



TO BELIEVE  
**AMERICAN**  
TO LEARN  
**UNIVERSITY**  
TO CREATE  
**OF HEALTH**  
TO SUCCEED  
**SCIENCES**

# BE INSPIRED

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

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

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

*That all might have the chance...*

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# AUHS ACADEMIC CALENDAR

## 9.1.2012 – 8.31.2013

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### FALL QUARTER 2012

Classes Begin.....September 24,  
 Thanksgiving Holiday.....November 22 - 23  
 Final Exams.....December 3 - 7  
 Recess.....December 8 - January 1  
 Deadline to Drop with W.....November 9  
 Deadline to Cancel Class.....September 28

#### FINANCIAL AID IMPORTANT DATES AND DEADLINES

2011 -2012 SAR Correction or Updates.....September 21  
 Tuition Payment Deadline.....September 30  
 Cost of Living Allowance .....October 7

### WINTER QUARTER 2013

Classes Begin.....January 2  
 MLK Jr's Birthday Holiday.....January 21  
 Presidents Day Holiday.....February 18  
 Final Exams.....March 11 - 15  
 Recess.....March 16 - 24  
 Deadline to Drop with W.....February 15  
 Deadline to Cancel Class.....January 4

#### FINANCIAL AID IMPORTANT DATES AND DEADLINES

Tuition Payment Deadline.....January 9  
 Cost of Living Allowance .....January 16

### SPRING QUARTER 2013

Classes Begin.....March 25  
 Good Friday Holiday.....March 29  
 Memorial Day Holiday.....May 27  
 Final Exams.....June 3 - 7  
 Recess.....June 8 - 23  
 Deadline to Drop with W.....April 10  
 Deadline to Cancel Class.....March 29

#### FINANCIAL AID IMPORTANT DATES AND DEADLINES

2013 - 2014 FAFSA Deadline.....March 2  
 Tuition Payment Deadline.....March 30  
 Cost of Living Allowance.....April 6

### SUMMER QUARTER 2013

Classes Begin.....June 24  
 Independence Day Holiday.....July 4  
 Final Exams.....September 2 - 6  
 Labor Day.....September 2  
 Recess.....September 7 - 22  
 Deadline to Drop with W.....August 9  
 Deadline to Cancel Class.....June 28

#### FINANCIAL AID IMPORTANT DATES AND DEADLINES

Tuition Payment Deadline.....June 30  
 Cost of Living Allowance.....July 6

### FALL QUARTER 2014

Classes Begin.....September 23  
 Thanksgiving Holiday.....November 28 - 29  
 Final Exams.....December 2 - 6  
 Recess.....December 7 - January 1  
 Deadline to Drop with W.....November 8  
 Deadline to Cancel Class.....September 27

#### FINANCIAL AID IMPORTANT DATES AND DEADLINES

9.1.2012-8.31.2013 SAR Correction or Updates.....September 15  
 Tuition Payment Deadline.....September 28  
 Cost of Living Allowance.....October 5

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American University of Health Sciences reserves the right to modify its programs, tuition and fees, admission and graduation requirements, schedules and other policies, procedures and regulations stated in this catalog at any time.



## APPROVAL DISCLOSURE STATEMENT

American University of Health Sciences, 1600 East Hill Street, Signal Hill, California 90755, American University of Health Sciences is a private institution and is approved to operate by the BPPE, which means compliance with state standards as set forth in the Ed. Code. The Bureau's approval means compliance with minimum state standards and does not imply any endorsement or recommendation by the state or superintendent. Institutional approval must be re-approved every three years and is subject to continuing review.

Approval is on the following programs:

### Graduate Degree Programs

Doctor of Pharmacy.....184.0 Quarter Units  
Master of Science Degree in Clinical Research.....90.5 Quarter Units

### Undergraduate Degree Programs

Bachelor of Science in Nursing.....189.0 Quarter Units  
Bachelor of Science in Pharmaceutical Sciences.....213.0 Quarter Units

### Certificate Programs

Pharmacy Technician.....54.0 Quarter Units

Instruction is in residence with facility occupancy level accommodating 350 students at any one time.

California statute requires that students, who successfully complete courses of study, be awarded appropriate degrees or certificates verifying the fact.

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

Persons seeking to resolve problems or complaints should first contact the instructor in charge. Requests for further action may be made to the education program director or school president. Unresolved complaints may be directed to:

#### Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980  
Washington, DC 20002-4241  
TEL: (202) 336-6780 FAX: (202) 842-2593

#### Bureau for Private Postsecondary Education

P.O. Box 980818  
Sacramento, CA 95798-0818  
TEL: (916) 574-7720  
Website: [www.bppe.ca.gov](http://www.bppe.ca.gov)

#### Board of Registered Nursing

1747 North Market Boulevard #150  
Sacramento, CA 95834  
(916) 322-3350

#### American Association of Colleges of Nursing

One Dupont Circle, NW Suite 530  
Washington, DC 20036  
Phone: (202) 463-6930  
Fax: (202) 785-8320

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 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

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

**APPROVAL DISCLOSURE STATEMENT**

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

AUHS is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11U.S.C. Sec. 1101 et seq.).

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

A handwritten signature in black ink, appearing to read "Joyce Newman Giger". The signature is written in a cursive, flowing style.

Joyce Newman Giger, President



# UNIVERSITY MISSION, PHILOSOPHY, OUTCOMES & GOALS

*There is a dream that each of us has inside. It speaks of a better time, of a better life, of a better world.  
There is a voice that comes from God and shows to each, "the way", then says, "come abide."  
There is a need that cries, must be satisfied, requires of us to care, to help, to give, set self aside.  
That all might have the chance to believe, to learn, to create, to succeed*



*Nursing Students, giving away meals for the "Act Of Love" holiday event*

## UNIVERSITY MISSION, PHILOSOPHY, OUTCOMES & GOALS

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### MISSION OF AUHS

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

### UNIVERSITY LEARNING OUTCOMES (GOALS)

Our learning outcomes (goals) are centered around five (5) core guiding concepts/major pillars or what we also terms hallmarks, which include: 1) performance (Research/Scholarship); 2) cultural competence; 3) critical thinking to enhance academic preparation; 4) social responsibility (service); and 5) Christian Values. These hallmarks enhance both our undergraduate and graduate students, and all include innovation, implementation and assessments components. Each hallmark is presented as follows; first we offer factual and contextual materials to explain the importance of these hallmarks. Second we offer primary goals we derived from the hallmark. Finally, we offer anticipated results where we describe what we envision are parameters that are well underway with a specified day of completion.

1. **Performance. (Academic Excellence/ Research/ Scholarship)** In the area of performance, graduates will demonstrate social, philosophical knowledge of their profession/career pathway (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.).
2. **Cultural competence (Diversity).** In the area of cultural competence, graduates will deliver culturally competent, sensitive caring that is evidence-based in the appropriate health career (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.) service area.
3. **Critical Thinking (Academic Preparation or Excellence/ Education).** In the area of critical thinking, graduates will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career occupation (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.) to build a solid foundation to drive the profession forward.
4. **Social Responsibility (Service).** In the area of social responsibility, graduates will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate health career profession (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.).
5. **Christian Values.** Upon completion of the appropriate health science career program (i.e., nursing, pharmacy, pharmacy technician, clinical research, etc.), students should be able to affect positive clients-patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate client-patient needs and rights.

AUHS recognizes its critical role in community development and social health service through our Christian Values. As a university, we

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

### PURPOSE AND IDENTITY STATEMENT

AUHS is a Christian-based, minority-serving university where the values of faith in God, love of humankind, and respect for all persons, irrespective of differences are embraced. The University is also a minority serving organization dedicated to providing high quality education to prepare underrepresented groups and others as competent and compassionate health care professionals and researchers. Through this outreach, the University harnesses the talents and abilities of persons currently underrepresented in healthcare and research while improving the dissemination of culturally appropriate care.

### PHILOSOPHY & PRINCIPLES OF THE UNIVERSITY

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

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

- The University adopts a holistic approach to education and promotes total development of mind, body, and spirit, while promoting the intellectual, analytical and critical abilities of its students, complemented with solid values such as service and commitment to life-long learning.
- All students must acquire the fundamental knowledge and understanding of science and how it relates to their individual domain—pharmacy, nursing, medicine—and appreciate how these disciplines have evolved, are integrally related, and are individually and collectively continually changing human life. The knowledge that students gain will not be limited to theories but instead will extend to actual clinical application, which will include clinical - laboratory - practice experiences, externships and community service.
- The University thrives in an intimate and quality learning environment, a place for creative individual expression as well as fruitful social interaction. The University harnesses a dynamic, enriching environment where students can freely interact with accomplished and dedicated faculty, who embrace and

## UNIVERSITY MISSION, PHILOSOPHY, OUTCOMES & GOALS

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exemplify the values of the university, and utilize a rich array of library, internet, and interactive learning tools.

- The University recognizes its critical role in community development and social health service. It is aware that institutional success lies behind what its students and graduates give back to society. The University seeks to impress upon all its graduates the higher mission and noble privilege of community service and improving the quality of healthcare through both provision of care and scholarly study of the impact of that care.
- The University commits to continually develop and upgrade curricula and courseware to enable students and practitioners to stay up-to-date and conversant on prevailing practices and technologies affecting the health care industry.
- All graduates of the University will have an accurate understanding of how they, as practitioners in the field, fit into the larger and real-world community that they serve. Graduates will possess the competencies necessary to provide excellent care and service within their domain with a thorough foundation in science, social/behavioral, leadership, and interpersonal - interactional knowledge and skills.

**UNIVERSITY MISSION, PHILOSOPHY, OUTCOMES & GOALS**

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# GENERAL INFORMATION

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

- Psalm 1:1-3 -



Front, American University of Health Sciences

GENERAL INFORMATION

## SCHOOL HISTORY/ LEGAL STATUS

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

## INSTRUCTION BY LANGUAGE

Instruction at AUHS is only done in English. Students are required to take the TEAS and the Accuplacer to determine their command of the English language. These tests are described further in the catalog.

## LOCATION

AUHS is located at 1600 East Hill St. Building # 1, Signal Hill, CA 90755

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

## HOURS OF OPERATION

### Office:

8:00 AM - 6:00 PM.....Monday through Friday

### School Hours:

7:00 AM - 10:00 PM.....Monday through Friday

## PHYSICAL FACILITIES

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

The University occupies 31,000 square foot of a 72,000 square foot complex for classrooms, laboratories, offices and a student lounge. Adequate parking is provided for all students.

University exists to provide the following broad range of Doctorate, Masters, and Bachelors, Post-Degreed and Certificate programs in health science. They include:

The University uses Moodle, Smart boards, CD-ROMs, and other electronic media in its didactic instruction. In laboratory experiences, the University uses simulation modules, mannequins, EKG machines and similar health related machines.

### Graduate Degree Programs

Doctor of Pharmacy\*.....184.0 Quarter Units  
Master of Science Clinical Research.....90.5 Quarter Units

### Undergraduate Degree Programs

Bachelor of Science in Nursing.....189.0 Quarter Units  
Bachelor of Science in Pharmaceutical Sciences.....213.0 Quarter Units

### Certificate Programs

Pharmacy Technician.....54.0 Quarter Units

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

## BELIEFS

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

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

### Graduate Degree Programs:

**Doctor of Pharmacy (under development).** The Doctor of Pharmacy Degree "PharmD" degree program is a 3-year course of study that will provide an educational foundation for a career in pharmacy and create a setting which evidence-based practices and research, minority inclusion as well as outreach to the community, cultural diversity, public health and wellness development.

**Master of Science in Clinical Research.** This program will serve the graduate level educational needs of interested students in the field of clinical research and biotechnology. The program offers more comprehensive cognitive instruction at the graduate level. It particularly enables practitioners in clinical research to have sharp critical and analytical abilities as well as more in-depth and total development of interpersonal attitudes; essential attributes which will further advance and widen professional opportunities for the graduates. The program is open to Bachelors degree holders and to certified healthcare professionals who want to pursue advanced studies in clinical research.

The growing influx and development of the California and Southern California in research and particularly in the area of Bio-Tech, Bio-Pharmaceutical, Genetic, Medical Device and Pharmaceutical had created a great demand for well educated, highly qualified individuals to take leadership positions in this field. The number of such companies and industries related has all but created a huge gap in meeting current and future needs and the impact that such rapid growth has had on the quality of, level of service for the human population served has pressed everyone into looking at ways and means to satisfy said demand effectively.

GENERAL INFORMATION

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**Undergraduate Degree Program:**

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

**Bachelor of Science in Pharmaceutical Sciences.** This undergraduate program is open to high school graduates who are interested in pursuing careers in Pharmacy, Drug Development, Clinical Research, and the health care sector or as a pathway to the doctorate of pharmacy program.

**Certificate Programs:**

**Certificate in Pharmacy Technician.** This Certificate program is open to high school graduates and other interested individuals who aim to pursue rewarding careers as a pharmacy technician.

**Certificate in Research Medical Assistant.** This Certificate program is open to high school graduates and other interested individuals who aim to pursue rewarding careers in clinical research.

**RIGHTS OF THE UNIVERSITY**

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

**CANCELLATION OF CLASSES**

**Insufficient Enrollment**

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

**CLOSURE OF A PROGRAM**

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

**ACCREDITATION, APPROVALS AND MEMBERSHIPS**

**Approval Disclosure Statement**

The American University of Health Sciences was granted approval for degrees from the Bureau of Private Post Secondary Education pursuant to California Education Code, Section 94311.

This University voluntarily undergoes periodic accrediting evaluations by teams of qualified examiners including subject experts and specialists in specified fields of education and school administration.

**Accreditation**

American University of Health Sciences is Accredited by the Accrediting Council for Independent Colleges & Schools (ACICS) to award doctorate of science degrees, masters of science degrees, bachelor of sciences degrees and post-graduate and certificate.

The Bachelor of Science in Nursing program offered at AUHS is approved by the California Board of Registered Nursing (<http://www.rn.ca.gov/>) and is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

**Professional Memberships**

- Chapter Founder of ACRP Southern California
- Site for Association of Clinical Research Professionals (ACRP)
- Orange County/Long Beach Consortium for Nursing
- Los Angeles Nursing Consortium
- Consortium of American Schools, Colleges and Universities
- California Association of Colleges of Nursing (CACN)
- American Association of Colleges of Nursing (AACN)



*B.S in Nursing, Student Poster Session, Spring 2011*

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*"And to the angel of the church in Philadelphia write, These things says He who is holy, He who is true, "He who has the key of David, He who opens and no one shuts, and shuts and no one opens": "I know your works. See, I have set before you an open door, and no one can shut it; for you have a little strength, have kept My word, and have not denied My name."*

*- Revelation 3:7-9 -*

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**GENERAL INFORMATION**

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# GOVERNANCE & ADMINISTRATION

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

*- 1 Corinthians 15:58 -*



*Faculty and Student picture, taken during the School of Nursing Poster Session*

## BOARD OF TRUSTEES

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### Non-AUHS Affiliated Members

Marilyn Uvero-Overby.....	Chair
Hieu Tran.....	Vice Chair
Henry Cruz.....	External Member
Sara Po-Lim.....	External Member
Song Tan.....	External Member
Tracy Nguyen.....	External Member
Thi Dang.....	External Member

### AUHS Affiliated Members

Pastor Gregory Johnson.....	Internal Member
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*The CEO/President and all key officers, faculty and staff of the University maintain close alliances and network with distinguished colleagues in the allied health industry. The University actively participates in major industry events and activities, and in doing so has earned the trust and respect of leading practitioners in public and private allied health organizations and of members of allied health associations. This strategic network of professional kinship serves the University well in many ways, chiefly in recruiting the services of the best and the brightest in the industry.*

## ADMINISTRATION

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Joyce Newman Giger.....	President
Pastor Gregory Johnson.....	Chief Operating Officer
Kynna Wright.....	Chief Academic Officer/Provost
Norman Johnson.....	Chief Business Officer
Louise Liewald.....	Chief Financial Officer
Genevieve (Ivy) Javaluyas.....	Director of Student Affairs
Venus Cruz.....	Financial Aid Administrator
Dina Hsu.....	Director of Admissions

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## ADMINISTRATION MEMBERS

**Newman Giger, Joyce, Ed.D, APRN, BC, FAAN (President)** – Doctor of Education in Educational Administration and Educational Psychology, Ball State University, Muncie, IN; Master of Arts in Nursing, Ball State University, Muncie, Indiana; Master of Science in Education, South Band, IN; Bachelor of Science in Nursing, Goshen College, Goshen, IN

**Johnson, Gregory, Ph.D. (Hon.) (Chief Operating Officer)** – PhD (Hon.) - St Luke's School of Medicine, Liberia

**Wright, Kynna, Ph.D. (Chief Academic Officer/Provost)** – PhD - University of Los Angeles, CA - Community Health Sciences ; MPH - University of Los Angeles, CA - Community Health Sciences, CA; MSN University of California, CA - Nursing - Pediatric - University of California, Los Angeles, CA; BS Nursing - University of California, Los Angeles, CA; BA Sociology - University of California, Los Angeles, CA

**Liewald, Louise, BS (Chief Financial Officer)** – BS – University of Pacific, Stockton, CA – Business Administration; Certificate in Taxation – Golden Gate University, San Francisco, CA

**Johnson, Norman (Chief Business Officer)** – BS - University of Pennsylvania - Economics major in Finance

**Javaluyas, Genevieve (Director of Student Affairs)** – BS - University of Santo Tomas Manila, Philippines - Mathematics concentration in Actuarial Science

**Cruz, Venus (Financial Aid Administrator)** – BS - University of Pangasinan, Philippines - Accounting

**Hsu, Dina (Director of Admissions)** – MS - CSU Fullerton, CA - Education; BA - Tam Kang University, Taiwan - Risk Management

## FACULTY - School of Nursing

**Beltran-Flores, Tracey, MSN, RN** – MS - Shenandoah University, VA - Nursing – Med Surg/Clinicals/Pathophysiology

**Bralock, Anita, Ph.D., RN, CNM** – PhD - University of CA Los Angeles, CA - Nursing; MS - University of CA Los Angeles, CA - Nursing – Dean School of Nursing

**Bollaji, Elizabeth, MSN, RN** – MS - CSU Dominguez Hills, CA - Nursing, – Women's Health Nursing Lab

**Ezirim, Jovita, MSN, BSN, RN** – MSN - CSU Dominguez Hills, CA - Nursing; BSN - Louisiana State University, CA - Nursing – Older Adult Health Care; Mental Health Lab

**Miller, Sharrica, MSN, BSN, RN** – MS - Cal State Univ Long Beach; BSN, Howard University – Advanced Med Surg Lab

**Mohammad, Ajmal, M.D., MSN, RN, CNL** – MD - Universidad Tecnologica de Santiago, Dominican Republic - Medicine – Epidemiology

**Mieure, Silvia, MSN, BSN, RN** – MS - Cal State Univ Dominguez Hills; BSN, Loma Linda University, CA. – Advanced Med Surg Lab

**Nwachuku, Ada, MSN, BSN, FNP, RN** – MS - Mount Saint Mary's College; BSN, University of Phoenix, Gardena, CA; ADN - El Camino College, Torrance, CA - Nursing – Critical Care Nursing Clinical Studies/Advanced Med Surg Lab

**Ribeiro, Katia, MSN, BSN, RN** – Master of Science in Nursing, Mount Saint Mary College, Los Angeles, CA; Bachelor of Science in Nursing, University of Phoenix, Gardena, CA; Associate Degree in Nursing, El Camino College, Torrance, CA. – Critical Care Nursing/Advanced Med Surg

**Sitanggan, Kanya, DrPH, MPH, BSN RN** – DPH - Loma Linda University, CA - Health Education & Promotion – Psychiatric/Mental Health Nursing Care Clinical

**Smith, Trenell, MSN, RN** – MS - Cal State University, Dominguez Hills, CA - Nursing – Women's Health Nursing Lab

**Smythe-Padgham, Cheryl, MSN, BSN, WHNP, RNC** – MS - University of California, San Francisco; BSN, University of Southern California - Nursing; MSN - California University, Dominguez Hills - PBAC Special Session Preparation – Basic Leadership and Mgt in Nursing/Nursing Clinical Studies

**Tanner, Taryn, FNP, RN** – MS - University Of California Irvine - Family Nurse Practitioner; BS - Cal State Univ of Fullerton, BSN – Psychiatric/Mental Health Nursing Care Clinical

## FACULTY - School of Pharmacy

**Aruoma, Okezie, PhD, DSc, MBA, MSc, BSc, CChem, FRSC, FACN.** – PhD - King's College of London - Philosophy; Doctor of Science - University of London, UK; MS - University of Warwick - Business Administration, Coventry; BS in Biochemistry, University of Sussex, UK – SOP Chair of Global Pharmaceutical Education and Research

**Bishayee, Anupam Ph.D., M.Pharm., B.Pharm** – PhD - Jadavpur University, India - Doctor of Philosophy in Pharmacy, Major in Cancer Chemo Prevention; MS - Jadavpur University, India - Pharmacy; BS - Jadavpur University, India; Pharmacy – Chair Department of Pharmaceutical Sciences SOP

**Bhatia, Deepak, Ph.D.,** – PhD - West Virginia University - Pharmaceutical Sciences; MS - West Virginia University - Pharmaceutical Sciences – Faculty of School of Pharmacy

**Chong, Mok, B.Sc, Pharm.D, Ph.D, MBA** – PharmD - Ferris State University, MI - Doctor of Pharmacy; MBA - Wayne State University - Management & Marketing – Chair of Assessment and Systematic Evaluations SOP

**d'Assalenaux, Richard R, Pharm.D.** – PharmD - University of Southern California, CA - Doctor of Pharmacy – Faculty of School of Pharmacy

**Harwood, Megan Brigid, Pharm.D.** – PharmD - St. John's University, School of Pharmacy (6 year program), Jamaica, NY – Assessment and Systematic Evaluations Officer & Assistant Instructor SOP

**Park, Tony, Pharm.D. J.D.** – PharmD - University of the Pacific, CA - Doctor of Pharmacy; Juris Doctor - Thomas M. Cooley Law School, MI – Pharmacy Law

**Rosenberg, Ettie, Pharm.D., Esq.** – Juris Doctor - Southwestern University School of Law, Los Angeles, CA; PharmD - University of Southern California - Doctor of Pharmacy; – Faculty of School of Pharmacy

**Tomatore, Frank, Pharm.D., Ph.D** – PharmD - University of Southern California - Doctor of Pharmacy; PhD - California Coast University, CA - Doctor of Psychology; MS - California Coast University, CA - Psychology; BA Coast University; BA in Psychology, California State College of Los Angeles, CA. – Associate Dean SOP

## FACULTY - School of Clinical Research

**Amar, Saral, PhD, M. Med, MPharm, CCRP** – PhD, Clinical Pharmacology, Maharaja Sayajirao University, India; Postdoctoral Scholar in Pathology and Pharmacology, Washington University, St Louis MO – Director of MSCR

**Aruoma, Okezie, PhD, DSc, MBA, MSc, BSc, CChem, FRSC, FACN.** – PhD - King's College of London - Philosophy; Doctor of Science - University of London, UK; MS - University of Warwick - Business Administration, Coventry; BS in Biochemistry, University of Sussex, UK – MSCR Faculty

**Bishayee, Anupam, Ph.D., M.Pharm., B.Pharm** – PhD - Jadavpur University, India - Doctor of Philosophy in Pharmacy, Major in Cancer Chemo Prevention; MS - Jadavpur University, India - Pharmacy; BS - Jadavpur University, India; Pharmacy – MSCR Faculty

**Chong, Mok, B.Sc, Pharm.D, Ph.D, MBA** – PharmD - Ferris State University, MI - Doctor of Pharmacy; MBA - Wayne State University - Management & Marketing – MSCR Faculty

**Dessouky, Tarek, MPH, MBA** – Masters of Public Health, University of California, Los Angeles, CA; Executive Master of Business Administration, Claremont University, Claremont, CA – MSCR Faculty

**Defensor, Linnea MD, RP, RN** – MD - University of the Philippines, RP - Medicine; RN - Los Angeles Community College, CA - Nursing – MSCR Faculty

**Gilbert, Richard Keith, Ph.D., H.E.** – PhD - Univ of Southern California, CA - International Education; CPHIL - UC Santa Barbara, CA - Organization and Policy; MA - UC Santa Barbara - Comparative Education; BA UC, Santa Barbara, – MSCR Faculty

**Khan, Shaista MA** – MA - Univ of Missouri, MO - Statistics; M.Sc - Gomal University, Pakistan - Statistics; B.Sc - Peshawar University, Pakistan - Biology, Chemistry – Statistics and Bio Statistics

**Mastron, Jeannetta, BS, CPhT,** – BS - Chapman College, CA - Chemistry – Pharmacy Technician Program Director

## FACULTY - General Education

**Amamani, Narendra, MS** – MS - California State Polytechnic University - Mechanical Eng'g. - BS - University of Maryland, Baltimore - Mechanical Eng'g. – Math 110

**Chueng, Yiu Yiu, MS** – MS - California State University Long Beach, CA - Chemistry; BS - University of Los Angeles, CA - Biochemistry – Chemistry & Chemistry Lab

**Ferry, Michelle PhD** – PhD - Univ of California Santa Barbara - Doctor of Philosophy Major in History, CA – History

**Langton, LeeAnne, MA** – MA - California State University Long Beach, CA - Linguistics; BA - University of CA Los Angeles, CA - Linguistics – English 101; English 207 Creative Writing; Philosophy Critical Thinking

**Price, Tiffany, MS** – MS - California State University, Long Beach, CA - Biology; BA - CSU Long Beach, CA - Marine Biology – Biology - Physiology & Biology - Physiology Lab

**Ryan, Sheryl, MA** – MA - CSU Fullerton - Anthropology; BS - University of Oregon - Anthropology – Anthropology 250

**Tisdale, Arthur, Ph.D.** – MA - Pepperdine University, CA - Psychology; BA - Pepperdine University - Psychology – Psychology

**Valinluck, Michael, MS** – MS - CSU Long Beach, CA - Microbiology; BS - University of California, Los Angeles - Molecular Cell and Developmental Biology – Microbiology

**Wells, Lilli Ann, RD, MS** – MS - University of Bridgeport, CT - Human Nutrition; BS - Colorado State University, Colorado - Human Nutrition & Dietetics – Nutrition

# STUDENT ACTIVITIES AND SERVICES

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

*- John 15:15-17 -*



*Student, by the Fountain*

## STUDENT ACTIVITIES AND SERVICES

### General Information

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

### Advising

AUHS is dedicated to helping students remove obstacles to achieving success. While Student Services Representatives are available to all students to assist in such areas as problem-solving, setting goals, attending class, academic success, financial concerns, or personal issues, student once they begin matriculating are also assigned a faculty advisor. Informal, one-on-one meetings give students the chance to seek assistance, air frustrations and share accomplishments with direct feedback from University staff who will take action, if necessary, to help students alleviate the concern, and, more importantly, encourage the student's continued success. These meetings with advisors can be held anytime or by appointment during regular University hours.

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

### Students Needing Psychological Services

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

### University Student Orientation

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

### Housing

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

### Students with Disabilities

American University of Health Sciences is dedicated to providing opportunities for all qualified students to participate fully in the academic environment. American University of Health Sciences recognizes and supports the role that Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws have in achieving that success. American University of Health Sciences is committed to making reasonable accommodations for students with qualifying disabilities and making its campus and facilities accessible as required by applicable law. AUHS cannot make accommodations that fundamentally alter the nature of AUHS's programs, cause undue burdens on AUHS, or create a direct threat to the health or safety of students or others.

**Student Responsibility** - It is the responsibility of the student to request an accommodation and to follow the processes set forth in the AUHS University policy "Disability Notification and Accommodation Request" form. This document may be obtained from the Student Affairs/Student Services Department or online at [www.auhs.edu/StudentServices](http://www.auhs.edu/StudentServices). A student who does not request an accommodation will not be given one. Likewise, a student with a disability who chooses not to have any accommodations is under no obligation to seek or obtain one.

**Procedure** - Students with disabilities who require accommodations, aids, or services should submit to the Disability Notification and Accommodation Request form at least 6 weeks prior to the start of the quarter to the Director of Student Affairs/Student Services. Student who request accommodations must include medical documentation to substantiate their disability. Student granted accommodations will receive a written approval on their Disability Notification and Accommodation Request form setting forth the specific accommodation(s) granted. Whether to grant an accommodation and the type of accommodation granted by the administration are decisions made at the discretion of the University. AUHS University will make all reasonable efforts to respond to a Disability Notification and Accommodation Request and arrange for any granted requests before the quarter commences. However, AUHS cannot guarantee that all requests will be resolved by the first day of class. A student who submits a Disability Notification and Accommodation Request form with insufficient time for the University administration to consider the request before the quarter commences may opt either to attend classes without the requested accommodation or to delay attending classes until the request is decided.

### Career Services

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

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

Career services provided to students:

1. One-on-one and small group coaching and feedback sessions
2. Workshops offered either during or outside of class sessions
3. Resume Reviews

## STUDENT ACTIVITIES AND SERVICES

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4. Mock Interviews
5. Career search tools and techniques
6. Networking events

### Alumni Services

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

### Student Activities

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

### Clubs & Organizations:

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

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

### Clubs & Organizations:

#### ***AUHS - SON Honors Society***

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

### Clubs & Organizations:

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

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

years after its founding, ACRP remains a primary source of education, information, professional development, and networking for clinical research professionals.

ACRP welcomes clinical research professionals from a wide variety of organizations and roles. The Association provides the industry's primary venue for professionals representing different industry segments and roles to exchange information and resources. ACRP Southern California Chapter was formed and operates on University campus.

### Student Conduct and Discipline

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

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

1. Academic dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the University.
2. Forgery, alteration, misuse, or mutilation of University documents, records, identifications, educational materials, or University property.
3. Obstruction or disruption of teaching, administration, disciplinary procedures, or other activities including public service functions or other authorized activities on the campus.
4. Interfering with the learning process of other students, classroom presentation, or individual instruction being conducted in any class, laboratory and authorized activity
5. Physical or verbal abuse of, or threats toward, any person, including harassment or stalking, or conduct which threatens or endangers health or safety of individuals or the campus community at large.
6. Theft of or unauthorized removal of or damage to property of the University, or using or attempting to use University property in a manner inconsistent with its designed purpose.
7. Unauthorized entry to, use, or occupation of University facilities.
8. Intentional and unauthorized interference with a right of access to University facilities or freedom of movement or speech of any person on the premises.
9. Use or possession of firearms, ammunition, knives, or other dangerous weapons, substances, or materials (except as expressly authorized by the University), bombs, explosives, or incendiary devices prohibited by law.
10. Disorderly conduct or lewd, indecent, or obscene conduct or expression.
11. Violation of a federal, state, or local ordinance including but not limited to those covering alcoholic beverages, narcotics, dangerous drugs (as detailed in the Drug Free Schools Act), peer to peer file sharing, identity theft, gambling, sex offenses, or arson, which violation occurs on or through use of University property.

## STUDENT ACTIVITIES AND SERVICES

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12. Rioting, or aiding, abetting, encouraging, or participating in a riot.
13. Failure to comply with the verbal or written directions of any University official acting in the performance of his/her duty and in the scope of his/her employment, or resisting designated campus security personnel while acting in the performance of his/her duties.
14. Aiding, abetting, or inciting others to commit any act of misconduct set forth in 1 through 12 above.
15. Conviction of a serious crime. (Upon the filing of charges in civil court involving an offense which is of a serious nature, and upon determination that the continued presence of the student would constitute a threat or danger to the University community, such student may be temporarily suspended pending disposition of the charges in civil court).

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

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

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

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

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

### Student Harassment Policy

American University of Health Sciences intends to provide an educational environment that is free from harassment of students based on sex, race, color, religion, national origin, age, disability, sexual orientation, veteran, or marital status. This policy prohibits any student, employee or visitor from harassing another student, employee or visitor at any American University of Health Sciences location on the basis of sex, race, color, religion, national origin, age, disability, sexual orientation, veteran or marital status.

### Forms of Prohibited Harassment

- A. Any verbal, physical or other conduct based on a person's sex, race, color, religion, national origin, age, disability, sexual orientation, or veteran or marital status that has the purpose or effect of threatening or intimidating or coercing another, or impairing academic performance, career development, or any other aspect of education is prohibited harassment. This policy not only prohibits faculty harassment of students, it also prohibits

misconduct by any member of our educational community toward a faculty member, staff member, or a fellow student.

- B. Prohibited harassment (including sexual harassment) does not refer to behavior or occasional compliments of a socially acceptable nature. However, some behavior that is acceptable in a social setting may not be appropriate in the workplace or school setting. It refers to behavior that is not welcome, that is personally offensive, that fails to respect the rights of others, that lowers morale and, therefore, interferes with academic performance.
- C. The victim does not have to be the person toward whom the unwelcome conduct is directed, but may be someone who is affected by such conduct when it is directed toward another person. For example, the harassment of an employee or student may create for another employee or student an intimidating, hostile, or offensive environment.

### Definition of Sexual Harassment

- A. Any act of "quid pro quo" ("something for something") sexual harassment, where a student, supervisor, faculty or other employee with the power or authority to grant or withhold benefits or privileges, demands sexual favors in exchange for benefits or privileges. No student or employee should so much as imply that another student or employee's "cooperation" with sexual demands will have any effect on academic performance, career development, or any other aspect of education.
- B. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is used as the basis for decisions or has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating or hostile environment.
- C. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is used as the basis for decisions or has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating or hostile environment.
- D. Examples of conduct that is prohibited by this policy include, but are not limited to, the following conduct:
  - Explicit or implicit demands for sexual favors in return for benefits or privileges.
  - Unwelcome letters, email communications, or telephone calls of a sexual nature.
  - Distribution or display of materials of a sexual nature, including posters, screen savers or computer graphics, calendars, or pictures of men or women who are dressed in a suggestive manner.
  - Utilizing AUHS's facilities, time or resources in relation to any form of entertainment, such as strippers or belly dancers, that tends to present men or women as sexual objects.
  - Physical assaults of a sexual nature or coerced sexual contact.



## STUDENT ACTIVITIES AND SERVICES

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- Unwelcome and deliberate touching, leaning over, cornering, pinching, or other untoward sexual behavior.
  - Unwelcome sexually suggestive looks or gestures.
  - Unwelcome pressure for sexual favors or dates.
  - Unwelcome teasing, jokes, remarks, innuendos, insults, questions, or vulgar language that relates to or is based on a person's sex. Students and staff are asked to be mindful of others around them. Comments not intended as harassment, and not perceived as such by the person to whom they are directed, may be offensive and unwelcome to another employee or student who overhears them.
  - Affording favorable treatment to those who grant sexual favors, or unfavorable treatment to those who refuse to submit to or reject requests for sexual favors.
- E. This policy prohibits sexual harassment of people of the opposite sex (male toward female, female toward male) or people of the same sex (male toward male, female toward female). This policy not only prohibits faculty sexual harassment of students, it also prohibits misconduct by any member of our educational community toward a faculty member, staff member, or a fellow student.

