



Tucson Campus Addendum
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I certify this catalog to be true and correct in content and policy

Signature:

A handwritten signature in black ink, appearing to read "T. A. Math".

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Staff

| Name | Credentials | Title |
|-------------------------------------|--------------|---|
| PMI Leadership: | | |
| Andy Andress | MBA | Chief Executive Officer |
| Liby Lentz | MBA | President |
| Erik Nystrom | | Chief Financial Officer |
| John Hanson | MBA | Chief Operating Officer |
| Jordan Utley | PHD | Director of Education |
| Marnie Doctor | MPH | Director of Regulatory Operations |
| Kathy Cheatham | BBA | Director of Financial Aid |
| Sandy Lopez | MA | Director of Human Resources |
| Kory Gray | BS | Director of Information Technology |
| Erin Fitzgerald | MBA | Director of Marketing and Board Secretary |
| Michele Poulos | MEd | Director of Online Education |
| Bree Fulp | MBA | Corporate Director of Admissions |
| DeWayne Johnson | MBA | Regional Director of Operations |
| Tara Dailey | MBA | Regional Director of Operations |
| Campus Leadership and Staff: | | |
| Todd Matthews | M.B.A. | Campus Director |
| Robin Sipos | B.S. | Associate Director |
| Shara Heuer | B.S | Student Services Coordinator |
| Rhonda Serr | B.A. | Assistant Dean of Faculty |
| Laura Whitacre | M.B.A. | Student Finance Coordinator |
| Rene Andreotta | A.F.A. | Student Finance Officer |
| Anel Novo | | Student Finance Officer |
| Marc Champagne | | Student Finance Officer |
| Julie Becerra | | Office Manager/Registrar |
| Diana Ortega | | Office Assistant |
| Mari Blanco | | Office Assistant |
| Lucinda H. Alvarez | | Office Assistant |
| Samantha Severson | | Nursing Program Office Assistant |
| Tanya Ribald | CPhT, A.A.S. | Associate Degree Office Assistant |
| Irazema Lopez | | Associate Degree Office Assistant |
| Danny Pate | M.Ed | Medical Career Specialist |
| Adam Bustamante | B.S. | Medical Career Specialist |
| Donna Jablonowski | M.A. | Medical Career Specialist |
| Niel Hernandez | | Medical Career Specialist |
| Yolanda Arroyo | | Receptionist |
| Jackie Moan | | Career Services Coordinator |
| Nicole Lorenzo | | Career Services Advisor |
| Cindy Heredia | | Career Services Advisor |
| Audrey Waer | | Career Services Advisor |

Staff

| Name | Credentials | Title |
|----------------|-------------|-------------------------|
| Grace Caito | | Career Services Advisor |
| Jeff Sipos | | Maintenance Assistant |
| Lynn Wildhorse | | Security |

