acute Care Facilities
3. Imaging Centers

During each externship, students will:

- Operate diagnostic sonography machines to conduct cardiac examinations.
- Practice interpreting echocardiographic findings for conditions such as valvular disease, cardiomyopathy, and congenital heart defects.
- Enhance their patient care skills while maintaining professional conduct.
- Transition from classroom knowledge to practical application in real-world scenarios.

These externships allow students to refine their skills, establish professional connections, and prepare for immediate entry into the workforce upon graduation.

Career Opportunities

Graduates are prepared for careers such as:

- Cardiovascular Sonographer / Echocardiographer
- Pediatric Cardiac Sonographer
- Cardiac Sonography Instructor
- Application Specialist / Sales Representative for Ultrasound Equipment
- Quality Control Technologist

Total AASDCS Program Length: Full-Time (89 Weeks):

Total Credit Hours: 95 .33 (Classroom: 58 + Skills Lab: 16 + Clinical Externships 21 .33)
Total Clock Hours: 2310 (Classroom: 870 + Skills lab: 480 + Clinical Externships: 960)

Graduation Requirements

For all programs, to be eligible for graduation a student must complete all program requirements, meet Satisfactory Academic Progress requirements, and satisfy all financial obligations with the school. Students on academic probation may qualify for graduation if, at the end of their probationary term, they meet the minimum grade requirements.

Program-specific graduation requirements are as follows:

1. Must successfully meet and complete all academic requirements.
2. Must meet a minimum of 80% attendance requirement.
3. Must achieve a C (GPA 2.0 or 70%) Cumulative and/or 70 % in each course .
4. Must successfully complete an externship or clinical with a passing grade.
5. Complete all requirements within 1.5 times the program length.
6. Fulfill all financial obligations to CCI.
7. Participate in an Exit Interview and complete the required exit paperwork.
8. Meet with the Placement/Career Services Department and provide a current resume.

The credential awarded upon completion of the program is an Associate of Applied Science in Diagnostic Cardiac Sonography.

AASDCS Program Outline

Course Module Number	Course Title	Credit Hours			Clock Hours		
		Theory	Lab	Externship	Theory	Lab	Extern-ship
BIO 100	Medical Terminology	2	0	0	30	0	0
BIO 104	Introduction to Anatomy and Physiology	4	0	0	60	0	0
COMM 101	Communication, Critical Thinking and Clinical Reasoning	3	0	0	45	0	0
MATH 125	Intermediate College Algebra	3	0	0	45	0	0
ENG 100	Introduction to Composition	3	0	0	45	0	0
PSY 200	Psy 200 Human Growth and Development	3	0	0	45	0	0
HCS 150	Healthcare Ethics, Laws, and Standards	1	0	0	15	0	0
HCS 160	Professional Development	2	0	0	30	0	0
DMS 101	Principles of Physics & Ultrasound Instrumentation I	4	1	0	60	30	0
DMS 102	Principles of Physics & Ultrasound Instrumentation II	4	1	0	60	30	0
DMS 103	Introduction to Fundamentals of Sonography, Protocols and Terminology	2	0	0	30	0	0
DMS 104	Essentials of Sonography and Patient Care	3	0	0	45	0	0
DCS 200	Cardiac Sonography I	4	2	0	60	60	0
DCS 205	Cardiac Sonography II	4	2	0	60	60	0
DCS210	Cardiac Sonography III	4	2	0	60	60	0
DCS 215	Cardiac Sonography IV	4	2	0	60	60	0
DMS 220	Vascular Sonography	5	3	0	75	90	0
DCS 229	Preclinical	0	3	0	0	90	0
DCS 233	Board Exam Review I	1	0	0	15	0	0
DCS 234	Board Exam Review II	1	0	0	15	0	0
DCS 235	Board Exam Review III	1	0	0	15	0	0
DCS 230	Cardiac Sonography Externship I	0	0	7.11	0	0	320
DCS 231	Cardiac Sonography Externship II	0	0	7.11	0	0	320
DCS 232	Cardiac Sonography Externship III	**0**	**0**	7.11	0	0	320
TOTAL		**58**	**16**	**21.33**	**870**	**480**	**960**
Total Hours	**Total Credits: 95.33**	**Total Clock Hours: 2310**					

Course Modules

General Education Courses

BIO 100 Medical Terminology
This course will introduce you to the key word parts that make up the building blocks of most medical terms, an overview of basic terms used throughout the health field, the structures and functions of the body systems, specialties related to each system, pathology, diagnostic, and treatment procedures for those systems.

BIO 101 - Human Anatomy
This course focuses on the structural organization of the human body using a system-based approach. It covers anatomical terminology, cell biology, and histology while exploring the anatomy of the integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, endocrine, lymphatic, and reproductive systems. Emphasis is placed on the macroscopic and microscopic structures of these systems, their interrelationships, and their developmental aspects. Virtual lab experiences include anatomical models and cadaver dissection tools to reinforce learning.

BIO 102 Human Physiology
This course explores the physiological functions of the human body, emphasizing system interactions and homeostasis. Topics include the physiological mechanisms of the integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, endocrine, lymphatic, and reproductive systems. The course examines regulatory processes, functional adaptations, and responses to internal and external stimuli, integrating discussions on common pathologies and diagnostic methods. Virtual lab experiences provide interactive simulations to enhance understanding of physiological functions.

BIO 103 Microbiology
The course covers basic concepts of microbiology, with emphasis on medically important microorganisms and infectious diseases. The topics studied include microscopy, microbial growth and genetics, antimicrobial agents, epidemiology, and immune system responses to pathogens. Lab exercises emphasize aseptic techniques, isolation, and culture of microorganisms, microscopy, and staining techniques. This course includes one semester credit hour of the virtual lab

BIO 104 Introduction to Anatomy and Physiology
This 4-credit course is designed to introduce students to the fundamental concepts and principles of human anatomy and physiology. This course is comprised of 4 theoretical and laboratory credits, offering an integrated exploration of the human body's intricate structure and function.

COMM 100 Introduction to Public Speaking
The course explores how people interact verbally and non- verbally and teaches basic principles of interpersonal communication, including perception, self-concept, persuasive communication, nonverbal communication, semantics, roles and norms, and communication barriers. Activities include participating in groups, pairs, and interactive communication situations.

COMM 101 Communication, Critical Thinking and Clinical Reasoning
This 3-credit course is designed to equip students with the essential communication skills needed in various healthcare settings. This course is structured to cover a wide range of topics, including basic communication principles, interpersonal communication, and therapeutic communication

ENG 100 Introduction to Composition
This course is a general introduction to the principles of effective writing with an emphasis on the writing process, thesis, context, purpose, and audience. By completing this course, the student will acquire the ability to write effective sentences, paragraphs, and themes and the ability to read with an understanding of rhetorical forms and devices with critical awareness. The course aims to build sequentially on students' ability to read both written and cultural texts closely and critically and to analyze those texts in ways that also engage and problematize students' own experience, the perspectives of "experts," and the world they live in.

MTH 125 Intermediate College Algebra
The course focuses on topics such as basic treatment of algebraic expressions, solving linear equations and inequalities, graphing linear equations and inequalities, polynomial operations, positive and negative integral exponents, factoring, systems of linear equations, radical and rational expressions, quadratic equations and various application problems.