### Reporting Prohibited Harassment, Including Sexual Harassment

- A. Students are encouraged to comply with this policy and to report conduct that they believe to be prohibited harassment.
- B. The student are encouraged to bring the improper conduct to the attention of the appropriate member of management using the following complaint procedure:
1. Any student who believes that he/she is being harassed should promptly report his/her concerns to :
    - The Director of Student Services, and/or
    - The Campus Program Dean/ Academic Dean, and/or
    - The Campus President
  2. It is the responsibility of each supervisor within his/ her area of control to report student complaints in writing to the Campus President.
  3. American University of Health Sciences will investigate all harassment complaints; including talking with witnesses as appropriate, and in doing so will make every effort to treat the complaint and resulting investigation discreetly.
  4. If the report of prohibited harassment is substantiated, AUHS will take corrective action it deems appropriate. Based on the severity of the offense in the case of an employee violator, the action may include, but is not limited to, oral or written reprimand, demotion, suspension, or termination. Based on the severity of the offense in the case of a student violator, the action may include, but is not limited to, oral or written reprimand, suspension, or expulsion.
- C. If students have any questions regarding sexual harassment in the workplace or this policy, they should contact the Director of

Student Services, Campus Program Dean/ Academic Dean, or Campus President.

- D. The law prohibits retaliation for reporting any form of illegal harassment, or for filing a complaint, testifying, assisting, or participating in any manner in an investigation, proceeding, or hearing regarding any form of illegal harassment. American University of Health Sciences will take appropriate measures to ensure that no such retaliation occurs.
- E. Continued compliance with these policies will assure that the learning environment at American University of Health Sciences remains harassment free and that employees and students treat each other with mutual respect.

## STUDENT'S RIGHTS AND RESPONSIBILITIES

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

## STUDENT COMPLAINTS/GRIEVANCE

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

### Reasons for Grievance:

- A claim is made that an inappropriate grade has been assigned because of faculty member's bias or because of a faculty member's failure to follow announced standards for assigning grades, but not because of a faculty member's alleged erroneous academic judgment (i.e., not a claim that course standards are too high, reading is too heavy or the grade curve is too low...)
- A student may present evidence that a course final grade was miscalculated due to faculty error; however a 30 day time limit applies.
- Other grievances such as abuse, ill-treatment, or exploitation involving the irresponsible or unjust misuse of the instructor's position of authority or power and trust.
- All grievances must be brought timely. Complaints must be grieved within 30 days of the incident of occurrence.
- If a student has a nonacademic issue or concern, with the exception of the Student Harassment Policy referenced above, (e.g., parking, ID cards), the first person with whom the student should talk is the manager of the department where the concern is focused. Talking to the Director of Student Services is the next

## STUDENT ACTIVITIES AND SERVICES

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step in the process. The director will attempt to coordinate a mutual and satisfactory resolution with the individuals or departments involved.

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

### Procedure:

The procedure to file an academic complaint is as follows:

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

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

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

#### **Accrediting Council for Independent Colleges and Schools**

750 First Street NE, Suite 980  
Washington DC 20002-4241  
Telephone: 202-336-6780

#### **Bureau for Private Postsecondary Education**

P.O. Box 980818  
West Sacramento, CA 95798-0818  
Telephone: 916-574-7720  
Website: www.bppe.ca.gov

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

One Dupont Circle, NW, Suite 530  
Washington, DC 20036  
Phone: 202-887-6791

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

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

### **Terms of Arbitration**

1. Neither the University nor the student shall file any lawsuit in any court against the other and agree that any suit filed in violation of this provision shall be promptly dismissed by the court in favor of an arbitration conducted pursuant to this provision. Both the University and the student agree that the moving party shall be entitled to an award of costs and fees of compelling arbitration.
2. The costs of the arbitration filing fee, arbitrator's compensation and facilities fees that exceed the applicable court filing fee will be split equally by the student and the University for all claims less than \$75,000 and the student will be responsible for all fees if the student claims more than \$75,000. The student will not be responsible for arbitration fees if he/she demonstrates hardship and, if represented, his/her attorney does not advance clients' litigation costs. All fees, including attorney's fees, shall be paid by a party whose claims are determined to be frivolous. The arbitrator has power to award prevailing party attorney's fees

## STUDENT ACTIVITIES AND SERVICES

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and costs if a claim is based on a statute providing such fees to any party.

3. In order to: respect the student's privacy and that of fellow students; promote the speedy resolution of the claim; recognize that the facts and issues are unique to the student alone; and recognize the significant amount of the student's tuition likely will allow the student to find a lawyer willing to take the case, the student will not combine or consolidate any claims with those of other students, such as in a class or mass action, or for the claims of more than one student to be arbitrated or litigated jointly or consolidated with any other student's claims.
4. Any dispute as to the arbitrability of a particular issue or claim shall be resolved in arbitration. Any issue concerning the validity of paragraph 3 above must be decided by a court, and an arbitrator does not have authority to consider the validity of the waiver. If for any reason the class action waiver in paragraph 3 is found to be unenforceable, any putative class action may only be heard in court on a non-jury basis and may not be arbitrated under the Arbitration Agreement.
5. The student may opt out of this single-case provision by hand-delivering a written statement to that effect to the campus president of his/her campus within 30 days of the first execution of an Enrollment Agreement with the university.
6. Any remedy available from a court under the law shall be available in the arbitration. The arbitrator(s) shall not have the power to commit any error of material fact, in law, or in legal reasoning.
7. Nothing in the agreement prohibits the student from filing a complaint with the state regulatory agency or accrediting agency listed in the catalog.
8. Except as specifically required by law of the state in which the agreement is executed, the fact of and all aspects of this arbitration and the underlying dispute shall remain strictly confidential by the parties, their representatives and the AAA.
9. To the extent the student has outstanding federal student loan obligations incurred in connection with the student's enrollment at the University, any arbitration award providing monetary damages shall direct that those damages be first paid towards those student loan obligations.
10. If the University or the student loses in arbitration, the losing party may appeal for de novo review to a court of competent jurisdiction if permitted by applicable law. Once the notice of appeal is timely served, the arbitration award shall no longer be considered final for purposes of seeking judicial enforcement under the applicable arbitration statute. The final decision rendered by the arbitrator may be entered in any court having jurisdiction.

### Procedure for Filing an Individual Arbitration

1. Students are strongly encouraged, but not required, to utilize the Grievance Procedure described in the catalog prior to filing arbitration.
2. A student who desires to file arbitration should first contact the campus president, who will provide the student with a copy of the AAA Supplementary Procedures for Consumer-Related Disputes.

The most current AAA Supplementary Procedures for Consumer-Related Disputes is also available online at [www.adr.org](http://www.adr.org). A student who desires to file arbitration should then contact the AAA directly to obtain the appropriate forms and detailed instructions.

3. A student may, but need not, be represented by an attorney in arbitration.
4. Unless the parties agree otherwise, the location of the arbitration shall be in a locale near the student so long as the student is located in the United States.
5. Any or all of the provisions set for in the Arbitration Agreement may be waived by the party against whom the claim is asserted, but such waiver shall be in writing, physically signed (not merely electronically signed) by the party waiving, and specifically identify the provision or provisions being waived. Any such waiver shall not waive or affect any other portion of the Arbitration Agreement.

## ADDITIONAL INFORMATION

### Copyright Infringement Policy

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

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

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

### Sanctions

## STUDENT ACTIVITIES AND SERVICES

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

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

For more information, please see the Web site of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov), especially its FAQs at [www.copyright.gov/help/faq](http://www.copyright.gov/help/faq).

### Annual Disclosure and Education

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

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

### Alternatives to Illegal File Sharing

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

<http://www.educause.edu/Resources/Browse/LegalDownloading/33381>.

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

### AUHS is a Drug-Free Campus

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

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

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

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

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

### Drug Free Schools Act

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

### Campus Crime and Security Act

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

### Safety Information

The security of all members of the campus is a primary concern to the University. Each year, AUHS publishes a report outlining security and

## STUDENT ACTIVITIES AND SERVICES

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safety information and crime statistics for the campus community. This report provides important policy information about emergency procedures, reporting of crimes, and information about support services for victims of sexual assault. The report on such crimes is available from the Director of Student Affairs/Services, who is responsible for maintaining records of all crimes that occur on campus.

### Dress Code

American University of Health Sciences is dedicated to instilling professionalism and attitudes in its students. Therefore, the manner in which students dress should project a clean and respectable image. Laboratory situations may require a specific mode of dress in order to ensure safety. If a program requires a uniform, then the complete uniform is to be worn. (Please refer to Student Handbook).

### Library Services

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

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

To gain access to such resources, students may use their student ID. Use of the student ID should gain access to any electronic portals available at the University.

### Nursing Skills Laboratory

AUHS lab is supervised by a nursing faculty member or nursing skills laboratory manager and is open to all nursing students through self or faculty referral by appointment. The laboratory is open 20 hours per week to provide access to equipment and opportunity to practice skills to gain mastery.

### Lost and Found

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

### Parking Policies

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

### Smoke-Free Campus

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

### Student ID Cards

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

### Transportation

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

### Visitors

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

### Program Changes/Policy Guidelines

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

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

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

### Background Check Policies

All applicants to programs at American University of Health Sciences which lead to licensure are subject to a background check as part of the admissions process to their degree programs or prior to any clinical coursework required for the completion of the degree. The background check results must be such that they do not interfere with a student's ability to be placed in clinical settings or the student's eligibility for licensure. Additional requirements may be made by the clinical site to which a student is assigned. When a background check discloses a misdemeanor conviction, an outstanding arrest for a felony or misdemeanor, or other concern that would lead to denial of admission or drop from the program, the affected student or applicant may appeal the decision to the Program Dean/ Academic Dean/Chair of the program to which the student has applied. Should a student or applicant be dissatisfied with the decision of the Program Dean/ Academic Dean/ Director, the student or applicant may appeal in writing to the Office of the Chief Academic Officer/ Provost, specifying why the original decision should be reconsidered. See grievance policy.

### State and National Board Examinations / Licensure Requirements

Certain costs related to state and national licensing and/or certification and registration examinations are the student's responsibility. American University of Health Sciences will provide students with information regarding test dates, locations, and fees whenever possible. Students should be aware that all test fees, unless

**STUDENT ACTIVITIES AND SERVICES**

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stated on the enrollment agreement, are in addition to the tuition paid to the University. Students who choose to participate in state and national licensing and/or certification or registration examinations are responsible for paying the sponsoring organizations. Eligibility for licensure in the state of California) e.g. in nursing) is determined by the state. AUHS only certifies to the state that a student has met all of the educational requirements and the state therefore determines eligibility. Students who have felonies in the records should check with the state prior to beginning any licensure program. Students are also advised to check with their academic department's administrative office to determine their responsibility for fees incurred in the course of professional testing, licensing, certification or registration. Since passing state and national board examinations are pre-requisite to students obtaining licensure in many fields, American University of Health Sciences places a high priority on preparing students to successfully pass these exams. Students are urged to take state or national board examinations as soon after program completion as possible to enhance the likelihood of success. For further program-specific state and board examination requirements, see program specific information in this catalog.

# REGULATIONS

*"Praise the LORD! Oh, give thanks to the LORD, for He is good! For His mercy endures forever. Who can utter the mighty acts of the LORD? Who can declare all His praise? Blessed are those who keep justice, And he who does righteousness at all times!"*

*- Psalm 106:1-3 -*



*AUHS Career Services Office*

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## ACADEMIC FREEDOM

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

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

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

### Policies on Academic Freedom

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

#### Freedom to Inquire and to Publish

The freedom to pursue research and the correlative right to transmit the fruits of inquiry to the wider community -without limitations from corporate or political interests and without prior restraint or fear of subsequent punishment — are essential to the advancement of knowledge. Accordingly, principles of academic freedom allow professors to publish or otherwise disseminate research findings that may offend the commercial sponsors of the research, potential donors, or political interests, or people with certain religious or social persuasions. The pursuit of medical or clinical research, however, should proceed with due regard for the rights of individuals as provided by standard protocols on the use of human and animal subjects. Any research plan involving such matters should be reviewed by a body of faculty peers or an institutional review board both before research is initiated and while it is being conducted. Any limitations on academic freedom because of the religious or other aims of an institution should be clearly stated in writing at the time of initial appointment.

#### Freedom to Teach

The freedom to teach includes the right of the faculty to select the materials, determine the approach to the subject, make the

assignments, and assess student academic performance in teaching activities for which they are individually responsible, without having their decisions subject to the veto of the Chief Academic Officer, Program Director, or other administrative officer. Teaching duties in health science schools that are commonly shared among a number of faculty members require a significant amount of coordination and the imposition of a certain degree of structure, and often involve a need for agreement on such matters as general course content, syllabi, and examinations. Often, under these circumstances, the decisions of the group may prevail over the dissenting position of a particular individual. When faculty members are engaged in patient care, they have a special obligation to respect the rights of their patients and to exercise appropriate discretion while on rounds or in other non-classroom settings.

#### Freedom to Question and to Criticize

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

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

## INSTITUTIONAL PLAN

Obtaining alumni feedback, through alumni and Employer Surveys, is vital to the success of the current students. Understanding the demands placed on our students as they enter the job market allows the faculty to adapt to their needs.

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

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

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

## ACCESS TO INFORMATION

### Acceptable Use of Information Systems

Access to computer facilities and systems owned or operated by the University imposes certain responsibilities and obligations and is



## REGULATIONS

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granted subject to academic policies and government laws. Acceptable use always is ethical, reflects academic honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of data, system security mechanisms, and individuals' rights to privacy and to freedom from intimidation and harassment.

### Guidelines for acceptable use of resources:

1. Use resources only for authorized purposes.
2. Protect one's user ID and system from unauthorized use. One is responsible for all activities on one's user ID or that originate from one's system.
3. Access only information that is one's own, that is publicly available, or to which one has been given access.
4. Use only legal versions of copyrighted software in compliance with vendor license requirements.
5. Be considerate in one's use of shared resources. Refrain from monopolizing systems, overloading networks with excessive data, or wasting computer time, connect time, disk space, printer paper, manuals, or other resources.

## PROCEDURES FOR KEEPING EDUCATIONAL RECORDS

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

### STUDENT SERVICES/AFFAIRS DEPARTMENT

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

### Disclosure of Student Record of Conduct

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

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

Although the University maintains wide latitude to withhold scholastic records, they may at their discretion release them.

Student files and records are kept separately from financial records.

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

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

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

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

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

1. All students attending this postsecondary institution, parents of minor students and parents of tax-dependent student shall have the right to inspect, review and challenge their academic records, including grade, attendance, advising and any additional information contained in their education record or that of their minor, or tax-dependent child. Students are not entitled to inspect financial records of their parents. As a postsecondary educational institution, parental access to students' records will be allowed without prior consent if the students are dependents as defined in Section 152 of the Internal Revenue Code of 1954.
2. Education records are defined as files, materials or documents that contain information directly related to students. The school President supervises records and access is afforded by school officials for purposes of recording grades, attendance and advising, as well as determining financial aid eligibility. Records are retained at the institution for a period of five years, but maintained indefinitely.
3. Students may request a review of their records by writing to the Student Affairs / Student Services at the address in this catalog. The review will be allowed during regular school hours under appropriate supervision. Students may also obtain copies of their records for a nominal charge.
4. Students may challenge the record for purposes of correcting or deleting any of the contents. The changes must be made in writing, with the reason for the requested change stated fully. Grades and course evaluations can be challenged only on the grounds that they are improperly recorded. The Faculty and/or advisor involved will review the challenge and, if necessary, meet

## REGULATIONS

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with the student, then determine whether to retain, change or delete the disputed grade.

5. If a student requests a further review, the school President will conduct a hearing, giving the student a full and fair opportunity to present evidence relevant to disputed issues. The student shall be notified of the President's decision, which will be final. Copies of challenges and/or written explanations regarding the contents of the students' record will be included as part of the students' record.
6. Directory information is information that may be unconditionally released to third parties by the school without the consent of the student unless the student specifically requests that the information not be released. The school requires students to present such requests in writing within 10 days of the date of enrollment. Directory information includes the student's name, address, telephone number(s), birth date and place, program undertaken, dates of attendance and certificate or diploma awarded.
7. Written consent is required before education records may be disclosed to third parties with the exception of the accrediting commissions and government agencies so authorized by law.

Possession, use or sale of alcoholic beverages or drugs will be cause for immediate termination. The possession, use or sales of drugs will be reported to the appropriate authorities. If you require any information regarding alcohol or drug abuse, please refer to the Director. We have information available regarding the affects of drug and alcohol abuse as well as a listing of agencies for rehabilitation and help.

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

There have been no known crimes committed at this University to date. The following policies must be adhered to at this institution to ensure the safety of the students. Do not leave your money or jewelry in your purse or backpack. If you see, somebody's personal belongings left behind call it to their attention. The back stairway and door should never be utilized to enter or exit the building with the exception of emergencies. Evening classes start at 6:00 PM. The outside doors are locked at 6:30 PM. It is best to be early. Departure from the Institution should be done in-group or at minimum in pairs. Nobody should leave the premises at night unaccompanied.

If anyone is aware of crimes being committed at this Institution, you must notify a school administrator immediately. If a person knowingly observes crime and does not report it, they will be considered an accessory to the crime committed. Upon notification of crimes, the Director will notify the local authorities immediately. Following is a list of crimes that are to be reported:

- Murder
- Forcible and non forcible sex offenses
- Robbery
- Aggravated assault
- Burglary
- Motor Vehicle theft

Crimes of murder, forcible rape and aggravated assault that show evidence of prejudice based on race, religious, sexual orientation, or ethnicity.

Possession of alcohol, drugs or any type of weapon is prohibited at this Institution. It is the intent of this Institution to have a drug free institution.

# FINANCIAL AID

*"I will lift up my eyes to the hills— From whence comes my help? My help comes from the LORD, Who made heaven and earth".*

*- Psalm 121:1-2 -*



*Fountain, AUHS*

FINANCIAL AID

## GENERAL INFORMATION

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

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

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

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

### Costs have been estimated for California students:

*Students not living with parents or who have dependents*

Room and Board	\$7,552*
Personal and Miscellaneous	\$5,349*
Transportation	\$2,832*

*Student living with parents with no dependents*

Room and Board	\$4,909*
Personal and Miscellaneous	\$3,477*
Transportation	\$1,841*

\*Ask Financial Aid Administrator for most current information

There may be other expenses that a student may incur while attending school that may be taken into consideration in the cost of attendance. These other expenses will be accessed on an individual basis by the Student Financial Aid Office utilizing professional judgment.

## FINANCIAL AID AVAILABLE

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

### Federal Pell Grant (FPELL)

This federal student grant program is designed to provide assistance to any eligible undergraduate student pursuing post- high school education. The value of the award currently varies from \$0 to \$5,550, depending on the financial need of the student. Grant amounts may vary from year to year depending upon federal regulations. This program is the foundation for most financial awards.

### Federal Supplemental Educational Opportunity Grant (FSEOG)

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

### Subsidized Federal Stafford Loan as of July, 2012

This program is a low fixed interest rate (3.4%), long-term loan program for undergraduate students who have demonstrated financial need. The maximum a student may currently borrow is \$3,500 for the first academic year of study, \$4,500 for the second academic year, and \$5,500 for subsequent years. Repayment is required to begin six (6) months after the students completes or terminates their education or become less than a half-time student. The program is not available for graduate and professional students.

### Unsubsidized Federal Stafford Loan, as of July, 2012

This is a federal loan program designed to allow students who do not qualify for federal interest subsidies under the Federal Stafford Loan Program to obtain an unsubsidized loan. The maximum amount an independent student may currently borrow for the first and second academic years is \$6,000 in unsubsidized loans. In addition, students may borrow \$7,000 in unsubsidized loans for subsequent years. Eligibility in graduate programs begins at \$ 20,500 per academic year. If a student does not qualify for a Federal Stafford Loan or some portion of that loan, he/she may borrow the remaining amount under this program. The fixed interest on this loan is also capped at 6.8% and payment may be deferred until six months after the student no longer attends the university or becomes less than a half-time student. However, interest will accrue during the deferment period.

### Federal PLUS Loans

This is a competitive interest rate loan that provides additional funds to help parents pay for the educational expenses of a dependent student. The interest rate for this non-need-based loan is market driven with a cap of 7.9%. Repayment begins approximately 60 days after the first disbursement of the loan. This loan is subject to the policies of the individual lender. In most cases, the maximum loan amount is based on the student's estimated cost of attendance minus any estimated financial assistance the student has been or will be awarded during the academic year.

### Private Loans

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

## APPLICATION PROCEDURE FOR FINANCIAL AID

Application for financial aid at AUHS involves the following procedure:

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

## STUDENT ELIGIBILITY

Participants in federal and state aid programs must:

1. Be a U.S. citizen or eligible non-citizen
2. Be enrolled as a regular student in a degree, or certificate program
3. Maintain satisfactory academic progress

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

## DETERMINING STUDENT NEED

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

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

## DURATION OF AWARDS

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

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

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

**\*\*\*Title IV funding for the Pharm.D. program is not available at the publishing of this catalogue\*\*\***

## SCHOLARSHIPS

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

1. Must be admitted to the 3 years bachelor of science in nursing or 3 years bachelor of science in pharmaceutical sciences
2. Complete a "Family Affair" application form including required documentation(s)

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

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

## VETERAN'S BENEFITS

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

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

## FINANCIAL AID

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

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

## TEXTBOOKS

Students may purchase textbooks from any source. As a service to our students, AUHS offers textbooks through our online bookstore. Students may choose to opt out of this service.

## GRADE LEVEL DEFINITION

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

### **1st Level**

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

### **2nd Level**

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

### **3rd Level**

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

### **Graduate Level**

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

## ACADEMIC YEAR

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

## FINANCIAL AID IMPLICATIONS

### **Satisfactory Academic Progress**

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

### **Financial Aid Probation**

If a student falls below the satisfactory academic progress criteria listed in this catalog, consultation with a university official may be scheduled.

At that time, the student may be placed on a two-quarter warning/probation period during which Title IV and state funds may be disbursed. At the end of the probationary period, if the student has not satisfied the specified requirements, financial assistance may be withheld.

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

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

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

### **Maximum Time Frame**

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

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

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

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

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

### **Educational Purpose**

Any funds received under the Federal Pell, the Federal Supplemental Educational Opportunity Grant, state grants, the Federal College Work-Study Program, or the Stafford (Guaranteed/Federally Insured) Loan Programs are to be used solely for expenses related to attendance or continued attendance at the university. The student is responsible for repayment of a prorated amount of any portion of payments made which cannot reasonably be attributed to meeting educational expenses related to the attendance at the university. The amount of such repayment is to be determined on the basis of criteria set forth by the U.S. Department of Education and the appropriate state agency. Payment periods are usually the entire quarter or if a student began at the mid-quarter timeframe only the mid-quarter timeframe would be counted in the payment period.

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## TUITION AND FEES SCHEDULE AND REFUND POLICY

Tuition and Fees Listed below are for the 2012/2013 academic year:

PROGRAM	TOTAL UNITS	TUITION/ UNIT	TOTAL TUITION COST	SCHOOL FEES	Charges By Period of Attendance (Quarter base on 12 units)	REG FEES	BOOKS
<b>DOCTORATE DEGREES</b>							
DOCTOR OF PHARMACY*	206	\$729	\$150,174	\$684.50	\$8748	\$75	\$700/ qtr
<b>MASTERS DEGREES</b>							
MS IN CLINICAL RESEARCH*	90.5	\$352	\$31,856	\$876.00	\$4224	\$75	\$500/ qtr
<b>BACHELORS DEGREES</b>							
BS IN NURSING*	151	\$543	\$84,993	\$1,684.50	\$6516	\$75	\$500/ qtr
BS IN NURSING (With Pre Requisites)*	189	\$543	\$102,627	\$1,684.50	\$6516	\$75	\$500/ qtr
BS IN PHARMACEUTICAL SCIENCES*	213	\$352	\$74,976	\$684.50	4224	\$75	\$700/ qtr
<b>NON DEGREE/CERTIFICATE PROGRAMS</b>							
PHARMACY TECHNICIAN	54	-	\$9,700	\$574.00	\$2156	\$75	\$150pr g

**Note:**

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

### School Fees Break-Down

- \$ 30\* Student I.D.
- \$175\* Graduation Fee for the Masters and Bachelors Programs
- \$300\* Graduation Fee for the Doctoral Programs
- \$70.00\* Commencement Fee for all participating students
- \$ 50\* Parking Pass-Annual
- \$110\* Phlebotomy Certification (payable to Medical Advancement Center) (MSCR & CRA only)
- \$150\* ACRP Student National & Chapter Membership (payable to ACRP) (MSCR & CRA only)
- \$924\* Assessment Technologies, Inc. (ATI) Comprehensive Assessment and Review Program (CARP) (price subject to change) (nursing only)
- \$ 100 Nursing Equipment Clinical Practice Bag (nursing only)
- \$ 75 Late fee on Tuition payments (charged per month of late payments)
- \$ 25 Penalty fee on Returned Checks
- \$ 10 Official Transcripts (Regular Processing)

- \$ 15 Official Transcripts (Rush Processing)
- \$.07 Copies (Copy code can be purchase at financial aid office)
- .001% Student Tuition Recovery Refund to California Consumer Affairs
- \$ 170\* Library Fee - Annual

\*\*\*Note: Must be paid prior to first day of attendance at American University of Health Sciences\*\*\*

### Professional Fees for the Bachelor of Science in Nursing Only:

- \$ 75.00 Live Scan (Fingerprints at specified police stations)
- \$ 200.00 NCLEX Examination Fee (payable to the National Council of State Boards of Nursing)

### Professional Fees for the BSPS and Pharmacy Technician Programs Only:

- \$ 75.00 Live Scan (Fingerprints at specified police stations)
- \$ 80.00 State License (payable to the California State Board of Pharmacy)
- \$ 129.00 National Exam (payable to Professional Examination Service)

### Professional Fees for the Doctorate of Pharmacy program (Please see Pharm.D. Handbook)

All fees are accurate to the best of AUHS's knowledge at time of printing and are subject to change without notice.

## TUITION PAYMENT

Payment may be made with cash, personal check, cashier's check or money order made payable to the American University of Health Sciences. Tuition is due on no later than 5 business days from the quarter start date unless alternative arrangements are made with the financial aid department. Tuition payments should be made in person during regular office hours or mailed prior to the due date. Cashier's Check and Money order is the required payment mode for amounts over \$1000. Checks that are returned for non-sufficient funds will be assessed a \$75.00 late payment. If tuition payments by check are returned more than once for non-sufficient funds during the term of the enrollment agreement, all future payments must be paid in cash, money order or by cashier's check.

## PAST DUE ACCOUNT

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

## REFUND POLICIES

### Return of Title IV Funds

Title IV funds are earned in proportion to the percentage of the payment period that is completed, with 100% of the funds awarded after 60% of the payment period is completed. For instance, if the payment period lasts 100 days, 100% of the Title IV funds are earned after 60 days is completed. If a student withdraws after 60% of the payment period is completed, Title IV funds are not required to be returned. When a student withdraws prior to completion of 60% of the payment period, the University must determine if the Title IV funds the student has received exceed the amount earned. This calculation is based on the number of days completed in the payment period as of the student's withdrawal date. If the amount received by the student exceeds the amount earned, the University must return the excess funds to the Title IV programs in the sequence mandated by the U.S. Department of Education.

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

## CANCELLATION AND WITHDRAWAL REFUND POLICY

### Cancellation Refund Policy

#### (Before Starting in the University)

1. American University of Health Sciences requires an application fee of \$25.00 for certificate program and \$75 for degreed programs and a registration fee of \$75.00 at the time of enrollment. The application fee and registration fee are non-refundable.
2. Applicants wishing to withdraw from a program more than seven days after signing an enrollment agreement and making an initial payment, but before the start of training, will receive a full refund of all tuition paid in excess of the application and registration fees.
3. An applicant receives a refund of the application and registration fees paid if the University discontinues a course or program during a period of time within which the student could have reasonably completed it.
4. All cancellation refunds will be paid within 30 days from the date the applicant's cancellation has been determined.
5. Notice of Cancellation shall be in writing and submitted directly to the Financial Aid office; and that the withdrawal may be effectuated by the student written notice or by the student's conduct including but not necessarily limited to a student's lack of attendance.

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

1. As a result of the amendments to the 1998 Higher Education Act, there was a change in the way Title IV financial aid funds are returned to the financial aid programs. This change is explained in the Financial Aid section of this catalog. Please refer to this

section for complete details. Once the Title IV return calculation is completed, and after excess funds (if any) have been returned to the Title IV programs, the state refund calculation will be applied.

2. AUHS is required to have a fair and equitable refund policy under which the University refunds unearned tuition, fees, room and board, and other charges to a student. This fair and equitable refund policy provides for a refund following the requirements of applicable state law.
3. A student may return his/her books and/or tools (not opened software or software subscriptions) to the school for an additional credit upon withdrawal. Only if his/her books and/or tools are judged to be in excellent condition will the student receives credit (depreciated value) to his/her account. This offer is for ten calendar days from the effective date of withdrawal. All refunds will be paid within 30 days from the effective date.
4. The effective date of withdrawal is defined as:
  - a. The date the student notifies the Financial Aid or Student Services Office of his/her intent to withdrawal from school. Other staff members are not authorized to accept the student's notice of intent to withdraw and would be referred to the Financial Aid Office; or
  - b. The date the school terminates the student's enrollment due to academic failure or for violation of its rules and policies stated in the catalog; or
  - c. The date that is 14 consecutive calendar days from the student's last date of attendance, (assuming the student is not on an approved excused leave or approved leave of absence); or
  - d. For students on an approved excused leave or an approved leave of absence, the effective date is the earlier of these two dates: the expected return date or the date the student notifies the University of his/her non-return

## STATE REFUND POLICIES

### California State Refund Policy:

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

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



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4. The refund shall be any amount paid in excess of the figure derived in "3" that was paid by the student.

**For Example:**

Program Information:

103 credit hours/1162 clock hours

1st quarter – 14 credit hours/200 clock hours

1st quarter – \$2,833 total tuition charge

The student enters a 200-hour quarter, having paid \$2,833 in tuition, \$75 registration fee, and \$500 equipment/book charges. If the student withdraws after completing 30 hours or 15% of the term, the refund calculation would be:

$\$2,833 \text{ (tuition charge)} \times 30 \text{ Hours} = \$424.95$   
200 (total hrs in quarter)

**Total amount paid:**

$\$2,833 + \$75 + \$500 = \$3,408$

**Total amount charged:**

$\$424.95 + \$75 + \$500 \text{ (if equipment/books are not returned)} = \$999.95$

Refund =  $\$3,408.00 - \$999.95 = \$2,408.05$

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

**Student Tuition Recovery Fund**

Effective January 1, 2013, Chapter 621, Statutes 2001, California Assembly Bill 201 (AB 201), which was signed into law on October 9, 2001, requires institutions to collect from each nonexempt\* California student a Student Tuition Recovery Fund (STRF) fee of \$.50 per \$1000 of total tuition, fees, and book charges. Each California student is responsible for paying the state assessment amount for the STRF fee. If the student is not a resident of California, the student is not eligible for protection under the recovery from the Student Tuition Recovery Fund, and is therefore not charged the fee.

**\*\*\*Exempt students are those that receive payment for all charges, e.g., tuition, books, and fees, from a third-party payer such as an employer or government program. (New Education Code 94810(a)(10),(11))\*\*\***

The Student Tuition Recovery Fund (STRF) was established by the California Legislature to protect any California resident who attends a private postsecondary institution from losing money if he/she prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment. To be eligible for STRF, the student must be a "California resident" and reside in California at the time the enrollment agreement is signed or when the student receives lessons at a California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered to be "California residents."

This statement shall specify that it is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund. This statement shall also describe the purpose and operation of the

Student Tuition Recovery Fund and the requirements for filing a claim against the Student Tuition Recovery Fund.

5 CCR §76215(a) A qualifying institution shall include the following statement on both its enrollment agreement for an educational program and its current schedule of student charges:

"You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all of part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:
  - a. You are not a California resident, or are not enrolled in a residency program, or
  - b. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

5 CCR §76215(b) In addition to the statement described under subdivision (a) of this section, a qualifying institution shall include the following statement on its current schedule of student charges:

"The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

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

To qualify for STRF reimbursement, the student must file a STRF application within one year of receiving notice from the Council that the school is closed. If the student does not receive notice from the Council, the student has four years from the date of closure to file a

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STRF application. If a judgment is obtained you must file a STRF application within two years of the final judgment.

It is important that the student keep copies of the enrollment agreement, financial aid papers, receipts, or any other information that documents the monies paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1625 North Market Boulevard, Suite N 112, Sacramento, CA 95834, Telephone: 800-952-5210

## REFUND AND DISTRIBUTION POLICY

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

Amounts of refunds will be allocated in the following manner:

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

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

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

## TUITION AND FEES REPAYMENT

### Repayment

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

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

### Errors, Fraud, and Abuse

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

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

## FULL-TIME ENROLLMENT

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

# ADMISSIONS TO BACCALAUREATE LEVEL PROGRAMS



## QUARTER SYSTEM

The University's four quarter, year round operation system provides an essential flexibility for adult working students. AUHS' credits are expressed in quarter units; one quarter unit normally represents no less than one hour of class work and two or more hours of outside study per week for one quarter. One and one-half (1½) quarter units are equivalent to one (1) semester units, and one quarter unit is equivalent to 2/3 semester unit of credit.

### Definition of Quarter Credit Unit

One quarter credit hour equals 10 hours lecture, 20 hours of laboratory work, or 30 hours of externship/field instruction.

### Course Numbering System

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

## ADMISSIONS PROCEDURES

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

- Contact the university and make an appointment with an admissions representative for an initial consultation (except doctorate level programs).
- Send a complete application packet with requested documents to AUHS Admissions Department. Only complete applications will be processed.
- Take and pass the University Entrance test (Wonderlic Scholastic Test).
- Complete scheduled formal interviews, by invitation only.
- Submit an official result of The Test of Essential Academic Skills version 5 (TEAS V) only for those with completion of nursing prerequisite courses
- Take and achieve desired scores on the Accuplacer for, reading proficiency, and mathematics proficiency (except those with completion of nursing prerequisite courses).
- Complete Financial Aid meetings.
- Respond to the Acceptance Letter.
- Attend the New Student Orientation.

## ADMISSIONS REQUIREMENTS

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

### General Admission Requirements for the Baccalaureate Degrees. Each applicant must have:

- At least a High School Diploma or GED;
- A 500-word personal statement which explains the applicant's professional goals in the target field and why the applicant will be an asset to AUHS and the community;
- Official transcripts (sealed) from all schools that the applicant has attended;
- A resume that itemizes the applicant's volunteer experience in the related field, and/or any community services that demonstrate leadership and organizational skills;
- Two (2) sealed recommendations on the AUHS letter of recommendation forms, preferably from a science teacher or a health care providers that knows the applicant well.;
- Official TOEFL (Test of English as a Foreign Language) results to demonstrate English competency (For foreign applicants only). The minimum TOEFL score is 213 on the CBT (Computer Based Test) or 80 on the IBT (Internet Based Test), with 24 on speaking section. For TOEFL information, please visit [www.ets.org/toefl](http://www.ets.org/toefl).  
**AUHS code is 4262**
- Completion of formal interviews;
- Appropriate English and Math levels by taking Proficiency Assessment Exams (Accuplacer Tests or The Essential Academic Skills Test, TEAS (For matriculating students to the undergraduate program only)).