Faculty

| Name | Credentials | Certificate / Degree | School | Current Title | Full-time/ Part-time |
|--------------------|-------------------------------|---|--|--|-------------------------|
| Addison, Angela | BSN, RN-C, OB | RN-Registered Nurse | | Nursing Instructor | Part-time |
| | | BS-Bachelor of Science in Nursing | Texas Women's University | | |
| Arnold, Gaynor | MSN/Ed, APRN, FNP-C, RN | RN-Registered Nurse | | Nursing Instructor | Full-time |
| | | MSN/Ed-Master of Science in Nursing/Nurse Education | Grand Canyon University | | |
| | | Family Nurse Practitioner | Chamberlain College of Nursing | | |
| Austin, Trisa | MPH, RCP, RRT | RRT- Registered Respiratory Therapist | | Respiratory Therapy Instructor | Full-time |
| | | AS-Associate of Science in Respiratory Therapy | Texas State University | | |
| | | BS-Bachelor of Science in Management & Communication | Chardon State University | | |
| | | MS-Master of Science in Public Health | Southern New Hampshire University | | |
| Barclay, Jennifer | PTA | PTA-Physical Therapist Assistant | | Clinical Director - Physical Therapist Assistant | Full-time |
| | | AOS-Associate of Occupational Science in Physical Therapist Assistant | Pima Medical Institute | | |
| | | BS-Bachelor of Science in Physiology | University of Arizona | | |
| Bartz, Robyn | DA | Dental Assistant | | Dental Assistant Instructor | Full-time |
| | | RHS-Radiation Health and Safety Certificate | | | |
| | | Certificate-Dental Assistant | Pima Medical Institute | | |
| Botkin, Jeff | RT(R), MRSO,AOS,BA | RT(R)- Registered Radiologic Technologist | | Program Director - Radiography | Full-time |
| | | AOS-Associate of Occupational Science in Radiography | Pima Medical Institute | | |
| | | BS-Bachelor of Science in Medical Imaging Sciences | Grand Cayon University | | |
| Cassie, Shaun | CPhT, BSHCA | CPhT-Certified Pharmacy Technician | | Pharmacy Technician Instructor | Part-time |
| | | Certified Pharmacy Technician | Pima Medical Institute | | |
| | | BS - Bachelor of Science in Healthcare Administration | Pima Medical Institute | | |
| Coppen, Chelsea | PTA | PTA-Physical Therapist Assistant | | Physical Therapist Assistant Instructor | Full-time |
| | | AOS-Associate of Occupational Science in Physical Therapist Assistant | Pima Medical Institute | | |
| | | BS-Bachelor of Science in Psychology | University of Phoenix | | |
| Delcour, Kara | CST | Certified Surgical Technologist | | Clinical Director - Surgical Technology | Full-time |
| | | Surgical Technology Certificate | U.S. Army Medical Dept Center and School | | |
| | | AS - Associate of Science in Health Sciences | Kaplan University | | |
| Erickson, Penelope | MSN, BSN, RN | RN-Registered Nurse | | Nursing Instructor | Full-time |
| | | BSN-Bachelor of Science in Nursing | Saginaw Valley State College | | |
| | | MSN-Master of Science in Nursing | University of Phoenix | | |
| Eversole, Tammy | MSN/Ed, RN, CLNC | RN-Registered Nurse | | Nursing Instructor | Part-time |
| | | AAS-Associate of Applied Science in Nursing | Northwest State Community College | | |
| | | BS-Bachelors of Science in Nursing | University of Phoenix | | |
| | | MSN/Ed-Master of Science in Nursing/Nursing Education | University of Phoenix | | |
| Foley, Louise | MEd, RCP, RRT | RRT- Registered Respiratory Therapist | | Respiratory Therapy Instructor | Full-time |
| | | AOS-Associate of Occupational Science in Respiratory Therapy | Pima Medical Institute | | |
| | | BS-Bachelor of Science in Education | University of South Carolina | | |
| | | MEd-Master of Education in Guidance & Counseling | Central State University | | |
| Foust, Katie | CVT | CVT-Certified Veterinary Technician | | Program Director - Veterinary Technician | Full-time |
| | | AS-Associate of Science | Pima Commuinity College | | |
| | | AAS-Associate of Applied Science, Veterinary Techician | Penn Foster College | | |
| | | BS-Bachelor of Science in Veterinary Science | University of Arizona | | |