PSY 100 Introduction to Psychology
This course covers the foundations of human behavior. It includes the study of the theories and concepts of psychology, including the scope of psychology, biological foundations and the brain, sensation, perception, motivation, personality, learning and memory, emotion, states of consciousness, personality theories, cognition, and lifespan development, and applied psychology.

PSY 200 Human Growth and Development
This course explores fundamental theories and concepts of human growth and development from prenatal stages to old age. It examines physical, cognitive, social, and emotional changes, emphasizing the interaction between biology, environment, and culture. Students will analyze major developmental theories, including those of Piaget and Vygotsky, while gaining insight into the complexities of nature versus nurture in shaping human development.

SOC100 Introduction to Sociology
This course explores the social forces that shape individuals, institutions, and cultures through a critical and scientific lens. Using sociological theories, research, and media, students examine key topics such as socialization, norms, deviance, and the impact of race, class, and gender on society. Discussions also cover family structures, social change, criminal behavior, and population dynamics, providing insight into the complexities of human interaction and societal transformation.

Sonography Courses

DCS 200 Cardiac Sonography I
This is the first of a four-part series, introduces students to the fundamental principles and practices of cardiac sonography. The theory component covers basic cardiovascular anatomy and physiology, principles of ultrasound, and introduction to echocardiographic examination, including parasternal, apical, and subcostal views. The clinical component provides students with initial hands-on experience in a supervised laboratory setting. Students will begin to perform basic echocardiographic examinations, gaining experience with equipment handling, patient positioning, and image acquisition.

DCS 205 Cardiac Sonography II
This course II builds on the knowledge and skills acquired in Cardiac Sonography I. The theory component delves deeper into cardiac pathology, hemodynamics, and Doppler principles. Students will learn about various heart diseases and their sonographic appearances. The clinical component, conducted in a healthcare setting, provides students with hands-on experience in performing echocardiographic examinations under supervision. They will continue to develop their scanning skills, focusing on image optimization and recognition of pathologies.

DCS 210 Cardiac Sonography III
This is the third part of the series, which introduces students to advanced echocardiographic techniques, including 3D echocardiography, stress echocardiography, and echocardiography in the critical care setting. The theory component focuses on these advanced techniques, and their application in diagnosing complex cardiac conditions. The clinical component provides students with further hands-on experience, where they will perform more complex echocardiographic examinations under supervision, enhancing their technical proficiency and clinical decision-making skills.

DCS 215 Cardiac Sonography IV
This advanced course focuses on echocardiographic techniques for diagnosing and managing cardiac conditions. Key topics include imaging the myocardium, evaluating cardiomyopathies, assessing pericardial and valvular diseases, and detecting cardiac masses. Students will explore advanced 2D, Doppler, and color flow imaging techniques, with hands-on practice in interpreting complex findings and managing patient cases. The course also covers prosthetic valve evaluation, aortic pathology, and treatment monitoring using echocardiography. Combining theory and clinical practice, this course enhances students' proficiency in advanced cardiac sonography.

DCS 229– Pre-Clinical (3 Credits)
The Pre-Clinical course is designed to ensure students possess the necessary hands-on skills and clinical readiness before entering their externship experience. Over a two-week period, students participate in open lab sessions for up to 30 hours per week, focusing on refining their technical and procedural skills under faculty supervision.
Students must successfully complete a comprehensive skills checklist that evaluates their competency in patient care, scanning techniques, equipment operation, image acquisition, documentation, and overall clinical preparedness. Clearance is granted upon demonstrating proficiency in these essential areas, ensuring students are fully prepared to integrate into a real-world clinical environment. Successful completion of this course is mandatory for clinical placement.

DCS 230 Cardiac Sonography Externship I
In the first externship of the Cardiovascular Sonography series, students will immerse themselves in a real world healthcare setting for 320 hours of hands-on clinical experience. Under the supervision of qualified professionals, students will apply their knowledge and skills in performing basic echocardiographic and vascular sonographic examinations. They will also develop effective communication skills and learn to function as part of a healthcare team. This externship emphasizes clinical competence, professional behavior, and commitment to quality patient care.

DCS 231 Cardiac Sonography Externship II
This second externship course builds upon the clinical experience gained in the first externship. Over another 320 hours in a healthcare setting, students will increase their responsibility in performing a variety of echocardiographic and vascular sonographic examinations. This includes more complex cases and the use of advanced sonographic techniques. Students will continue to enhance their professional skills, including problem- solving, clinical decision-making, and patient interaction.

DCS 232 Cardiac Sonography Externship III
This is the final e xternship i n t he C ardiovascular S onography s eries f ocuses o n r efining an d in tegrating th e sk ills and knowledge students have developed throughout the program. Over 320 hours in a healthcare setting, students will take on a higher level of responsibility in patient care, including performing and interpreting comprehensive echocardiographic and vascular sonographic examinations. This externship aims to ensure the students' transition to becoming a competent, entry-level cardiovascular sonographer, ready to provide quality patient care and contribute effectively to the healthcare team.

DCS 233 – Board Exam Review I (15 Clock Hours, 1.0 Credit Hour)
This three-part series designed to prepare Diagnostic Cardiac Sonography (DCS) students for the Cardiovascular Credentialing International (CCI) certification exam. This course focuses on sonography, physics and instrumentation. Students will review core concepts through practice questions, mock exams, and targeted review sessions aimed at reinforcing their understanding of ultrasound physics and optimizing their test-taking strategies. By the end of the course, students will be well-prepared to confidently tackle the sonography physics portion of the board exam.

DCS 234 Board Exam Review II
This course is designed to prepare sonography students for the board exam with a focus on cardiovascular sonography. Part II covers the foundational principles of cardiac anatomy, hemodynamics, and vascular system physiology, along with key concepts in echocardiography and vascular imaging. Students will review imaging protocols, Doppler techniques, and measurements related to the heart and major blood vessels. Emphasis is placed on recognizing normal and abnormal cardiovascular findings and understanding their clinical significance. Through practice questions, case studies, and review sessions, students will build a solid foundation for success in the cardiovascular portion of the board exam.

DCS 235 Board Exam Review III
This course is the second part of the cardiovascular sonography board exam review, focusing on advanced concepts in cardiac and vascular imaging. Students will explore complex topics such as valvular disease, congenital heart defects, cardiac function assessment, and advanced Doppler techniques for evaluating blood flow. Emphasis will be placed on echocardiographic measurements, vascular pathology, and interpretation of findings related to arterial and venous systems. Through comprehensive review sessions, practice exams, and case studies, students will refine their skills and knowledge to confidently tackle the more advanced cardiovascular content of the board exam.
cardiac function assessment, and advanced Doppler techniques for evaluating blood flow. Emphasis will be placed on echocardiographic measurements, vascular pathology, and interpretation of findings related to arterial and venous systems. Through comprehensive review sessions, practice exams, and case studies, students will refine their skills and knowledge to confidently tackle the more advanced cardiovascular content of the board exam.

DMS 101 Principles of Physics & Ultrasound Instrumentation I
This course is designed to provide students with a thorough understanding of the physics principles underlying ultrasound technology and the operation of sonographic equipment. As a critical part of the sonography program, this course blends theoretical knowledge with practical application to equip students with the necessary competencies to operate sonographic instruments effectively and safely.