### General Requirements for High School graduates

AUHS requires that first-time College applicants complete a comprehensive pattern of college preparatory study at high school that totals 15 units with grades of C+ or higher. One (1) unit is worth one (1) year of study in high school.

- 4 years of English (College preparatory English that includes frequent and regular writing, reading of classic and modern literature. Only one year of English Development (ELD) counts toward this requirement.
- 3 years of Math (Algebra, Geometry, and Algebra 2; 4 years of math preferred)
- 2 years of Laboratory Science (at least 2 of these 3 disciplines: biology, physics, chemistry; 4 years of science preferred)
- 2 years of History / Social Science (Including one year of world history, cultures and historical geography and one year of US history or one-half year of US history and one-half year of civics or American Government.
- 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence.)

## ADMISSIONS TO BACCALAUREATE LEVEL PROGRAMS

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- 1 year of visual and performing arts: art, dance, drama/theater, or music
- Completion of SAT or ACT (recommended, not required)

### General Requirements for Transfer Applicants

Applicants who have completed fewer than 56 transferable semester college units (84 quarter units) from regionally accredited schools are considered lower division transfer students.

Applicants who have completed 56 or more transferrable semester college credits units (84 quarter units) from regionally accredited schools are considered upper division transfer students.

Applicants who completed college units from a regionally accredited school between high school and AUHS enrollment are considered first-time freshmen.

Transfer applicants must have achieved a cumulative GPA of 2.5 or higher in all the college coursework from U.S. accredited schools to assure satisfactory background for professional studies

### Transfer Applicants with previous Military training/or coursework

Applicants with coursework received while in the military may apply to the University for Evaluation of previous learning.

## CANCELLATION OF ADMISSION

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

## TESTS

### University Entrance Test: Wonderlic Scholastic Test

The Wonderlic Scholastic Level Exam (SLE) is a short-form computer-based test of general cognitive ability. Often referred to as general intelligence, or cognitive ability is a term that is used to describe the level at which an individual learns, understands instructions, and solves problems. It provides quantitative insight into how easily individuals can be trained, how well they can adjust to, and solve, problems, and how well satisfied they are likely to be with the demands of the curriculum. The information is available at [www.wonderlic.com](http://www.wonderlic.com). Students achieve a score of 19 on a computer-based test (CBT) or 21 on a paper-based test to continue the application process at AUHS.

### Proficiency Assessment Test Requirements

AUHS requires all entering students, except those who qualify for an exemption, to take the Accuplacer tests or The Essential Academic Skills Test (TEAS) version 5 prior to their enrollment.

Accuplacer tests are used for advanced placement status in courses in reading, writing, and Arithmetic. In order to secure students' academic success, those who are unable to demonstrate proper English or Math level will be placed in Fundamentals of English or Fundamentals of College Math prior to or during the first quarter of their enrollment. The scores for placement in fundamental courses in English or Math are found below:

- English 098: Fundamentals of English (4 units) is designed for those who scored below **90** on the Accuplacer-English Test and below **109** on Accuplacer -Sentence Structure Test. Each test must have the demonstrated appropriate score achieved independently of the other. Failure to pass one or both of these tests will require the student to be placed in this Fundamental of English course. This course does not count for matriculation towards a degree. This course may only be taken three (3) times before the student will be considered unable to progress.
- MATH 098: Fundamentals of College Mathematics course (4 units) is designed for those who scored below 63 on the Accuplacer-College Algebra Test and below 109 on the Accuplacer-Elementary Algebra Test. This course does not count for matriculation towards a degree. This course may only be taken three (3) times before the student will be considered unable to progress.

Although, the fundamentals courses are on a pass or non-pass basis, the enrollments in the foundational courses may affect program length and cost. Moreover, failure to complete foundational courses after the 3rd attempt will result in no further progression in the program. The Accuplacer Tests are computerized assessment and their information is available at <http://www.collegeboard.com/student/testing/accuplacer/accuplacer-tests.html>.

### The TEST of Essential Academic Skills (TEAS)

The Test of Essential Academic Skills version 5 (TEAS-V) is required of nursing applicants by the School of Nursing (SON) at AUHS as an entrance examination, which assess the applicant's academic aptitude in reading, math, science, English and language usage skills. Those who show a strong aptitude in academics are more likely to succeed in completing their nursing school education. AUHS SON requires incoming nursing students to score 70% on the adjusted TEAS score to be considered for admission.

More information is available at [www.atftesting.com](http://www.atftesting.com).

### Language Requirement

#### Test of English as a Foreign Language (TOEFL)

A proficiency in English will be critical to success. AUHS requires foreign/international applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three (3) years full-time where English is the principal language of instruction, to take and present a TOEFL score. The TOEFL scores submitted must not have been earned more than two (2) years prior to the desired enrollment date. As circumstances warrant, minimum TOEFL scores may be changed.

Because the Test of English as a Foreign Language (TOEFL) is offered on a limited number of dates, it is important that prospective international applicants sign up to take the examination as soon as

## ADMISSIONS TO BACCALAUREATE LEVEL PROGRAMS

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possible. Advising centers in the home country can provide information about dates, locations, and procedures for taking the test. When the applicants take the test, scores should be forwarded by the testing service to AUHS Admissions Department. AUHS School Code is **4262**.

The minimum TOEFL score for admission to undergraduate programs is 213 on the CBT (Computer Based Test) or 80 on the IBT (Internet Based Test), with 24 on speaking section for undergraduate-level and graduate-level programs.

Foreign/International applicants who do not obtain the minimal score required on TOEFL must take an English as a Second Language Course (ESL) offered by other institution and submit the required documentation that ESL has been taken and satisfied prior to beginning a program within the University.

*The University does offer an I-20 form for a Student Visa, but does not offer ESL classes at this time.*

## ADMISSIONS FOR INTERNATIONAL STUDENTS

### Official Transcripts and Records

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

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

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

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

#### Special Notes:

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

### Financial Certifications

In order to comply with regulations of the US Immigration and

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

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

### Visa Requirements

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

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

Several standard items are required for the student visa application: Same as the above mentioned requirements depending on the program applying for, and including:

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

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

### **Insurance Requirement**

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

**ADMISSIONS TO BACCALAUREATE LEVEL PROGRAMS**

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# ADMISSIONS TO MASTER OF SCIENCE IN CLINICAL RESEARCH



## QUARTER SYSTEM

The University's four quarter, year round operation system provides an essential flexibility for adult working students. AUHS' credits are expressed in quarter units; one quarter unit normally represents no less than one hour of class work and two or more hours of outside study per week for one quarter. One and one-half (1½) quarter units are equivalent to one (1) semester units, and one quarter unit is equivalent to 2/3 semester unit of credit.

### Definition of Quarter Credit Unit

One quarter credit hour equals 10 hours lecture, 20 hours of laboratory work, or 30 hours of externship/field instruction.

### Course Numbering System

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

## ADMISSIONS PROCEDURES

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

- Contact the university and make an appointment with an admissions representative for an initial consultation (except doctorate level programs).
- Send a complete application packet with requested documents to AUHS Admissions Department by the deadline. Only complete applications will be processed.
- Take and pass the University Entrance test (Wonderlic Scholastic Test).
- Complete scheduled formal interviews, by invitation only.
- Complete Financial Aid meetings.
- Respond to the Acceptance Letter.
- Attend the New Student Orientation.

## ADMISSIONS REQUIREMENTS

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

- At least a bachelor's degree from an U.S accredited school or a degree equivalent to an U.S. bachelor's degree;

- A 2.5 or higher cumulative GPA on a four-point (4.0) scale;
- Completed or will complete the following courses by the end of first quarter: Human Anatomy, Medical Terminology, and Public Speaking with a C or a better grade;
- Completion of the General Graduate Record Examination (GRE) requirement;
- A 500-word personal statement which explains the applicant's professional goals in the target field and why the applicant will be an asset to AUHS and the community;
- Submission of official transcripts (sealed) from all schools that the applicant has attended;
- A resume that itemizes the applicant's volunteer experience in the related field, and/or any community services that demonstrate leadership and organizational skills;
- Two (2) sealed recommendations on the AUHS letter of recommendation forms, preferably from a science teacher or a health care provider that knows you well);
- Submission of the official TOEFL (Test of English as a Foreign Language) result to demonstrate English competency (for foreign applicants only). The minimum TOEFL score is 213 on the CBT (Computer Based Test) or 80 on the IBT (Internet Based Test), with 24 on speaking section. For TOEFL information, please visit [www.ets.org/toefl](http://www.ets.org/toefl). **The AUHS code is 4262**
- Completion of formal interviews;

To ensure that students have reached baseline levels in basic skills before entering graduate programs, and consistent with the mission of the University, students must demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. This is satisfied in the transcripts showing success in passing a College-Level English & Math subjects within nine (9) years by enrollment.

## CANCELLATION OF ADMISSION

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

## TESTS

### University Entrance Test: Wonderlic Scholastic Test

The Wonderlic Scholastic Level Exam (SLE) is a short-form computer-based test of general cognitive ability. Often referred to as general intelligence, or cognitive ability is a term that is used to describe the level at which an individual learns, understands instructions, and solves problems. It provides quantitative insight into how easily individuals can be trained, how well they can adjust to, and solve, problems, and how well satisfied they are likely to be with the demands of the curriculum. The information is available at [www.wonderlic.com](http://www.wonderlic.com). Students achieve a score of 19 on a computer-based test (CBT) or 21 on a paper-based test to continue the application process at AUHS.

## The Graduate Record Examination (GRE)

GRE is required for the granting admission. Applications and information on test dates for nationally administered tests are available at [www.ets.org/gre](http://www.ets.org/gre). AUHS code for the GRE is 4262

## Language Requirement

### Test of English as a Foreign Language (TOEFL)

A proficiency in English will be critical to success. AUHS requires foreign/international applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three (3) years full-time where English is the principal language of instruction, to take and present a TOEFL score. The TOEFL scores submitted must not have been earned more than two (2) years prior to the desired enrollment date. As circumstances warrant, minimum TOEFL scores may be changed.

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

The minimum TOEFL score for admission to undergraduate programs is 213 on the CBT (Computer Based Test) or 80 on the IBT (Internet Based Test), with 24 on speaking section for undergraduate-level and graduate-level programs.

Foreign/International applicants who do not obtain the minimal score required on TOEFL must take an English as a Second Language Course (ESL) offered by other institution and submit the required documentation that ESL has been taken and satisfied prior to beginning a program within the University.

*The University does offer an I-20 form for a Student Visa, but does not offer ESL classes at this time.*

## INTERNATIONAL STUDENTS

### Official Transcripts and Records

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

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

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

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

### Special Notes:

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

### Financial Certifications

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

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

### Visa Requirements

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

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

Several standard items are required for the student visa application: Same as the above mentioned requirements depending on the program applying for, and including:

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

**MASTER OF SCIENCE IN CLINICAL RESEARCH (under the auspices of the School of Pharmacy)**

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

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

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

**Insurance Requirement**

Effective September 1, 2013, as a condition of receiving an I-20 form, all F-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in AUHS. Such insurance must be in amounts as specified by the department of State and NAFA: Association of International Educators. Further information may be obtained from Student Services and Affairs Office at AUHS.

# ADMISSIONS TO DOCTORATE LEVEL PROGRAMS



## ADMISSIONS TO DOCTORATE LEVEL PROGRAMS

### QUARTER SYSTEM

The University's four quarter, year round operation system provides an essential flexibility for adult working students. AUHS' credits are expressed in quarter units; one quarter unit normally represents no less than one hour of class work and two or more hours of outside study per week for one quarter. One and one-half (1½) quarter units are equivalent to one (1) semester units, and one quarter unit is equivalent to 2/3 semester unit of credit.

#### Definition of Quarter Credit Unit

One quarter credit hour equals 10 hours lecture, 20 hours of laboratory work, or 30 hours of externship/field instruction.

#### Course Numbering System

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

### ADMISSIONS PROCEDURES

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

- Visit AUHS website at [www.aush.edu](http://www.aush.edu) to learn more about the program requirements and check eligibility.
- Submit all required application documents and fees to the designated locations by deadlines. Please contact Admissions for details.
- Complete applications.
- Complete the interview process.
- Complete Financial Aid meetings.
- Respond to the Acceptance Letter.
- Attend the New Student Orientation.

### ADMISSIONS REQUIREMENTS

In order to be eligible for review, application must have

- At least a Bachelor's degree from an U.S accredited school or a degree equivalent to an U.S. bachelor's degree.
- A 2.5 or higher cumulative GPA on a four-point (4.0) scale.

- Submission of official transcripts (sealed) from all schools that the applicant has attended;
- Completion of all pharmacy prerequisite courses at a US nationally or regionally school within the last nine (9) years. The prerequisite courses are stated on the AUHS School of Pharmacy website;
- A 500-word personal statement which explains the applicant's professional goals in the target field and why the applicant will be an asset to AUHS and the community;
- A resume that itemizes the applicant's research or volunteer experience in the related field, and/or any community services that demonstrate leadership and organizational skills; Pharmacy experience is not required but strongly recommended;
- Sealed recommendations on the AUHS letter of recommendation forms. (At least one of them must come from someone in the pharmacy industry);
- Completion of formal interviews;
- Submission of the official TOEFL (Test of English as a Foreign Language) result to demonstrate English competency (**for foreign applicants only**). The minimum TOEFL score is 250 on the CBT (Computer Based Test) or 100 on the IBT (Internet Based Test), with 24 on speaking section. For TOEFL information, please visit [www.ets.org/toefl](http://www.ets.org/toefl). **AUHS code is 4262.**

### CANCELLATION OF ADMISSION

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

### TEST

#### Language Requirement

##### Test of English as a Foreign Language (TOEFL)

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

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

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

## ADMISSIONS TO DOCTORATE LEVEL PROGRAMS

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Applicants who have not attained the minimum TOEFL score are required to enroll in an ESL (English as a Second Language) program offered by other schools prior to beginning a program with the University, and submit the required minimum score before registration.

*The University does offer an I-20 form for a Student Visa but does not offer ESL classes at this time.*

## INTERNATIONAL STUDENTS

### Official Transcripts and Records

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

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

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

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

#### Special Notes:

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

### Financial Certifications

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

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

### Visa Requirements

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

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

Several standard items are required for the student visa application: Same as the above mentioned requirements depending on the program applying for, and including:

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

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

### Insurance Requirement

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





# ADMISSIONS TO CERTIFICATE PROGRAMS



## ADMISSIONS PROCEDURES

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

- Contact the university and make an appointment with an admissions representative for an initial consultation.
- Submit all required application documents and fees to AUHS Admissions Department. Only complete applications will be reviewed and evaluated.
- Complete the University entrance test (Wonderlic Scholastic Exam)
- Complete the interview process.
- Complete Financial Aid meetings.
- Respond to the Acceptance Letter.
- Attend the New Student Orientation.

## ADMISSIONS REQUIREMENTS

In order to be eligible for review, applicants must:

1. Must be an US. legal resident
2. For the Certificate Program: Must have a high school diploma or GED.
3. Must have submitted a typed written personal statement which explains the applicant's interest in the target field and why the applicant will be an asset to AUHS and the community;
4. Must have submitted a resume that itemizes the applicant's educational background and/or employment history, extracurricular activities that demonstrate leadership skills and etc.;
5. Must have submitted two (2) sealed recommendations on the AUHS letter of recommendation forms (preferably from a science teacher or a health care provider that knows you well);
6. Must have submitted proof of general good health on the provided by AUHS.
7. Must have passed the university entrance test (Wonderlic Scholastic Exam).
8. Have completed a formal Interview.

## CANCELLATION OF ADMISSION

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

## TEST

### University Entrance Test: Wonderlic Scholastic Test

The Wonderlic Scholastic Level Exam (SLE) is a short-form computer-based test of general cognitive ability. Often referred to as general intelligence, or cognitive ability is a term that is used to describe the level at which an individual learns, understands instructions, and solves problems. It provides quantitative insight into how easily individuals can be trained, how well they can adjust to, and solve, problems, and how well satisfied they are likely to be with the demands of the curriculum. The information is available at [www.wonderlic.com](http://www.wonderlic.com)

Students achieve a score of 19 on the Computer-based test or 21 on the paper-based test to continue the application process at AUHS.

# TRANSFER OF CREDIT

*"I pray that out of his glorious riches he may strengthen you with power through his Spirit in your inner being, so that Christ may dwell in your hearts through faith. And I pray that you, being rooted and established in love, may have power, together with all the saints, to grasp how wide and long and high and deep is the love of Christ, and to know this love that surpasses knowledge—that you may be filled to the measure of all the fullness of God."*

- Ephesians 3:16-19 -



*Student, School of Nursing, During Lecture*

CREDIT BY EXAMINATION

## TRANSFER OF CREDIT

**At present, we do not have an articulation agreement or transfer or credit agreement between any other institutions.** However, we do accept transfer of credit and this is detailed below.

Following the guidelines of transfer credit policy from American Association of Collegiate Registrars and Admissions Officers, (AACRAO), the department head of the program as well as the Chief Academic Officer at AUHS will evaluate all previous college work in relation to the requirements of the program of study. Admissions Department convert semester units of credit transferred to the university to quarter units by multiplying semester-unit totals by one-half (1½).

All undergraduate degree accepted students will be issued a transferred credit summary upon enrollment that serves as a basis for determining remaining requirements for the students' specific objectives.

The student is held responsible for submission of one of the required documents below to Admissions Department for transfer credit verification and evaluation.

- School catalog showing that the institution where the credit was earned or
- A copy of the course syllabus with a class content outline sufficient in length and content to determine the depth and scope of the course, and
- An official transcript containing the grade received for the course

## TRANSFER OF CREDIT POLICY

1. All credits/units from other schools proposed for transfer must be verified and evaluated for credit to be established.
2. Credit for comparable coursework required in the program of study must have been completed at accredited institutions recognized by the United States Department of Education.
3. Credit for coursework identified by such institutions as remedial, or in other ways as being nontransferable will not be accepted toward the satisfaction of baccalaureate degree within limitations of transfer credit requirements and a maximum number of transfer units.
4. Upper-division credit (300- and 400-series courses) is not allowed for courses taken in a community college. Course credits are not transferrable for courses taken at an occupational school or ones taken at a community college or at a vocational school.
5. MSCR co-requisite courses that have satisfied the requirements describe in that section can be transferred from both community colleges and universities.
6. Coursework, to be considered transferrable, must have been achieved at a minimum GPA required by the program of study.
7. A maximum of 48 semester (72 quarter) units/credits is allowed to be transferred to undergraduate programs, and a maximum of 6 semester (9 quarter) credits for the graduate program.

List of Co-requisite courses that allow transfer credit into Graduate Study:

AUHS General Education Course Number /Title	Quarter Units
CR 100 Medical Terminology	1.5
CR 500 Human Anatomy & Physiology	3.5
CR 688 Communication Skills Development	3

### AUHS Transferrable Courses:

AUHS General Education Course Number /Title	Quarter Units
Anthropology 250-Cultural Anthropology	4
Art 200 Medical Illustration I	3
Art 300 Medical Illustration II	3
Communications 150- Oral Communications & Public Speech	4
English 101- English Composition	4
English 207- Creative Writing	4
Economic 202- Micro-Economics	4
Economic 302-Macro-Economics	3
History 101- American History & Constitutions	4
**Nursing 310- Human Life Cycle	4
**Nutrition 230- Nutrition	3
Philosophy 160-Critical Thinking	4
Philosophy 304 -Ethics	4
Political Science 101-American Political Institutions	4
Psychology 100-Psychology	4
Sociology 100-Sociology	4

AUHS National Sciences Course Number /Title	Quarter Units
Chemistry 151 A & B and 151 A & B L-General, Organic and Bio-Chemistry with Lab	6
Biology 200A and 200A L-Human Anatomy with Lab	4
Biology 200 B and 200 B L-Human Physiology with Lab	4
**Biology 230-Pathophysiology	4
Microbiology 201 and 201 L-Microbiology with Lab	4
**Pharmacology 210-Clinical Pharmacology	3
Physics 305 and 305L-College Physics I with Lab	5
Physics 403 and 403 L- College Physics I with Lab	5

AUHS Mathematics Course Number /Title	Quarter Units
Mathematics 110-Quantitative Reasoning	4
Statistics 415-(Bio) Statistics	4
Calculus 102- Calculus I	4
Calculus 201- Calculus II	4

\*\* Only available for nursing students

## CREDIT BY EXAMINATION

### CREDIT BY EXAMINATION

Students enrolled in any undergraduate programs at AUHS who wish to receive credit for knowledge gained through prior education may challenge a course or requirement. Comprehensive Proficiency Examinations are available on a limited basis and at the discretion of the department Dean/Chairperson. Students are responsible to attend classes until they have passed the CBE challenge successfully.

#### By request only and follow these steps

1. Submission of an approved "Course Verification Form" and Request of "Credit by Examination" Form to Student Services and Affairs by the deadline
2. Once proper documents are reviewed and approved, students should pay a non-refundable examination fee
3. Student Services will arrange the date of the exam.
4. If you pass the exam, credit (CR) for the class will appear on your transcript as test credit for the semester and you will be dropped from the class.
5. If you do not pass the exam, you must need to register and enroll in the class

Fee: The examinations are listed in the course schedule. A \$500 non-refundable fee rather than tuition applies. Specific information regarding these examinations is available from the Student Services and Affairs. Students are responsible for course fees if they fail the challenge examination.

Required documents: An official transcript accompanied by a course syllabus/description; an approved request form by the Chief Academic Dean or Senior Administrator or by the Chairman of the related department.

#### Restriction:

- A maximum of eighteen (18) semester units/twenty-seven (27) quarter units (undergraduate program) or six (6) semester / nine (9) quarter units (graduate program) may be earned through proficiency examinations.
- A total number of units either by transfer or by examination should not exceed 48 semester units or 72 quarter units.
- Students are responsible to attend classes until they have passed the
- A course may be challenged by examination only once.

Grading: In order to receive credit, the student must pass a comprehensive proficiency examination. The grade assigned for credit by examination is recorded in the same manner as for other courses. Credit is not given for any class which the student has previously attempted and failed or for which he/she has previously sought credit by examination. Only CR (credit) will be awarded for these examinations (No record of failures will appear on a student's transcript.) All credit awarded in this manner will be so noted on the student's transcript.

### TRANSFERABILITY OF CREDITS

"The transferability of credits you earn at (name of institution) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the (degree, diploma, or certificate) you earn in (name of educational program) is 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 or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending (name of institution) to determine if your (credits or degree, diploma or certificate) will transfer."

### IMPLEMENTATION OF PRACTICE

In order for a course to be considered for transfer credit, the student must submit:

- A completed prerequisite and general education course verification form
- School catalog or documentation showing that the Program/Institution where the student wants the credits to transfer from is accredited by United States Department of Education
- A copy of the college catalog where the credits were earned, and/or
- A copy of the course syllabus with a class content outline sufficient in length and Content to determine the depth and scope of the course.
- An official transcript containing the grade received for the course
- And must have been successfully completed within the last 9 years

*There is no extra charge for students to request transfer credit.*

### CREDIT FOR PRIOR EXPERIENTIAL LEARNING

The University does not at this time accept or give credit for Prior Experiential Learning. However, students who wish to receive Veteran benefits must submit a statement of previous training to the school for consideration. All appropriate credit will be allowed and recorded on a veteran student's enrollment record and the length of the course will be shortened appropriately.

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

**CREDIT BY EXAMINATION**

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

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

**CREDIT FOR EXTERNAL EXAMINATIONS  
AP/ IB/ CLEP EXAMINATION CREDIT**

The three (3) **standardized examinations** recognized by the university to determine knowledge and skill level to be exempted from certain courses or requirement is

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

**Credit for Advanced Placement (AP) Exams**

The Advanced Placement Program sponsored by the College Board and administered by Educational Testing Service (ETS) offers secondary school students with the opportunity to participate in challenging college-level coursework while still in high school.

Students who have successfully completed courses in the Advanced Placement Program (AP) of the College Entrance Examination Board (defined as receiving a score of 3, 4 or 5) shall be granted credit for each advanced placement course toward graduation, advanced placement in the university's sequence of courses and credit for curriculum requirements.

AP Exam Subject	Credit for AUHS Course Code	Quarter Units	AP Score
Art, Studio Art, Drawing	Art 200 Medical illustration I with portfolio	3	3, 4, 5
Calculus B/C	Calculus 102- Calculus I	4	3, 4, 5
Chemistry	Chemistry 151 A/B and 151 A/B (L)	6	4, 5
English Language and Composition	English 101: College Composition	4	3, 4, 5
Microeconomics	Economics 202 Microeconomics	4	3, 4, 5
Macroeconomics	Economics 302 Macroeconomics	3	3, 4, 5
Government	Political Science 101: American Political Institutions	4	3, 4, 5
Physics B: Mechanics	Physics 305 and 305L: College Physics I	5	4, 5
Psychology	Psychology 101: General Psychology	4	3, 4, 5
US History	History 101: American History and Constitutions	4	3, 4, 5

**Credit for College Level Examination Program (CLEP)**

CLEP is a national program that allows students to obtain credit by examination. CLEP examinations are computer based and create instant score reports. CLEP examinations cover material taught in

courses that most students take as requirements in the first two years of college. Each exam is 90 minutes long and primarily comprises multiple-choice questions; however, some exams do have fill-ins. The CLEP program's long-standing policy limiting test retakes to every six (6) months provides students an opportunity to spend additional time preparing for the exam or the option of taking a classroom course. Please visit the CLEP Prep Center on the College Board website at [www.collegeboard.com/clep/](http://www.collegeboard.com/clep/) for useful tips on assessing and preparing for any of the CLEP exams. For more information about the test and/or to take a CLEP exam, applicants can go to <http://clep.collegeboard.org/exam>. **AUHS Code: 4977.**

At AUHS accepts twelve (12) quarter units of CLEP results, subject to achievement of the scores indicated. AUHS does not offer CLEP. Applicants must complete the exam and submit the score along with their application.

CLEP Subjects	Course Number Title	Quarter Units	Passing Score
American Government	Political Science 101 US Government	4	60%
Analyzing & Interpreting Literature	English 101- English Composition	4	50%
College Algebra	Math 110- College Algebra	4	50%
Calculus	Calculus 102- Calculus I	4	60%
History of the United States II- Early Colonization to 1877 and History of the United States II- 1865 to the Present	History 101- American History & Constitutions	4	60%
Human Growth and Development	Nursing 310- Human Life Cycle	4	60%
Introductory Psychology	Psychology 100- General Psychology	4	50%
Introductory Sociology	Sociology 100- Introduction to Sociology	4	50%
Principle of Macroeconomics	Economics 302- Macro Economics	4	60%
Principle of Microeconomics	Economics 202 Micro Economics	3	60%

**Credit for The International Baccalaureate (IB) program**

IB program is a Geneva-based program of study offered through high schools throughout the world. The program consists of a comprehensive system of courses and examinations that focus on the development of a high quality, liberal arts education (visit <http://www.ibo.org/> for more information). AUHS recognizes the IB program, so applicants may be awarded credits in the subject areas listed below by passing the stated IB examinations with stated scores.

IB Exam Subject	Credit for AUHS Course	Quarter Units	Accepted Score
Chemistry HL	Chemistry 151 A/B	6	6, 7
Economics HL	HUM 202 Microeconomics	3	5, 6, 7
Math SL	College Algebra	4	5, 6, 7
Math HL	Calculus 102 Calculus I	4	6, 7
Further Math SL	Calculus 201 Calculus II	2	6,7
Physics HL	Physics 305 and 305L: College Physics I	5	6,7
Psychology HL	Psychology 101: General Psychology	4	6,7

**CREDIT BY EXAMINATION**

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Social Anthropology HL	Anthology 250: Cultural Anthropology	4	5,6,7
<i>A student who receives an "I/INC" that results in a CGPA below the SAP standards will be placed on probation until such time as the "I/INC" is removed and the CGPA is reevaluated.</i>			

## **LVN 45-UNIT OPTION**

Please see Admission Requirements for LVN in the School of Nursing Section or see the School of Nursing Student Handbook.

**CREDIT BY EXAMINATION**

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# STANDARDS FOR STUDENT ACHIEVEMENT

*"A good name is to be chosen rather than great riches, Loving favor rather than silver and gold."*

*- Proverbs 22:1 -*



*Pinning Ceremony, Cohort 4, AUHS School of Nursing*

STANDARDS FOR STUDENT ACHIEVEMENT

## GRADING SYSTEM AND PROGRESS EVALUATION

Students receive grades based upon classroom participation, laboratory and project work, written examinations as well as externship evaluation. Students will be given a grade record for each course participated in. AUHS utilizes the following grade system:

GRADE	PERCENTAGE	GPA	INDICATES
A	93.0-100	4.0	Superior Achievement
A-	90.0-92.99	3.7	
B+	87.0-89.99	3.3	
B	83.0-86.99	3.0	High Level of Achievement
B-	80.0-82.99	2.7	
C+	78.0-79.99	2.3	
C	76.0-77.99	2.0	Satisfactory Achievement
C-	70.0-75.99	1.7	Non-Passing
D+	67.0-69.99	1.3	
D	63.0-66.99	1.0	Marginal Achievement
D-	60.0-62.99	0.7	
F	<60	0.0	Failed
I/INC	Incomplete	0.0	

## DEFINITION OF OTHER GRADES

OTHER GRADE	INDICATES	RECEIVED CREDIT	AFFECTS GPA	Comment
W	Withdrawal	No	No	
L	Leave of Absence	No	No	
CR	Credit	Yes	No	
U	Unauthorized Withdrawal	No	No	
Passed				Achievement grade of C or Better (Undergraduate) B or Better (Graduate)
Failed				Achievement grade of C- or below (Undergraduate) B- or below (Graduate)

Students failing to complete any course subject will be given an incomplete. To obtain credit, that portion would have to be retaken for a final grade credit.

\* Note: Certain programs may require higher standards for acceptable class pass – e.g. “Masters in Clinical Research” requires a “B-” to pass. For further information, see program student handbook

### Minimum Grade Point Average

The grade average required for certifying completion of course is a minimum passing grade of 2.0 letter grade of C for undergraduate program\*. The grade average required for certifying completion for the Post Graduate Certificate is 2.7 or B- or above. For the Masters Program, the grade average required for certifying completion is 3.00 or B or above.

Note: Certain programs may require higher standards for acceptable program pass – e.g. BSN requires a 2.5 to progress. For further information, see program student handbook

### Conditions for Re-enrollment

Re-enrollment or reentrance will be approved only after satisfactory evidence is shown to the Program Dean/ Academic Dean or a designated representative that conditions that caused the interruption for unsatisfactory progress have been rectified.

## SATISFACTORY ACADEMIC PROGRESS

To be in good academic standing with the university and to be eligible to receive Title IV aid, students must maintain satisfactory academic progress. At the end of each quarter (payment period), each student is evaluated on three components to determine if he/she is maintaining satisfactory academic progress:

1. CGPA
2. Successful course completion rate
3. Maximum Time Frame – credits attempted relative to the maximum credits attempted that are allowed (1.5 times the credits in the student’s program)

### Evaluation Points

Satisfactory academic progress evaluation points are tied to the student’s academic credits. The EVALUATION POINTS STANDARDS chart describes the evaluation point standards for undergraduate students.

### Evaluation Points Standards

Evaluation Point	Minimum CGPA	Minimum Successful Completion % of Credits	Academic Status
1-18 Credits Attempted	2.0	67%	FA Warning/ FA Probation/ FA Dismissal
18.1-72 Credits Attempted	2.0	67%	FA Warning/ FA Probation/ FA Dismissal
72.1-300 Credits Attempted	2.0	67%	FA Warning/ FA Probation/ FA Dismissal

**Note:** Students enrolled in graduate-level programs must complete a minimum of 67% of the cumulative credits attempted and maintain a minimum 3.0 CGPA at each evaluation point.

AUHS student will be evaluated at the end of each quarter for the duration of his/her program.

### Cumulative GPA Requirements

Students enrolled in undergraduate-level programs must attain a CGPA 2.0 at the end of the first 18 credits attempted. Students must maintain a 2.0 CGPA each quarter thereafter. A minimum of 3.0 CGPA is required for graduation for Graduate programs. For Program Graduation requirements, refer to Program’s student handbook.

### Completion Rate Requirements

At the midpoint of the first academic year (up to and including 18 quarter credit hours attempted), students enrolled in undergraduate-level programs must have completed a minimum of 67% of the

**STANDARDS FOR STUDENT ACHIEVEMENT**

cumulative credits attempted. From that point (18 quarter credit hours attempted) to the end of the second academic year (up to and including 72 quarter credit hours attempted), students must complete a minimum of 67% of the cumulative credits attempted to be making satisfactory progress. From 72.1 to the end of his/her program, the student must complete a minimum of 67% of the cumulative credits attempted to be making satisfactory progress. Any credits for which the student has remained enrolled past the Drop period and has incurred a financial obligation are considered in this calculation. Students enrolled in graduate-level programs must complete a minimum of 67% of the cumulative credits attempted at the end of each quarter to be making Satisfactory Academic Progress. To calculate the completion rate, divide cumulative quarter credit hours a student successfully completed by cumulative quarter credit hours student has attempted.

**Financial Aid Warning, Financial Aid Probation and Financial Aid Dismissal**

At the end of each quarter (payment period), after grades have been posted, students' CGPAs and completion rates are reviewed to determine whether the students are meeting the above requirements.

- Financial Aid Warning (FA Warning) is the status students will be placed in for the first quarter (payment period) that a student fails the SAP requirements listed above. Students on FA Warning must meet with their program chair/dean or designee to develop a Student Learning Enhancement Plan that, if followed, will ensure the student is able to meet SAP in a maximum of three quarters. Students who meet the SAP Standards at the end of the FA Warning quarter will be removed from FA Warning and returned to a SAP Met/Good Standing status. Students not meeting the SAP requirements at the end of the quarter (payment period) may be dismissed and must appeal to remain in school (see SAP Appeals). Students placed on FA Warning are eligible to receive Title IV aid.
- Students not meeting SAP at the end of the FA Warning quarter must appeal to the school in writing describing the mitigating circumstances that led them to not meet SAP (please see SAP Appeals). If a student chooses not to appeal or his/her appeal is denied he/she will be dismissed. Students whose appeal has been approved will be placed on Financial Aid Probation (FA Probation). Students on FA Probation will continue on a Student Learning Enhancement Plan that, if followed, will ensure the student is able to meet SAP in a maximum of two quarter (payment periods). Students who meet the SAP Standards at the end of their FA Probation quarter (payment period) will be removed from FA Probation and returned to a SAP Met/Good Standing Status. Students not meeting the SAP standards at the end of the FA Probation quarter but continue to meet the requirements laid out in the Student Learning Enhancement Plan will be allowed to continue and do not need to re-appeal. Student failing to meet the requirements laid out in the Student Learning Enhancement Plan will be dismissed from the university. Students placed on FA Probation are eligible to receive Title IV aid.
- Students not meeting SAP and not meeting the requirements listed on the Student Learning Enhancement Plan at the end of the FA Probation quarter (payment period) will be dismissed from school. Students who have mitigating circumstances that led them to not meet SAP (see SAP Appeals) or adhere to the Student Learning Enhancement Plan can appeal this dismissal.