Faculty

| Name | Credentials | Certificate / Degree | School | Current Title | Full-time/ Part-time |
|--------------------------|------------------|--|----------------------------------|--|-------------------------|
| Foutz, Michele | OTR/L | OTR/L-Occupational Therapist, Registered, Licensed | | Occupational Therapy Assistant Instructor | Full-time |
| | | MOT-Master of Occupational Therapy | Chatham University | | |
| Gauchat, Kristina | CVT | Certified Veterinary Technician | | Veterinary Assistant Instructor | Part-time |
| | | AAS-Associate in Veterinary Technology | Pima Community College | | |
| | | BS-Bachelor of Science in Business Management | University of Phoenix | | |
| Giles, Erica | DVM | DVM-Doctor of Veterinary Medicine | The Ohio State University | Veterinary Technician Instructor | Part-time |
| | | BS-Bachelor of Science Pre Veterinary | Univeristy of Findlay | | |
| Gradillas, Betty-Pauline | MEd,RCP, RRT | RRT - Registered Respiratory Therapist | | Program Director -Respiratory Therapy | Full-time |
| | | AS-Associates of Science in Respiratory Therapy | Pima Community College | | |
| | | BA-Bachelor of Arts in Elementary Education | Prescott College | | |
| | | MEd-Masters in Educational Leadership | Northern Arizona University | | |
| Gulas, Amy | DVM | DVM-Doctor of Veterinary Medicine | University of Florida | Veterinary Technician Instructor | Part-time |
| | | BS-Bachelor of Science in Animal Sciences | University of Florida | | |
| Heredia, Forrest | CMAA, CPC, CPC-I | CMAA-Certified Medical Administrative Assistant | | *Hybrid Health Care Administration Certificate Instructor *Healthcare Administration - Certificate Lead Instructor | Full-time |
| | | CPC-Certified Professional Coder | | | |
| | | CPC-I-Certified Professional Coding Instructor | | | |
| | | BS-Bachelor of Science in Business Administration | University of Phoenix | | |
| Hubbard, Kristina | MSN, RN, CNOR | RN-Registered Nurse | | Nursing Instructor | Part-time |
| | | AAS-Associate of Applied Science in Nursing | Luzerne County Community College | | |
| | | BS-Bachelors of Science in Nursing | Graceland University | | |
| | | MSN-Master of Science in Nursing | University of New Mexico | | |
| Kellman Attra, Tamara | PTA, BS | Physical Therapist Assistant | | Physical Therapist Assistant Instructor | Full-time |
| | | AAS-Associate of Applied Science in Physical Therapist Assistant | Houston Community College | | |
| | | BS-Bachelor of Science in Kinesiology | University of Texas | | |
| Kose, Heather | MSN/Ed, RN | RN-Registered Nurse | | Nursing Instructor | Full-time |
| | | BS-Bachelor of Science in Nursing | Grand Canyon University | | |
| | | MSN/Ed-Master of Science in Nursing/Nurse Education | Grand Canyon University | | |
| Lemar, Breanne | BSN, RN | RN-Registered Nurse | | Nursing Instructor | Part-time |
| | | AAS-Associate of Applied Science in Nursing | Pima Medical Institute | | |
| | | BS-Bachelors of Science in Nursing | Grand Canyon University | | |
| Lemmon, Jessica | BSHCA, CST | Certified Surgical Technologist | | Program Director - Surgical Technology | Full-time |
| | | Surgical Technology Certificate | U.S. Army Medd Academy | | |
| | | BS-Health Care Administration | University of Phoenix | | |
| Lipari, Rachel | BSRN, RN | RN-Registered Nurse | | Nursing Instructor | Part-time |
| | | BS-Bachelors of Science in Nursing | Grand Canyon University | | |
| Luquez, Louise | CCMA, MBA, MHA | CCMA-Certified Clinical Medical Assistant | | Medical Assistant Lead Instructor | Full-time |
| | | Medical Assistant Certificate | Pima Medical Institute | | |
| | | Certificate-Operations Management | University of Phoenix | | |
| | | BS-Bachelor of Science in Business | University of Phoenix | | |
| | | MBA and MHA-Masters of Business Administration and Healthcare Administration | University of Phoenix | | |
| Marquez, Betsy | CCMA | CCMA-Certified Clinical Medical Assistant | | Medical Assistant Instructor | Full-time |
| | | Medical Assistant Certificate | Pima Medical Institute | | |