DMS 102 Principles of Physics & Ultrasound Instrumentation II
This course covers the essential physical principles and instrumentation in diagnostic ultrasound, including pulsed echo instrumentation, image processing, dynamic range, harmonics and contrast agents, and hemodynamics. Students will explore Doppler imaging, focusing on optimization, artifacts, and quality assurance. Key topics include bioeffects of ultrasound, safety, and the role of sonographers in clinical settings. The course equips students with the knowledge to apply ultrasound technology effectively in clinical practice.

DMS 103 Introduction to Fundamentals of Sonography, Protocols and Terminology
course introduces students to the fundamentals of sonography, including medical terminology, imaging protocols, and essential scanning techniques. Students will explore the role of the sonographer, imaging modalities, and professional ethics while developing critical thinking and problem-solving skills. Emphasis is placed on anatomy, directional terminology, transducer manipulation, and image interpretation. Through interactive course materials, discussions, and assessments, students will gain proficiency in ultrasound technology and patient communication, laying a strong foundation for advanced sonography course.

DMS 104 Essentials of Sonography and Patient Care
This course provides students with the knowledge and skills necessary for effective patient care in a sonography setting. The course highlights the crucial role sonographers play in providing quality patient care and how these care strategies significantly impact patient outcomes. The course begins with an overview of the roles and responsibilities of a sonographer. Emphasis will be placed on the professional qualities needed to ensure effective communication, patient comfort, and safety. Students will gain an understanding of the ethical and legal considerations pertaining to patient care in the sonography field. Subsequently, the course delves into the practical aspects of patient care, including patient preparation for sonographic procedures, safety precautions, infection control standards, and emergency patient care. Students will be trained in safe transfer techniques, correct positioning for sonographic examinations, and methods to maintain patient comfort and dignity. In addition, the course addresses the importance of accurate documentation in sonography, covering topics like patient history taking, recording sonographic findings, and maintaining patient records in compliance with healthcare laws and regulations.

DMS 200 Abdominal and Small Parts Sonography I
This is the first part of a comprehensive two-part series designed to provide students with a robust understanding of sonographic imaging of the abdominal and small parts. The theory portion of this course delves into the anatomy, physiology, and pathophysiology of the abdominal and small parts, including the liver, gallbladder, pancreas, spleen, kidneys, thyroid, breast, scrotum, and pelvis. Students will be introduced to sonographic scanning techniques, image optimization, and interpretation skills associated with these organ systems. The clinical component offers a hands-on learning experience in a supervised laboratory setting or healthcare facility. Students will start performing basic sonographic examinations under supervision, applying the theoretical knowledge acquired in the classroom to real-life scenarios.

DMS 205 Abdominal and Small Parts Sonography II
This is the second part of the comprehensive two-part series. Building on the knowledge and skills gained in Abdominal and Small Parts Sonography I, this course offers a more advanced study of the sonographic evaluation of the abdomen and small parts. In the theory component, the course will cover more complex pathological conditions of the abdomen and small parts, along with their sonographic appearances. Students will also learn about advanced scanning techniques and protocols, and differential diagnosis processes. The clinical component, a continuation of the clinical practice initiated in Part I, will provide students with further hands-on experience in a real-world healthcare setting. Students will perform more complex sonographic procedures under supervision, progressively improving their proficiency and confidence.

DMS 210 Obstetrics and Gynecology Sonography I
This is the first part of a two-part series designed to equip students with the knowledge and skills needed to perform sonographic examinations in obstetrics and gynecology. The theory component of the course introduces students to the female reproductive anatomy and the sonographic appearance of normal and abnormal conditions in the non-gravid uterus and ovaries. Topics include menstrual cycle, benign and malignant gynecological pathologies, infertility, and more. In the obstetrics section, the focus will be on the principles of first trimester scanning, including gestational age calculation, identification of multiple pregnancies, and recognition of common complications. The clinical component allows students to apply theoretical knowledge in a supervised laboratory setting or healthcare facility, performing basic sonographic examinations of the female reproductive system and first-trimester pregnancies under supervision.

DMS 215 Obstetrics and Gynecology Sonography II
This is the second part of the series, built on the knowledge and skills developed in Obstetrics and Gynecology Sonography I, offering an in-depth study of the sonographic evaluation of the gravid uterus. The theory component of the course focuses on advanced obstetric scanning, covering topics such as fetal biometry, assessment of fetal anatomy, amniotic fluid assessment, placental evaluation, and identification of fetal and obstetric complications in the second and third trimesters. The course will also discuss the role of ultrasound in high-risk pregnancies and fetal therapy. The clinical component provides students

with continued hands-on experience in a real-world healthcare setting. Students will perform more complex sonographic procedures under supervision, improving their proficiency and confidence in obstetric and gynecological sonography.

DMS 220 Vascular Sonography
This course series provides a comprehensive foundation in vascular sonography, integrating theoretical knowledge and hands-on clinical experience. In Vascular Sonography , students learn vascular anatomy, hemodynamics, and the sonographic evaluation of peripheral arteries and veins, including Doppler principles and common vascular pathologies such as atherosclerosis and deep vein thrombosis. Vascular Sonography expands on this foundation, covering advanced scanning techniques, complex vascular pathologies, and the sonographic assessment of cerebrovascular and abdominal vascular conditions. Through supervised clinical practice, students progressively develop proficiency in performing noninvasive vascular examinations, including color Doppler, spectral analysis, and differential diagnosis techniques.

DMS 229 – Pre-Clinical (2 Credits)
The Pre-Clinical course is designed to ensure students possess the necessary hands-on skills and clinical readiness before entering their externship experience. Over a two-week period, students participate in open lab sessions for up to 30 hours per week, focusing on refining their technical and procedural skills under faculty supervision.
Students must successfully complete a comprehensive skills checklist that evaluates their competency in patient care, scanning techniques, equipment operation, image acquisition, documentation, and overall clinical preparedness. Clearance is granted upon demonstrating proficiency in these essential areas, ensuring students are fully prepared to integrate into a real-world clinical environment. Successful completion of this course is mandatory for clinical placement.

DMS 230 Externship I
This is the first of a three-part series of clinical externships, providing students with hands-on professional experience in the field of sonography. In this course, students will spend 320 hours over the semester in a healthcare facility under the direct supervision of experienced sonographers and physicians. Externship I focus on consolidating basic skills in general sonography, including abdominal, small parts, and basic obstetric and gynecological sonography. Students will perform sonographic procedures, fine-tune image acquisition skills, recognize normal and pathological conditions, and develop professional patient care skills.

DMS 231 Externship II
This is the second in the series, is another 320-hour clinical experience that builds on the skills developed in Externship I. The emphasis of this externship is on advanced sonographic procedures, including vascular, obstetric and gynecological, and specialty sonographic examinations. Under the supervision of experienced healthcare professionals, students will deepen their practical skills, enhance their ability to make informed judgments about sonographic images, and improve their problem-solving abilities.

DMS 232 Externship III
This is the final part of the externship series, is a 320-hour clinical experience that completes the transition from student to professional sonographer. This externship provides students with comprehensive professional experience, allowing them to fine-tune their skills in all areas of sonography. Under the
supervision of experienced healthcare professionals, students will undertake full responsibility for patient examinations, including preparing the patient, performing the examination, and providing a preliminary image interpretation.