Students on FA Warning have a maximum of three quarter to meet SAP, students on FA Probation have a maximum of two quarters to meet SAP, and a FA Dismissal student has a maximum of one quarter to meet SAP. If at any point it is determined that it is mathematically impossible to meet the SAP standards in the maximum number of quarters allowed, the student must be dismissed.

Situation	Academic Status	Federal Financial Aid Eligibility
First quarter in which CGPA and/or completion rate is below minimum standards	FA Warning	Students are still eligible for federal financial aid for the following quarter
Second consecutive quarter in which CGPA and/or completion rate is below minimum standards and who have appealed	FA Probation	Students are still eligible for federal financial aid for the following quarter pending successful appeal
Third consecutive term in which CGPA and/or completion rate is below minimum standards	FA Dismissal	Students are eligible for federal financial aid because they are following an Student Learning Enhancement Plan and can meet the SAP requirements by the end of the Dismissal quarter.

**SATISFACTORY ACADEMIC PROGRESS (SAP) PROBATION OR DISMISSAL APPEAL**

Students who are eligible to appeal may do so by submitting a Financial Aid Appeal form to the Financial Aid Administrator explaining the mitigating circumstances that affected his/her performance. The student must provide documentation of the circumstances that had an adverse impact on his/her performance. Below is a comprehensive list on the appeal process.

- Death of an immediate family member
- Student illness requiring hospitalization (this includes mental health issues)
- Illness of an immediate family member where the student is a primary caretaker
- Illness of an immediate family member where the family member is the primary financial support
- Abusive relationships
- Divorce proceedings
- Previously undocumented disability
- Work-related transfer during the quarter
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Loss of transportation where there are no other means of transportation
- Documentation from a Professional Counselor
- Student is following the *Student Learning Enhancement Plan*

In conjunction with Student Services/ Student Affairs Department, the Program Deans/ Academic Deans are responsible for determining the appropriateness of the mitigating circumstances in regards to severity, timeliness and the student's ability to avoid the circumstances. Any

## STANDARDS FOR STUDENT ACHIEVEMENT

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consideration of the conditions outside of the list provided must be appealed to the Chief Academic Officer/ Provost.

To appeal the application of the satisfactory academic progress standards, the student must follow the appeal process:

1. Obtain a Financial Aid Appeal Form from the Financial Aid Department. Appeal must include:
  - a. Why student failed to meet SAP
  - b. What has changed that will allow the student to meet SAP at the next evaluation point
2. Prior to the last day of Drop or prior to the re-entry quarter, complete the form and submit it to the Financial Aid Department.
3. Should the appeal be granted, the student must meet with the Program Dean/ Academic Dean or designee to develop an *Student Learning Enhancement Plan*
4. Continue to attend regularly scheduled classes during the review period.

The Program Dean/ Academic Dean will review the student's request and reach a decision no later than the 14<sup>th</sup> calendar day after the quarter start.

### Appeal Process for Financial Aid Probation

The appeal can be approved if:

1. The student has a mitigating circumstance and
2. The student will be able to meet SAP at the end of the next quarter (payment period) or
3. The student is following the *Student Learning Enhancement Plan* that, if followed, the student will meet SAP within two quarters.

If the appeal is granted, the student will be placed on a SAP status of Financial Aid Probation. As part of the FA Probation, the student must agree with and sign the *Student Learning Enhancement Plan* developed by the Program Dean/ Academic Dean or designee.

### Appeal Process/Dismissal

For students who successfully appealed FA Probation the previous quarter and are meeting the terms outlined in the *Student Learning Enhancement Plan* but still are not meeting SAP do not have to appeal the Dismissal and will continue to remain eligible for Title IV aid for one additional quarter (payment period). In such a situation, the student's academic progress would be re-evaluated at the end of the next quarter.

If the student is not meeting the conditions stated on the *Student Learning Enhancement Plan* they must appeal this dismissal status.

The appeal can be approved if:

1. The student has a mitigating circumstance that occurred during the FA Probation quarter and
2. The student will be able to meet SAP at the end of the next quarter (payment period)

Should an appeal be denied, the students' dismissal stands and he/she can no longer attend classes; any tuition charges that have been posted for the current quarter will be reversed. A student may appeal academic dismissal only one time.

### Reestablishment as a regular (Title IV eligible)

Students who fail to meet the SAP standards for two consecutive quarters or who are dismissed must complete the appeal. Students whose appeal has been approved are eligible to receive Title IV aid in that subsequent quarter. During that quarter the student must follow the terms outlined in the *Student Learning Enhancement Plan*. Students on FA Probation or FA Dismissal SAP Status will remain in active school status and will have their progress evaluated at the completion of each quarter by the Program Dean/ Academic Dean or Student Services/ Student Affairs Department.

## MAXIMUM PROGRAM LENGTH

Students must complete the entire program within one and one half times the standard program length, which is defined by the college as the total number of credit hours in the program. Therefore, the maximum time frame for any program is calculated by multiplying the number of total credits by 1.5.

Therefore, the maximum time frame for any program is calculated by multiplying the number of total credits by 1.5. For example, a student enrolled in a 90-credit-hour program can attempt no more than 135 credit hours.

Should a student exceed the 150% maximum time requirement, he/she will be dismissed. American University of Health Sciences, as directed by the federal government, does not allow students who do not raise their CGPAs or completion rates of progress to the necessary minimums to continue to receive federal financial assistance, regardless of the students' circumstances. See the chart on this page for further explanation. Students may appeal the dismissal. Appeals will be reviewed on a case-by-case basis.

## DUAL DEGREE

Students may earn two or more degrees from American University of Health Sciences; however, a student may only be enrolled in one degree at a time. Credits earned for the first degree may apply toward subsequent degrees. Upon enrolling in a second degree, a determination will be made of the student's satisfactory academic progress in the credits attempted and grades earned that count toward the new program of study.

## PROGRAM CHANGES

The maximum time frame for a student who changes from one field of study to another is adjusted by subtracting the earned course credits that are common to both programs from the total credits in the new program and multiplying that number by 1.5. Depending on the program, the academic/ program dean or designee will evaluate a student's academic progress and transfer all relevant courses. All transfer courses will be counted in completion ratio and used in computing in the CGPA. Students must be admitted and enrolled in

STANDARDS FOR STUDENT ACHIEVEMENT

the new program by the end of the Add/ Change and Drop period of the quarter applicable.

## INCOMPLETES, WITHDRAWALS AND REPETITION OF COURSES

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

1. The student is otherwise making satisfactory progress.
2. Students who satisfactorily complete a course but choose to repeat the course are eligible to receive Title IV aid for the first time the course is repeated. Any subsequent course repeats will not be Title IV eligible.

### Incomplete

The "I/INC" symbol is a notation on the transcript that reports that the student was registered in and attended a class, but that a portion of the required coursework was not completed by the end of the Quarter. The incomplete grade is NOT to be used for other than serious and unavoidable problems that prevented the student from completing all course requirements on time. Typical reasons for an incomplete grade include serious illness or catastrophic event for the student or close family member. Some sort of documentation of the reason may be required. The student must have a passing grade in the completed work at the time of the request and have completed more than 50% or the course work requirements (pertains to completed work -not attendance). An incomplete cannot be given as a final grade. At the end of the quarter, the student may, with prior approval of the Program Dean/ Academic Dean or Faculty be granted a minimum extension of 14 calendar days to complete the required class work, assignments and/or tests. The extension cannot be used to make-up for accrued absences from class. If the student does not complete the required work within the 14 days extension period, they will receive a failing grade of "F" or the grade achieved factoring in only work completed by end of the quarter, whichever is higher. Note, in extreme documented circumstances, and ONLY at the discretion of the Program Dean/ Academic Dean, this may be extended for 7 (or more) additional calendar days. Note that students who have an incomplete in a prerequisite course will not be able to register for the next course in the sequence until the incomplete course is successfully completed.

### Procedures / Requirements for requesting an Incomplete:

The student meets with the Faculty member to complete the "Assignment of Incomplete Grade Form" (posted on Moodle). It is the student's responsibility to obtain required signatures and consent of the instructor and the Program Dean/ Academic Dean before the last day of class and prior to the day of the final exam unless other arrangements have been made in advance (extreme circumstances). Completed form should be given to the Faculty member with a copy submitted to Student Affairs/Services Department.

Faculty must assign a default grade which is the current grade for completed work when approving an incomplete. Incomplete (Inc) will be recorded on the student's transcript when a completed grade is not assigned by the instructor and/or an extension of the incomplete is not processed. If work is not completed, the "I" grade will revert to an F.

### Repetition of Courses with C-/D-/F Grades (For Undergraduate programs)

Courses that are required for a student's major/minor may only be repeated one time. Only courses for which C-, D, and F, were assigned may be repeated for a higher grade or CR. In cases of repeated courses, the units are counted once, and the higher grade is computed in the GPA if the course is repeated at AUHS.

### Repetition of Courses with C+ (For Graduate programs)

Only courses for which C+ and below were achieved may be repeated for a higher grade. Courses that are required for a student's major may only be repeated one time at AUHS.

### Repeating Courses

Any university course, theory, lab, or experiential may be repeated only once for major core courses and twice for lower division course.

### Withdrawal from Courses

The grade of W indicates withdrawal from a course. Students wishing to withdraw from a course must meet the following requirements:

Within the first seven calendar days of the quarter, students may withdraw from any course with no record of the individual course withdrawal on their permanent academic record. After the "no-record drop" deadline, students may withdraw with a W grade from any course, but only for serious and compelling reasons.

In some cases, reduced tuition may apply. Please refer to the financial aid section of the catalog for further information.

After the deadline for withdrawal (last day of the seventh week - refer to the calendar), a student may request permission to be allowed to withdraw from all of her/his classes because of a medical emergency or extraordinary circumstance by submitting a withdrawal form to the appropriate Program Dean/ Academic Dean. The W designation carries no connotation of quality of student performance and is not calculated in the grade point average.

COUNTING GRADES FOR THE COMPLETION RATE CALCULATION			
Grade	Credits Attempted	Credits Completed	Calculated in GPA
A - D	Yes	Yes	Yes
F	Yes	Yes	Yes
Incomplete (I/INC) <sup>1</sup>	Yes	No	Yes
Withdrawal (W)	Yes	No	No
Repeated course	Yes	No	No
Pass (P)	No	No	No
Fail (F)	No	No	No
Transfer Credit (TR)	Yes	Yes	No

*<sup>1</sup>A student who receives an "I/INC" that results in a CGPA below the SAP standards will be placed on probation until such time as the "I/INC" is removed and the CGPA is reevaluated.*

## STANDARDS FOR STUDENT ACHIEVEMENT

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### Foundational

Foundational course credits do not count toward the total number of credits for graduation, nor do they count in the CGPA or completion rate.

### Transfer Credit

Accepted transfer credit from external schools will count toward completion of the student's program as both hours attempted and hours completed.

## PROBATION

### Academic Probation

A student is placed on probation for failing to maintain a 2.0 GPA for all courses undertaken in a quarter. A student must achieve a GPA of 2.0 or higher, during the following quarter in order to continue in the university.

### Academic Dismissal

A student is subject to dismissal for the following reasons:

- Failure to maintain a minimum CGPA of 2.0 during a probationary quarter.
- Failure to maintain a minimum cumulative GPA of 2.0.
- Failure of two courses in any quarter (nursing only)
- Second failure of repeated course (major core course)
- 3rd failure of repeated course (lower division)

Students are notified by the appropriate Program Dean/ Academic Dean of their dismissal. When extenuating circumstances, such as prolonged illness, account for the disqualification, the student may be permitted, on written requests to the appropriate Program Dean/ Academic Dean, to continue on probation for the next quarter.

Enrollment in any AUHS program implies willingness on the part of the student to comply with the requirements and regulations of the university. If the student fails to comply with these requirements and regulations, or if it is determined by the Program Dean/ Academic Dean that the student is not able to benefit from the opportunities offered by the university, withdrawal may be requested even though no specific breach of discipline is charged.

### Non-Academic Probation

A student may be placed on non-academic probation for behavioral reasons and must work with the faculty or Program Dean/ Academic Dean to prepare a remediation plan, which may include a requirement that the student enter mental health counseling. A student must fulfill all the conditions of their probation in order to continue in the University. *Note: for specific behaviors that present a danger to self of others, or lead to disruption in the work of the university, a student may be suspended without notice and even summarily dismissed from the University.*

### Withdrawal from University

Students thinking of withdrawing from the University should schedule an interview with the Student Affairs/Services Director in order to explore other options or assistance. Students who must withdraw from the university at any time must file a request for withdrawal in the Students

Affairs/Services Director. Students wishing to re-enter must file an application for re-admission with the Admissions Office.

### Warning (For Nursing Program Only)

Warning, probation or dismissal will be initiated when a student has unsatisfactory achievement in any area of the nursing program. Below are the applications specific to the School of Nursing.

Conditions for warning are:

1. Theory grade of "B-", or below at mid-quarter in any nursing course.
2. Clinical grade of "B-", or below at any point in the course.
3. Behavior not consistent with the School of Nursing's (SON's) Standards for Safe Care.
4. Failure to meet attendance requirements.
5. Failure to comply with established BSN policies.
6. Any behaviors that is contrary to the policies and procedures of AUHS and the SON and/or breaches in the Nursing Practice Act.

### Clinical Warning (For Nursing Program Only)

The student who is placed on warning in a clinical course will remain on warning status until the end of the course. At the end of the course, the student will either:

1. Receive a satisfactory grade.
2. Receive an unsatisfactory grade and are not allow to progress in the program.
3. For a rotation, which is less than one quarter, the warning may be extended into one or more rotations at the discretion of the faculty.

### Theory Warning (For Nursing Program Only)

The student placed on academic warning in a theory course at any time during the quarter will remain on warning status until the end of the course. At that time, the student will either:

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

### Procedure for Warning (For Nursing Program Only)

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

- a. clarify the problem;
- b. initiate a plan for achieving satisfactory grade
- c. Complete the SON's *Student Learning Enhancement Plan* for clinical courses.

The student has the right to a meeting with the involved faculty. It is the student's responsibility to request, in writing the meeting with the faculty. If the student does not attend the initial meeting, SON's *Student*

## STANDARDS FOR STUDENT ACHIEVEMENT

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*Learning Enhancement Plan* for the course will reflect this non-attendance.

### Factors Affecting Program Length

American University of Health Sciences makes every effort to ensure students complete their programs in the disclosed program length. Factors that may increase a student's program length may include, but are not limited to: less than full-time enrollment, withdrawal from courses, re-taking courses, and financial ability. Students are advised to work closely with the department program chairs, Student Affairs/ Student Services Department, Financial Aid Office, and the Business Office to ensure proper progression through their program.

### Theory Course Failure (For Undergraduate and Graduate Program)

The student will:

- Receive a letter from the Program Dean/ Academic Dean informing them of their failure.
- Meet with the course faculty to discuss circumstances of the failure.
- Meet with the Student Affairs/Services Director to clarify how to proceed with courses. The student may remain at the university, but may not be allowed to proceed to the next course sequence if the failed course is a pre-requisite.
- Repeat the failed class the next time it is offered.

### Readmission to Undergraduate and Graduate Program Procedure:

1. If the student decides to write a request letter to the Admissions Committee for possible re-admittance to a university degree Program, the letter should include:
  - a. Reason for not passing the course(s)
  - b. What the student has done to take care of the problem(s)
  - c. How the student will prevent it from happening again
2. It is highly encouraged that a student meets with their Admissions Advisor for help with this letter.
3. The Admissions Committee will make the decision regarding re-admission. The committee may ask the student for additional information to help make this decision.
4. If the student is re-admitted, the student may be given contract/conditions of re-admittance when returning to the appropriate Program. The committee may communicate with Program Dean/ Academic Dean and Student Affairs/Services Director to ensure the student is following the contract/ of re-admittance. These contract/conditions of re-admittance will remain in effect throughout the student's stay in the School.

### Examinations

Exams are given as outlined on the schedule. The exams reflect the focus of each lecture following each syllabus.

Final examinations are given upon completion of all class work. A minimum passing score is set and required, prior to being placed into Preceptorship/Externship if applicable to your program.

The tests administered by faculty to students aim to measure both the theoretical knowledge learned from books and lecture discussions as well as the clinical or application know-how learned from real and simulated exposure of students to the clinical setting. Under each program are specific and measurable objectives for actual student learning that must be achieved and realized by students upon completion of the course. The testing instruments serve the purpose of measuring and evaluating whether the students accomplished the course objectives or not.

### Study Sessions

Study sessions are scheduled and pre-arranged by Student Affairs/Services office. Any students who seek additional help are encouraged to request a study session. Students are requested to come prepared to ask specific questions of difficulty in order to facilitate time expenditures. Additional times may be arranged with the faculty as needed.

In addition, each of the programs offered by the University may require group projects. These projects are research oriented, extensive, and detailed in nature and permit the students the chance to work together as a team in putting together the resources needed for presentation and submittal purposes.

## ACADEMIC AWARDS

### Graduation Award

Bachelor's degree students achieving a CGPA of 3.80-4.00 will graduate Summa Cum Laude, students achieving a CGPA of 3.70-3.79 will graduate Magna Cum Laude and students achieving a CGPA of 3.50-3.69 will graduate Cum Laude.

Certificate/diploma students achieving a 3.50 CGPA or higher upon completion of the program will graduate with highest honors.

### QUARTER AWARD

#### **President's List**

Students maintaining a term GPA of 3.80-4.00 will be placed on the President's List.

#### **Dean's List**

Students maintaining a term GPA of 3.50-3.79 will be placed on the Dean's List.

## ACADEMIC HONOR CODE

### I. Academic Integrity

The Administration of American University of Health Sciences believes that integrity is an important attribute for the student population. Students are given the freedom to learn, explore and question, but this must truly be an individual experience. All students need to understand the seriousness of cheating, collusion and plagiarism.

**Plagiarism:** obtaining, by any means, the work of another student and submitting this work, as one's own.

## STANDARDS FOR STUDENT ACHIEVEMENT

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**Collusion:** unauthorized collaboration with another student in preparing work for a class

**Cheating:** copying/tracing from another student, using unauthorized materials or devices, and/or collaborating with another student in a testing situation or class project

**Fabrication:** providing false information about an AUHS related matter in order to gain some benefit to the student

Students involved in plagiarism, collusion, and/or cheating may face loss of credit for a project, a failing grade for a class, and/or dismissal from the university.

### 2. Student Conduct Policy

Enrollment at the University carries with it obligations of conduct, both inside and outside the University.

Students are expected to conduct themselves in a manner that is a credit to themselves, the University and other health professions at all times.

American University of Health Sciences reserves the right to dismiss any student when the action is deemed necessary and in the best interest of all concerned: the University, the student body, or the student. Every student is expected to respect the rights of others.

Any physical violence between the student and another person(s) or malicious damage to property will be a cause for immediate suspension for all parties involved pending an investigation by administrative personnel.

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

### 3. Copyright Policy

AUHS is obligated by federal law to inform its students of its policies and sanctions related to copyright infringement. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing (e.g. using Bit Torrent to obtain/distribute music or movies) may subject students to civil and criminal liability.

### Statement of Non-Discrimination

American University of Health Sciences does not discriminate on the basis of sex, age, physical handicap, race, creed or religion in its admission to or treatment in its program and activities, including advertising, training, placement and employment. The school president is the coordinator of Title IX-the Educational Amendments Act of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. All inquiries or complaints under the sex discrimination provisions of Title IX should be directed to the school president. The school Director must act equitably and promptly to resolve complaints and should provide a response within seven working days

### Students with Disabilities

AUHS in compliance with the State and Federal laws and regulations including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability in administration of its education – related programs and activities. We have an institutional commitment to provide equal opportunities for disabled students who are otherwise qualified. Students, who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact Student Affairs/Services Office for resolution.

### Equal Opportunity

American University of Health Sciences supports Equal Opportunity for all people regardless of their race, religion, sex, or disability.

### Papers

The required format for submitted papers in the all programs is the Publication Manual of the American Psychological Association (APA), most current edition. This book is available in the library.

### Make-up Work

Students are required to make up all assignments and work missed as a result of excused/unavoidable absence. The instructor may assign additional outside make-up work to be completed for each absence. The instructor may also choose to assign a "0" for missed work. Arrangements to take any tests missed because of an absence must be made with the faculty and/or approved by the Program Dean/Academic Dean. These accommodations are not guaranteed and reserved for emergency/unavoidable situations.

### Cheating

Cheating on an exam will result in a failing grade on that exam, and will minimally place the student in a probationary status for the remainder of the quarter. Warning: Students may also be dismissed for any incidents of cheating (depending on the consideration by the administration to determine the incident to be serious & intentional).

### Remediation

AUHS has a formal remediation program, which is established to identify those students "at risk" for program progression. Students are referred to remediation formally via the Remediation Referral document, which outlines student's areas of weakness and deficiencies. Students may be identified by a faculty member, faculty, and/or other staff members who may be working with the student. Additionally, enrolled students who demonstrate a need for additional services may self-identify.

The following factors may indicate a student's need for remediation:

- Self-determined need for supplemental support services
- Failure to participate in learning activities
- Performance on a course exam or quiz, as manifest by a test grade of B- or lower (nursing program only)
- Poor mid-term course evaluation
- Poor clinical performance



## STANDARDS FOR STUDENT ACHIEVEMENT

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- Failure to adequately demonstrate Level competencies
- Possession of a cumulative course grade with a grade of B- or lower (nursing program only)

Once identified, the student will be required to create a joint remediation /retention plan with a Faculty member and participate in activities as specified within the approved plan.

Student Learning Enhancement Plan may include, but not be limited to:

- Meetings with a Faculty, frequency as identified in the plan but not less than two instances per plan
- Attendance in supervised tutoring
- Monitored completion of skill practice hours in the Labs
- Verified participation in web accessible tutorials or other available tutoring tools, inclusive of ATI and/or other Total Curriculum Support programs (Nursing Program Only)
- Completion and submittal of an academically approved written paper and/or presentation inclusive of research on the deficit subject area.

Once the areas of remediation are completed, the student will have the *Student Learning Enhancement Plan* signed off by the designated faculty member, as appropriate. Any additional cost associated with the plan will be incurred and satisfied by the student prior to proceeding to the next quarter.

## LEAVE OF ABSENCE POLICY

The purpose of a leave of absence (LOA) is to provide students with the opportunity to leave college for an extended period of time without withdrawing or affecting his/her satisfactory academic progress calculations. The Program Dean/ Academic Dean, Student Services/ Student Affairs director, or a designee may authorize a leave of absence under the following circumstances:

- A leave of absence may only be granted to a student who has completed a quarter and has not been in class past the end date of the published Add/Change and Drop period of the current quarter in which he/she wishes to take the leave of absence.
- The student must resume classes at the same point at which he/she exited the program.
- The student must provide a signed written request for the leave of absence. The last date of attendance and return date must be clearly identified on the accompanying Leave of Absence form.
- The student has not completed his/her program.
- Under no circumstances will a leave of absence be extended beyond 180 days.
- Multiple leaves of absences may be granted during any 12-month period, beginning with the start of the most recent leave of absence as long as the total days do not exceed 180.

- All loans and grants will be returned to appropriate parties or disbursements rescheduled for the term of an approved leave of absence.
- The student will incur no additional tuition charges during an approved leave of absence.
- If the student is eligible under the authority of the Higher Education Relief Opportunities for Students Act, he/she may verbally request a leave of absence. However, all other conditions apply.

Reasons for granting a leave of absence may include, but are not limited to:

- serious student medical problems
- pregnancy
- military duty
- death of an immediate family member

If a student does not resume classes on or before the approved return date, the student will be withdrawn from the program.

**Note:** *If a student does not return from an approved leave of absence, the grace period for Stafford loans will begin with the last date of attendance.*

## Deployed Military Leave of Absence (LOA)

A student required to take a leave of absence (LOA) due to military deployment will not have a loss of academic credits earned, institutional scholarships awarded or registration fees paid when returning from deployed status. Under the 180-day LOA limitation (Subsection (a)(2)(B) of 484B, Higher Education Act of 1965 (20 U.S.C. 1091b)) the student shall not be treated as withdrawn unless the student fails to return upon the completion of the leave of absence.

## TERMINATION PROCEDURES

Students may be terminated by the school for cause. Examples include, but are not limited to:

- Violation of the school's attendance policy to include excessive tardiness or absenteeism
- Failure to maintain satisfactory academic progress
- Violation of personal conduct standards
- Inability to meet financial obligations to the school
- Falsified his/her educational status certification
- Possession, distribution, or use of alcohol or illegal drugs
- Violation of academic honesty policy
- Failure to comply with established University or department regulations and policies
- Placing self and/or others in physical and/or emotional jeopardy.

In critical cases, such as unsafe clinical performance, dismissal may be considered without prior warning or probation. This action requires concurrence of the Program Dean/ Academic Dean, Student

## STANDARDS FOR STUDENT ACHIEVEMENT

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Affairs/Services Director, Chief Academic Officer and President of University.

Students to be terminated are notified in writing and may appeal to the respective Program Dean/ Academic Dean or through channels described under Grievance Procedures.

## ATTENDANCE

All students are expected to attend regularly. Absences from class can seriously affect the progress of training. An absence may only be excused by the faculty. Students who are absent will still be required to complete the assigned class work.

### Attendance for Undergraduate and Graduate Courses

Attendance and punctuality are important for the successful pursuit of study. Therefore, the number of a student's absences may be taken into account in determining academic grades. Students may be expected to explain to the instructor the reason for any absences from class and, in some cases, be asked to provide appropriate documentation.

There is no provision for a system of allowed cuts and absences. Students may be dropped from a class for excessive absences (excessive is defined as missing 20% of the classes) when, in the opinion of the faculty, further enrollment in the class would be of little value to the students.

Students are expected to attend all class meetings. There is no authorized absence from class and irregular attendance may result in exclusion from the class. No provision for making up absent times. It is the student's responsibility to register regularly for class. Students who fail to enroll officially in a class won't be given credit for a class.

Students also have the responsibility of officially withdrawing from the university or dropping from the class in which he/she is enrolled.

If the student is ill, faculty will determine if the student should remain in class and/or in the clinical facility. If the student was sent home for any clinical misbehavior, hours missed are computed as absent. It is the student's responsibility to consult with their faculty regarding his/her attendance.

Any student who incurs the status of excessive absences in laboratory or theory will be dropped from the course. A student may petition for re-instatement by completing the *Re-instatement Petition Form* from and submitting it to the Student Affairs/Services Office. Depending on history of students, they may meet with the faculty to explain why petition should be granted.

### Attendance Considerations

- **Clinical (for Nursing program)** – when students have been absent for an official assignment to a special day (event), faculty may re-assign make-up on other days.
- **Scheduling** – Faculty may cancel/reschedule a clinical day or lecture due to unavoidable circumstances. If the rescheduling occurs on a day other than the scheduled class day and student is unable to attend, he/she will not be punished but will be

expected to make-up the time as assigned. Faculty who is absent must make up time within the quarter.

### Withdrawal

If you wish to withdraw for any reason, you must notify AUHS in person or in writing by certified mail. Otherwise, you will be suspended for cause (non-attendance) after (21) consecutive, calendar days.

Outstanding balances on a student account must be paid in full upon withdrawal. If an account is not paid in full, it will accrue finance charges, late fees, and be placed on hold. Unpaid balances may result in a hold being placed on academic transcript requests or any requests from the University.

# PROGRAM CURRICULUM

*"Choose my instruction instead of silver, knowledge rather than choice gold, for wisdom is more precious than rubies, and nothing you desire can compare with her."*

*-Proverbs 8:10-11*



*Classroom, Taken During Lecture . School Of Nursing 2010*

# SCHOOL OF PHARMACY

## **Leadership**

**Mok Chong**, Pharm.D, PhD  
**Tomatore, Frank**, Pharm.D, PhD  
**Okezie Aruoma**, PhD, DSc, CChem, FRSC, FACN  
**Anupam Bishayee**, PhD, MPharm, BPharm  
**Saral Amar**, M.Med, MPharm, PhD, CCRP

## **Faculty**

**Bhatia, Deepak**, PhD  
**d'Assalenaux, Richard R**, PharmD  
**Harwood, Megan Brigid**, PharmD  
**Park, Tony**, PharmD, JD  
**Rosenberg, Ettie**, PharmD, JD  
**Gilbert, Richard Keith**, Ph.D. H.E.  
**Defensor, Linnea P**, M.D., RN  
**Dessouky, Tarek**, MBA, MPH  
**Gilbert, Richard Keith**, Ph.D., H.E.

## MISSION OF THE SOP

The mission of the AUHS School of Pharmacy (SOP) is to provide excellence in pharmaceutical education in order to prepare graduates who advance healthcare and make a positive impact on the health of individuals and of society through the provision of high-quality evidence-based pharmaceutical care. To meet the diverse needs of patients and to promote research, scholarship and service in the provision of pharmaceutical care, our faculty and students will actively engage in activities which advance the practice of patient-centered pharmacy care and that support and promote research, scholarship, service and practice in order to contribute to society and meet the pharmacy needs of patients and our communities.

The AUHS School of Pharmacy embraces the educational philosophy of the University, which is dedicated to prepare a professional and culturally diverse workforce for the pharmaceutical, nursing and research sectors of healthcare- a workforce who will utilize research and evidence based practice to guide healthcare delivery, understand the application of research, display high level competencies to health care delivery and value the continuation of learning.

## PROGRAMS OFFERED

### **Professional Program**

Doctor of Pharmacy (PharmD)

### **Graduate Program**

Master of Science in Clinical Research

### **Baccalaureate Program**

Bachelor of Science in Pharmaceutical Sciences



# DOCTOR OF PHARMACY

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

## Objectives

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

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

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

## Goals and Outcomes

1. **Performance:** graduates will demonstrate skills that reflect best practices in their clinical practice and will be able to provide quality evidence-based health care services to diverse populations.
2. **Cultural Competence:** graduates will be able to reduce health disparities by providing effective health services to people from diverse cultures and populations.
3. **Critical Thinking:** graduates will be able to apply higher order thinking skills, best evidence, and knowledge integration to improve the health of individuals, communities and populations.
4. **Social Responsibility:** graduates will be able to apply professional knowledge and skills to the service of humanity and especially to disadvantaged populations in an effort to reduce health disparities among people of different races, ethnicities, social status, and economic well-being and to mentor the minority and underrepresented health care providers who follow in their footsteps.
5. **Personal Responsibility:** graduates will value lifelong learning and demonstrate the concepts of personal virtues such as honor, self-discipline, and respect for persons.
6. **Scholarship:** graduates will be able to assemble and evaluate evidence while synthesizing and critiquing existing knowledge to develop practices, which are evidence-, based thereby contributing to excellence in their fields.
7. **Research:** graduates will demonstrate a basic understanding of clinical and applied research methods and methodology. In addition, students who demonstrate a deeper interest in research will be offered opportunities to gain additional experiences as these opportunities arise.
8. **Faith-Based, God-Centered:** graduates identify and describe the importance of Christian Values on spiritual, personal and professional development, community service and patient care as it relates to health and personal well-being.

## Admissions

Doctoral Program admission requirements must be met before an application is complete. (See the "Admissions to Doctorate Level Programs" section of this catalog - pg. 35)

*Admissions requirements and procedures information are available online at [www.auhs.edu](http://www.auhs.edu) and at the Admissions Department at the campus. To inquire about admissions, please contact 562.988.2278.*

## Admissions Course Requirements

The PharmD Degree is designed for students who have completed the pre-professional pharmacy coursework (Please see the chart below).

## Doctor Of Pharmacy Pre-Professional Coursework

Area or General Category	Semester Credits	Quarter Credits
General inorganic chemistry with lab	8	12
Organic chemistry with lab	8	12
Biochemistry	4	6
Human anatomy with lab	4	6
Human physiology with lab	4	6
Microbiology with lab	4	6
Calculus	3	4.5
Economics	3	4.5
Biostatistics	3/4	4.5
Biology with lab	8	12
<b>Totals</b>	<b>49/50</b>	<b>75</b>

### Graduation Requirements

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

- Has completed three years in the SOP (206 credit hours) within 4.5 years of entrance into the program and;
- Is not on provisional academic status, has completed all prescribed academic requirements with a cumulative grade point average of 2.5 or higher, has no outstanding grade which is incomplete, and has a passing grade for all clinical rotations and all courses; and;
- Has performed and behaved in a manner which is ethical, professional, and consistent with the practice of pharmacy; and;
- Has complied with all the legal and financial requirements of SOP; and;
- Attends the commencement ceremony, unless special permission has been granted by the Dean of SOP; and;
- Is at least 21 years of age; and
- Has satisfactorily passed prescribed exams; and;
- Has met all requirements for graduation such as poster presentation, professional project presentation and any other identified work as outlined by the Student Handbook; and;
- Has completed at least 100 hours of AUHS sponsored/approved community service.

### Requirement for Licensing in the Program Career Field

There are numerous eligibility requirements for licensure depending on the student's field of study. Regulations vary from state to state, and students are encouraged to carefully read the requirements and conduct further research.