Faculty

| Name | Credentials | Certificate / Degree | School | Current Title | Full-time/ Part-time |
|-------------------|--|--|------------------------------------|---|-------------------------|
| McClay, Samandrea | BS, RCP, RRT | RRT- Registered Respiratory Therapist | | Respiratory Therapy Instructor | Full-time |
| | | AOS-Associate of Occupational Science in Respiratory Therapy | Pima Medical Institute | | |
| | | BS-Bachelor of Science in Psychology | University of Arizona | | |
| Meier, Natalie | CVT | CVT-Certified Veterinary Technician | | Clinical Director - Veterinary Technician | Full-time |
| | | AAS-Associate of Applied Science, Veterinarian Technician | Vet Tech Institute | | |
| Miller, Kristen | RT(R) | RT(R) - Registered Radiologic Technologist | | Radiography Instructor | Full-time |
| | | AOS-Associate of Occupational Science in Radiography | Pima Medical Institute | | |
| | | BA-Bachelor of Arts in Social Work | Texas Lutheran College | | |
| Morelli, Jennifer | MSN/Ed, RN | RN-Registered Nurse | | Clinical Director -Nursing | Full-time |
| | | ASN-Associate of Science in Nursing | Pima Medical Institute | | |
| | | BSN-Bachelor of Science in Nursing | Grand Canyon University | | |
| | | MSN/Ed-Master of Science in Nursing/Nurse Education | Grand Canyon University | | |
| Morgan, Greg | MBA, RCP, RRT, RRT-ACCS, RRT-NPS, CPFT | RRT- Registered Respiratory Therapist | | Clinical Director - Respiratory Therapy | Full-time |
| | | AAS-Associates of Applied Science, Respiratory Therapy | Lake Superior College | | |
| | | BA-Bachelors of Arts in Healthcare Leadership | Bethel University | | |
| | | MBA-Masters in Busniess Administration | Concordia University, St.Paul | | |
| Mrizek, Virginia | MD | MD-Doctor of Medicine | University of Illinois | Occupational Therapy Assistant Instructor | Part-time |
| | | BA-Bachelor of Arts | Hope College | | |
| Pobrislo, Jolene | RT(R)(CT) | RT(R)(CT)-Registered Technologist in the fields of Radiography and Computed Tomography | | Clinical Director - Radiography | Full-time |
| | | AOS-Associate of Occupational Science in Radiography | Pima Medical Institute | | |
| | | BSRS-Bachelor of Science in Radiological Sciences | Pima Medical Institute | | |
| Pool, Erik | COTA/L | COTA-Certified Occupational Therapy Assistant | | Occupational Therapy Assistant Instructor | Part-time |
| | | AOS - Associate of Occupational Science in Occupational Therapy | Pima Medical Institute | | |
| Rael, Yasmine | CVT | CVT-Certified Veterinary Technician | | Veterinary Technician Instructor | Full-time |
| | | AAS-Associate of Applied Science, Veterinary Technician | Pima Medical Institute | | |
| Ribald, Tanya | CPhT | Certified Pharmacy Technician | Penn Foster | Careep Prep Instructor | Part-time |
| | | AS - Associate of Health Information Technology | Pima Community College | | |
| Rivera, Malinda | BS | Diploma-Nursing Assistant / Patient Care Technician | Tucson College | Career Prep Instructor | Full-time |
| | | BS - Bachelor of Science in Business Management | University of Phoenix | | |
| | | AS - Associates in General Studies | Pima Community College | | |
| Roddy, Teresa | COTA/L | Certified Occupational Therapy Assistant | | Clinical Director -Occupational Therapy Assistant | Full-time |
| | | AAA-Associate of Applied Arts | Madison Area Technical College | | |
| | | BS-Bachelor of Occupational Science | The College of St. Catherine | | |
| Roluffs, Janis | CST, RMA | RMA-Registered Medical Assistant | | Medical Assistant Instructor | Full-time |
| | | CST-Certified Surgical Technician | | | |
| | | Operating Room Technician | Iowa Western Community College | | |
| Romero, Raul | MS | AAS-Associate of Allied Health Sciences | Community College of the Air Force | Health Care Administration - Certificate Instructor | Part-time |
| | | BS-Bachelor of Science in Management | Wayland Baptist University | | |
| | | MS-Master of Arts in Management | Wayland Baptist University | | |