DMS 233 – Board Exam Review I (15 Clock Hours, 1.0 Credit Hour)
The first course in a three-part series designed to prepare Diagnostic Medical Sonography (DMS) students for the American Registry of Radiologic Technologists (ARRT) certification exam. This course focuses on sonographic physics,

instrumentation, and Doppler principles, ensuring students build a strong foundation for exam success. Students engage in structured reviews, targeted practice questions, and test-taking strategies to reinforce key concepts.

DMS 234 – Board Exam Review II (15 Clock Hours, 1.0 Credit Hour)
The second review course emphasizes clinical applications and pathology interpretation relevant to abdominal, small parts, obstetrics & Gynecology and vascular sonography. Students participate in case-based learning, diagnostic case reviews, and mock exams to strengthen their ability to recognize and differentiate pathology, preparing them for the certification exam.

DMS 235 – Board Exam Review III (15 Clock Hours, 1.0 Credit Hour)
The final course in the DMS board exam review series provides a comprehensive review of all major exam topics, simulating the testing environment. Students take full-length mock exams, analyze their performance, and refine test-taking strategies. Emphasis is placed on image evaluation, clinical decision-making, and patient care scenarios to ensure readiness for the ARRT certification exam upon graduation.

Medical Assistant – Modules:

MA 001 –Law and Ethics and Human Behavior (40 Theory–2.67 Credits, 40 Lab–1.33 Credits, Total: 4.0 Credits)
This module provides an introduction to the history and science of the medical field, emphasizing the role of medical assistants in healthcare. Students learn patient reception, office safety, emergency preparedness, and office management responsibilities. Additional topics include medical law, ethics, psychology, and physical therapy modalities. Hands-on training includes checking vital signs, obtaining blood samples, and administering intramuscular injections. The module also covers medical terminology, keyboarding skills, and professional self-presentation techniques.

MA 002 – Pharmacology and Surgical Procedures (40 Theory–2.67 Credits, 40 Lab–1.33 Credits, Total: 4.0 Credits)
This module focuses on infection control, aseptic techniques, and sterile procedures. Students study bacteriology, OSHA and CLIA regulations, and disease prevention. The curriculum includes medication administration, pharmacology principles, and classifications of therapeutic drugs. Students participate in patient positioning, draping, and minor surgical assistance. Anatomy and physiology of the muscular system, medical terminology, and career readiness skills, such as resume writing and job applications, are also covered.

MA 003 – Front Office, Medical Insurance, and Bookkeeping (40 Theory–2.67 Credits, 40 Lab–1.33 Credits, Total: 4.0 Credits)
This module introduces students to medical office operations, including medical insurance, billing and coding, bookkeeping, financial management, and patient recordkeeping. Training includes office emergency protocols and first aid techniques, including wound bandaging. The module also covers the anatomy and physiology of the digestive system, common diseases, and patient nutritional counseling. Students also develop career networking strategies to enhance job placement prospects.

MA 004–EKG, Phlebotomy, and Cardiopulmonary Procedures (40 Theory–2.67 Credits, 40 Lab–1.33 Credits, Total: 4.0 Credits)
Students explore the circulatory and respiratory systems, including heart and lung function, diseases, and diagnostic procedures. Training includes EKG lead placement, 12-lead electrocardiogram recording, and CPR certification. Hands-on skills include venipuncture, medication preparation, and vital signs assessment. Professional development topics include job interview preparation and communication skills.

MA 005 – Medical Office Lab (40 Theory–2.67 Credits, 40 Lab–1.33 Credits, Total: 4.0 Credits)
This module covers laboratory procedures performed in medical offices, including specimen collection, venipuncture, and diagnostic hematology. Students learn about radiology, nuclear medicine, and patient preparation for imaging procedures. Anatomy and physiology of the urinary and immune systems, along with common diseases and disorders, are discussed. Students gain proficiency in laboratory equipment maintenance and selected invasive procedures.

MA 006 – Endocrinology, Obstetrics, and Gynecology (40 Theory–2.67 Credits, 40 Lab–1.33 Credits, Total: 4.0 Credits)
This module examines general anatomy and physiology, focusing on the skeletal, endocrine, and reproductive systems. Students learn about child growth and development, including hereditary and environmental influences. Training includes pediatric patient care, vital sign assessments, diagnostic tests, and health promotion. The module also emphasizes mentorship and career development in medical assisting.

MA 007 – Communication and Clinical Procedures (40 Theory–2.67 Credits, 40 Lab–1.33 Credits, Total: 4.0 Credits)
Students develop essential clinical and communication skills for medical settings. Topics include eye and ear examinations, nervous and integumentary system disorders, and patient interactions. Front office skills such as appointment scheduling, records management, and bookkeeping are practiced. Professional development includes workplace communication, career advancement strategies, and professional attire guidelines.

PD 001 – Professional Development (40 Clock Hours: 40 Theory – 2.66 Credits, 0 Lab, Total: 2.66 Credits)
This module prepares students for professional success by focusing on career planning, job search strategies, resume writing, and interview preparation. Emphasis is placed on workplace ethics, adaptability, and self-presentation to enhance long-term career growth.

Externship – Medical Assistant Externship (200 Clock Hours: 4.4 Credits)
After completing all instructional modules, students participate in a 200-hour externship at an approved healthcare facility. This hands-on experience allows students to apply their clinical and administrative knowledge in a real-world setting. Externs work under the supervision of medical professionals and are evaluated at 100-hour and 200-hour intervals. Successful completion of the externship is required for graduation.

Pre-requisite: MA001, MA002, MA003, MA004, MA005, MA006, MA007.

Vocational Nursing Program

TERM I: Vocational Nursing Practice in Wellness & Illness I
The main goal for term one is to provide the nursing students with a foundation of vocational nursing practice. It will include an orientation to the program policies and procedures, the role of the vocational nursing student, and an introduction to the wellness and illness model and the practice of nursing according to National League for Nursing.
This term will include an introduction to the nursing process, basic nursing skills and concepts of patient care in wellness and illness.

VN 100
Fundamentals of Nursing
This course will include the basic knowledge that is essential for providing safe, knowledgeable, and effective nursing care such as basic nursing concepts, basic nursing skills, and basic nursing interventions.
The course includes the following topics:

- Introduction to Vocational Nursing
- Developmental and Sociocultural Considerations
- Communication & Nurse – Client Relationship
- Nursing Process
- Vital Signs
- Physical Assessment
- Documentation
- Selected Basic Nursing Skills
- Life Cycle of Older Adult Client
- Client & Family Education

Students will develop a basic knowledge that is essential for understanding further courses. An introduction to anatomy, physiology, nutrition, and clinical pharmacology will be provided. In addition, an introduction to the concepts of nursing care of the surgical client will be provided.

TERM II: Vocational Nursing Practice in Wellness & Illness II Term Description
The main goal for term II is to provide the students with knowledge and the clinical practicum in the field of adult medical surgical nursing. The theory part is divided according to body systems and the clinical practicum provides the student with opportunities to integrate and apply Medical skillsets.