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

### Pharm.D. Program Information

PROGRAM LENGTH.....	36 Months
QUARTERS.....	12 Quarters
UNITS.....	206 Units
CLOCK HOURS.....	3388

### Instructional Clock Hour To Credit Conversion

The formula used to calculate the number of QUARTER CREDIT units

FOR LECTURE.....	One Credit = 10 Lecture Hours
FOR LABORATORY.....	One Credit = 20 Laboratory Hours
FOR EXPERIENTIAL.....	One Credit = 30 Practicum Hours

## Doctor Of Pharmacy Core Course List

Course Number	Course Name	Quarter Credit s
PHM 502	Health Care Delivery Systems	1.5
PHM 504	Intro to Pharmacy Practice Experience I	2.5
PHM 510	Pharmacy Law and Regulatory Affairs	2.0
PHM 514	Ethics	2.0
PHM 516	Medication Safety	2.0
PHM 518	Intro to Pharmacy Practice Experience II	2.5
PHM 522	Pharmaceutics/Biopharmaceutics	2.0
PHM 524	Principles of Public Health	2.5
PHM 528	Extemp. Compound/Parenteral/Enteral	2.0
PHM 530	Intro to Pharmacy Practice Experience III	2.5
PHM 540	Intro to Pharmacy Practice Experience IV	2.5
PHM 550	Intro to Pharmacy Practice Experience V	1.0
PHM 560	Intro to Pharmacy Practice Experience VI	1.5
PHM 570	Intro to Pharmacy Practice Experience VII	0.5
PHM 600	Social and Behavioral Aspects - Practice	1.5
PHM 620	Advanced Biostatistics I	2.0
PHM 640	Pharmacokinetics/Dynamics	3.0
PHM 646	Molecular Biology/Genetics	2.0
PHM 700	Integrated Pharmacotherapeutics I	5.0
PHM 742	Pharmacoepidemiology	2.0
PHM 746	Immunology	3.0
PHM 750	Integrated Pharmacotherapeutics II	4.0
PHM 758	Integrated Pharmacotherapeutics III	6.0
PHM 760	Biochemistry/Biotechnology	2.0
PHM 762	Pharmacy Practice Management	1.0
PHM 766	Drug Info I	2.0
PHM 800	Integrated Pharmacotherapeutics IV	4.0
PHM 806	Integrated Pharmacotherapeutics V	6.0
PHM 810	Pharmacy Practice I	2.0
PHM 818	Drug Info II	1.0
PHM 900	Integrated Pharmacotherapeutics VI	6.0
PHM 902	Integrated Pharmacotherapeutics VII	3.0
PHM 906	Pharmacy Practice II	1.0
PHM 910	Pathophysiology III (Psych-Endo)	1.0
PHM 914	Pharmacogenomics/Genetics	3.0
PHM 920	Integrated Pharmacotherapeutics VIII	4.0
PHM 922	Patient Assessment Laboratory I	1.0
PHM 948	Pharmacy Practice/Provided Care	1.0
PHM 950	Pharmaco-economics	2.0
PHM 956	Advance Pharmacy Practice Experience I	8.0
PHM 958	Pharm. Prov. Care Special Populations	1.0
PHM 960	Toxicology	2.0
PHM 966	Advance Pharmacy Practice Experience II	8.0
PHM 967	Advance Pharmacy Practice Experience III	8.0
PHM 968	Advance Pharmacy Practice Experience IV	8.0
PHM 969	Advance Pharmacy Practice Experience V	8.0
PHM 970	Advance Pharmacy Practice Experience VI	8.0
PHM 971	Advance Pharmacy Practice Experience VII	8.0
<b>Totals</b>		<b>155.5</b>

## Other Courses

Course Number	Course Name	Quarter Credit S
PPD 501	Public Policy Planning & Development	3.0
COMM 500	Professional Communication	1.0
EDU 402	Education Development	3.0
PHM 462	Informatics I	1.0
PPD 519	Public Policy- Creation and Implementation	3.0
PHM 520	Literature Evaluation and Research	2.0
ART 200	Medical Illustration I (Elective)	3.0
HCIN 463	Informatics II (Elective)	1.0
ART 300	Medical Illustration II (Elective)	3.0
HCIN 464	Informatics III	1.0
MSCR672	Research Methods	3.0
MSCR674	Project - Clinical Study Administration I	3.0
MSCR676	Project - Clinical Study Administration II	2.5
MSCR686	Clinical Trials Business Development	1.5
PHM 997	Project	3.0
PPD 550	Public Health – Mental Health	0.5
PHM 918	Grant Writing I	2.0
PHM 940	Literature Eval, Research Design I	2.0
PHM 946	Fundamental Research Design	2.0
PHM 952	Grant Writing II	2.0
PHM 954	Elective Pathway	2.0
PHM 962	Literature Evaluation, Research Design II	2.0
	Elective Pathway	2.0
	Elective Pathway	2.0
<b>Totals</b>		<b>50.5</b>

## Experiential (Intro Practicum)

Course Number	Course Name	Quarter Credit S
PHM 504	Intro to Pharmacy Practice Experience I	2.5
PHM 518	Intro to Pharmacy Practice Experience II	2.5
PHM 530	Intro to Pharmacy Practice Experience III	2.5
PHM 540	Intro to Pharmacy Practice Experience IV	2.5
PHM 550	Intro to Pharmacy Practice Experience V	1.0
PHM 560	Intro to Pharmacy Practice Experience VI	1.5
PHM 570	Intro to Pharmacy Practice Experience VII	0.5
<b>Totals</b>		<b>13</b>

## Experiential (Advance Practicum)

Course Number	Course Name	Quarter Credit S
PHM 956	Advance Pharmacy Practice Experience I	8.0
PHM 966	Advance Pharmacy Practice Experience II	8.0
PHM 967	Advance Pharmacy Practice Experience III	8.0
PHM 968	Advance Pharmacy Practice Experience IV	8.0
PHM 969	Advance Pharmacy Practice Experience V	8.0
PHM 970	Advance Pharmacy Practice Experience VI	8.0
PHM 971	Advance Pharmacy Practice Experience VII	8.0
PHM 956	Advance Pharmacy Practice Experience I	8.0
<b>Totals</b>		<b>56.0</b>

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

## Doctor Of Pharmacy Course Descriptions

### Basic Biomedical Sciences

#### PPD 501: Public Policy – Planning & Development (3)

This course provides information on nature, determinants, and effects of public goods and services; policy formulation and implementation; seminar emphasizes contemporary issues such as strategic planning, leadership, and managerial control.

#### PHM 502: Health Care Delivery Systems (1.5)

–Public Health of AIDS Patients–History of Pharmacy

This course is designed as an introduction to United States, state, and local health care delivery systems and their interfaces including: social, political, and economic factors of the U.S. health care delivery system, principles that influence the distribution of pharmaceutical products and services, role of public and private insurers, pharmaceutical industry, and managed care on health care delivery in the United States, Medicare and Medicaid and Indigent care programs. The incidence of and problems associated with drug overuse, under use, and misuse in the U.S. health care system will be covered. This course also provides an overview of the evolution of pharmacy as a distinct profession, moving from focus on the drug to focus on the patient and the drug, including clinical pharmaceutical care and other aspects of patient-provided pharmacist care and major milestones and contributors in the evolution of pharmacy.

#### PHM 510: Pharmacy Law & Regulatory Affairs\* (2)

This course provides the legal basis of pharmacy practice and the pharmacist's responsibilities and limits under the law. The focus is on the pharmacist's role in reducing liability by reducing drug-related misadventure, civil versus criminal liability and business contract law.

\*Co-requisite: PHM 502-Health Care Delivery Systems.

#### PHM 514: Ethics (2)

This course is designed to explain the principles of professional behavior, ethical issues related to the development, promotion, sales, prescription, and use of drugs and dealing with ethical dilemmas. The conflict of interest, ethical issues in delivery of patient-centered care and clinical research, principles of end-of-life care, ethical issues in teamwork will be considered.

#### PHM 516: Medication Safety (2)

This course explains the causes of medication errors/systems approaches and human factors in errors. Pharmacy students will understand the strategies for reducing errors and pharmacy leadership in medication safety.

#### PPD 519: Public Policy – Creation & Implementation (3)

This course is designed to deal with public policy formulation implementation and evaluation that stresses the theoretical aspects of policy processes.

#### PHM 520: Literature Evaluation & Research (2)

This course is designed to educate students about scientific research and evaluation in education. We will start with an overview of the scientific method. The course will discuss how to identify a researchable topic and how to progress through each stage of conducting a research project.

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**PHM 522: Pharmaceutics/Biopharmaceutics (2)**

This course discusses the physical-chemical principles of dosage forms of different drugs and biological principles of dosage forms. The principles of drug delivery via dosage forms (e.g., liquid, solid, semi-solid, controlled release, patches, and implants) and principles of dosage form stability and drug degradation in dosage forms is addressed. The different materials and methods used in preparation and use of dosage forms are explained in details.

**PPD 524: Principles of Public Health\* (3.5)**

*–Public Health of Homeless Populations*

This course introduces the students to the basic principles of public health and their application to the development of activities that benefit the health status of populations. The skills of epidemiology, biostatistics, health care planning and policy development, health care administration and community organization are applied to the assessment of public health needs and the development of prevention and control initiatives. **\*Pre-requisite:** PHM 510-Pharmacy Law & Regulatory Affairs.

**PHM 528: Extemporaneous Compounding/Parenteral/Enteral\* (2)**

This course discusses the drug policy in USA Pharmacopoeia guidance on compounding and FDA Compliance Policy Guidelines including: techniques and principles used to prepare and dispense individual extemporaneous prescriptions, including dating of compounded dosage forms. Dosage forms of drugs and its routes of administration are discussed: liquid (parenteral, enteral), solid, semisolid, and topical preparations, and dosage form preparation calculations. The drug sterile admixture techniques are explained including: United States Pharmacopoeia (USP) Chapter 797, stability and sterility testing and dating, clean room requirements and infusion devices and catheters. **\*Pre-requisite:** PHM 522-Pharmaceutics/Biopharmaceutics.

**PHM 600: Social and Behavioral Aspects of Practice\* (1.5)**

*–Public Health of Diabetic Patients*

This course is designed to inform the pharmacy graduates that pharmacy as a patient-centered profession, patient and other health care provider perceptions of pharmacists' capabilities and role of the pharmacist related to patient care. The course provides information of the role of the pharmacist related to interaction with other health care professionals, development of leadership skills and importance of involvement in pharmacy organizational, regulatory, state, and federal issues. **\*Pre-requisite:** PHM 524-Principles of Public Health, PHM 518-Introduction to Pharmacy Practice Experience II.

**PHM 620: Advanced Biostatistics I (2)**

This course is an introductory course in biostatistics covering topics such as elementary probability theory, hypothesis testing, analysis of variance, t-tests, Z- and chi-square tests, regression and correlation, nonparametric methods, estimation and confidence intervals, and computer-aided solutions.

**PHM 640: Pharmacokinetics/Dynamics\* (3)**

This course is an introduction to basic principles of in vivo drug kinetics (linear and nonlinear) including: principles of bioavailability - bioequivalence, physiologic determinates of drug onset and duration, drug, disease, and dietary influences on absorption, distribution, metabolism, and excretion and the pharmacokinetic-pharmacodynamic interface. The clinical pharmacokinetics of commonly used and low-therapeutic-index drugs are explained. **\*Pre-requisite:** PHM 522-Pharmaceutics/Biopharmaceutics.

**PHM 646: Molecular Biology/Genetics (2)**

This course addresses the cell structure and components, ion channels and receptor physiology, cell divisions (mitosis and meiosis), chromosomes and DNA structures. Problem solving approach is taken for gene transcription, translation processes and recombinant DNA technology.

**PHM 700: Integrated Pharmacotherapeutics I (CNS) \* (5)**

*–Medicinal Chemistry (CNS)*

*–Pharmacokinetics (CNS)*

*–Pharmacology I (CNS)*

This course explains the physico-chemical properties of drug molecules in relation to drug absorption, distribution, metabolism, and excretion (ADME) for drugs used for CNS diseases. The chemical basis of pharmacology and therapeutic; and fundamental pharmacophores. Discussions of structure activity relationships in relation to drug-target interactions and its chemical pathways of drug metabolism are discussed. Practical application to making drug therapy decisions is used. This course also discusses the practicality of the drugs used for treatments in CNS insults with adhesive applications of basic principles of pharmacokinetics. This course also addresses the drugs affecting CNS and explaining the mechanism of action, role of pharmacology in drug choice and the treatment of disease. The pharmacodynamics of drug action and absorption, distribution, metabolism, and elimination, adverse effects and side effects of drugs. Drug-target interactions, drug-drug, drug-food, drug-lab test interactions is covered. New drug discovery and development is discussed. **\*Prerequisite:** PHM 522-Pharmaceutics / Biopharmaceutics, PHM 640 - Pharmacokinetics / Dynamics.

**PHM 742: Pharmacoepidemiology\* (2)**

This course focuses on application of principles of epidemiology to the study of drug use and outcomes in large populations and studies that provide an estimate of the probability of beneficial effects in populations, or the probability of adverse effects in populations, and other parameters relating to drug use benefit, methods for continual monitoring for unwanted effects and other safety-related aspects of drugs will be addressed. **\*Pre-requisite:** PHM 620-Advanced Biostatistics I.

**PHM 746: Immunology (3)**

This course teaches the principles of basic immunology needed for the practice of pharmacy, as well as case studies covering immunology in the practice of clinical pharmacy. The course is designed to teach the human immunity and immune response, principles of antigen-antibody relationships, molecular biology of immune response and genetic basis for antibody synthesis, development, function, and immunopathology.

**PHM 750: Integrated Pharmacotherapeutics II (CNS) \* (4)**

*–Pathophysiology I (CNS)*

*–Pharmacology/Therapeutics I (CNS)*

This course emphasizes on the pathological changes of the organ and cellular physiology which necessitates pharmacist intervention at the different body system. In module I, the central nervous system diseases will be discussed including the cerebral vascular diseases, Alzheimer, degenerative cerebral diseases, anxiety, depression, schizophrenia and others. This course is also designed to teach pharmacy students the principles of clinical practice guidelines for CNS disease states and their interpretation in the clinical setting. Students will be able to integrate core scientific and systems-based knowledge in patient care decisions, reinforcement of basic science principles relative to drug treatment protocols and clinical practice guidelines, evaluation of clinical trials that validate treatment usefulness and application of



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evidence-based decision making to patient care. The students will learn the importance of drug monitoring for positive and negative outcomes, diagnostic tests in the diagnosis, staging, and monitoring of various disease states, concepts of pain management and palliative care, promotion of wellness and non-pharmacologic therapies and disease prevention and monitoring. The course will provide information of nonprescription drug therapies, dietary supplements, design of patient-centered, culturally relevant treatment plans and drug-induced disease. **\*Prerequisite:** PHM 540-Introduction to Pharmacy Practice Experience IV.

**PHM 758: Integrated Pharmacotherapeutics III (Cardio-Pulmonary)\* (6)**

– *Pharmacokinetics (Cardio-Pulmonary)*  
– *Medicinal Chemistry II (Cardio-Pulmonary)*  
– *Pharmacology II (Cardio-Pulmonary)*

This course discusses practicality of the drugs used for treatments cardiovascular and pulmonary diseases with adhesive applications of basic principles of pharmacokinetics. This course also explains the physico-chemical properties of drug molecules in relation to drug absorption, distribution, metabolism, and excretion (ADME) for drugs used for cardiovascular and pulmonary diseases. The chemical basis of pharmacology and therapeutic; and fundamental pharmacophores is presented. Discussions of structure activity relationships in relation to drug-target interactions and its chemical pathways of drug metabolism are discussed. Practical application to making drug therapy decisions is used. This course also addresses the drugs affecting cardiovascular, pulmonary and renal systems and explaining the mechanism of action, role of pharmacology in drug choice and the treatment of disease. The pharmacodynamics of drug action and absorption, distribution, metabolism, and elimination, adverse effects and side effects of drugs. Drug-target interactions, drug-drug, drug-food, drug-lab test interactions is covered. New drug discovery and development is discussed. **\*Prerequisite:** PHM 700-Integrated Pharmacotherapeutics I (CNS), PHM 750- Integrated Pharmacotherapeutics II (CNS).

**PHM 760: Biotechnology I (2)**

This course is structured to explain the fundamentals of laboratory medicine and its importance to screening, diagnosis, and evaluation of patients. Theories of operating different laboratory machines e.g. spectrophotometers, HPLC, GC, MS and HPLC-MS are explained. The clinical data relevant to disease state management is discussed.

**PHM 766: Drug Information I\* (2)**

– *Pharmacognosy and Alternative and Complementary Treatments*  
This course provides knowledge of fundamentals of the practice of drug information and application of drug information skills for delivery of pharmaceutical care. This course also describes the concepts of crude drugs, semi-purified, and purified natural products and variability of occurrence of pharmacologically active substances in plants and impact on regulatory aspects of herbal products. An overview of classes of pharmacologically active natural products including dietary supplements (vitamins, minerals, and herbals) is discussed. The concept of alternative medical treatments and evaluation of alternative and complementary medicine purity, bioavailability, safety, and efficacy as well as herbal-drug interactions and Dietary Health Supplement and Education Act and impact on regulation of dietary supplements and herbal products is covered. **\*Prerequisite:** PHM 522-Pharmaceutics/Biopharmaceutics, PHM 700 - Integrated Pharmacotherapeutics I (CNS).

**PHM 800: Integrated Pharmacotherapeutics IV (Cardio-Pulmonary)\* (4)**

– *Pathophysiology II*  
– *Pharmacology/Therapeutics II (Cardio-Rena-Resp)*

This course is designed to understand the physiopathological changes which lead to cardiovascular and pulmonary diseases: heart failure, corepulmonal, bronchial asthma, hypertension and coronary vascular diseases. This course is also designed to teach pharmacy students the principles of clinical practice guidelines for cardiovascular and pulmonary disease states and their interpretation in the clinical setting. Students will be able to integrate core scientific and systems-based knowledge in patient care decisions, reinforcement of basic science principles relative to drug treatment protocols and clinical practice guidelines, evaluation of clinical trials that validate treatment usefulness and application of evidence-based decision making to patient care. The students will learn the importance of drug monitoring for positive and negative outcomes, diagnostic tests in the diagnosis, staging, and monitoring of various disease states, concepts of pain management and palliative care, promotion of wellness and non-pharmacologic therapies and disease prevention and monitoring. The course will provide information of nonprescription drug therapies, dietary supplements, design of patient-centered, culturally relevant treatment plans and drug-induced disease. **\*Prerequisite:** PHM 750-Integrated Pharmacotherapeutics II (CNS).

**PHM 806: Integrated Pharmacotherapeutics V (Psycho-Endo)\* (6)**

– *Pharmacokinetics II (Psych-Endo)*  
– *Pharmacology III (Psycho-Endocrine-GI)*  
– *Medicinal Chemistry (Psycho-Endo)*

This course discusses practicality of the drugs used for treatments endocrinal and psychotic diseases with adhesive applications of basic principles of pharmacokinetics. This course also addresses the drugs affecting psychological and hormones issues and explaining the mechanism of action, role of pharmacology in drug choice and the treatment of disease. The pharmacodynamics of drug action and absorption, distribution, metabolism, and elimination, adverse effects and side effects of drugs. Drug-target interactions, drug-drug, drug-food, drug-lab test interactions is covered. New drug discovery and development is discussed. This course also explains the physico-chemical properties of drug molecules in relation to drug absorption, distribution, metabolism, and excretion (ADME) for drugs used for psychological and endocrinal diseases. The chemical basis of pharmacology and therapeutic; and fundamental pharmacophores. Discussions of structure activity relationships in relation to drug-target interactions and its chemical pathways of drug metabolism are discussed. Practical application to making drug therapy decisions is used. **\*Prerequisite:** PHM 758- Integrated Pharmacotherapeutics III (Cardio-Pulmonary).

**PHM 818: Drug Information II\* (1)**

This course explains the technology of drug information retrieval for quality assurance and gives the students the ability to judge the reliability of various sources of information. **\*Prerequisite:** PHM 766-Drug Information I.

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**PHM 900: Integrated Pharmacotherapeutics VI  
(Oncology/Nutrition)\* (6)**

–*Medicinal Chemistry (Oncology/Nutrition)*  
–*Pharmacology IV (Oncology/Nutrition)*  
–*Pharmacokinetics (Oncology/Nutrition)*

This course explains the physico-chemical properties of drug molecules in relation to drug absorption, distribution, metabolism, and excretion (ADME) for drugs used for nutrition and malignant diseases. The chemical basis of pharmacology and therapeutic; and fundamental pharmacophores. Discussions of structure activity relationships in relation to drug-target interactions and its chemical pathways of drug metabolism are discussed. Practical application to making drug therapy decisions is used. This course also addresses the drugs affecting cancer chemotherapy and nutrition and explaining the mechanism of action, role of pharmacology in drug choice and the treatment of disease. The pharmacodynamics of drug action and absorption, distribution, metabolism, and elimination, adverse effects and side effects of drugs. Drug-target interactions, drug-drug, drug-food, drug-lab test interactions is covered. New drug discovery and development is discussed. This course also discusses practicality of the drugs used for treatments cancer and nutritional disorders with adhesive applications of basic principles of pharmacokinetics.

**\*Prerequisite:** PHM 806- Integrated Pharmacotherapeutics V (Psycho-Endo).

**PHM 902: Integrated Pharmacotherapeutics VII  
(Neuro-Psycho-Endo)\* (3)**

This course is designed to teach pharmacy students the principles of clinical practice guidelines for psychological and endocrinal disease states and their interpretation in the clinical setting. Students will be able to integrate core scientific and systems-based knowledge in patient care decisions, reinforcement of basic science principles relative to drug treatment protocols and clinical practice guidelines, evaluation of clinical trials that validate treatment usefulness and application of evidence-based decision making to patient care. The students will learn the importance of drug monitoring for positive and negative outcomes, diagnostic tests in the diagnosis, staging, and monitoring of various disease states, concepts of pain management and palliative care, promotion of wellness and non-pharmacologic therapies and disease prevention and monitoring. The course will provide information of nonprescription drug therapies, dietary supplements, design of patient-centered, culturally relevant treatment plans and drug-induced disease. **\*Pre-requisite:** PHM 800-Integrated Pharmacotherapeutics IV (Cardio-Pulmonary).

**PHM 910: Pathophysiology III (Psycho-Endo)\* (1)**

This course discusses the physiological changes of the psychological and endocrinology which lead emotional changes and endocrinal diseases e.g., diabetes, hyperthyroidism, infertility and others. The course will put the fundamentals of the effect of drug abuse on psychological performance. **\*Prerequisite:** PHM 800-Integrated Pharmacotherapeutics IV (Cardio-Pulmonary).

**PHM 914: Pharmacogenomics/Genetics\* (3)**

This course introduces the students to genetic basis for disease and drug action, the genetic basis for alteration of drug metabolism and genetic basis for individualizing drug doses. The genome and proteomic principles in relation to disease and drug development will be discussed. **\*Pre-requisite:** PHM 646-Molecular Biology/Genetics.

**PHM 918: Grant Writing I (2)**

The student will learn the basics of grant writing and the general policy of the funding agents. Student will write his own grant application.

**PHM 920: Integrated Pharmacotherapeutics VIII (Oncology)\* (4)**

–*Pathophysiology IV (Oncology)*  
–*Pharmaco/Therapeutics*

The mechanisms of cancer development are discussed to explain the disturbances of cell growth and development of neoplasia. The role of promoters and initiators in carcinogenesis is explained and procedures to prevent. Effect of smoking, passive and active, is studied from pharmacy intervention. This course is also designed to teach pharmacy students the principles of clinical practice guidelines for oncology disease states and their interpretation in the clinical setting. Students will be able to integrate core scientific and systems-based knowledge in patient care decisions, reinforcement of basic science principles relative to drug treatment protocols and clinical practice guidelines, evaluation of clinical trials that validate treatment usefulness and application of evidence-based decision making to patient care. The students will learn the importance of drug monitoring for positive and negative outcomes, diagnostic tests in the diagnosis, staging, and monitoring of various disease states, concepts of pain management and palliative care, promotion of wellness and nonpharmacologic therapies and disease prevention and monitoring. The course will provide information of nonprescription drug therapies, dietary supplements, design of patient-centered, culturally relevant treatment plans and drug-induced disease. **\*Pre-requisite:** PHM 902-Integrated Pharmacotherapeutics VII (Neuro-Psycho-Endo); PHM 910-Pathophysiology III (Psycho-Endo).

**PHM 922: Patient Assessment Laboratory I (1)**

This course teaches the pharmacy students methods obtaining a comprehensive patient history, familiarity with basic assessment techniques (inspection, palpation, percussion, auscultation), terminology, and the modifications caused by common disease states and drug therapy and triage and referral skills. Students will have the knowledge of therapeutic drug concentrations and their interpretation, knowledge of the basis for common clinical laboratory values and diagnostic tests and the influences of common disease states. Students will learn the implications of false positive and false negative results and the importance of OTC point-of-care testing devices (e.g., glucometers, pregnancy tests, home testing for HbA1c, drug screening), principles of electrocardiography and common EKG abnormalities and advanced cardiac life support.

**PHM 940: Literature Evaluation & Research Design I\* (2)**

Lectures are designed to give detailed information for fundamentals of research design and methodology and principles of evaluation of the primary literature. **\*Co-Pre-requisite:** PHM 946- Fundamental of Research Design.

**PHM 946: Fundamentals of Research Design\* (2)**

This course introduces students to the steps involved in designing and/or evaluating a research paper. Topics include translating a curiosity into a researchable question and testable hypotheses, the logic of different modes of inquiry, choosing appropriate study designs and samples, measuring phenomena of interest, and interpreting results, as well as principles of research ethics.

**PHM 950: Pharmaco-economics\* (2)**

This course is designed to lay the economic principles in relation to pharmacoeconomic analysis with understanding the concepts of pharmacoeconomics in relation to patient care. Applications of economic theories and health-related quality-of-life concepts to improve allocation of limited health care resources will be focused. **\*Pre-requisite:** PHM 762-Pharmacy Practice Management.

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**PHM 952: Grant Writing II\* (2)**

The student will learn the different methods to implement the research study, gathering data and prove/disprove hypothesis. Student will learn to write a scholarly paper describing the outcomes of the research and submit to publication. **\*Pre-requisite:** PHM 918-Grant Writing I.

**PHM 954: Literature Evaluation & Research Design II\* (2)**

The Literature Evaluation and Research Design I is a prerequisite and this course provides the practical implications of the primary literature and principles of research design and analysis in practicing evidence-based pharmacy. **\*Pre-requisite:** PHM 940- Literature Evaluation & Research Design I.

**PHM 958: Pharmacist-Provided Care for Special Populations\* (1)**

The course is designed to provide information regarding pathophysiologic and pharmacotherapy alterations specific for special population patients (e.g., pediatric, geriatric, pregnant, cystic fibrosis, sickle cell anemia, celiac disease, genetic disorders, and others) for prescription and nonprescription medications. The students will learn the dosage calculation and adjustments in special-population patients and drug monitoring for positive/negative outcomes in special-population patients. **\*Pre-requisite:** PHM 948-Pharmacy Practice – Provided Care.

**PHM 960: Toxicology\* (2)**

This course explains the acute and chronic toxic effect of xenobiotics on the body, including drug or chemical overdose and toxic signs of drugs of abuse. The mechanism of toxicity and toxico-kinetics is determined. Lectures are designed to understand interpretation of drug screens, antidotes and approaches to toxic exposures and functions of poison control centers. Disaster and bioterrorism preparedness and management is discussed. **\*Pre-requisite:** PHM 900-Integrated Pharmacotherapeutics VI (Oncology/Nutrition).

**PHM 962: Literature Evaluation and Research Design III (paper)\* (2)**

This course is an applied course to teach the students writing their own articles addressing the research area of interest. The course will teach the students the optimal methods for selecting the publication journals and meeting their requirements. **\*Pre-requisite:** PHM 954-Literature Evaluation & Research Design II.

**PHD XXX: Public Health of Special population (XX)**

This course exposes the students to field care of special population and giving them the methods that benefit the health status of these populations. Students will be able to apply the skills of epidemiology; biostatistics, health care planning and policy development and health care administration. Students will learn interacting with community organization responsible for the assessment of public health needs and the development of prevention and control initiatives.

**PPD 550: Public Health of Mental Health (0.5)**

(under development)

**PHM 997: Project (3)**

With the guidance of a faculty mentor/adviser, each student completes an approved, applied clinical project during the research practicum. Completion of this activity helps to develop the students' abilities for critical review of literature, understanding key health care issues and communicating with precision, cogency and force. **\*Pre-requisite:** Completion of all didactic. Students are able to begin their project while in their preceptor-ship.

## Clinical Sciences

### *Introduction of Pharmacy Practice*

*This practical course is classified in 4 parts; its aim is to provide the pharmacy student with: overview of the pharmacy profession, issues of contemporary practice, emerging and unique roles for the pharmacist on the health care team and concepts of pharmacist-provided patient care and medication therapy management services. The course teaches the principles of pharmacist-managed, patient-centered pharmacy services, methods of outcome monitoring and assessment techniques, problem identification (e.g., duplication, dosage, drug interactions, adverse drug reactions and interactions, frequency, dosage form, indication mismatches) and resolution and role of pharmacy care plans in patient care. It will provide information of monitoring for positive and negative drug therapy outcomes, evidence-based practice and decisions, principles of clinical management of drug toxicity and over dosage and home diagnostic devices*

**PHM 504: Introduction to Pharmacy Practice Experience I (2.5)**

(under development)

**PHM 518: Introduction to Pharmacy Practice Experience II\* (2.5)**

(under development) **\*Pre-requisite:** PHM 504-Introduction to Pharmacy Practice Experience I.

**PHM 530: Introduction to Pharmacy Practice Experience III\* (2.5)**

(under development) **\*Pre-requisite:** PHM 518-Introduction to Pharmacy Practice Experience II.

**PHM 540: Introduction to Pharmacy Practice Experience IV\* (2.5)**

(under development) **\*Pre-requisite:** PHM 530-Introduction to Pharmacy Practice Experience III.

**PHM 550: Introduction to Pharmacy Practice Experience V\* (1)**

(under development) **\*Pre-requisite:** PHM 540-Introduction to Pharmacy Practice Experience IV.

**PHM 560: Introduction to Pharmacy Practice Experience VI\* (1.5)**

(under development) **\*Pre-requisite:** PHM 550-Introduction to Pharmacy Practice Experience V.

**PHM 570: Introduction to Pharmacy Practice Experience VII\* (0.5)**

TBD(under development) **\*Pre-requisite:** PHM 560-Introduction to Pharmacy Practice Experience VI.

**PHM 762: Pharmacy Practice Management\* (1)**

The aim of this course is to explain the management principles (planning, organizing, directing, and controlling resources) applied to various pharmacy practice settings and patient outcomes, management of staff within the practice setting, including pharmacists, technicians, and other supportive personnel. Additionally, the principles of planning, organizing, directing, and controlling pharmacy resources will be studied with focusing on the tools, including informatics, needed to assess and address change, increase competitiveness, improve quality, and optimize patient services. The management of medication use safety systems, strategies to improve continuity of patient care as patients move between health care settings and marketing principles, basic accounting principles will be considered. The management of infection control, project management, managing and improving the medication-use process, third-party administration and managed care systems and health care improvement mechanisms at the micro- and

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macro-system levels will be addressed. **\*Pre-requisite:** PHM 540-Introduction of Pharmacy Practice Experience IV.

### Pharmacy Practice

*Introduction of Pharmacy Practice courses are prerequisite for this course. The pharmacy student will learn the detailed information of practice and patients interaction. It is 2 courses module to cover the pharmacy management and patient care.*

#### PHM 810: Pharmacy Practice I\* (2)

– Medication Dispensing and Distribution

This course provides knowledge about preparation and dispensing of prescriptions, development and maintenance of patient medication profiles, identification and prevention of medication errors and identification and prevention of drug toxicity. The students learn issues of distribution systems associated with all types of practice settings, role of automation and technology in workload efficiency and patient safety, assurance of safety in the medication-use process, medication error reduction programs and continuous quality improvement programs. **\*Pre-requisite:** PHM 540-Introduction to Pharmacy Practice Experience IV; PHM 762-Pharmacy Practice Management.

#### PHM 906: Pharmacy Practice II\* (1)

(under development)

#### PHM 948: Pharmacy Practice-Provided Care\* (1)

This course practically teaches the pharmacy graduates the applications of pharmacy information to patient care and ensures the patient safety preventing side effects, drug-drug interaction and monitoring the adverse outcome during drug administration.

### Advanced Pharmacy Practice Experiences (APPEs)

*This practical course is designed in 4 parts; it is offered in hospitals, outpatient facilities and community clinics. Through APPEs, students apply formal classroom education to the pharmacy practice, developing the clinical skills to function effectively in a variety of practice environments. Students spend approximately 40 hours a week at their practice sites as part of the clinical curriculum. Since patient care is continuous, some practice experiences fall outside of the traditional 8:00 AM to 5:00 PM workday. For example, some practice experiences require students to attend ward rounds in the hospital which frequently begin as early as 6:00 AM and at times students are involved with patient care situations as late as 11:00 PM; some responsibilities to patients may occur on weekends. In all of the APPEs, students are under the supervision of pharmacists who are members of the faculty and who also provide patient-oriented pharmaceutical services. Since the locations of APPEs vary, a car may be a necessary resource during this portion of the program. Approximately 60% of the students in the Pharmaceutical Care pathway complete their APPEs California state.*

#### PHM 956: Advanced Pharmacy Practice Experiences I (8)

(under development) **\*Pre-requisite:** PHM 758-Integrated Pharmacotherapeutics III (Cardio-Pulmonary).

#### PHM 966: Advanced Pharmacy Practice Experiences II\* (8)

(under development) **\*Pre-requisite:** PHM 956-Advanced Pharmacy Practice Experiences I.

#### PHM 967: Advanced Pharmacy Practice Experiences III\* (8)

(under development) **\*Pre-requisite:** PHM 966-Advanced Pharmacy Practice Experiences II.

#### PHM 968: Advanced Pharmacy Practice Experiences IV\* (8)

(under development) **\*Pre-requisite:** PHM 967-Advanced Pharmacy Practice Experiences III.

#### PHM 969: Advanced Pharmacy Practice Experiences V\* (8)

(under development) **\*Pre-requisite:** PHM 968-Advanced Pharmacy Practice Experiences IV.

#### PHM 970: Advanced Pharmacy Practice Experiences VI\* (8)

(under development) **\*Pre-requisite:** PHM 969-Advanced Pharmacy Practice Experiences V.

#### PHM 971: Advanced Pharmacy Practice Experiences VII\* (8)

(under development) **\*Pre-requisite:** PHM 970-Advanced Pharmacy Practice Experiences VI.

### Other Courses

*Multiple opportunities should be provided throughout the curriculum for students to take course work designed to develop areas of personal interest, to expand their understanding of professional opportunities, and to achieve the outcomes of the curriculum.*

#### ART 200: Medical Illustration I

(3 credit units/ 30 clock hours)

This course will introduce the student to art as a form of communication. The focus will be on drawing and the introduction of foundation art techniques. The knowledge and skill acquired is related to enhanced assessment and visualization as part of the communication process. The course will enable the students to apply a unique mix of skills in project management, understanding of science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development. The course will enable the student to articulate a unique mix of skills in project management, understanding of science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development.

#### ART 300: Medical Illustration II

(3 credit units/ 30 clock hours)

Literally the term 'illustrations' can be defined as any kind of visualization such as painting, drawing or photograph or other kind of art form that depicts or elaborates a story or a particular story poem of textual information. The Art 300 course is a continuation of Art 200 which will introduce the student to art as a form of communication. The course will enable the student to articulate a unique mix of skills in project management, understanding of science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development. **\*Pre-requisite:** ART 200: Medical Illustration I

#### EDU 402: Education Development (3)

This course is designed as a review of the philosophical, sociological, and psychological bases for curriculum construction with the intent to develop an education program. This course is intended to provide an improved ability to assess curricula and to make curricular decisions at the course- and program-levels.

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**PHM 462: Informatics I (1)**

This course introduces students to fundamental hardware and software concepts, operating systems, GUI environments and system development life cycles. Coursework reviews Windows® applications such as spreadsheet, database, forms, queries and reports. Prerequisite: restricted to students approved for appropriate senior year track in the Health science major.

**HCIN 463: Informatics II (Elective) (1)**

Coursework includes organizational change issues in health care environments, resource management (inventory, tracking, and acquisition) and the role of policy formulation. Consumer issues, standards and security, and the provision of health information resources to health care workers will also be covered. Relevant applications and issues related to health services will also be explored. Prerequisite: restricted to students approved for appropriate senior year track in the Health Science major.

**HCIN 464: Informatics III (Elective) (1)**

This course provides an overview of the role of information systems in health care organizations. Coursework emphasizes the integration of evidence-based research into clinical decision-making and the influence of information systems on health outcomes. Explores technical, organizational, and cost-benefit issues related to health care information systems, including clinical decision-support, integrated networking and distributed computing technologies, telemedicine applications, and artificial intelligence solutions. Through a combination of classroom-based seminars, group case studies, and computer laboratory exercises, students will develop and exercise analytical skills for appraising health information systems, as well as acquire practical experience using biomedical research databases, desktop application software, and electronic communication systems. \*Pre-requisite: restricted to students approved for appropriate senior year track in the Health Science major.