Faculty

| Name | Credentials | Certificate / Degree | School | Current Title | Full-time/ Part-time |
|---------------------|---------------|--|------------------------------------|---|-------------------------|
| Roschi, Jenna | MSN, RN | RN-Registered Nurse | | Nursing Instructor | Full-time |
| | | ADN-Associates of Science in Nursing | Pima Medical Institute | | |
| | | BSN-Bachelor of Science in Nursing | Grand Canyon University | | |
| | | MSN-Master of Science in Nursing | Grand Canyon University | | |
| Rowe-Small, Lorinda | CDA | CDA-Certified Dental Assistant | | Dental Assistant Lead Instructor | Full-time |
| | | RHS-Radiation Health and Safety Certificate | | | |
| | | Dental Assistant | Apollo College | | |
| Santos, Jessica | CMAA | CMAA - Certified Medical Administrative Assistant | | Health Care Administration - Certificate Instructor | Full-time |
| | | Medical Assistant Certificate | Pima Medical Institute | | |
| | | Advance Certificate in Accounting | Pima Community College | Medical Assistant Instructor | |
| | | AS-Associate of Business Administration | Pima Community College | | |
| | | BS-Bachelor of Business Administration | Northern Arizona University | | |
| Short, Lisa | RMA | Registered Medical Assistant | | Medical Assistant Instructor | Part-time |
| | | AAS - Associate of Applied Science | Community College of the Air Force | | |
| Vecchia, Sara | CPhT | CPhT-Certified Pharmacy Technician | | Pharmacy Technician Lead Instructor | Full-time |
| | | NPTA Sterile Products Certification | | | |
| | | Pharmacy Technician | Carrington College (Apollo) | | |
| | | AS-Associate of Applied Science in Healthcare Administration | Pima Medical Institute | | |
| | | BS-Bachelor of Science in Healthcare Administration | Pima Medical Institute | | |
| Volbracht, Madison | CVT, AAS | CVT-Certified Veterinary Technician | | Veterinary Assistant Lead Instructor | Full-time |
| | | AAS-Associate of Applied Science in Veterinary Technician | Pima Medical Institute | | |
| Wallace, Zan | BS | AST-Associate of Surgical Services Technology | Community College of the Air Force | Career Prep Instructor | Part-time |
| | | BS-Bachelor of Science in Criminal Justice | Brookline College | | |
| Walter, Steven | CPhT | CPhT-Certified Pharmacy Technician | | Pharmacy Technician Instructor | Part-time |
| | | NPTA Sterile Products Certification | | | |
| | | Pharmacy Technician | Carrington College (Apollo) | | |
| Weil, Jennifer L. | PT, DPT, DHSc | PT-Physical Therapist | | Program Director - Physical Therapist Assistant | Full-time |
| | | BS-Bachelor of Science | American International College | | |
| | | MPT-Master of Physical Therapy | American International College | | |
| | | DPT-Doctor of Physical Therapy | A. T. Still University | | |
| | | DHSc-Doctor of Health Sciences | A. T. Still University | | |
| Wiebelhaus, Kelly | MSN/Ed, RN | RN-Registered Nurse | | Program Director - Nursing | Full-time |
| | | BSN-Bachelor of Science in Nursing | Grand Canyon University | | |
| | | MSN/Ed-Master of Science in Nursing/Nurse Education | Grand Canyon University | | |
| Woodworth, Victoria | BSN, RN | RN-Registered Nurse | | Nursing Instructor | Part-time |
| | | BS-Bachelor of Science in Nursing | Grand Canyon University | | |