VN 200 (Medical Surgical Nursing I)
This course will provide students with the knowledge and skills needed to provide safe and effective care for client with selected disorders. This course covers some body systems, each individual system will be studied in scope of anatomy and physiology, a physical assessment, incidence, lab & diagnostic methods and treatment modalities, and nursing care for adult with major illness such as respiratory disordersspecial needs, cardiovascular disorders, reproductive disorders, renal and urinary disorders, and endocrine. The role of the practical nurse in caring for aging clients both at home and health care facility is discussed through each system.

TERM III Vocational Nursing Practice in Wellness & Illness III Term Description
The main goal for term III is to offer the students theoretical knowledge and clinical experiences in medical surgical and other specialty area such as Maternity, and Pediatric.

New body systems will be introduced, and anatomy and physiology will be included for each system. Maternal-Neonatal Nursing & Pediatric Nursing will provide student with the knowledge and skills needed to provide safe and effective care for clients in the maternity and pediatric units. Mental Health Nursing course will introduce the students to basic concepts related to mental health in wellness and illness. Integral to Term III is development of leadership and supervision knowledge and skills.

VN 300 Maternal-Neonatal Health
This course covers the following topics structure and function of the reproductive system, family planning, infertility, menopause, fetal development, maternal adaptation during pregnancy, prenatal care, labor process, pain management during labor, assisted delivery and cesarean birth, postpartum nursing care, newborn nursing care, pregnancy related complication, labor at risk, postpartum at risk, and newborn at risk.

VN 310 Pediatric Nursing
This course covers growth and development from infancy to adolescent, foundations of pediatric health care includes assessment of the child, care of hospitalized child, dying child, and nursing care for child with major illness such as sensory/ neurological disorders, respiratory disorders, cardiovascular disorders, gastrointestinal disorders, endocrine disorders, genitourinary disorders, musculoskeletal disorders, integumentary disorders, communicable diseases, and psychosocial disorders.

VN 320 The Medical Surgical Nursing II
This course will provide student with the knowledge and skills needed to provide safe and effective care for client with the following disorders: integumentary disorder, musculoskeletal disorder, gastrointestinal disorder, gallbladder, liver, biliary tract, or exocrine pancreatic disorder, visual or auditory disorder, neurological disorder, immune disorder, HIV/AIDS, and cancer

VN 330 Mental Health Nursing
This course covers legal and ethical issues, mental health concepts, therapeutic communication, crisis intervention, individual psychotherapy, group therapy, family therapy, major mental, electroconvulsive therapy, disorders psychopharmacology, and addressing the psychological aspects of care provided for physically ill client.

VN 340 Leadership, Supervision, & Senior Practicum:
This course covers the following topics; overview of the health care system, the health care team, ethical issues in health care, legally responsible nursing practice, leadership skills and supervision skills. This course will provide student with clinical opportunity to provide safe and effective care for three clients include performing client assessment, administering medications, and utilizing the nursing process in providing comprehensive nursing skills as applied to the following systems: Obstetrics, Pediatrics, Integumentary, Musculoskeletal, Gastrointestinal, Sensory & Neurology, Immunology, and Oncology.

VN 350 Integration Course:
The purpose of the course is to integrate the knowledge base from each of the different core specialties in nursing by reviewing material in a case study and scenarios format. The course follows the competition of the program terms (I, II, and III) with a comprehensive assessment to ensure student preparation for success in taking the NCLEX examination. This course provides the student with competencies and strategies to enhance transition from student to vocational prepared nurse. Students gain understanding of the role of the National Council of State Boards of Nursing (NCSBN) in developing and administering the Vocational Nurse (LVN) licensing examination.

Academic Calendar, Breaks & Operating Hours

Operating Hours

Anaheim & Hawthorn Campuses	Monday through Thursday 8:30AM- 6:00PM Friday 8:00AM - 5:00 PM

2024 Academic Calendar

Associate of Applied Sciences in Vocational Nursing
8-week Semester || Calendar subject to change due to external factors

2024 Academic Calendar | Anaheim Campus

Vocational Nursing, VN-IDL	Start Date	End Date
Group 43	2/26/2024	8/26/2025
Group 44	4/23/2024	10/26/2025
Group 45	9/17/2024	3/22/2026
Group 46	11/5/2024	5/10/2026

Medical Assistant, MA-IDL	
Program Start Date	**Projected Graduation Date**
1/16/25	10/17/25
2/17/25	10/31/25
3/17/25	12/5/25
3/31/25	1/9/26
4/28/25	2/13/26
5/27/25	3/13/26
6/25/25	4/10/26
7/23/25	5/8/26
8/20/25	6/5/26
9/18/25	6/19/26
10/16/25	7/17/26
10/30/25	8/14/26
12/2/25	9/11/26

Associate of Applied Science in Vocational Nursing, AASVN - IDL	
Program Start Date	**Projected Graduation Date**
1/6/25	12/20/25
5/5/25	4/24/26
8/31/25	8/21/26
1/5/26	12/20/26
5/4/26	4/23/27
9/7/26	8/20/27

Associate of Applied Science in Diagnostic Medical Sonography, AASDMS - IDL	
Program Start Date	**Projected Graduation Date**
1/6/25	11/2/26
5/5/25	3/1/27
9/1/25	6/28/27
1/5/26	11/1/27
5/4/26	2/28/28
8/31/26	6/26/28
1/4/27	10/30/28
5/3/27	2/26/29
9/6/27	7/2/29
1/3/28	10/29/29

Associate of Applied Science in Diagnostic Cardiovascular Sonography, AASDCS - IDL	
Program Start Date	**Projected Graduation Date**
1/6/25	11/2/26
5/5/25	3/1/27
9/1/25	6/28/27
1/5/26	11/1/27
5/4/26	2/28/28
8/31/26	6/26/28
1/4/27	10/30/28
5/3/27	2/26/29
9/6/27	7/2/29
1/3/28	10/29/29

California Career Institute 2025-2026 Holiday Calendar

2025 Holiday Calendar	
January 20, 2025	Martine Luther King Jr. Day
May 26, 2025	Memorial Day
June 19, 2025	Juneteenth
July 4, 2025 - July 6, 2025	Independence Day
September 1, 2025	Labor day
November 11, 2025	Veterans Day
November 27, 2025 - November 30, 2025	Thanksgiving
December 23,2025 to January 1, 2026	Winter Break

2026 Holiday Calendar	
January 19, 2026	Martine Luther King Jr. Day
May 25, 2026	Memorial Day
June 19, 2025 - June 21, 2026	Juneteenth
July 3, 2025 - July 5, 2026	Independence day
September 7, 2026	Labor day
November 11, 2026	Veterans Day
November 26, 2026 - 11/29/2026	Thanksgiving
December 23, 2026 to January 3, 2026	Winter Break

2027 Holiday Calendar	
January 18, 2027	Martine Luther King Jr. Day
May 31, 2027	Memorial Day
June 18, 2027 - June 20, 2027	Juneteenth
July 2, 2027 - July 5, 2027	Independence day
September 6, 2027	Labor day
November 11, 2027	Veterans Day
November 25, 2027 - 11/28/2027	Thanksgiving
December 23, 2027 to January 2, 2028	Winter Break