**COMM 500: Professional Communication (1)**

This course ensures effective verbal and written interpersonal communication, health literacy and communicating with diverse patients, families, pharmacists, and other health professionals in a variety of settings, both individually and as a member of a team. It teaches interviewing techniques, active listening and empathy, assertiveness and problem-solving techniques and cultural influences on communication of health information. The course focuses on group presentation skills, strategies for handling difficult situations, documentation of pharmacist recommendations and consultations and principles of behavior modification.

**MSCR 672: Research Methods (3)**

This course covers the history and current methodologies used in the design and conduct of clinical trials. Topics include sample selection; data forms and management; patient recruitment, enrollment, and compliance; and measures of cost containment and effectiveness. The role again of the varied individuals who accomplish the success of clinical trials, i. e. the pi, coordinator, CRA, Sponsor, Monitor. The need and value of integrity within work without compromise. The importance of being self-motivated and willing to work on one's own.

**MSCR 674: Project-Clinical Study Administration I (3)**

An overview of the development contents and process of the clinical research study. Topics include: protocols, case report forms, investigator brochures, informed consent, institutional review boards and statement of investigator form 1572.

**MSCR 676: Project-Clinical Study Administration II\* (2.5)**

Expands upon the processes of study management, topics include source documents verification, visit types, drug accountability, adverse events, laboratory and supplies. \*Pre-requisite: MSCR 674-Project-Clinical Study Administration I.

**MSCR 686: Clinical Trials Business Development (1.5)**

Those issues which make up the business development side of research or establishing an investigational group. Inclusive of the setting up of the office and the recruitment of patients. How to arrange investigator meetings. Financial cost issues and the managing and tracking of expenditures, etc.

# MASTER OF SCIENCE IN CLINICAL RESEARCH

Master of Science in Clinical Research is a department under the school of pharmacy at the American University of Health Sciences. Clinical research professionals are the link between the biomedical industry and the physician in testing new drugs, devices, and procedures. These health professionals oversee the administration and progress of a clinical trial on behalf of a sponsor.

## Objectives

At the completion of this training program, the student shall be able to demonstrate:

1. Build familiarity with basic medical terminology and recognize the meanings of medical words through knowledge of roots, prefixes and suffixes;
2. Explain key concepts in human anatomy and physiology, how the various human biologic systems function, and the homeostatic nature of these systems with reference to human disease states;
3. Perform pre-operative physical examination techniques i.e. patient interviews and medical write-ups;
4. Identify health care problems that require appropriate evaluation and management;
5. Understand general treatment approaches and pharmacology for the major body systems;
6. Describe the basic principles of drug actions and interactions, including adverse reactions;
7. Explain techniques by which drugs are administered to treat diseases;
8. Understand regulatory requirements for medical devices and pharmaceuticals, quality control, and design controls for product development;
9. Understand the significance of research as cornerstone for medical innovation;
10. Develop critical thinking and analysis to encourage autonomous thinking necessary for medical decision-making;
11. Understand key health care issues and be able to communicate with other members of the medical community with confidence, precision and force;
12. Appreciate the financial management of Clinical Research;
13. Have a good baseline understanding and practice of statistics;
14. Be able to design and conduct clinical trials;
15. Show capability in the administering of clinical trials;
16. Manage multiple projects of clinical research;
17. Appreciate and follow Good Clinical Practices;
18. Appreciate and follow current good manufacturing practice;
19. Perform audits & inspections;
20. Show proficiency in business development side of clinical trials;
21. Be familiar with and able to use clinical trial materials;
22. Communicate effectively within the Clinical research community;
23. Be able to take apart, dissect and reconstruct randomized trials;
24. Have the ability to submit grants for funding of clinical trials.

## Goals and Outcomes

Graduates of the Master of Science in Clinical Research program will be able to:

1. Describe basic research strategies, settings, methods and goals of clinical research including all aspects of the preclinical and clinical phases of clinical trials.
2. Critique the advantages and disadvantages of various study protocol designs as related to the test product and anticipated endpoints of the clinical research process.
3. Critically appraise published clinical research and interpretation of new research in the context of existing knowledge and global trends/ issues.
4. Demonstrate an understanding of the interdependence of the different roles in the clinical research team including the alliance of subjects, regulatory agencies, sponsors and sites.
5. Identify ethical, legal, regulatory and financial considerations that impact clinical trials.
6. Apply the essentials of Good Clinical Practice (GCP).
7. Demonstrate an understanding of how the evolution of the safety and efficacy data in drug, biological, and device developments from pre-clinical testing through to registration and post-marketing surveillance impact product development.
8. Demonstrate an understanding of the basic physiological and epidemiological causes and correlates of disease as they relate to clinical trial investigations.

## Admissions

The Masters Degree is designed for students who have a BA or BS degree in the sciences, nursing, pharmacy, allied health fields, or liberal arts. (See the "Master of Science in Clinical Research" section of this catalog - pg. 38)

## Graduation Requirements

1. Complete 90.5 quarter credit units of prescribed Master's degree courses
2. Students must complete all coursework, examinations and clinical experiences with a cumulative grade point average of 3.0 or a letter grade of B or higher.
3. Present at Poster Session for a selected drug, medical device or research question on health care disparity and present a final paper for that poster session.
4. Complete at least 100 clock hours of community service
5. Successfully prepare and defend the thesis

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The thesis at AUHS is completed over three quarters (9 quarter units/hours), which includes 699A. The thesis represents 10.0% of total course work for the Master's degree. A committee of three representing the student's intended area of research will be appointed by the Office of the Provost. One of the three members must be appointed as the Chair. The thesis course work cannot be taken until all other courses are completed and the following is achieved.

1. A Committee Chair and two additional members have been duly appointed.
2. The Course work for the Master with the exception of the thesis has been completed.
3. The student must successfully defend the thesis proposal with a one week advanced notice to the public of this defense.
4. The student has been advanced to candidacy with the approval of the committee (Advancement duly certifies that all components at 1 through 3) have been completed and student is now all but thesis).

The Student will be expected to register for 699B for 3 hours and 699C for 3 units; both of which are not in-class structured classes towards the thesis work. But altogether with 699A total 9 quarter hours toward the thesis.

## Occupational Options for Masters of Science in Clinical Research

For information about possible occupations for graduates of Masters of Science in Clinical Research program, please refer to:

[http://www.auhs.edu/forms/disclosure/federal\\_disclosure\\_20111.pdf](http://www.auhs.edu/forms/disclosure/federal_disclosure_20111.pdf)

## Foundational/Pre-requisite Courses

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

Course Number	Course Name	Quarter Credits
MSCR 100	Medical terminology	Cr
MSCR 500	Human anatomy & physiology	Cr
MSCR 688	Communication skills development	Cr
<b>Totals</b>		<b>Cr</b>

## MSCR Course List

Course Number	Course Name	Quarter Credits
MSCR 600	Pathophysiology	2
MSCR 610	Medical Law and Ethics	3
MSCR 620	Introduction to Pharmacology	3
MSCR 650	Epidemiology	2
MSCR 655	Physical Diagnosis	1
MSCR 657	Toxicology	2
MSCR 658	Oncology	3
MSCR 659	Health Care Financial Management	3
MSCR 660	Introduction to Drug Development	3
MSCR 662	Regulatory & Compliance Issues	2
MSCR 664	Advanced Regulatory Issues	2
MSCR 665	Medical Device I	3
MSCR 667	Medical Device II	3
MSCR 668	Biostatistics I	3
MSCR 670	Biostatistics II	2.5
MSCR 672	Design & Conduct of Clinical Trials	3

MSCR 674	Clinical Study Administration I	3
MSCR 676	Clinical Study Administration II	2.5
MSCR 678	Advanced Topics in Clinical Study Management	3
MSCR 680	Multiple Project Management Skills	2.5
MSCR 682	Good Clinical Practices	3
MSCR 685	Audits and Inspections	1.5
MSCR 686	Clinical Trials Business Development	1.5
MSCR 687	Clinical Trials Material	1
MSCR 689	Special Issues in Clinical Research	1.5
MSCR 690	Medical/Technical Writing	3
MSCR 691	Grant Writing	2.5
MSCR 697	Preceptorship-Clinical Research Practicum I	8
MSCR 698	Preceptorship-Clinical Research Practicum II	8
MSCR 699A	Thesis	3
MSCR 699B	Thesis	3
MSCR 699C	Thesis	3
<b>Totals</b>		<b>90.5</b>

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

## MSCR Program Information

PROGRAM LENGTH	18 Months
QUARTERS	6 Quarters
UNITS	90.5 Units
CLOCK HOURS	1406

## Instructional Clock Hour To Credit Conversion

The formula used to calculate the number of QUARTER CREDIT units

FOR LECTURE	One Credit = 10 Lecture Hours
FOR LABORATORY	One Credit = 20 Laboratory Hours
FOR EXPERIENTIAL	One Credit = 30 Practicum Hours

## Master of Science in Clinical Research Course Descriptions

### MSCR 600: Pathophysiology (2 credit units/ 24 Clock Hours)

This course identify abnormal physiologic state of disease topics: basic concepts of disease processes, musculoskeletal disorder, skin disorder, lymphatic disorder, cardiovascular disorder, eye disorder, respiratory disorder, endocrine disorder, digestive disorder, urinary disorder and the neurologic disorder.

### MSCR 610: Medical Law and Ethics (3 credit units/ 40 Clock Hours)

Through past/current examples, lectures and discussion groups, the student will learn the principles and concepts in determining the proper approach to solving ethical dilemmas one might encounter in research.

### MSCR 620: Introduction to Pharmacology (3 credit units/ 40 Clock Hours)

Introduction to the principles of pharmacology including pharmacokinetics and dose response relationships. DNA. Major classes of therapeutic agents are covered with attention to their mechanisms of action. Addresses issues of concern in drug development and the biological bases for population variability in drug response.

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**MSCR 650: Epidemiology**

**(2 credit units/ 24 Clock Hours)**

An examination of the distribution and dynamics of human health problems on the community level and exploration of the scientific investigations used to determine circumstances under which diseases occur or health prevails.

**MSCR 655: Physical Diagnosis**

**(1 credit unit/ 20 Clock Hours)**

This course is designed to provide students with fundamentals cognitive knowledge of interviewing, formulating write-ups and physical assessment techniques. Techniques of screening, pre-operative physical examinations, lectures and demonstrations.

**MSCR 657: Toxicology**

**(2 credit units/ 20 Clock Hours)**

A study of the entry, distribution, biotransformation, and mechanism of action of chemical agents harmful to the body.

**MSCR 658: Oncology**

**(3 credit units/ 40 Clock Hours)**

Students receive a baseline understanding of the epidemiology and pathophysiology of cancer; discuss the cancer types and treatment modalities, identify common cancer complications, discuss supportive care issues and identify key health care professionals involved in cancer care/research.

**MSCR 659: Health Care Financial Management**

**(3 credit units/ 40 Clock Hours)**

A study of effective management of financial resources in health care facilities. Focuses on the basic concepts of cost accounting, financial reporting, reimbursement, budgeting, financial controls and strategic financial planning.

**MSCR 660: Introduction to Drug Development**

**(3 credit units/ 40 Clock Hours)**

This course introduces students to the history of the FDA and drug development. It describes the science of biotechnology, medical devices and bio-pharmaceuticals, taking the student through the history of the industry and covers the basic science of DNA and its functions, immunology, proteins and their purification, and fundamental techniques used in the research and development of biotechnological and bio-pharmaceutical products. Includes an overview of drug approval by the FDA. Introduces students also to the pharmaceutical industry, the bio-pharmaceutical industry and the drug development process. Drug development from chemical synthesis to phases 1-4 is discussed. The regulatory requirements of the FDA are reviewed along with the content of the investigational new drug application (IND), the new drug application (NDA), and the marketing authorization application (international). The role of the investigator, coordinator, sponsor, clinical research associate and monitor are discussed. Individuals are exposed to the skills necessary to function as a successful study monitor.

**MSCR 662: Regulatory & Compliance Issues**

**(2 credit units/ 20 Clock Hours)**

Addresses the regulatory requirements necessary to take a product from basic research through clinical trials. Topics include pre-clinical safety and testing requirements, IND components, manufacturing and products quality regulations and guidelines, and the regulatory requirements for clinical trials. The focus is on therapeutics, diagnostic agents and devices. The development of these components is discussed from a regulatory standpoint.

**MSCR 664: Advanced Regulatory Issues\***

**(2 credit units/ 28 Clock Hours)**

Details FDA guidelines for the development and commercialization of drugs, devices, and biologics. The documents and forms required for the entire process are covered, as well as international harmonization regulatory concerns and establishment license applications (ELA).  
**\*Pre-requisite:** MSCR 662 Regulatory & Compliance Issues

**MSCR 665: Medical Device I**

**(3 credit units/ 40 Clock Hours)**

A study of the medical product development process, regulatory requirements for medical devices, their quality systems.

**MSCR 667: Medical Device II**

**(3 credit units/ 40 Clock Hours)**

A study of the medical product design process and their marketing, business development for medical devices. **\*Pre-requisite:** MSCR 665

**MSCR 668: Biostatistics I**

**(3 credit units/ 40 Clock Hours)**

Description of clinical data, probabilities in clinical medicine, diagnostic test description and performance. Normality using predictive value method. Decision analysis, probabilities in genetic counseling frequency of disease. Lecture and laboratory consists of training in the following software: SPSS and SAS and if time permits Minitab statistical software.

**MSCR 670: Biostatistics II\***

**(2.5 credit units/ 40 Clock Hours)**

Risk and causality. Comparing therapies: The randomized controlled clinical trial, normal (gaussian) distribution, confidence intervals, hypothesis testing, tests of statistical significance-Chi-square procedures, quantification of risks, Tests of statistical significance: Regression and correlation paired and pooled tests, analysis of variance. Lecture and laboratory consists of training in the following software: SPSS, SAS and if time permits, Minitab statistical software. **\*Pre-requisite:** MSCR 668

**MSCR 672: Design & Conduct Of Clinical Trials**

**(3 credit units/ 40 Clock Hours)**

Covers the history and current methodologies used in the design and conduct of clinical trials. Topics include sample selection; data forms and management; patient recruitment, enrollment, and compliance; and measures of cost containment and effectiveness. The role again of the varied individuals who accomplish the success of clinical trials, i. e. the pi, coordinator, CRA, Sponsor, Monitor. The need and value of integrity within work without compromise. The importance of being self-motivated and willing to work on one's own.

**MSCR 674: Clinical Study Administration I**

**(3 credit units/ 40 Clock Hours)**

An overview of the development contents and process of the clinical research study. Topics include: protocols, case report forms, investigator brochures, informed consent, institutional review boards and statement of investigator form 1572.

**MSCR 676: Clinical Study Administration II**

**(3 credit units/ 40 Clock Hours)**

Expands upon the processes of study management, topics include source documents verification, visit types, drug accountability, adverse events, laboratory and supplies. **\*Pre-requisite:** MSCR 674 Clinical Study Administration I



**MSCR 678: Advanced Topics in Clinical Study Management**  
**(3 credit units/ 40 Clock Hours)**

This capstone experience utilizes the background materials presented before to develop concepts of negotiation, presentations, time management, travel smarts as they pertain to the role of clinical research associates. In addition, record keeping, data management, and data correction techniques are presented.

**MSCR 680: Multiple Project Management Skills**  
**(2.5 credit units/ 40 Clock Hours)**

Designed to give clinical research associates and coordinators the skills necessary to manage large and small projects such as research protocols and studies. Students develop, manage, and present a project using the computer, utilizing techniques such as charts, critical paths, written reports and visual presentations. Projects are tracked and managed using comparisons of initial baselines of forecasts with ongoing and final results.

**MSCR 682 Good Clinical Practices**  
**(3 credit units/ 40 Clock Hours)**

Introduces the regulatory responsibilities of the sponsors, monitors and investigators conducting clinical trials. Practical information and exercises designed for the clinical trial professional on procedures for ensuring GCP compliance from an industry perspective. Topics include: identifying and selecting qualified investigators, obtaining ethical approval to enroll patients and initiating site visits successfully. In addition, covers issues related to collecting required regulatory documentation, verifying high quality data. Maintaining study materials, accountability, and reporting serious adverse events. Group discussions and guest speakers help students learn the practical skills used in the field. The need for and importance of standard operating procedures.

**MSCR 685: Audits And Inspection**  
**(1.5 credit units/ 20 Clock Hours)**

Audits that reference particular guidelines in the CFR.

**MSCR 686: Clinical Trials Business Development**  
**(1.5 credit units/ 20 Clock Hours)**

Those issues which make up the business development side of research or establishing an investigational group. Inclusive of the setting up of the office and the recruitment of patients. How to arrange investigator meetings. Financial cost issues and the managing and tracking of expenditures, etc.

**MSCR 687: Clinical Trials Materials**  
**(1 credit unit/ 20 Clock Hours)**

The forms, their correct usage and flow in the clinical trial process. What happens at closeout visits and reconciliation of GCP materials.

**MSCR 689: Special Issues In Clinical Research**  
**(1.5 credit units/ 20 Clock Hours)**

Students examine clinical investigations through analysis of two randomized clinical trials.

**MSCR 690: Medical/ Technical Writing**  
**(3 credit units/ 40 Clock Hours)**

To supply students with the necessary and basic tools needed for medical/ technical writing of reports, proposals, grants and other documentation as part of clinical research.

**MSCR 691: Grant Writing**  
**(2.5 credit units/ 20 Clock Hours)**

Finding and developing proposals for public and private funds, writing corporate proposals, writing government proposals, editing techniques, search engines. Grant reviews and funding decisions. Students will write, and submit an actual grant by the end of the class. Oral presentation of the grant proposal is also required of each student.

**MSCR 697 and MSCR 698: Preceptorship-Clinical Research Practicum\***  
**(16 credit units/ 480 Externship Hours)**

The preceptorship is a three-month, full time experience, which occurs both in either a clinical setting or clinical research organizational setting. Students will interact with clinical research associates, clinical research coordinators, and clinical scientists in a workplace setting to develop and polish clinical research coordinating and monitoring skills.

**\*Pre-requisite:** Completed all required coursework in the catalog.

**MSCR 699A - THESIS / PROJECT\***  
**(3 credit units/ No In-Class Time)**

With the guidance of a faculty committee, each student begins task of writing the thesis. Students meet with their individual committee to begin the thesis project. Completion of this activity helps to develop the students' abilities for critical review of literature, understanding key health care issues and communicating with precision, cogency and force.\*Pre-requisite: Completion of all didactic coursework and certification for candidacy must be accomplished during this term.

**MSCR 699B - THESIS / PROJECT\***  
**(3 credit units/ No In-Class Time)**

Continuing with the guidance of a faculty committee, each student continues the process of writing the thesis. Completion of this term, allows the students to continue directed work towards the completion of the thesis. \*Pre-requisite: MSCR 699A

**MSCR 699C - THESIS / PROJECT\***  
**(3 credit units/ No In-Class Time)**

Continuing with the guidance of a faculty committee, each student continues the process of writing a thesis. With the completion of the thesis, and the appropriate public defense of the thesis, and the certification by the duly appointed committee, the student may make application for graduation. \*Pre-requisite: MSCR 699A, MSCR 699B

# BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES (BSPS)

The Bachelor of Science in Pharmaceutical Sciences Program (BSPS) is a department under the school of pharmacy at the American University of Health Sciences provides a rigorous and interdisciplinary degree program that will not only serve the role of a preparatory major for admission into a professional curriculum leading to the Doctor of Pharmacy (PharmD) program at AUHS or other schools/colleges of pharmacy. In addition, the program will ultimately prepare graduates for career paths in both the pharmaceutical industry and the health care sector.

The AUHS Bachelor of Science in Pharmaceutical Science is a three year interdisciplinary program that focuses from the outset on the foundation of coursework in mathematics and the basic sciences (chemistry, biology and physics). The program then progresses to advanced coursework in the pharmaceutical sciences, including aspects of drug design and synthesis, mechanisms of drug action, pharmacology and toxicology, dosage formulation, manufacturing, quality assurance, and regulatory compliance. The curriculum also includes elective credits for individual preparation and educational focus. Students will not only be able to specialize in one of the three areas of "Chemical Biology and Biomedical Pharmacology"; "Biotechnology, Drug Discovery and Translational Research"; and "Industrial and Physical Pharmacy". They will also be prepared to enter pharmacy school to pursue the Doctor of Pharmacy degree.

The anticipated outcome of the BSPS program will be centered on the expected ability for the graduates to secure positions in pharmacy schools/colleges, other professional schools, and graduate schools. This BSPS program presents various career path opportunities that include entry-level technical positions in the pharmaceutical and biotechnology industry; graduate education in pharmaceutical, medical, and basic sciences; and post-baccalaureate professional education in pharmacy, medicine, law, and business. A value-added objective of the AUHS BSPS program is the offer of practical experience through internship programs in industry (available in the United States and globally as part of the AUHS strategic goals regarding globalization of pharmaceutical education and research), government agencies, and on-campus research laboratories.

## Admissions

Follow the university's general admissions requirements for baccalaureate degree (p.36)

## Transferring into BSPS

College Student or previous college students who have completed at least one year of college may be admitted if:

- Completed at least 2 semesters (semester system) or 3 quarters (quarter system) of a college program from an accredited college. Must have attained an overall GPA of at least a 2.5
- Students who have achieved a bachelors degree with a 2.5 or greater meet the admission requirement in this category

## Objectives

The Objectives of the Bachelor of Science in Pharmaceutical Science program are:

- To provide a well-rounded undergraduate education with an emphasis on the pharmaceutical sciences.
- To integrate knowledge with hands-on experience to enhance career path development in pharmaceutical sciences
- To provide educational solutions to health issues centered around professional pharmacy and pharmaceutical sciences
- To attract and prepare students, especially minority students, to enter and successfully graduate from the school of pharmacy.
- To attract and prepare students, especially minority students, for a career in the pharmaceutical industry
- To prepare underrepresented students as future lifelong learners and future leaders in the healthcare and researcher, as well as serve as future policy advocates in regulatory affairs.

## Goals and Outcomes

The purpose of the health sciences program is to provide graduates with the relevant knowledge base, skills, attitudes, ethics and values to succeed in basic and applied health-related careers.

1. Graduates will have a strong foundation in the physical, biological, clinical and behavioral sciences coupled with an understanding of how business and management models apply to health sciences-related fields. Graduates will develop the skills and habits to acquire and apply new knowledge:
  - Understand the chemical and biological principles that govern the function of the human body and apply these principles to health sciences-related problems.
  - Understand how business and management models play a role in the health care field.
  - Identify, analyze, and evaluate health sciences-related information resources, especially for new areas of inquiry.
2. Graduates will understand and accept their duties and responsibilities outlined by their chosen career and as they apply to society in general. The graduates are expected to have developed value systems and ethical standards that guide their behavior.
  - Understand the ethical issues relevant to the health sciences.
  - Understand the importance of ethical conduct in the workplace.
  - Appreciate that diversity can contribute to different perspectives on the same issue.
3. Graduates will use critical and creative thinking and an evidenced-based approach to identify, analyze and solve problems.
  - Understand and apply the scientific method to problems in the health sciences.
  - Critically evaluate arguments and formulate counter arguments on logical and statistical grounds.

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4. Graduates will be able to communicate effectively with their peers and their constituents in a variety of formats and actively participate in collaborative environments.
  - Work effectively in collaborative groups and resolve the interpersonal conflicts that may arise in such environments.
  - Communicate clearly and persuasively (in both written and verbal formats) with public, professional and granting agency audiences.
  - Effectively utilize technology or other communications tools (e.g. presentation software, audiovisual devices, email) when communicating with constituents.
5. Graduates will emerge from the program with realistic ideas regarding how to implement their knowledge, skills, and values in a variety of settings.
  - Understand the role of the different disciplines within the health care system to formulate career goals.
  - Identify the types of academic experience and level of performance that will facilitate achievement of career goals.
  - Develop skills and experiences relevant to achieving career goals.

**Graduation Requirements:**

1. In addition to the requirements for the BSPS major, all students in the university follow the "pattern of degree requirements" in the AUHS Catalog. The minimum requirement for graduation is 213 quarter credit units of prescribed Bachelor's degree courses.
2. Completion of course requirements within 4 ½ years of entrance to the program.
3. Students must complete all coursework, examinations and clinical experiences with a cumulative grade point average of 2.00 or a letter grade of C or higher
4. Present at Poster Session for a selected drug, medical device or research question on health care and present a final paper for that poster session
5. Complete at least 100 clock hours of community service in University sponsored community driven initiatives.
6. Each BSPS student is required to maintain a portfolio showcasing his/her work, education, and learning experiences while attending the AUHS BSPS Program. Refer to Portfolio Content Guidelines. Successful completion of the Student Portfolio is contingent upon the maintenance of the Portfolio throughout the BSPS program, and will be used as a basis for evaluation and to provide evidence of growth. A satisfactorily completed portfolio is a requirement for graduation from the program.
7. Students are eligible for graduation upon completion of all the University and BSPS program requirements.

**Required General Education Courses**

Course Number	Course Name	Quarter Credits
Art 200	Medical Illustration I	3
Art 300	Medical Illustration II	3
Biology 200A & 200AL	Human Anatomy with Laboratory	4
Biology 200B & 200BL	Human Physiology with Laboratory	4
Chemistry 100	Basic Chemistry	4
Chemistry 151 A&B	General, Organic and Bio-Chemistry	6
Chemistry 151 A&B L	with Laboratory	
Communications 150	Oral Communications & Public Speech	4
English 098	Fundamentals of English Reading and Writing	4
English101	English College Composition I	4
English 207	Creative Writing	4
History 101	American History & Constitution	4
Mathematics 098	Fundamentals of Mathematics	4
Mathematics 110	Quantitative Reasoning	4
Microbiology 201 & 201L	Microbiology with Laboratory	4
Philosophy 160	Critical Thinking	4
Political Science101	American Political Institutions	4
Psychology 100	Psychology	4
Sociology 100	Sociology	4
<b>Totals</b>		<b>72</b>

**Other Required Courses**

Course Number	Course Name	Quarter Credits
Biochemistry 201	Biochemistry	6
Biology 202 & 202L	Cell Biology I with Laboratory	4
Biology 204 & 204L	Cell Biology II with Laboratory	4
Biology 230	Pathophysiology	4
Biology 301 & 301L	Molecular Biology with Laboratory	4
Calculus 102	Calculus I	4
Calculus 201	Calculus II	2
Chemistry 160 & 160L	General Chemistry II with Laboratory	4
Chemistry 203 & 203L	General Chemistry III with Laboratory	4
Chemistry 303 & 303L	Organic Chemistry I with Laboratory	4
Chemistry 304 & 304L	Organic Chemistry II with Laboratory	4
Chemistry 401 & 401L	Organic Chemistry III with Laboratory	5
Economics 202	Micro-Economics	4
Economics 302	Macro Economics	3
Nutrition 240	Nutrition	3
Philosophy 304	Ethics	4
Physics 305 & 305L	College Physics I with Laboratory	5
Physics 403 & 403L	College Physics II with Laboratory	5
Spanish 201	Healthcare Spanish	4
Statistics 415	Statistics	4
Technical Writing 301	Technical Writing	3
<b>Totals</b>		<b>84</b>

## BSPS Core Course List

Course Number	Course Name	Quarter Credits
BMS 302	Intro Clinical Research	3
BMS 305	Bioinformatics I	2
BMS 306	Bioinformatics II	2
BMS 402	Grant Writing	4
BMS 405	Genetics	2
BMS 406	Healthcare Finance	4
PHM 101	Pharmacy I	6
PHM 102	Pharmacy II	6
PHM 103	Pharmacy III	6
PHM 201	Pharmacy IV	6
PHM 301	Pharmacology I	4
PHM 302L	Pharmacy Experience V	2
PHM 401	Therapeutics I	2
PHM 402	Capstone I	3
PHM403L	Pharmacy Experience VI	2
PHM 404	Capstone II	1
PHM 405	Therapeutics II	3
PHM 406	Biopharmaceutics I	3
PHM 407L	Pharmacy Experience VII	2
PHM 408	Therapeutics III	3
PHM 409	Biopharmaceutics II	3
PHM 410	Capstone III	1
PHM 411L	Pharmacy Experience VIII	2
<b>Totals</b>		<b>69</b>

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

### BSPS Program Information

PROGRAM LENGTH.....	36 Months
QUARTERS.....	12 Quarters
UNITS.....	213 Units
CLOCK HOURS.....	2490

### Instructional Clock Hour To Credit Conversion

The formula used to calculate the number of QUARTER CREDIT units

FOR LECTURE.....	One Credit = 10 Lecture Hours
FOR LABORATORY.....	One Credit = 20 Laboratory Hours
FOR EXPERIENTIAL.....	One Credit = 30 Practicum Hours

## Bachelor of Science in Pharmaceutical Sciences Course Descriptions

### Required General Education Courses and Other Required Courses

#### ART 200: Medical Illustration I (3 credit units/ 30 clock hours)

This course will introduce the student to art as a form of communication. The focus will be on drawing and the introduction of foundation art techniques. The knowledge and skill acquired is related

to enhanced assessment and visualization as part of the communication process. The course will enable the students to apply a unique mix of skills in project management, understanding of science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development. The course will enable the student to articulate a unique mix of skills in project management, understanding of science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development.

#### ART 300: Medical Illustration II (3 credit units/ 30 clock hours)

Literally the term 'illustrations' can be defined as any kind of visualization such as painting, drawing or photograph or other kind of art form that depicts or elaborates a story or a particular story poem of textual information. The Art 300 course is a continuation of Art 200 which will introduce the student to art as a form of communication. The course will enable the student to articulate a unique mix of skills in project management, understanding of science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development. \*Pre-requisite: ART 200:

#### BIOCHEMISTRY 201: Biochemistry (6 credit units/ 60 clock hours)

To develop an understanding of the major biomolecules found in living organisms, the control and regulation of protein structure and function, enzyme kinetics, nucleic acid, lipids and membrane transport, biochemical evolution and introduction to carbohydrates and metabolism.

#### BIOLOGY 200A: Human Anatomy (3 credit units/ 35 Clock Hours)

This course provides a comprehensive study of the structure and functions of the human body through analysis of the body systems. The student will progress from the cellular structure and function of each system to homeostatic mechanisms among all systems and the external environment.

#### BIOLOGY 200A L: Human Anatomy - Laboratory (1 credit units/ 30 Clock Hours)

Lab portion of the Biology 200A: Human Anatomy

#### BIOLOGY 200B: Human Physiology with Laboratory (3 credit units/ 35 Clock Hours)

This course provides students with an understanding of the basic principles and concepts of cellular and organ system physiology and pathophysiology. The course will include an introduction to the chemistry and metabolism of biological molecules including: carbohydrates, lipids, amino acids, proteins, and nucleic acids; and coverage of vitamins and their components, with emphasis on their relationship to disease states and drug therapy. The biological basis of common clinical disease states is also examined. Pathophysiology is described as a disruption of normal homeostatic mechanisms that progresses beyond the normal compensatory capabilities of the human body.

#### BIOLOGY 200B L: Human Physiology - Laboratory (1 credit units/ 30 Clock Hours)

Lab portion of the Biology 200B: Human Physiology

**BIOLOGY 202: Cell Biology I**

**(3 credit units/ 35 Clock Hours)**

The Cell Biology course focuses on the foundations of biological sciences and emphasizes the molecular approaches to understand cell structure, function, and regulation, and the analysis of experimental design and data interpretation. Structural details and the molecular functions of the different parts of eukaryotic cells will be emphasized and topics including endocytosis, intra-membrane transport, protein targeting, organelle biosynthesis, protein sorting, exocytosis, cell shape, motility, and cell-to-cell interaction will be introduced. The concept of signal transduction processes and cellular functions that are important for cell growth and programmed cell death will be emphasized. The lab component will focus on the experimental approaches taken to elucidate certain biology principles. The extent of the course will continue as Biology 204.

**BIOLOGY 202: Cell Biology I - Laboratory**

**(1 credit units/ 30 Clock Hours)**

Lab portion of the Biology 202: Cell Biology I

**BIOLOGY 204: Cell Biology II**

**(3 credit units/ 35 Clock Hours)**

This course is the continuation of Biology 202. The cell biology course in the main is focused on the foundations of biological sciences and emphasizes the molecular approaches to understand cell structure, function, and regulation, and the analysis of experimental design and data interpretation. Structural details and the molecular functions of the different parts of eukaryotic cells will be emphasized and topics including endocytosis, intra-membrane transport, protein targeting, organelle biosynthesis, protein sorting, exocytosis, cell shape, motility, and cell-to-cell interaction will be introduced. The concept of signal transduction processes and cellular functions that are important for cell growth and programmed cell death will be emphasized. The lab component will focus on the experimental approaches taken to elucidate certain biology principles. **\*Prerequisites:** Biology 202

**BIOLOGY 204L: Cell Biology II - Laboratory**

**(1 credit units/ 30 Clock Hours)**

Lab portion of the Biology 204: Cell Biology II **\*Prerequisites:** Biology 202

**BIOLOGY 230: Pathophysiology**

**(4 credit units/ 40 Clock Hours)**

This course explores the response of the human body to illness and injury with respect to common disorders of the major physiologic systems. Clinical correlations are provided to assist the health professional in applying this knowledge toward proposing therapeutic interventions. **\*Prerequisite:** Biology 200A; Biology 200B

**BIOLOGY 301: Molecular Biology**

**(3 credit units/ 35 Clock Hours)**

The course considers the concepts of cellular and molecular biology as applied to human disease with emphasis on current experimental approaches to investigate disease mechanisms and the contributions of model systems from cancer biology, viral induced disease to gene therapy. The course blends integrated reading, writing, and experimentation in molecular biology to evaluate the design and implementation of experiments using modern molecular biology techniques to address current questions in biology. **\* Prerequisites:** Chemistry 151 A&B, Chemistry 160, Chemistry 203

**BIOLOGY 301L: Molecular Biology - Laboratory**

**(1 credit units/ 30 Clock Hours)**

Lab portion of the Biology 301: Molecular Biology

**CALCULUS 102: Calculus I**

**(4 credit units/ 40 Clock Hours)**

This course is an introduction to calculus, the subject that studies change. The concept of limit, the key idea of calculus will be introduced. Using the limit we will be able to understand the notion of instantaneous rate of change (the derivative), and the total change (the integral). The course will be presented using a conceptual approach that emphasizes understanding. **\*Prerequisites:** Mathematics 110

**CALCULUS 201: Calculus II**

**(2 credit units/ 20 Clock Hours)**

This course builds on the solid knowledge of Calculus I, particularly differentiation and integration techniques and their applications. Following the discussion of techniques of integration (including areas, volumes, work, arc length, surface area, and center of mass), the reviews the calculus of curves defined by parametric equations and curves defined in a new coordinate system called polar coordinates. The course concludes with an in-depth discussion of series and their application to the representation of functions by power series. The student will emerge knowing how to integrate combinations of elementary functions with accuracy and confidence. **\*Prerequisites:** Calculus 102

**CHEMISTRY 100: Basic Chemistry (P/NP)**

**(4 credit units/ 40 clock hours)**

This course introduces the basic principles of chemistry from a conceptual approach, focusing on the concepts of chemistry with little emphasis on the calculations. It also provides basic knowledge and problem solving techniques necessary for CHEM-151 such as Formula and equation writing, basic gas laws and stoichiometry. **\*Recommended Preparation:** One year of high school Chemistry with at least a C within 5 years of graduation. **\*Chemistry-100 is recommended** to students who have not yet taken AP Chemistry or college-level chemistry as the prerequisite of Chemistry 151 at American University of Health Sciences. This course is offered on a pass/no pass basis only. This course may be taken a maximum of 3 times.