California Career Institute 2024-2029 Academic Calendar

Year	Semester	Term	Term Start Date	Term End Date	Semester Start Date	Semester End Date
2025	Spring	Term 1 Term 2	1/6/25 3/3/25	2/28/25 4/25/25	1/6/25	4/25/25
2025	Summer	Term 1 Term 2	5/5/25 6/30/25	6/27/25 8/22/25	5/5/25	8/22/25
2025	Fall	Term 1 Term 2	9/1/25 10/27/25	10/24/25 12/20/25	9/1/25	12/20/25
2026	Spring	Term 1 Term 2	1/5/26 3/2/26	2/27/26 4/24/26	1/5/26	4/24/26
2026	Summer	Term 1 Term 2	5/4/26 6/29/26	6/26/26 8/21/26	5/4/26	8/21/26
2026	Fall	Term 1 Term 2	8/31/26 10/26/26	10/25/26 12/20/26	8/31/26	12/20/26
2027	Spring	Term 1 Term 2	1/4/27 3/1/27	2/26/27 4/21/27	1/3/27	4/23/27
2027	Summer	Term 1 Term 2	5/3/27 6/28/27	6/25/27 8/20/27	5/3/27	8/20/27
2027	Fall	Term 1 Term 2	9/6/27 11/1/27	10/29/27 12/20/27	9/6/27	12/20/27
2028	Spring	Term 1 Term 2	1/3/28 2/28/28	2/25/28 4/21/28	1/3/28	4/21/28
2028	Summer	Term 1 Term 2	5/1/28 6/26/28	6/23/28 8/18/28	5/1/28	8/18/28
2028	Fall	Term 1 Term 2	9/4/28 10/30/28	10/27/28 12/20/28	9/4/28	12/20/28
2029	Spring	Term 1 Term 2	1/1/29 2/26/29	2/23/29 4/20/29	1/1/29	4/20/29
2029	Summer	Term 1 Term 2	5/7/29 7/2/29	6/29/29 8/24/29	5/7/29	8/24/29
2029	Fall	Term 1 Term 2	9/3/29 10/29/29	10/26/29 12/20/29	9/3/29	12/20/29

California Career Institute 2024-2027 Academic Calendar (continued)

Spring 2024	
New Year's Day	January 1, 2024
Spring I Classes Begin	January 8, 2024
Martin Luther King Jr. Day	January 15, 2024
Spring I Classes End	March 1, 2024
Spring II Classes Begin	March 4, 2024
Spring II Classes End	April 26, 2024

Summer 2024	
Summer I Classes Begin	May 6, 2024
Memorial Day	May 22, 2024
Summer I Classes End	June 28, 2024
Summer II Classes Begin	July 1, 2024
Independence Day	July 4, 2024
Summer II Classes End	August 24, 2024

Fall 2024	
Fall I Classes Begin	August 26, 2024
Labor Day	September 2, 2024
Fall I Classes End	October 18, 2024
Fall II Classes Begin	October 28, 2024
Veteran's Day	November 11, 2024
Thanksgiving Holiday	November 28-December 1, 2024
Fall II Classes End	December 20, 2024
Winter Break	December 23, 2024 - January 2, 2025
Christmas Eve	December 24, 2024
Christmas	December 25, 2024

California Career Institute 2024-2027 Academic Calendar (continued)

Spring 2025	
New Years Day	January 1, 2025
Spring I Classes Begin	January 6, 2025
Martin Luther King Jr. Day	January 20, 2025
President's Day	February 17, 2025
Spring I Classes End	February 28, 2025
Spring II Classes Begin	March 3, 2025
Spring II Classes End	April 25, 2025

Summer 2025	
Summer I Classes Begin	May 5, 2025
Memorial Day	May 26, 2025
Juneteenth	June 19, 2025
Summer I Classes End	June 27, 2025
Summer II Classes Begin	June 30, 2025
Independence Day	July 4-6, 2025
Summer II Classes End	August 22, 2025

Fall 2025	
Fall I Classes Begin	September 1, 2025
Labor Day	September 1, 2025
Fall I Classes End	October 24, 2025
Fall II Classes Begin	October 27, 2025
Veteran's Day	November 11, 2025
Thanksgiving Holiday	November 27-30, 2025
Fall II Classes End	December 20, 2025
Christmas Holiday	December 23, 2025 - January 1, 2026
Christmas Eve	December 24, 2025
Christmas	December 25, 2025
New Years Eve	December 31, 2025

California Career Institute 2024-2027 Academic Calendar (continued)

Spring 2026	
New Years Day	January 1, 2026
Spring I Classes Begin	January 5, 2026
Martin Luther King Jr. Day	January 19, 2026
Presidents Day	February 17, 2026
Spring I Classes End	February 27, 2026
Spring II Classes Begin	March 2, 2026
Spring II Classes End	April 28, 2026

Summer 2026	
Summer I Classes Begin	May 6, 2026
Memorial Day	May 25, 2026
Juneteenth	June 19, 2026
Summer I Classes End	June 26, 2026
Summer II Classes Begin	June 29, 2026
Independence Day	July 3-5, 2026
Summer II Classes End	August 21, 2026

Fall 2026	
Fall I Classes Begin	August 31, 2026
Labor Day	September 7, 2026
Fall I Classes End	October 25, 2026
Fall II Classes Begin	October 26, 2026
Veteran's Day	November 11, 2026
Thanksgiving Holiday	November 26-29, 2026
Fall II Classes End	December 20, 2026
Christmas Holiday	December 23, 2026 - January 3, 2027
Christmas Eve	December 24, 2026
Christmas	December 25, 2026
New Years Eve	December 31, 2026

Spring 2027	
New Years Day	January 1, 2027
Spring I Classes Begin	January 4, 2027
Martin Luther King Jr. Day	January 18, 2027
Presidents Day	February 15, 2027
Spring I Classes End	February 26, 2027
Spring II Classes Begin	March 1, 2027
Spring II Classes End	April 23, 2027

Summer 2027	
Summer I Classes Begin	May 3, 2027
Memorial Day	May 31, 2027
Juneteenth	June 19, 2027
Summer I Classes End	June 25, 2027
Independence Day	July 2-4, 2027
Summer II Classes Begin	June 28, 2027
Summer II Classes End	August 20, 2027

Fall 2027	
Fall I Classes Begin	September 6, 2027
Labor Day	September 6, 2027
Fall I Classes End	October 29, 2027
Fall II Classes Begin	November 1, 2027
Veteran's Day	November 11, 2027
Thanksgiving Holiday	November 25-28, 2027
Fall II Classes End	December 20, 2027
Christmas Holiday	December 23, 2027 - January 2, 2028
Christmas Eve	December 24, 2027
Christmas	December 25, 2027
New Years Eve	December 31, 2027

Administrative Directory

Administrative Team Main Campus

Staff Name	Title
Dr. Rafat Qahoush	Chief Executive Officer/Director of Nursing
Manal Alawneh	Vice President Compliance
Mohammad Qahoush	Vice President of Finance
Josefina Villanueva	Campus Director Anaheim
Mary Roberson	Director of Education and Student Services
Ayman Alnems	Manager, Student Success Program
Odessa Mathis	Director of Financial Aid
Abraham Abdaldaem	Director of Admissions
Rob Onekea	Director of Marketing
Fatima Alquran BS	Financial Aid Manager
Muna Buser BS, ARDMS	Senior Sonography Instructor
Yvette Lavin	Executive Assistant
Yara Alsukhni BS	Registrar
Aseel Alsondos BS	Business Office Administrator
Michael Contreras	Senior Admissions Representative
Marissa Gulley	Admission Representative
Jessica Acedo	Admission Representative
Dina Qahoush RN, BSN	Clinical Coordinator
Mohammad Khazaleh	Facility Manager
Ghada Saleh RN, BSN	Registered Nurse
Sandy Sedra	VN Clinical Coordinator
Maurice Johnson	Marketing & Social Media Assistant
Gary Lowery Jr.	Career Services Coordinator
Lusine Akoyan BS, LVN	Academic Student Success Coordinator
Mary Tadros	Human Resources Generalist

Administrative Team Hawthorne Branch Campus

Staff Name	Title
Rafat Qahoush PhD	Chief Executive Officer/Director of Nursing
Manal Alawneh RN, MSN	Vice President Compliance
Mohammad Qahoush	Vice President of Finance
Mary Roberson	Director of Education and Student Services
Abraham Abdaldaem	Director of Admissions
Gary Lowery Jr.	Career Services Coordinator
Nereyda Guizar	Sr. Financial Aid Advisor
Dina Qahoush RN, BSN	Clinical Lab Coordinator
Ghada Saleh RN, BSN	VN Student Advisor
Yara Alsukhni BS	Registrar- Main Campus
Mohammad Khazaleh	Facility Manager
Aseel Alsondos BA	Business Office Administrator
Michael Contreras	Senior Admissions Representative
Lusine Akoyan BN, BS	Academic Student Success Coordinator
Yvette Lavin	Executive Assistant to CEO
Aseel Alsondos	Business Office Administrator
Michael Contreras	Senior Admissions Representative

Information Technology Department

Staff Name	Title
Manar Alkayed MS	Instructional Technology Director
Ali Omar BS	Education Technology Support Specialist
Hussein Nasreddine BS	On-Site IT Support & Infrastructure Specialist
Dr. Hareth Jaafar Ashraydeh	Health Programs Curriculum Specialist
Jalal Alzebdeh	On-Site IT Support & Infrastructure Specialist
Ahmad Jarrar	Digital Systems & Web Solutions Engineer
Samar Abdeen	Senior SIS Data & Integration Engineer
Anas Qahoush BA	Quality Education & Engagement Specialist
Mohammad Rida Qahoush BA	Quality Education & Engagement Specialist
Ahmad Alawneh BS	Quality Education & Engagement Specialist

Nursing Department Joint Team Main and Branch

Name of Faculty	Specialty
Rafat Qahoush RN, PhD CEO/Director of Nursing	CEO/Director of Nursing
Manal Alawneh RN, MSN VP Compliance/ADON	VP Compliance/ADON
Ayaman Alnems, RN, PhD	Nursing Faculty
Amanda Maxwell, RN, MSN	Nursing Faculty
Christina Barrera, LVN	Nursing Faculty
Christine Wright RN	Nursing Faculty
Collete Andraos, RN, MSN	Nursing Faculty
Dina Qahoush, RN	Nursing Faculty
Hashim Al-Ajlouni, BSN	Nursing Faculty
Isaac Ugorji, MSN, RN	Nursing Faculty
Jacklin Khoury, BSN, RN	Nursing Faculty
Joan Tanida, R. N., BSN	Nursing Faculty
Johanna Navia, LVN	Nursing Faculty
Jourdan Del Castillo, BSN, RN	Nursing Faculty
Katherine Beaumonte, MSN, RN	Nursing Faculty
Khaled Alwardat RN, PhD	Nursing Faculty
Maria Flick LVN, BS	Nursing Faculty
Maryam Rahimi, LVN	Nursing Faculty
Michelle Kim RN	Nursing Faculty
Mohammad Alhawari, RN, MS	Nursing Faculty
Mohammed Tohemer RN, PhD	Nursing Faculty
Muder Alkrisat RN, PhD	Nursing Faculty
Nadim Khalid. LVN	Nursing Faculty
Noli Cabantug, LVN	Nursing Faculty
Qudsia Tabishyar MD LVN	Nursing Faculty
Rawan Altawalbih RN, PhD	Nursing Faculty
Roselyn Pantoja, MSN, RN	Nursing Faculty
Ronald Bendana, BSN, RN	Nursing Faculty

Medical Assistant Team

Name of Faculty	Specialty
Nancy Figueroa, MA	Medical Assistant Instructor

General Education Faculty

Name of Faculty	Specialty
Mircea Bumbesti MS	English, Communication, Sociology
Tahmina Khan, MD	Anatomy, Physiology, Microbiology
Nadine Sidhom, Psy.D.	Psychology
Mohammad A. Qahoush	Mathematics
Dr. Ayham Raed Alnsour	Anatomy & Physiology
Derar Hasan PhD	Anatomy & Physiology

DMS/DCS Faculty

Name of Faculty	Specialty
Farideh Mousavi BS, ARDMS	Sonography Program Director
Dr. Muhammad Nasir MD ARDMS	Senior Program Advisor
Muna Buser BS, ARDMS	Senior Sonography Instructor
Loretta Warrington BS, ARDMS	Senior Sonography Instructor
Elina Rahmanliev BS, ARDMS	Cardiovascular Sonography Instructor
Gehan Yousef ARDMS	Cardiovascular Sonography Instructor
Nahid Sharie ARDMS	Clinical & Instructional Support Specialist
Edith Pineda ARDMS	Sonography Instructor

Program Information Sheet / Catalog Addendum

Associate of Applied Science in Magnetic Resonance Imaging - IDL (AASMRI)

Program Description

The Associate of Applied Science in Magnetic Resonance Imaging - IDL at California Career Institute prepares students for entry-level practice as MRI technologists in hospitals, imaging centers, and outpatient clinics. The program is delivered through Interactive Distance Learning (Hybrid) and combines online didactic instruction with in-person laboratory and simulation-based learning and supervised clinical education.

Coursework progresses from general education and foundational healthcare content into the MRI core, including MRI safety and patient care, medical terminology and documentation, venipuncture and contrast administration, and MRI physics and instrumentation. The MRI core is organized by body region, including neuro and spine, body (thorax/abdomen/pelvis), and musculoskeletal, with dedicated coursework in cross-sectional anatomy, procedures and protocols, and imaging pathology with technologist-level image evaluation.

Clinical education begins in Term 8 and is completed through three sequential clinical externships at approved clinical sites, totaling 955 hours. The program also includes structured MRI laboratory and simulation activities within designated lab courses to support student preparation for clinical practice. Any use of MRI simulator studies for registry-related clinical-hour equivalency is subject to the requirements of the applicable registry and must be documented according to current registry standards.

Upon successful completion of the program, graduates are prepared to pursue entry-level employment in magnetic resonance imaging and to apply for MRI certification examination pathways through the American Registry of Radiologic Technologists (ARRT) or the American Registry of Magnetic Resonance Imaging Technologists (ARMRIT), as applicable. Certification eligibility and examination approval are determined by the applicable registry based on its requirements in effect at the time of application.