**CHEMISTRY 151 A & B: General, Organic and Bio-Chemistry**

**(4 credit units/ 50 clock hours)**

This course is a descriptive course in inorganic and organic chemistry. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis. Organic chemistry includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology.

**CHEMISTRY 151 A & B L: General, Organic and Bio-Chemistry -**

**Laboratory (2 credit units/ 30 clock hours)**

Lab portion of the Chemistry 151 A & B: General, Organic and Bio-Chemistry.

**CHEMISTRY 160: General Chemistry II**

**(3 credit units/35 clock hours)**

CHEMISTRY 160 continues the CHEMISTRY 151 A & B course focused on inorganic and organic chemistry. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis. Organic chemistry includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology. The laboratory portion of the course will introduce students to the methods used in modern chemical synthesis and measurement. CHEMISTRY 160 has extensive discussions on

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bonding (including the molecular orbital theory) and states of matter.

**\*Prerequisites:** Chemistry 151 A&B

**CHEMISTRY 160L: General Chemistry II - Laboratory**

**(1 credit units/30 clock hours)**

Lab portion of the Chemistry 160: General Chemistry II **\*Prerequisites:** Chemistry 151 A&B

**CHEMISTRY 203: General Chemistry III**

**(3 credit units/35 clock hours)**

CHEMISTRY 203 course concludes the General Chemistry course focused on the principles underlying all of chemistry with applications illustrating these principles. This course is a descriptive course in inorganic and organic chemistry. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis. Organic chemistry includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology. The laboratory portion of the course will introduce students to the methods used in modern chemical synthesis and measurement. CHEMISTRY 203 will emphasize extensively the chemistry of the elements and expand on the properties of solutions, pertinent in formulation chemistry. **\*Prerequisites:** Chemistry 160

**CHEMISTRY 203 L: General Chemistry III - Laboratory**

**(1 credit units/ 30 clock hours)**

Lab portion of the Chemistry 203: General Chemistry III

**CHEMISTRY 303: Organic Chemistry I**

**(3 credit units/35 Clock Hours)**

This course is descriptive course in organic chemistry. CHEMISTRY 303 introduces the sequence of courses in organic chemistry includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis. The course continues as CHEMISTRY 304 and 401. **\*Prerequisites:** Chemistry 151 A&B, Chemistry 160, Chemistry 203

**CHEMISTRY 303 L: Organic Chemistry I - Laboratory**

**(1 credit units/30 Clock Hours)**

Lab portion of the Chemistry 303: Organic Chemistry I

**CHEMISTRY 304: Organic Chemistry II**

**(3 credit units/35 Clock Hours)**

The CHEMISTRY 304 is the second set in the series of the Organic chemistry courses. This course is descriptive course in organic chemistry. Organic chemistry includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis. **\*Prerequisites:** Chemistry 303

**CHEMISTRY 304 L: Organic Chemistry II - Laboratory**

**(1 credit units/30 Clock Hours)**

Lab portion of the Chemistry 304: Organic Chemistry II

**CHEMISTRY 401: Organic Chemistry III**

**(4 credit units/45 Clock Hours)**

CHEMISTRY 401 is the last set of the course series. The organic chemistry course is descriptive course in organic chemistry. Organic chemistry

includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis. **\*Prerequisites:** Chemistry 304

**CHEMISTRY 401 L: Organic Chemistry III with Laboratory**

**(1 credit units/30 Clock Hours)**

Lab portion of the Chemistry 401: Organic Chemistry III

**COMMUNICATIONS 150: Oral Communications & Public Speech**

**(4 credit units/ 40 Clock Hours)**

This course is an introduction to effective oral communication through study and experiences in analysis, synthesis, and presentation of informative and persuasive discourse in a public speaking forum.

**ECONOMICS 202: Micro Economics**

**(4 credit units/ 40 Clock Hours)**

The course is aimed at teaching the students basic economic concepts and provides instruction in the nature and functions of product markets (supply and demand), promoting understanding of economic decision making and its factors, such as marginal analysis and opportunity costs. The course goes on to provide examine factor markets and discuss market failure and the role of government.

**\*Prerequisites:** Mathematics 110

**ECONOMICS 302: Macro Economics**

**(3 credit units/ 30 Clock Hours)**

The macroeconomics course is directed at gaining a better understanding of the causes of, and remedies for, unemployment and inflation, as well as the factors that affect economic growth. The international context of macroeconomics tries to understand the economic reforms many countries. Indeed countries undertaking economic reforms, often called structural adjustment policies. These policies are believed to provide citizens with lower unemployment and higher living standards. Such programs are often considered part of a process called globalization. These issues are extensively discussed in the course.

**ENGLISH 098: Fundamentals of English Reading and Writing (P/NP)**

**(4 credit units/ 40 Clock Hours)**

Course Description: This course prepares students for college level work by developing their skills in reading, writing, and critical thinking with an emphasis on reading comprehension, vocabulary development, writing paragraphs and short essays. Writing, in particular, emphasizes techniques of prewriting, writing, and revising. Students work on building fluency and focus in essays through paragraph development, and revision techniques. **\*Recommended Preparation:** Three years of high school English with at least a C \*Students are placed in English 098 based on test scores, and it prepares the student for success in ENG 110 English Composition at American University of Health Sciences. This course is offered on a pass/no pass basis only. This course may be taken a maximum of 3 times.

**ENGLISH 101: English College Composition I**

**(4 credit units/ 40 Clock Hours)**

This is a foundation course in critical reading and writing skills required for university studies. This course focuses equally on writing and critical reading of a diverse variety of literature; preparation of research papers in which students accurately, clearly, and coherently synthesize ideas and information from a variety of sources and points of view.

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**ENGLISH 207: Creative Writing**  
(4 credit units/ 40 Clock Hours)

A beginning creative writing workshop that introduces students to techniques of imaginative writing in fiction, poetry, and drama in a constructive workshop setting that includes analysis of published literary works.

**HISTORY 101: American History & the Constitution**  
(4 credit units/ 40 Clock Hours)

A survey of United States history from the Colonial Period to the present emphasizing major political, social, economic, and cultural developments.

**MATHEMATICS 098: Fundamentals of Mathematics (P/NP)**  
(4 credit units/ 40 Clock Hours)

Course Description: This is a remedial mathematics course that prepares students for college-level math courses. Topics of this course include: real numbers and operations, exponents, linear and second-degree equations and inequalities, linear and quadratic functions, conic sections, systems of equations, and exponential and logarithmic functions and their applications. **\*Recommended Preparation:** One year of high school Algebra 2 with at least a C. \*Students are placed in Math 098 based on test scores, and it prepares the student for success in Math 110 College Algebra at American University of Health Sciences. This course is offered on a pass/no pass basis only. This course may be taken a maximum of 3 times.

**MATHEMATICS 110: Quantitative Reasoning**  
(4 credit units/ 40 Clock Hours)

Principles of quantitative reasoning, data presentation, descriptive statistics, correlation, probability, distributions of random variables, sampling distributions, interval estimation, and statistical inference, with multi-disciplinary applications.

**MICROBIOLOGY 201: Microbiology**  
(3 credit units/35 Clock Hours)

This course introduces the fundamental principles of microbiology, including general aspects of the structure, metabolism, multiplication, genetics and classification of bacteria, fungi, protozoa, and viruses; the methods used to control these microorganisms, the human body's natural defense mechanisms, and selected microbial pathogens.

**MICROBIOLOGY 201 L: Microbiology - Laboratory**  
(1 credit units/30 Clock Hours)

Lab portion of the Microbiology 201: Microbiology

**NUTRITION 240: Nutrition**  
(3 credit units/ 30 Clock Hours)

This course covers basic human nutrition, including the process of digestion and absorption, metabolic roles of macronutrients (carbohydrates, fats, proteins, and micronutrients (vitamins, minerals, and water). Emphasis will be placed on medical nutritional therapy as applied to throughout the life cycle and to specific disease states. Additional topics covered may include nutrient- drug interaction, consumer food safety, menu planning and current trends in nutrition.

**PHILOSOPHY 160: Critical Thinking**  
(4 credit units/ 40 Clock Hours)

This course presents a logical analysis of language and critical evaluation of arguments in everyday language; deductively valid and invalid argument forms; rudiments of inductive logic and scientific reasoning; informal fallacies.

**PHILOSOPHY 304: Ethics**  
(4 credit units/ 40 Clock Hours)

This course utilizes analysis of empirical and normative factors involved in choice, types of ethical theory, and the nature of moral standards and judgments. Application of concepts will occur through investigation of value theories in philosophies of Eastern and Western cultures with emphasis on relevance to educational, aesthetic, religious and social problems. \*Prerequisite: English - College Composition

**Physics 305: College Physics I**  
(4 credit units/45 Clock Hours)

The course is aimed at developing the interest of the student in physics concepts and principles required to describe and predict the motion of objects. The laboratory component will provide an opportunity for the student to perform experiments and the concepts discussed in class. The course will empower the student to understand the techniques and methods of experimental physics and the analysis and interpretation of experimental data.

**Physics 305 L: College Physics I - Laboratory**  
(1 credit units/30 Clock Hours)

Lab portion of the Physics 305 L: College Physics I

**Physics 403: College Physics II**  
(4 credit units/ 45 Clock Hours)

The course aims to advance and develop the interest of the student in physics concepts and principles required to describe and predict the motion of objects. The laboratory component will provide an opportunity for the student to perform experiments and the concepts discussed in class. The course will empower the student to understand the techniques and methods of experimental physics and the analysis and interpretation of experimental data. **\*Prerequisites:** Physics 305

**Physics 403 L: College Physics II - Laboratory**  
(1 credit units/ 30 Clock Hours)

Lab portion of the Physics 403: College Physics II **\*Prerequisites:** Physics 305

**POLITICAL SCIENCE 101: American Political Institutions**  
(4 credit units/ 40 Clock Hours)

A study of national, state, and local governments, national and state constitutions, the rights and responsibilities of citizens, and the political processes, issues, and policies of those governments.

**PSYCHOLOGY 100: Psychology**  
(4 credit units/ 40 Clock Hours)

This course provides a general survey of psychology including development of the individual, learning, thinking, motivation, emotion and perception.

**SOCIOLOGY 100: Sociology**  
(4 credit units/ 40 Clock Hours)

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

**SPANISH 201: Healthcare Spanish**  
(4 credit units/ 40 Clock Hours)

The Healthcare Spanish course presents the student with the vocabulary and grammar needed by beginning students for use in basic conversations based in the Spanish language. Students will have the opportunity to learn about different cultural aspects related to the Spanish language from various countries around the Spanish-speaking

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world. The communication skills of speaking, listening, reading and writing are emphasized and used in class each day in order to build language skills as completely as possible. Students should expect to participate daily in class activities. Be prepared to move, act silly and have fun exploring another language and culture. The course will introduce students to the four elements of language study: listening, speaking, reading, and writing. The course continues to the intermediate-level where students begin to develop strong vocabulary and grammar skills through a study of culture, cultural readings, and writing. The course builds upon the basic communication skills mastered in the Spanish I course. The student will be studying advanced vocabulary and grammatical concepts. The student will be expected to use these skills in communication within situations studied. In addition, the student will study aspects of Hispanic culture and history via a variety of media. Students review structures of the language previously learnt, concentrating on more complex as well as new aspects of Spanish grammar. Conducted entirely in Spanish, the course introduces students to new vocabulary for usage in situations of everyday living. The course also serves as an introduction to literary works by Spanish and Latin American writers as well as to the history, geography and cultures of the Spanish speaking world. Students will be required to write short compositions and prepare oral presentations.

**STATISTICS 415: Statistics**  
**(4 credit units/ 40 Clock Hours)**

This course includes development and application of the following topics: Descriptive and Inferential Statistics, Mathematics of Finance, Linear Programming and Graph Theory.

**TECHNICAL WRITING 301: Technical Writing**  
**(3 credit units/ 30 Clock Hours)**

The technical writing course will focus on the art and science of translating technical information into readable, accessible writing usable by a wide audience that may include creating manuals, help and technical support systems, online help systems, and instruction manuals. The course will examine various ways to approach and organize a technical writing project, and look at the kinds of materials technical writers produce, from written manuals to video tutorials. The course will introduce a variety of projects technical writers work on and consider approaches in technical writing project (with an examination of the kinds of materials technical writers produce).

**BSPS Core Courses**

**BMS 302: Introduction to Clinical Research**  
**(3 credit units/ 30 Clock Hours)**

This course serves as a pre-requisite for the research program to provide an introduction of topics in clinical research to assist students to better prepare for entry into the Clinical Research Associates/Coordinator course. Topics include the history and evolution of clinical trials from 1753 to present, clinical trials terminology, different phrases of clinical trials, and overview and history of Food and Drug Administration.

**BMS 305: Bio-Informatics I**  
**(2 credit units/ 20 Clock Hours)**

Molecular biologists have had to develop new tools that rely heavily on the power of statistics and computing yet still incorporate an understanding of the underlying biological principles. The development and application of these tools in conjunction with assembled databases of biological information has become a field of its own, known as either Bioinformatics or as Computational Biology.

Bioinformatics I and Bioinformatics II, courses explore the principles underlying the analyses of sequence and molecular databases and work to provide students with the understanding and practical experience for intelligent and efficient application of these tools. The Bioinformatics I (Health 300) course is focused primarily on the analysis of nucleic acid sequences. **\*Prerequisites:** Calculus 102

**BMS 306: Bio-Informatics II**  
**(2 credit units/ 20 Clock Hours)**

The Bio-informatics course extends knowledge built from Bio-informatics and is focused on studies that include gene prediction, protein function and structure studies and analysis of whole genomes. The course will enable the student to apply the concepts of statistics to solving biological questions. Thus the course is dedicated primarily to computational and statistical methods for exploring, synthesizing and understanding global gene expression data (e.g. from microarrays). The first part of the course deals with expression data alone, while the second considers techniques to merge expression information with data from other sources. **\*Prerequisites:** BMS 305

**BMS 402: Grant Writing**  
**(4 credit units/ 40 Clock Hours)**

Funding to support both applied research and service provision is a critical aspect of professionals in the pharmaceutical and health sciences. Students in pharmaceutical and health sciences often complete their education with little formal training in grant writing beyond the investigator initiated R01. The course will discuss strategies for identifying appropriate funders and applying for support are instrumental to the initiation of new areas of study and service provision and the sustainability of ongoing public health programs. An understanding of the utility of various types of funders including local, state, and federal governments, foundations, and corporations provides a catalyst for diversifying funding sources. Students will attend weekly sessions presented in a lecture/workshop format. Sessions will be held in a computer laboratory to foster hands-on exploration of information resources. The course will derive projects from the spectrum of topics covered in the Clinical Research program and students' interests.

**BMS 405: Genetics**  
**(2 credit units/ 20 Clock Hours)**

This course introduces the students to genetic basis for disease and individualizing drug therapy and healthcare. The genome and proteomic principles in relation to disease and drug development will be discussed.

**BMS 406: Health Care Finance**  
**(4 credit units/ 40 Clock Hours)**

The course is a case method approach to the financial management of health care organizations. Quantitative decision analysis techniques, costing methods, and financial policy analysis skills are emphasized. The applications of modern hospital and healthcare organization financial management and decision-making in the healthcare settings will be explored through a combination of lectures and case studies. Financial management techniques used in budget preparation, investment alternatives, financial forecasting, and capital structures are presented with a focus on healthcare organizations.

**PHM 101: Pharmacy I**  
**(6 credit units/ 80 Clock Hours)**

This course serves as an introduction to pharmacy practice for the BS Pharmaceutical Science student in preparation for taking the PTCB exam to obtain CPhT by the end of the 4<sup>th</sup> quarter. This course is



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designed to expose the student to fundamentals, principles, and practice of pharmacy at an introductory level. Coursework includes theory and application of theory to lab experience necessary for an entry-level position as a certified pharmacy technician capable of working in any pharmacy environment or related allied health industry.

**PHM 102: Pharmacy II**  
**(6 credit units/ 60 Clock Hours)**

This course serves as continuation of the introduction of pharmacy in preparation for the taking the PTCB exam to obtain CPhT by the end of the 4<sup>th</sup> quarter. The course includes a review of the role of the pharmacist and pharmacy technician, SPF's for Controlled Substances, Applied Aseptic Technique along with the Preparation of Sterile Products - LVP, TPN and IVPB and will progress with the practice of dispensing drugs that affect the Skin, Eye and Ear, Digestive System, Muscle Skeletal System, Endocrine System, and Infection. Discussion and practice of Medication Safety and Errors will be further developed. Multiple Drug Report Presentations: The student will progress from presenting 1 drug report to presenting multiple drug reports.

\*Prerequisites: PHM 101

**PHM 103: Pharmacy III**  
**(6 credit units/ 60 Clock Hours)**

The Pharm 120 course is the final sequence of preparatory courses that introduces the BSPS student to the health science technician arena with the purpose of preparing for a career as a pharmacy technician in both community and hospital pharmacies, and function successfully in the role. The course has a large amount of time spent in the clinical setting for the purpose of hands-on training that prepares the student for national certification. \*Prerequisites: PHM 102

**PHM 201: Pharmacy IV**  
**(6 credit units/ 90 Clock Hours)**

This course builds on PHM 101, 102, and 103 giving the student an insight into the field of pharmacy and pharmacy practice. This course is focused on introducing the BSPS student to community and hospital pharmacy. The student will become familiar with the important roles of the pharmacist in community practice including the dispensing process for prescription medications, medication compounding, patient consultations, over-the-counter drug counseling, education of pharmacy students and residents, and patient-oriented clinical services such as the administration of immunizations. The student will gain knowledge of the many roles that pharmacist are responsible for in hospital practice, including the distribution of medications, medication compounding, collaborations as a member of the healthcare team and therapeutic drug monitoring. \*Prerequisites: PHM 103

**PHM 301: Pharmacology I**  
**(4 credit units/ 40 Clock Hours)**

During the course basic pharmacological principles and various classifications of drugs will be discussed. The mechanism of action of drugs associated with interaction with biological receptors as well as the concepts of absorption, distribution, metabolism and excretion will be emphasized. When the different classifications of drugs are instructed the student is expected to know indications, clinical uses, side effects and drug interactions. Clinical management of patients and therapeutics is also emphasized as problem oriented situations are presented. The course continues with the basic pharmacological principles and various classifications. The mechanism of action of drugs associated with interaction with biological receptors as well as the concepts of absorption, distribution, metabolism and excretion will be emphasized. When the different classifications of drugs are instructed the student is expected to know indications, clinical uses,

side effects and drug interactions. Clinical management of patients and therapeutics is also emphasized as problem oriented situations are presented.

**PHM 302L: Pharmacy Experience V**  
**(2 credit units/ 60 Clock Hours)**

This course is the continuation of the series of pharmacy field experience courses focused on introducing the BSPS student to community and hospital pharmacy. The course is focused on integrative medicine and consultant pharmacy. The student will learn firsthand the work of pharmacists in ambulatory clinical practices such as medication therapy management, disease management, wellness and prevention, and specialty services. The practice in integrative medicine incorporates treatments from conventional medicine and complementary and alternative medicine (e.g., herbal therapies). The student will learn about consultant pharmacist who can have varied roles that includes reviewing patient medication profiles at long-term care facilities (e.g., nursing homes), recommending medication changes when appropriate, collaborations with other health care providers, providing information to patients and their families, educating students, and conducting in-service training sessions.

**PHM 401: Therapeutics I**  
**(2 credit units/ 20 Clock Hours)**

Foundations of Pharmaceutical Sciences I course will introduce the student to traditional physical pharmacy aspects (such as solubility, stability, interfacial tension, and complexation) of drugs and dosage forms that can affect product selection and therapeutics. There will be emphasis on the physical-chemical properties of drug compounds and dosage forms particularly as they correlate to biopharmaceutics and pharmacokinetics. Pharmaceutical calculations and extemporaneous compounding principles will be core highlights of the course.

**PHM 402: Capstone I**  
**(3 credit units/ 30 Clock Hours)**

The Capstone Project represents a culmination of the school experience that requires a systematic investigation of a focused study question. This course enables the students to explore what opportunities are available to them for completion of a research project. Students choose a faculty adviser who will oversee the progression of their project. Students may work directly with faculty on the campus or work at off-site facilities with faculty, pharmacists, public health organizations or industry to complete a project. All projects will be completed by the end of the 12<sup>th</sup> quarter. The aim is to engage in a research project of interest to the student that will consist of the following: Developing a well-focused study question; Developing a research/experiment/project plan in order to answer the question posed and Completion of project and Submission project report.

**PHM 403L: Pharmacy Experience VI**  
**(2 credit units/ 40 Clock Hours)**

This course is the continuation of the series of the PHM 302L course aimed at introducing the BSPS student to the practice of pharmacy. The present PHM 404L is focused on the managed care environment and pharmacy benefit management. This includes managing prescription benefit plans for employers, communicating with prescribers and patients, prescription processing and dispensing, providing medications to patients through mail-service delivery, and medication therapy management services.

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**PHM 404: Capstone II**

**(1 credit unit/ 10 Clock Hours)**

PHM 404 portion of the Capstone project is dedicated to developing a research/experiment/project plan. The Capstone Project represents a culmination of the school experience that requires a systematic investigation of a focused study question. Students may work directly with faculty on the campus or at off-site facilities to work with faculty, pharmacists, public health organizations or industry to complete a project.

**PHM 405: Therapeutics II**

**(3 credit units/ 30 Clock Hours)**

The PHM 405 course is a continuation of the PHM 401 course which are integrated in the program. The course will introduce the student to traditional physical pharmacy aspects (such as solubility, stability, interfacial tension, and complexation) of drugs and dosage forms that can affect product selection and therapeutics. There will be emphasis on the physical-chemical properties of drug compounds and dosage forms particularly as they correlate to biopharmaceutics and pharmacokinetics. Pharmaceutical calculations and extemporaneous compounding principles will be core highlights of the course.

**\*Prerequisites:** PHM 401

**PHM 406: Biopharmaceutics I**

**(3 credit units/ 30 Clock Hours)**

Course include introduction to pharmacokinetics, absorption, distribution, metabolism & excretion of drugs. Study the drug disposition and clinical applications of pharmacokinetics to dosing. This course is continued as PHM 409 in the 12<sup>th</sup> Quarter

**PHM 407L -Pharmacy Experience VII**

**(2 credit units/ 40 Clock Hours)**

This course continues the introduction of the BSPS student to the practice of pharmacy and is focused on the practice of home infusion pharmacy, including the preparation of sterile solutions and monitoring of patients who need intravenous medications at home. The student will learn why infusion therapy is needed, how the medications are prepared and delivered to the patient. During this course the student will be introduced to the practice of nuclear pharmacy including the preparation of radioactive compounds used to diagnose or treat specific diseases. The student will also learn about the importance of consultations within the nuclear medicine healthcare team, training requirements, and specialty certification that are available for the nuclear pharmacy field.

**PHM 408: Therapeutics III**

**(3 credit units/ 30 Clock Hours)**

The course provides the student with an understanding of the principles of Pharmacokinetics that can be applied to drug therapy. A number of chemical, biological and physical processes govern the in vivo fate of an administered medication. In order for a medication to be therapeutically useful it must enter the systemic circulation, distribute to the appropriate site of action and finally be eliminated by a chemical or physical process. Pharmacokinetics involves the study of absorption, distribution, metabolism, and excretion of drugs, and how these principles relate to the route of administration and drug dosage. Characterization of drug pharmacokinetics is an important prerequisite for determination of dosing regimens or modification of dosing regimen for patients. Clinical pharmacokinetics is the application of pharmacokinetic methods to drug therapy. Clinical pharmacokinetics involves a multidisciplinary approach to individually optimized dosing strategies based on the patient's disease state and patient-specific considerations. **\*Prerequisites:** PHM 405

**PHM 409: Biopharmaceutics II**

**(3 credit units/ 30 Clock Hours)**

This course is a continued from the PHM 406 course. The course extends the discussions on pharmacokinetics, absorption, distribution, metabolism & excretion of drugs. Study the drug disposition and clinical applications of pharmacokinetics to dosing. **\*Prerequisites:** PHM 406

**PHM 410: Capstone III**

**(1 credit unit/ 20 Clock Hours)**

PHM 410 portion of the Capstone project is dedicated to ward completion of the task that has been worked on through PHM 402 and PHM 404. The Capstone Project represents a culmination of the school experience that requires a systematic investigation of a focused study question. Students may work directly with faculty on the campus or at off-site facilities to work with faculty, pharmacists, public health organizations or industry to complete a project.

**PHM 411L Pharmacy Experience VIII**

**(2 credit units/ 60 Clock Hours)**

This course focuses on "Anticoagulation Pharmacy" and describes the role of the Pharmacist in the practice of managing anticoagulation drug therapy. The student will learn why these drugs are needed, devices that are used to monitor various parameters in the patient's blood, collaborations with other health professionals, training pharmacy students, and educating patients about their therapies. The student will learn firsthand the various antithrombotic medications, especially Coumadin®, which is used to reduce the degree to which a patient's blood clots.

# SCHOOL OF NURSING

## *Leadership*

**Anita Bralock**, Ph.D, RN, CNM  
**Smythe-Padgham, Cheryl**, MSN, BSN, WHNP, RNC

## *Faculty*

**Tracey Beltran Flores**, MSN, BSN, RN  
**Elizabeth Bollaji**, MSN, RN  
**Jovita Ezirim**, MSN, BSN, RN  
**Sharrica Miller**, MSN, BSN, RN  
**Mieure Silvia**, MSN  
**Ajmal Mohammad**, M.D., DVM, MSN, RN, CNL  
**Ada Nwachuku**, MSN, BSN, RN, FNP  
**Katia Ribeiro**, MSN, BSN, RN  
**Kanya Sitanggan**, DrPH, MPH, BSN, RN  
**Trenell Smith**, MSN, BSN, RN  
**Taryn Tanner**, FNP, RN

## MISSION OF THE SON

The American University of Health Sciences (AUHS) School of Nursing (SON) prepares students to make a positive impact on society through the provision of competent, caring, and evidence-based nursing care to diverse patient populations. This mission is accomplished by recruiting and graduating diverse students, especially students from minority groups that are underrepresented in the nursing community and preparing them to deliver competent, culturally sensitive, caring, and evidence-based nursing services to all persons in need. The SON shares the core values of the University including a belief in Christian Values, a holistic approach to education, promotion of the intellectual, analytical and critical thinking abilities of its students, evidence-based knowledge, and a commitment to teaching/learning, research, service and scholarship.

## PROGRAMS OFFERED

### **Undergraduate Program**

Bachelors of Science in Nursing



# BACHELOR OF SCIENCE IN NURSING

The mission of the SON is strongly aligned with the mission of the University and also focuses on preparing students to make a positive impact on society through the provision of competent, caring and evidence-based nursing services to diverse patient populations. This mission is accomplished by preparing students from diverse ethnic backgrounds to deliver competent culturally sensitive evidence-based care to all persons in need. The School of Nursing robustly supports the core values of the University including a belief in God and the Christian values this represents, a holistic approach to education and patient care, promotion of the intellectual and analytical abilities of the student, professional practice based upon evidence, giving back to society as service to human-kind, and a self-commitment to life-long learning.

## Admissions

*In addition to the university's general admissions requirements for baccalaureate degree (pg 36) In order to transition into the BSN (nursing) program, students must:*

1. Be accepted by the University
2. Take the TEAS examination and achieve a minimum score of 70%
3. Have taken the following four science courses and achieved a 2.5 or higher cumulative GPA (on a 4.0 scale: Chemistry 151 A & B; Biology 200A; Biology 200B; Microbiology 201
4. Have obtained a cumulative GPA of 2.5 or higher (on a 4.0 scale) of the following nine transferable college courses. These include: Chemistry 151 A & B; Biology 200A; Biology 200B; Microbiology 201; English 101; Philosophy 160; Sociology 100; Psychology 100; Mathematics 110. In addition, a minimum of a grade of "C" or better must be achieved in the above nine listed courses.

## LVN 45 Unit Option

1. The applicant must be a licensed vocational nurse in the state of California.
2. Course work will be evaluated to determine transfer status in clinical nursing classes.
3. The LVN may elect to complete a 45-unit option to become eligible to sit for the State Board RN licensure exam, or NCLEX-RN. The LVN may be awarded credit for 17 units of lower division nursing following assessment of their transcripts. Following admission the student electing this option must complete the following 45 unit option program consisting of the following courses:

Course Number	Course Name	Units
Biology 200A & 200AL	Human Anatomy with Laboratory	4
Biology 200B & 200BL	Human Physiology with Laboratory	4
Microbiology 201 & 201L	Microbiology with Laboratory	4
N310	Human Life Cycle	3
N300 & 300L	Older Adult Health Nursing Care	6
N370 & 370L	Psychiatric/Mental Health Nursing Care	8
N380 & 380L	Critical Care Nursing	8
N430 & 430L	Basic Leadership/ Management Nursing	6
N460	Transition to Professional Practice	2
<b>TOTAL</b>		<b>45</b>

Critical thinking, decision making and the development, implementation and evaluation of care plans for the client/patient populations encountered during the practice of safe and competent nursing as a licensed RN in California must master the content found in these courses. These courses may be challenged by these students selecting these options.

Any nurse considering the LVN 45-Unit Option is required to meet with the Dean/Director or the Asst. Dean/Asst. Director to discuss this option and constraints associated with this choice prior to beginning any course work at AUHS.

**Please note for Students Considering this Option: Completion of this course work does not fulfill all requirements for a baccalaureate degree in nursing and the student is NOT considered a graduate of the nursing program.** Students are admitted to this option on a space-available basis only.

\*For information and assistance regarding entrance, the applicant is invited to contact the Office of Admissions.

## LVN Applicants

In order to be eligible for review, applicants must:

1. Be a graduate from an accredited L.V.N. program and hold a current L.V.N. license for the 45 unit option. Applicants must submit a photocopy of L.V.N. license.
2. Be accepted by the University.
3. Complete the application including the required essay.
4. Submit two recommendations on the form provided.
5. Failure of two (2) required nursing courses, either the same course or two (2) separate courses, will result in non-admission.
6. Demonstration of English competency (**for foreign students only**) on the TOEFL (Test of English as a Foreign Language), or on the paper-based test, or on the CBT (Computer based total), or on the IBT (Internet Based Test).
7. Complete the general education courses listed below. with a "C" or better grade. Courses must be college transferable.

<b>Chemistry 151A&amp;B - 151A&amp;BL</b> .....General, Organic and Bio-Chemistry with Laboratory	
<b>Biology 200A &amp; 200AL</b> .....Human Anatomy with Laboratory	
<b>Biology 200B &amp; 200BL</b> .....Human Physiology with Laboratory	
<b>Philosophy 160</b> .....Critical Thinking	
<b>Microbiology 201 &amp; 201L</b> .....Microbiology with Laboratory	
<b>Sociology 100</b> .....Sociology	
<b>English 101</b> .....English Composition I	
<b>Psychology 100</b> .....Psychology	
<b>Mathematics 110</b> .....Quantitative Reasoning	

## GENERAL EDUCATION COURSE REQUIREMENTS

Course Listing for Other Required General Education Courses

Biology 230.....	Pathophysiology
Sociology 100.....	Sociology
Economics 302.....	Macro Economics
Economics 202.....	Micro Economics
Communications 150.....	Oral Communications & Public Speech
Anthropology 250.....	Cultural Anthropology
Art 200.....	Medical Illustration I
Art 300.....	Medical Illustration II
Statistics 415.....	Statistics
Political Science 101.....	American Political Institutions
English 207.....	Creative Writing
History 101.....	American History & the Constitution
Philosophy 304.....	Ethics

*A maximum of 72-quarter units earned in an accredited institution will be allowed towards the units required for graduation. Neither upper division credit nor credit for professional education courses is allowed for community college work.*

### Goals and Outcomes

Graduates of the Bachelor of Science in Nursing program will be able to:

- apply the theoretical and scientific underpinnings of nursing, biological and behavioral sciences, and humanities to the professional practice of nursing
- incorporate the nursing process as a problem solving tool of the nurse in assisting individuals, groups and communities to attain, maintain and regain health
- effect positive client/patient outcomes through application of appropriate communication and teaching-learning theories, as well as advocating for the client/patient needs and rights
- develop, implement, modify and evaluate a culturally appropriate plan of care, even when client/patient needs may differ from the nurses' personal values
- utilize scientific processes, evidence-based practice, critical thinking and professional judgment as integral parts of all decision-making
- practice within professional standards, an ethical framework, and regulatory guidelines
- facilitate collaborative relationships with the client/patient and members of the health team in the application of the nursing process and the delivery of health care
- demonstrate basic competence in nursing research, leadership and management consistent with an increasingly diverse and multicultural workforce and complex health care system
- demonstrate knowledge of social, historical and philosophical significance of the nursing profession
- develop personal responsibility for ongoing professional growth and development including higher education in advanced practice nursing
- influence health care systems and policy through professional involvement in nursing organizations and political activities

### Program Requirements

This undergraduate program is open to high school graduates/transfer students who are interested in becoming Registered Nurses after successfully passing NCLEX.

### Graduation Requirements

For Bachelor of Science in Nursing

1. In addition to the requirements for the nursing major, all students in the college follow the "pattern of degree requirements" in the AUHS Catalog. The minimum requirement for graduation is 189 quarter credit units of prescribed Bachelor's degree courses.
2. Completion of course requirements within 4 ½ years of entrance to the program.
3. Students must complete all coursework, examinations and clinical experiences with a cumulative grade point average of 2.00 or a letter grade of C or higher
4. Develop a poster on a research question on health care and present at a Poster Session.
5. Complete at least 100 clock hours of community service in university sponsored community driven initiatives.
6. Pass the ATI Comprehensive Test with a minimum raw score of 76% or higher. (note: The raw score value may be changed if the ATI score equivalent to NCLEX passing rates or the score requirement for passing the NCLEX exam is changed.)
7. Each BSN nursing student is required to maintain a portfolio showcasing their work, education, and learning experiences while attending the AUHS Nursing Program. This Portfolio will reflect the AACN CCNE Baccalaureate Essentials as well as selected additional content. Refer to Portfolio Content Guidelines. Successful completion of the Student Portfolio is contingent upon the maintenance of the Portfolio throughout the nursing program, and will be used as a basis for evaluation and to provide evidence of growth. A satisfactory completed portfolio is a requirement for graduation from the program.
8. Completion of NCLEX Review Course.
9. Students are eligible for graduation upon completion of all the University and School of Nursing program requirements.

### Requirement for Licensing in the Program Career Field

There are numerous eligibility requirements for licensure depending on the student's field of study. Regulations vary from state to state, and students are encouraged to carefully read the requirements and conduct further research.

Nursing career filed - <http://www.rn.ca.gov/>

## Occupational Options for Nursing Graduates

For information about possible occupations for graduates of Bachelor of Science in Nursing program, please refer to:

[http://www.auhs.edu/forms/disclosure/federal\\_disclosure\\_20111.pdf](http://www.auhs.edu/forms/disclosure/federal_disclosure_20111.pdf)

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## Required General Education Courses

Course Number	Course Name	Quarter Credits
Art 200	Medical Illustration I	3
Art 300	Medical Illustration II	3
Biology 200A & 200AL	Human Anatomy with Laboratory	4
Biology 200B & 200BL	Human Physiology with Laboratory	4
Chemistry 100	Basic Chemistry	4
Chemistry 151 A&B	General, Organic and Bio-Chemistry with	6
Chemistry 151 A&B L	Laboratory	
Communications 150	Oral Communications & Public Speech	4
English 098	Fundamentals of English Reading and Writing	4
English 101	English College Composition I	4
English 207	Creative Writing	4
History 101	American History & Constitution	4
Mathematics 098	Fundamentals of Mathematics	4
Mathematics 110	Quantitative Reasoning	4
Microbiology 201 & 201L	Microbiology with Laboratory	4
Philosophy 160	Critical Thinking	4
Political Science 101	American Political Institutions	4
Psychology 100	Psychology	4
Sociology 100	Sociology	4
<b>Totals</b>		<b>76</b>

## Other Required Courses

Course Number	Course Name	Quarter Credits
Biology 230	Pathophysiology	4
Nutrition 230	Nutrition	3
Pharmacology 210	Clinical Pharmacology	3
Philosophy 304	Ethics	4
Statistics 415	Statistics	4
<b>Totals</b>		<b>18</b>

## Nursing Theory and Clinical Courses (Core Courses)

Course Number	Course Name	Quarter Credits
N220	Physical Assessment	4
N220L	Physical Assessment Laboratory	2
N250	Introduction to Nursing Health Care	4
N250L	Intro to Nursing Health Care Clinical Studies	4
N260	Health Care Communications	3
N300	Older Adult Health Nursing Care	3
N300L	Older Adult Health Nursing Care Clinical Studies	3
N310	Human Life Cycle	3
N320	Psychosocial Aspects of Health Care	3
N330	Intermediate Nursing Health Care	4
N330L	Intermediate Nursing Health Care Clinical Studies	4
N340	Legal and Ethical Aspects of Health Care	3
N350	Child Health Nursing Care	4
N350L	Child Health Nursing Care Clinical Studies	4
N360	Women's Health Nursing Care	4
N360L	Women's Health Nursing Care Clinical Studies	4
N370	Psychiatric/Mental Health Nursing Care	4
N370L	Psychiatric/Mental Health Nursing Care Clinical Studies	4
N380	Critical Care Nursing	4

N380L	Critical Care Nursing Clinical Studies	4
N400	Community Health Science	3
N410	Community Health Nursing Care	4
N410L	Community Health Nursing Care Clinical Studies	4
N420	Nursing Research	4
N430	Basic Leadership/ Management Nursing	3
N430L	Basic Leadership/ Management Nursing Clinical Studies	3
N440	Nursing Case Management for Vulnerable Populations	3
N440L	Nursing Case Management for Vulnerable Populations Clinical Studies	3
N450	Advanced Leadership/ Management Nursing Care Delivery	3
N450L	Advanced Leadership/ Management Nursing Care Delivery Clinical Studies	3
N460	Transition to Professional Practice	2
<b>Totals</b>		<b>107</b>

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

### BSN Program Information (Without Pre-Req)

PROGRAM LENGTH.....	36 Months
QUARTERS.....	12 Quarters
UNITS.....	189 Units
CLOCK HOURS.....	2760

### BSN Program Information (With Pre-Req)

PROGRAM LENGTH.....	30 Months
QUARTERS.....	10 Quarters
UNITS.....	151 Units
CLOCK HOURS.....	2330

### Instructional Clock Hour To Credit Conversion

The formula used to calculate the number of QUARTER CREDIT units

FOR LECTURE.....	One Credit = 10 Lecture Hours
FOR LABORATORY.....	One Credit = 20 Laboratory Hours
FOR EXPERIENTIAL.....	One Credit = 30 Practicum Hours

## Bachelor of Science in Nursing Course Descriptions

### Required General Education Courses

#### ANTHROPOLOGY 250: Cultural Anthropology (4 credit units/ 40 Clock Hours)

This course is an exploration of the origin and development of the human species, heredity and population genetics, and diversity. Through study of the origin and development of human cultures will describe material cultures as well as social organization. Content includes political systems, religious beliefs and insights gained through linguistic study.

#### ART 200: Medical Illustration I (3 credit units/ 30 clock hours)

This course will introduce the student to art as a form of communication. The focus will be on drawing and the introduction of foundation art techniques. The knowledge and skill acquired is related

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to enhanced assessment and visualization as part of the communication process. The course will enable the students to apply a unique mix of skills in project management, understanding of science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development. The course will enable the student to articulate a unique mix of skills in project management, understanding of science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development.

**ART 300: Medical Illustration II**  
**(3 credit units/ 30 clock hours)**

Literally the term 'illustrations' can be defined as any kind of visualization such as painting, drawing or photograph or other kind of art form that depicts or elaborates a story or a particular story poem of textual information. The Art 300 course is a continuation of Art 200 which will introduce the student to art as a form of communication. The course will enable the student to articulate a unique mix of skills in project management, understanding of science and breaking medical technologies, as well as the fundamentals of art, animation, design, and Web development. **\*Pre-requisite:** ART 200: Medical Illustration I

**BIOLOGY 200 A: Human Anatomy**  
**(3 credit units/35 Clock Hours)**

This course provides a comprehensive study of the structure and functions of the human body through analysis of the body systems. The student will progress from the cellular structure and function of each system to homeostatic mechanisms among all systems and the external environment.

**BIOLOGY 200 A L: Human Anatomy - Laboratory**  
**(1 credit units/30 Clock Hours)**

Lab portion of the Biology 200A: Human Anatomy

**BIOLOGY 200 B: Human Physiology**  
**(3 credit units/35 Clock Hours)**

This course provides students with an understanding of the basic principles and concepts of cellular and organ system physiology and pathophysiology. The course will include an introduction to the chemistry and metabolism of biological molecules including: carbohydrates, lipids, amino acids, proteins, and nucleic acids; and coverage of vitamins and their components, with emphasis on their relationship to disease states and drug therapy. The biological basis of common clinical disease states is also examined. Pathophysiology is described as a disruption of normal homeostatic mechanisms that progresses beyond the normal compensatory capabilities of the human body.

**BIOLOGY 200 B L: Human Physiology - Laboratory**  
**(1 credit units/30 Clock Hours)**

Lab portion of the Biology 200 B: Human Physiology

**BIOLOGY 230: Pathophysiology**  
**(4 credit units/ 40 Clock Hours)**

This course explores the response of the human body to illness and injury with respect to common disorders of the major physiologic systems. Clinical correlations are provided to assist the health professional in applying this knowledge toward proposing therapeutic interventions. **\*Prerequisite:** BIOLOGY 200A; BIOLOGY 200B

**CHEMISTRY 100: Basic Chemistry (P/NP)**  
**(4 credit units/ 40 clock hours)**

This course introduces the basic principles of chemistry from a conceptual approach, focusing on the concepts of chemistry with little emphasis on the calculations. It also provides basic knowledge and problem solving techniques necessary for CHEM-151 such Formula and equation writing, basic gas laws and stoichiometry. **\*Recommended Preparation:** One year of high school Chemistry with at least a C within 5 years of graduation. **\*Chemistry-100 is recommended** to students who have not yet taken AP Chemistry or college-level chemistry as the prerequisite of Chemistry 151 at American University of Health Sciences. This course is offered on a pass/no pass basis only. This course may be taken a maximum of 3 times.

**CHEMISTRY151 A & B: General, Organic and Bio-Chemistry**  
**(4 credit units/ 50 clock hours)**

This course is a descriptive course in inorganic and organic chemistry. Basic laws and chemical calculations are stressed with an emphasis on theory and technique of qualitative analysis. Organic chemistry includes the exploration of the principles underlying the chemistry of living systems providing an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology.

**CHEMISTRY151 A & B L: General, Organic and Bio-Chemistry - Laboratory**  
**(2 credit units/ 30 clock hours)**

Lab portion of the Chemistry 151 A & B: General, Organic and Bio-Chemistry.

**COMMUNICATIONS 150: Oral Communications & Public Speech**  
**(4 credit units/ 40 Clock Hours)**

This course is an introduction to effective oral communication through study and experiences in analysis, synthesis, and presentation of informative and persuasive discourse in a public speaking forum.

**ENGLISH 098: Fundamentals of English Reading and Writing (P/NP)**  
**(4 credit units/ 40 Clock Hours)**

Course Description: This course prepares students for college level work by developing their skills in reading, writing, and critical thinking with an emphasis on reading comprehension, vocabulary development, writing paragraphs and short essays. Writing, in particular, emphasizes techniques of prewriting, writing, and revising. Students work on building fluency and focus in essays through paragraph development, and revision techniques. **\*Recommended Preparation:** Three years of high school English with at least a C \*Students are placed in English 098 based on test scores, and it prepares the student for success in ENG 110 English Composition at American University of Health Sciences. This course is offered on a pass/no pass basis only. This course may be taken a maximum of 3 times.

**ENGLISH 101: English College Composition I**  
**(4 credit units/ 40 Clock Hours)**

This is a foundation course in critical reading and writing skills required for university studies. This course focuses equally on writing and critical reading of a diverse variety of literature; preparation of research papers in which students accurately, clearly, and coherently synthesize ideas and information from a variety of sources and points of view.

**ENGLISH 207: Creative Writing**  
**(4 credit units/ 40 Clock Hours)**

A beginning creative writing workshop that introduces students to techniques of imaginative writing in fiction, poetry, and drama in a constructive workshop setting that includes analysis of published literary works.

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**HISTORY 101: American History & the Constitution**  
**(4 credit units/ 40 Clock Hours)**

A survey of United States history from the Colonial Period to the present emphasizing major political, social, economic, and cultural developments.

**MATHEMATICS 098: Fundamentals of Mathematics (P/NP)**  
**(4 credit units/ 40 Clock Hours)**

Course Description: This is a remedial mathematics course that prepares students for college-level math courses. Topics of this course include: real numbers and operations, exponents, linear and second-degree equations and inequalities, linear and quadratic functions, conic sections, systems of equations, and exponential and logarithmic functions and their applications. **\*Recommended Preparation:** One year of high school Algebra 2 with at least a C. \*Students are placed in Math 098 based on test scores, and it prepares the student for success in Math 110 College Algebra at American University of Health Sciences. This course is offered on a pass/no pass basis only. This course may be taken a maximum of 3 times.

**MATHEMATICS 110: Quantitative Reasoning**  
**(4 credit units/ 50 Clock Hours)**

Principles of quantitative reasoning, data presentation, descriptive statistics, correlation, probability, distributions of random variables, sampling distributions, interval estimation, and statistical inference, with multi-disciplinary applications.

**MICROBIOLOGY 201: Microbiology**  
**(3 credit units/35 Clock Hours)**

This course introduces the fundamental principles of microbiology, including general aspects of the structure, metabolism, multiplication, genetics and classification of bacteria, fungi, protozoa, and viruses; the methods used to control these microorganisms, the human body's natural defense mechanisms, and selected microbial pathogens.

**MICROBIOLOGY 201 L: Microbiology - Laboratory**  
**(1 credit units/30 Clock Hours)**

Lab portion of the Microbiology 201: Microbiology

**NUTRITION 230: Nutrition**  
**(3 credit units/ 30 Clock Hours)**

This course covers the basic nutritional needs of the body and the processes of metabolism, defining and contrasting catabolism and anabolism, and metabolic roles of carbohydrates, fats, proteins, vitamins and minerals. Considerable emphasis will be placed on alterations in metabolism and/or nutritional needs based on specific diseases, including diet therapy, evolving science and trends.

**PHARMACOLOGY 210: Clinical Pharmacology**  
**(3 credit units/ 30 Clock Hours)**

This course is an introduction to the basic principles of pharmacology with a focus on pharmacokinetics, pharmacodynamics, and therapeutic implications for major drug categories as well as natural products, including principles of medication administration. **\*Prerequisite:** CHEMISTRY 151A & B

**PHILOSOPHY 160: Critical Thinking**  
**(4 credit units/ 40 Clock Hours)**

This course presents a logical analysis of language and critical evaluation of arguments in everyday language; deductively valid and invalid argument forms; rudiments of inductive logic and scientific reasoning; informal fallacies.

**PHILOSOPHY 304: Ethics**  
**(4 credit units/ 40 Clock Hours)**

This course utilizes analysis of empirical and normative factors involved in choice, types of ethical theory, and the nature of moral standards and judgments. Application of concepts will occur through investigation of value theories in philosophies of Eastern and Western cultures with emphasis on relevance to educational, aesthetic, religious and social problems. **\*Prerequisite:** English - College Composition

**POLITICAL SCIENCE 101: American Political Institutions**  
**(4 credit units/ 40 Clock Hours)**

A study of national, state, and local governments, national and state constitutions, the rights and responsibilities of citizens, and the political processes, issues, and policies of those governments.

**PSYCHOLOGY 100: Psychology**  
**(4 credit units/ 40 Clock Hours)**

This course provides a general survey of psychology including development of the individual, learning, thinking, motivation, emotion and perception.

**SOCIOLOGY 100: Sociology**  
**(4 credit units/ 40 Clock Hours)**

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

**STATISTICS 415: Statistics**  
**(4 credit units/ 40 Clock Hours)**

This course includes development and application of the following topics: Descriptive and Inferential Statistics, Mathematics of Finance, Linear Programming and Graph Theory.

***Nursing Theory and Clinical Courses***

**N220: Physical Assessment**  
**(4 credit units/ 40 Clock Hours)**

This course covers the techniques of history taking and physical examination of healthy individuals. The nurse uses these techniques when gathering and ordering data to identify patient health problems. **\*Prerequisite:** CHEMISTRY 151 A & B; BIOLOGY 200A; BIOLOGY 200B; PHILOSOPHY 160; MICROBIOLOGY 201; SOCIOLOGY 100; ENGLISH 101; PSYCHOLOGY 100; MATHEMATICS 110. **\*Co-requisite:** N220L

**N220L: Physical Assessment Laboratory**  
**(2 credit units/ 60 Clock Hours)**

This course covers the techniques of history taking and physical examination of healthy individuals. The nurse uses these techniques when identifying patient problems. It includes demonstration and practice of physical assessment techniques with return demonstration to assess student competency. **\*Prerequisite:** CHEMISTRY 151 A & B; BIOLOGY 200A; BIOLOGY 200B; PHILOSOPHY 160; MICROBIOLOGY 201; SOCIOLOGY 100; ENGLISH 101; PSYCHOLOGY 100; MATHEMATICS 110. **\*Co-requisite:** N220

**N250: Introduction to Nursing Health Care**  
**(4 credit units/ 40 Clock Hours)**

This course allows the student to gain an understanding of nursing, develop the concepts of wellness and self care, culture and blend the foundational knowledge during the process of assessing the client patient. It also provides an introduction to physical and social science



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principles, which provide the basis for beginning level theory and practice. **\*Prerequisite:** N220; N220L. **\*Co-Requisites:** N250L; N 260

**N250L: Introduction to Nursing Health Care Clinical Studies**

**(4 credit units/ 120 Clock Hours)**

This course is designed to provide guided utilization of beginning level knowledge and skill in simulation laboratory and some direct patient encounters. The student will have an opportunity to experience clinical practice based on the concepts of the nursing process and the framework for nursing practice. **\*Prerequisite:** N220; N220L. **\*Co-requisites:** N250; N260

**N260: Health Care Communication**

**(3 credit units/ 30 Clock Hours)**

This course offers an introduction to understanding of the psychosocial and cultural factors, which influence the responses to the health professional-client interaction. Primary focus is on communication theory, helping modes and communication with diverse people. Clinically oriented simulated projects and activities provide opportunities for application of theory. **\*Prerequisite:** N220; N220L. **\*Co-requisites:** N250; N250L

**N300: Older Adult Health Nursing Care**

**(3 credit units/ 30 Clock Hours)**

This course is a study of the delivery of optimum health care to the aging client within a nursing framework within the nursing process. Emphasis is on understanding the unique needs of the aging population, encouraging health promotion and self-care, identifying variable responses of elderly clients to pathological conditions and maintaining a level of function that promotes quality of life. **\*Prerequisite:** N250; N250L; N260. **\*Co-requisites:** N300L; N320.

**N300L: Older Adult Health Nursing Care Clinical Studies**

**(3 credit units/ 90 Clock Hours)**

This clinical course provides the student with experience in applying the nursing process to the care of aging clients in a variety of settings. The opportunity for validation of gerontological concepts, principles and theories will also be part of the clinical experience in select settings. **\*Prerequisite:** N250; N250L; N260. **\*Co-requisites:** N300; N320.

**N310: Human Life Cycle**

**(3 credit units/ 30 Clock Hours)**

This course entails the study and application to nursing of the physiological, social, intellectual and emotional development of persons as individuals and as family members from young adulthood through old age. **\*Prerequisite:** N250; N250L; N260.

**N320: Psychosocial Aspects of Health Care**

**(3 credit units/ 30 Clock Hours)**

This course presents an exploration of psychosocial concepts, cultural and environmental factors relative to wellness-illness of individuals and family groups with special attention to physically ill individuals. Groups' interaction is directed toward development of self-awareness as well as development of the professional role. **\*Prerequisite:** N250; N250L; N260. **\*Co-requisites:** N300; N300L.

**N330: Intermediate Nursing Health Care**

**(4 credit units/ 40 Clock Hours)**

This course offers the development of intermediate level theory of wellness and illness during direct patient assessment and intervention. Foundational sciences, knowledge and skill are applied to the nurse-patient interactions and their instability of health and exacerbations of illness. Applying critical thinking and the nursing process to these encounters in order to develop appropriate nursing interventions,

begins the intermediate level of student learning. **\*Prerequisite:** N300; N300L; N320. **\*Co-requisites:** N330L; N 340.

**N330L: Intermediate Nursing Health Care Clinical Studies**

**(4 credit units/ 120 Clock Hours)**

This course offers a guided laboratory and clinical experience to assist the student to synthesize intermediate knowledge and gain skills in application of the nursing process in simulation and in direct patient care. **\*Prerequisite:** N300; N300L; N320. **Co-requisites:** N330; N340.

**N340: Legal and Ethical Aspects of Health Care**

**(3 credit units/ 30 Clock Hours)**

Course presents a study of the laws that govern the practice of nursing as well as the basis of ethical decision making. The nursing profession as a service to society is explored as it relates to altruism, autonomy, human, dignity, integrity and social justice. The code of ethics for the professional nurse provides a foundation for this course. **\*Prerequisite:** N300; N300L; N320. **\*Co-requisites:** N330L; N330.

**N350: Child Health Nursing Care**

**(4 credit units/ 40 Clock Hours)**

Course presents a theoretical base for pediatric nursing practice, including the care of the well and ill child from birth through adolescence. Pathophysiology of specific body systems and appropriate nursing interventions are discussed. Cultural and growth and development variation, psychological development, and family roles and structures are also covered. **\*Prerequisite:** N330; N330L; N340. **\*Co-requisites:** N350L; N360; N360L.

**N350L: Child Health Nursing Care Clinical Studies**

**(4 credit units/ 120 Clock Hours)**

The course will provide opportunities for the student to apply theoretical concepts from Nursing 350 in various clinical settings and with a variety of pediatric clients and families. The student will assess the physical, psychological and cultural status of the ill child. The student will plan, implement, and evaluate age appropriate nursing care for clients with common pediatric disorders. **\*Prerequisite:** N330; N330L; N340. **\*Co-requisites:** N350; N360; N360L.

**N360: Women's Health Nursing Care**

**(4 credit units/ 40 Clock Hours)**

The care of the woman during the reproductive years and beyond is the focus of this course. Issues of contraception, pregnancy, childbirth, postpartum and related health problems will be covered. This course allows the student to apply the prior modes of assessing patients to this population before, during and following childbirth. Opportunity to promote the health of the mother and newborn, gain an understanding of cultural uniqueness will be addressed in this course. **\*Prerequisite:** N330; N330L; N340. **\*Co-requisites:** N350L; N350; N360L.

**N360L: Women's Health Nursing Care Clinical Studies**

**(4 credit units/ 120 Clock Hours)**

Clinical experiences are designed to provide an opportunity to apply didactic knowledge and skills in assessment of both normal and abnormal patient/clients. A focus of health care for these patient/clients is caring, health promotion and preparing each individual for developing with the new family member. Opportunities for exploration of how multicultural influences and financial strain can influence health care choices or opportunities for women and their families are offered. **\*Prerequisite:** N330; N330L; N340. **\*Co-requisites:** N350L; N350; N360.

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**N370: Psychiatric/Mental Health Nursing Care**  
**(4 credit units/ 40 Clock Hours)**

Course is an introduction to mental health nursing and therapeutic communication in nursing. Focus is on health promotion/illness prevention as well as the management of common acute and chronic mental health problems with individuals and families. **\*Prerequisite:** N350; N350L; N360; N360L. **\*Co-requisites:** N 370L; N380; N380L.

**N370L: Psychiatric/Mental Health Nursing Care Clinical Studies**  
**(4 credit units/ 120 Clock Hours)**

This course provides the clinical experience for students to apply the theories learned in Nursing 370. The student will utilize the nursing process to apply theories and implement care for clients with psychiatric and mental health issues. **\*Prerequisite:** N350; N350L; N360; N360L. **\*Co-requisites:** N370; N 380; N 380L.

**N380: Critical Care Nursing**  
**(4 credit units/ 40 Clock Hours)**

Advanced study of theory and research based nursing care of acute complex illnesses and end of life processes are covered in this course. Focus will include pathophysiological states of select illness effecting clients and therapeutic nursing interventions appropriate for this population. Utilization of critical thinking to adapt nursing care approaches to diverse populations is also addressed. **\*Prerequisite:** N350; N350L; N360; N360L. **\*Co-requisites:** N370; N370L; N 380L.

**N380L: Critical Care Nursing Clinical Studies**  
**(4 credit units/ 120 Clock Hours)**

Application of advanced clinical theory and research-based nursing care in acute care settings is the focus of this clinical experience. Emphasis will be upon the experience gained in the management of the client/patient with complex or co-morbid illness. A variety of settings will be used. **\*Prerequisite:** N350; N350L; N360; N360L. **\*Co-requisites:** N370; N370L; N 380.

**N400: Community Health Science**  
**(3 credit units/ 30 Clock Hours)**

This course is the study of the community public health which is the science and art of preventing disease, prolonging life and promoting health and efficiency by organized efforts. Epidemiology, Morbidity, Mortality, Communicable Disease prevention and control, as well as, roles of public health professionals in the health of USA populations will be included in the focus. **\*Prerequisite:** N370; N370L; N380; N380L. **\*Co-requisites:** N 410; N410L.

**N410: Community Health Nursing Care**  
**(4 credit units/ 40 Clock Hours)**

The study of the current theory and research derived from the biological and social sciences, ecology, clinical nursing and community organization is all part of community health nursing practice. The target for the generalist nurse practice is the community and families. The dynamic nursing process of assessing, planning, implementing, intervening, measurement of progress, and evaluation will be used to assess the aggregate populations in the diverse community settings. **\*Prerequisite:** N370; N370L; N380; N380L. **\*Co-requisites:** N400; N410L.

**N410L: Community Health Nursing Care Clinical Studies**  
**(4 credit units/ 120 Clock Hours)**

This clinical provides the student with experience in applying the Nursing 410 theory in the community. Clinical practices will include student learning through home visits to families, office and clinic

activities in school and industrial settings. **\*Prerequisite:** N370; N370L; N380; N380L. **Co-requisites:** N400; N410.

**N420: Nursing Research**  
**(4 credit units/ 40 Clock Hours)**

This course will provide knowledge regarding the scientific research process. Nursing and the role of research, the scientific approach, and an overview of the research process will be included. Preliminary research steps including selecting and defining a nursing research problem and formulating hypotheses will be studied. Consideration will be given to types of nursing research approaches and research design considerations. **\*Prerequisite:** N400; N410; N410L. **\*Co-requisites:** N430; N430L.

**N430: Basic Leadership/Management Nursing**  
**(3 credit units/ 30 Clock Hours)**

Course presents an introduction to leadership and management theory and its application in nursing. The focus will include study of power, change strategies, for individuals and groups. Leadership of nursing clinical organizations toward effective nursing practice will be emphasized. **\*Prerequisite:** N400; N410; N410L. **\*Co-requisites:** N430L; N 420.

**N430L: Basic Leadership/Management Nursing Clinical Studies**  
**(3 credit units/ 90 Clock Hours)**

This course will provide opportunities for the student to apply theoretical concepts from Nursing 430 in clinical settings. The student will experience leadership and management roles in nursing service units with individuals and groups. **\*Prerequisite:** N400; N410; N410L. **\*Co-prequisites:** N430; N420.

**N440: Nursing Case Management for Vulnerable Populations**  
**(3 credit units/ 30 Clock Hours)**

The concepts and theory of nursing case management will be studied. The role of the case manager in managed care systems is one example for the process of case management that will be studied. Methods for guiding the care activities of colleagues, problem identification and collaborating with multiple resource agencies and the patient and family will be detailed. Focus will be on identifying what constitutes a vulnerable population, their problems and how to provide care to this aggregate population. **\*Prerequisite:** N420; N430; N430L. **\*Co-requisites:** N440L.

**N440L: Nursing Case Management for Vulnerable Populations Clinical Studies (3 credit units/ 90 Clock Hours)**

This course will provide the student experience in application of Nursing 440 theory. Clinical practice will be given in the nursing case management role while working with an identified vulnerable population. **\*Prerequisite:** N420; N430; N430L. **\*Co-requisites:** N440.

**N450: Advanced Leadership/ Management Nursing Care Delivery**  
**(3 credit units/ 30 Clock Hours)**

This course will provide theory regarding the organization and standards of care, creative decision making, planning for change, creating a positive work environment, motivation and morale, delegation, techniques for evaluation and legal implications for supervision. The issues of future leadership concerns will also be addressed. **\*Prerequisite:** N440; N 440L. **\*Co-requisites:** N450L; N460.

**N450L: Advanced Leadership/ Management Nursing Care Delivery Clinical Studies (3 credit units/ 90 Clock Hours)**

This course will provide the student experience in application of Nursing 450 theory. Clinical practice will include assignment in charge

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nurse, head nurse and other leader roles with preceptor. **\*Prerequisite:** N440; N440L. **\*Co-requisites:** N450; N460.

**N460: Transition to Professional Practice**  
**(2 credit units/ 20 Clock Hours)**

Seminar is for student in their final semester. Focus is on preparing for successfully transitioning into professional practice. The process and issues related to this role change will be explored. Personal and professional short and long term goals will be clarified. **\*Prerequisite:** N440; N440L. **\*Co-requisites:** N 450L; N450.



# AUHS EXTENSION PROGRAMS

*"Praise the LORD. Praise God in his sanctuary; praise him in his mighty heavens. Praise him for his acts of power; praise him for his surpassing greatness. Praise him with the sounding of the trumpet, praise him with the harp and lyre, praise him with timbrel and dancing, praise him with the strings and pipe, praise him with the clash of cymbals, praise him with resounding cymbals. Let everything that has breath praise the LORD. Praise the LORD."*

*- Psalm 150:1-6 -*



*Classroom, Taken During Lab, Pharmacy Technician Program*

# CERTIFICATE IN PHARMACY TECHNICIAN

Because of the changes affecting the allied health industry, the role of the pharmacy technician and professionals working within the pharmacy environment, has continued to grow and change. Today, pharmacy technician work in any number of pharmacy environments, such as retail pharmacy, hospital pharmacy, home health care, long term care, and managed care. The purpose of this program is to provide the student with the theory and hands-on experience necessary for an entry-level position as a pharmacy technician capable of working in any pharmacy environment or related allied health industry.

## Objectives

At the completion of this training program, the student shall be able to demonstrate:

1. Knowledge and understanding of different pharmacy practice settings.
2. Knowledge and understanding of the duties and responsibilities of a technician in relationship to pharmacists and of standards and ethics, laws and regulations governing pharmacy practice.
3. Knowledge and ability to apply, to identify and employ pharmaceutical and medical terms, abbreviations and symbols commonly used in prescribing, dispensing and charting medications.
4. Knowledge and ability to apply identification, general chemical and physical properties of drugs handled in a pharmacy.
5. Knowledge and ability to carry out calculations required for common dosage determination and preparation of solutions employing both the metric and apothecary systems.
6. Knowledge and understanding of drug dosages, a route of administration and dosage forms.
7. Knowledge of and ability to perform manipulative and record keeping functions involved in and related to dispensing prescriptions for ambulatory patients.
8. Knowledge of and ability to perform procedures and techniques related to aseptic compounding and admixture of parenteral product.
9. Knowledge of and ability to perform the procedures and operations relating to aseptic compounding of cytotoxic agents, including knowledge of applicable state or federal regulations.
10. Knowledge of and ability to perform the technician functions in an institution drug distribution system.
11. Knowledge of and ability to perform basic PC computer functions and Microsoft Office package.

Occupational options for Pharmacy Technician:

1. Pharmacy Technician
2. Pharmacy Managed Care (Prior Authorization)
3. Pharmacy Buyer
4. Pharmacy Assistant

## Goals and Outcomes

1. Perform various pharmacy technician tasks in a variety of practice settings in order to assist the pharmacist in the dispensing of pharmaceuticals.
2. Assist the Pharmacist in the dispensing of medications in order for him/her to provide optimal pharmaceutical care.
3. Communicate effectively with patients, families, nurses, pharmacists, doctors, and health care professionals.
4. Utilize critical thinking and problem solving skills to benefit patients by informing the pharmacist whenever something appears out of the norm or not meeting the standard of practice.
5. Work effectively within a multidisciplinary team.
6. Assist the pharmacist in the promotion of individual patient and public health and safety, health improvement, wellness, and disease prevention
  - a. by performing and utilizing quality assurance and improvement techniques to improve the medication dispensing system(s)
  - b. by using resources of the health care system for the benefit of individual patients and the public.
  - c. by contributing to solutions of public health problems by sharing suggestions and ideas with pharmacists
7. Effectively find, interpret and utilize information resources, technology and pharmacy related literature in one's practice setting and within the scope of practice of a pharmacy technician.
8. Practice professionally:
  - a. Apply legal, ethical, social, and economic principles to practice
  - b. Be culturally sensitive to all patients and the public
  - c. Conform to accepted practice standards
  - d. Maintain professional competence by becoming a self-learner and being committed to life-long learning
  - e. Maintain California Registration every 2 years
  - f. Maintain National Certification every 2 years
  - g. Accrue a minimum of 2-0 continuing educational units (CEU's) every two years.

**AUHS EXTENSION PROGRAMS**

**Graduation Requirements**

1. Complete 54 Quarter Credit Units/925 Clock Hours.
2. Students must complete all coursework, examinations and internship requirements with a cumulative grade point average of 2.00 or a letter grade of C or higher.
3. Student must obtain a cumulative grade point average of 2.0 or higher at completion of the program.
4. Present at Poster Session for a selected drug, medical device or research question on health care disparity and present a paper for that poster session.
5. Complete at least 20 clock hours of community service in university sponsored community driven initiatives.

**Requirement for Licensing in the Program Career Field**

There are numerous eligibility requirements for licensure depending on the student's field of study. Regulations vary from state to state, and students are encouraged to carefully read the requirements and conduct further research.

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

**Occupational Options for Pharmacy Technician**

For information about possible occupations for graduates of Pharmacy Technician program, please refer to:

[http://www.auhs.edu/forms/disclosure/federal\\_disclosure\\_20111.pdf](http://www.auhs.edu/forms/disclosure/federal_disclosure_20111.pdf)

**Pharmacy Technician Courses**

Course Number	Course Name	Quarter Credits
PT 100	Introduction to Pharmacy	5
PT 200	Chemistry	2.5
PT 300	Drug Distribution	12.5
PT 400	Pharmacology	15.5
PT 500	Pharmacy Operations	7.5
PT 600	Externship	11
<b>Totals</b>		<b>54</b>

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

**PT Program Information (Full time)**

PROGRAM LENGTH.....7 Months  
UNITS.....54 Units  
CLOCK HOURS.....925

**PT Program Information (Part time)**

PROGRAM LENGTH.....11 Months  
UNITS.....54 Units  
CLOCK HOURS.....925

**Instructional Clock Hour To Credit Conversion**

The formula used to calculate the number of QUARTER CREDIT units

**FOR LECTURE**.....One Credit = 10 Lecture Hours  
**FOR LABORATORY**.....One Credit = 20 Laboratory Hours  
**FOR EXPERIENTIAL**.....One Credit = 30 Practicum Hours

**PHARMACY TECHNICIAN  
COURSE DESCRIPTION**

**Pharmacy Technician Coursework**

**PT 100: Introduction to Pharmacy (5 credit units/ 70 Clock Hours)**

This module emphasizes on the pharmacy history, role of a technician, practice setting overview, patient communication, OTC medication and introduction to law, communication and job development.

**PT 200: Chemistry (2.5 credit units/ 35 Clock Hours)**

This module introduces to basic chemistry, structure of matter, atomic structure, elements, compounds, mixtures, ions and valence, formulas, read ND write formulas, abbreviate and terminology, fluid and electrolyte, pharmacy industry, medication dosage form, communication and job development.

**PT 300: Drug Distribution (12.5 credit units/ 175 Clock Hours)**

This module introduces students to in-patient pharmacy setting which include aseptic techniques, IV admixtures, antibiotics, quality control, antineoplastics, cytotoxics, aseptic techniques, antibiotics, total parenteral nutrition, dosage calculation, metric system, apothecary, compounding, tube feeding, enterals, medical devices, kardex file, anti-infective, and communication.

**PT 400: Pharmacology (15.5 credit units/ 210 Clock Hours)**

This section includes training and experience in biological factors of how the drug interact with the physiology of the body: nervous system, circulatory system, eyes and ear system, digestive system, sex hormones, excretory system, medical terminology, trade and generics, depressant drugs, communication and job development.

**PT 500: Pharmacy Operations (7.5 credit units/ 105 Clock Hours)**

This section stresses outpatient pharmacy and managed care. The sessions include patient profile, label typing, controlled substance reference, prescription pricing, purchasing medication errors, pharmacoconomics, positive mental attitude, inventory control, billing or insurance, ophthalmic products, job development, telephone techniques, OTC drugs, ethics, stimulant drugs, anti-anxiety drugs, California Law, managed care, and automation.

**PT 600: Externship\* (11 credit units/ 330 Externship Hours)**

Prior to internship placement, students must meet all classroom requirements. He/she is then assigned to an approved ASHP standard hospital pharmacy, retail/community pharmacy, home health-care pharmacy, and managed care pharmacy. **\*Pre-requisite: Completed all required coursework in the catalog.**





## **University Catalog**

American University of Health Sciences  
1600 E Hill Street,  
Signal Hill CA 90755  
562.988.2278  
[www.auhs.edu/auhs\\_catalog](http://www.auhs.edu/auhs_catalog)  
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TO BELIEVE

TO LEARN

TO CREATE

TO SUCCEED

AMERICAN UNIVERSITY OF HEALTH SCIENCES  
1600 E HILL STREET, SIGNAL HILL, CA 90755  
PHONE 562.988.2278      [www.auhs.edu](http://www.auhs.edu)