Program Objectives

Upon successful completion of the Associate of Applied Science in Magnetic Resonance Imaging - IDL, the graduate will be able to:

1. Deliver safe, patient-centered care in the MRI environment through clear communication, accurate preparation and positioning, patient monitoring, and appropriate response to patient discomfort or changes in condition.
2. Apply MRI safety practices by completing screening processes, supporting MRI zone access control, reducing projectile, thermal, and acoustic risks, using protective equipment, and following MRI emergency procedures.
3. Apply MRI physics and instrumentation principles to support coil selection, pulse sequence selection, parameter adjustment, image quality, scan efficiency, and safe workflow.
4. Recognize common scanner, coil, equipment, or image-quality concerns within the MRI technologist role; document observations clearly; and escalate concerns according to clinical site policy and supervisory direction.
5. Perform MRI procedures of the brain, spine, body, and musculoskeletal system under appropriate supervision by positioning patients, following protocols, supporting contrast workflows when indicated, and completing examinations according to facility expectations.
6. Evaluate image quality and assess technical adequacy by reviewing coverage, contrast, spatial resolution, signal quality, and artifacts, and by applying appropriate technical adjustments within scope.

7. Recognize normal and abnormal cross-sectional anatomy and common pathology patterns on MRI studies within the MRI technologist role, and communicate technical observations within scope to the supervising radiologist or interpreting provider.
8. Perform venipuncture and support MRI contrast administration safely by following infection control standards, contrast screening criteria, institutional policies, patient monitoring expectations, and documentation requirements.
9. Document MRI examinations accurately and communicate professionally with patients and members of the healthcare team while maintaining confidentiality and following institutional policies.
10. Prepare for entry-level MRI practice and MRI certification examination pathways by integrating didactic instruction, laboratory practice, structured simulation activities, and supervised clinical education.

Total AASMRI Program Length

Full-Time: 88 Weeks / Approximately 21 Months

Total Credit Hours: 100 (Classroom/Theory: 63 + Skills Lab/Simulation: 16 + Clinical Externships: 21)

Total Clock Hours: 2,380 (Classroom/Theory: 945 + Skills Lab/Simulation: 480 + Clinical Externships: 955)

Delivery Method: Interactive Distance Learning (Hybrid)

Approved Locations: Main Campus (Anaheim, CA) and Branch Campus (Hawthorne, CA). Program availability and scheduling may vary by cohort.

Delivery Method and Scheduling

The program may include live Zoom class sessions, asynchronous online learning, in-person lab/simulation activities, structured online simulation activities where applicable, and clinical education at approved sites. Lab, simulation, and clinical schedules may vary by cohort and campus and are scheduled by the institution. Clinical education is subject to clinical site availability and applicable clinical site requirements.

Training-Related Job Titles

Training-related job titles and employment settings that graduates may pursue, depending on employer requirements, certification status, experience, state requirements, and site-specific policies, may include:

- MRI Technologist
- Hospital-Based MRI Technologist
- Outpatient Imaging MRI Technologist
- Travel MRI Technologist
- Research MRI Technologist
- Veterinary MRI Technologist
- MRI Clinical Applications Specialist
- Remote MRI Scanning Support Technologist
- MRI Safety Coordinator / MRI Safety Support Roles

Admissions Policies

The Admissions Department at CCI provides prospective students with information about the school and assists students with planning their educational needs. An Admissions Representative interviews prospective students before enrollment, reviews educational and career goals, helps identify the appropriate training program, explains entrance requirements, ensures access to the School Catalog and program information, and assists with completion of the enrollment agreement once a student confirms intent to enroll.

General Admissions Policies

1. Be at least 17 years of age.
2. Visit and tour the school.
3. Complete an interview with an Admissions Representative.
4. Complete an interview with the Program Director when required for the program.
5. Provide valid proof of Social Security card.
6. Provide valid government-issued identification or driver's license.
7. Complete the Enrollment Agreement.
8. Attend a financial aid interview and complete required financial aid paperwork, if applicable.
9. If requested, provide required health screening or medical history documentation, which may include physical exam, tuberculosis screening, and immunization or vaccination records.
10. Be a graduate of a high school or hold a high school equivalency certificate (GED) and provide a high school diploma, official transcript, or GED certificate. Foreign transcripts or certificates must be evaluated by an approved transcript evaluation service to determine equivalency to U.S. standards.

AASMRI Specific Admissions Requirements

1. Meet all general admissions requirements of California Career Institute.
2. Complete an interview with an Admissions Representative.
3. Complete an interview with the MRI Program Director to determine program readiness and confirm understanding of MRI program expectations.
4. Pass the Wonderlic SLE assessment with a minimum score of 21 or higher. Applicants may attempt the assessment up to three times, and the highest valid score will be used for admissions consideration.
5. Complete the Wonderlic Distance Learning Risk Assessment with fewer than three identified risk areas, as required for the program's hybrid or distance education components.
6. Satisfy criminal background check requirements.
7. Prior to clinical education, complete all required health screening, immunization, medical clearance, MRI safety screening, and clinical site onboarding requirements as determined by CCI, the assigned clinical site, or both.

Due to the unique safety requirements of the MRI environment, students must comply with MRI safety screening, laboratory safety, and clinical site clearance requirements before participating in MRI laboratory or clinical education activities. Students with implants, devices, metallic foreign bodies, retained metal fragments, or other MRI safety concerns may be required to provide additional documentation for individualized review by CCI, the assigned clinical site, or both. Students must be able to meet MRI laboratory and clinical safety requirements, with or without reasonable accommodation, in order to progress through required laboratory and clinical education components.

Essential Functions and Technical Standards

Students in the AASMRI program must be able to perform the essential functions of the program with or without reasonable accommodation. These functions reflect typical duties of an entry-level MRI technologist in clinical settings.

Physical and Motor Requirements

- Meet MRI safety clearance requirements before entering MRI laboratory or clinical environments.
- Assist with moving, lifting, and transferring patients, including routine lifting up to 50 pounds, and perform pushing and pulling as needed for patient care and equipment operation.
- Stand and walk for extended periods during clinical procedures and safely position patients for imaging.
- Use hands, arms, and fine motor coordination to operate MRI equipment, apply accessories, and support safe patient positioning.

Cognitive, Behavioral, and Safety Requirements

- Communicate clearly and professionally with patients, instructors, clinical preceptors, and members of the healthcare team.
- Follow MRI safety screening procedures, site policies, infection control standards, and emergency instructions.
- Recognize changes in patient condition, anxiety, or discomfort and respond according to training and site policy until additional help arrives.
- Maintain confidentiality, complete documentation accurately, accept feedback, and demonstrate professional conduct in classroom, laboratory, and clinical settings.

Graduation Requirements

For all programs, to be eligible for graduation a student must complete all program requirements, meet Satisfactory Academic Progress requirements, and satisfy all financial obligations with the school. Students on academic probation may qualify for graduation if, at the end of their probationary term, they meet the minimum grade requirements.

Program-specific graduation requirements are as follows:

1. Must successfully meet and complete all academic requirements.
2. Must meet a minimum 80% attendance requirement in didactic and lab courses and complete 100% of required clinical externship hours (955 hours) in accordance with program and clinical site policies.
3. Must achieve a C (GPA 2.0 or 70%) cumulative and/or 70% in each course.
4. Must successfully complete all clinical externships with a passing grade.
5. Complete all requirements within 1.5 times the program length.
6. Fulfill all financial obligations to CCI.
7. Participate in an Exit Interview and complete the required exit paperwork.
8. Meet with the Placement/Career Services Department and provide a current resume.

The credential awarded upon completion of the program is an Associate of Applied Science in Magnetic Resonance Imaging - IDL.