Online Faculty

| Last Name | First Name | Certificate / Degree | Field | School | Full-time / Part-time |
|------------|------------|----------------------|--|---|-----------------------|
| Adderley | Monica | BS | Excerise Science | University of Mississippi | Part-time |
| | | DHE | Health Education | A.T. Still University | |
| | | MS | Health Promotion | University of Mississippi | |
| Aldridge | Cynthia | BA | Health Care Administration | University of Arizona Global | Part-time |
| | | MA | Organizational Management | University of Arizona Global | |
| Allen | Caseylyn | BA | Business Administration- Human Resource Management | Keiser University | Part-time |
| | | MBA | Business Administration | Keiser University | |
| | | Ph.D. | Industrial and Organizational Psychology | Keiser University | |
| Anderson | Bria | BS | Education, Secondary Education – Language Arts English | The University of Alabama | Part-time |
| | | MEd | Education | The University of West Alabama | |
| Atkin | Suzanne | BS | Communication Studies and Social Science | Portland State Univserity | Part-time |
| | | MS | Communication Studies | Portland State Univserity | |
| Avruskin | Andrea | BA | Psychology | Cornell University | Part-time |
| | | DPT | Physical Therapy | Creighton University | |
| | | MA | Media & Communication Psychology | Touro University | |
| | | MPT | Physical Therapy | University of Southern California | |
| Barker | Jennifer | AS | Associate in Science | Wallace State Community College | Part-time |
| | | AS | Health Information Management | Bryan University | |
| Baughman | Rhonda | BA | English | Kent State University | Part-time |
| | | EdS | Leadership & Administration | Argosy University Phoenix | |
| | | MA | Creative Writing | Antioch University McGregor | |
| Beck | Stefani | Diploma | Medical Office Assistant | Professional Skills Institute | Part-time |
| Benavides | Rhonda | AOS | Physical Therapy Assistant | Pima Medical Institute | Part-time |
| | | BS | Business Administration | Colorado Technical University | |
| | | MBA | Business Administration | University of Phoenix | |
| Berger | Jessica | BS | Biology | Arizona State University | Full-time |
| Bernard | Ashley | AOH | Physical Therapist Assistant | Pima Medical Institute | Part-time |
| | | BS | Bachelor of Science: Kinesiology | Arizona State University | |
| | | MSOL | Occupational Leadership | Pima Medical Institute | |
| Bernd | Nicole | AOS | Respiratory Therapy | Pima Medical Institute | Part-time |
| | | BS | Business and Marketing | Chadron State College | |
| | | MHA | Healthcare Administration | Colorado State University | |
| Berry | Michelle | BA | US History/Political Science | Colorado College | Part-time |
| | | MA | History | University of Arizona | |
| | | PhD | History | University of Arizona | |
| Biscontini | Carl | BS | Exercise Science | East Stroudsburg University of Pennsylvania | Part-time |
| | | DPT | Physical Therapy | Temple University | |

Online Faculty

| Last Name | First Name | Certificate / Degree | Field | School | Full-time / Part-time |
|------------|------------|----------------------|--|--|---|
| Botkin | Jeff | BS | Medical Imaging Sciences | Grand Canyon University | Part-time |
| | | MS | Organizational Leadership | Pima Medical Institute | |
| | | OA | Radiography | Pima Medical Institute | |
| Bouseman | Timothy | BS | Healthcare Management | National American University | Part-time |
| | | MBA | Business Administration | University of Phoenix | |
| | | MS | Health Sciences | Touro College | |
| Bracamonte | Cristina | BA | Bachelor of Arts | Kinesiology | Part-time |
| | | DPT | Doctorate of Physical Therapy | Mount Saint Mary's University | Part-time |
| Broeske | Melissa | AAS | Psychology | University of Phoenix | Part-time |
| | | BS | Psychology | University of Phoenix | |
| | | Certificate | Medical Assistant | Maric College | |
| | | MS | Psychology | University of Phoenix | |
| Bull | Anna | MBA | Business Administration | Saint Leo University | Part-time |
| | | MEd | Education | Saint Leo University | |
| Bush | Shatteri | AAS | Health Care Administration | Pima Medical Institute | Part-time |
| | | BS | Health Care Administration | Pima Medical Institute | |
| | | MHA | Health Care Administration | Walden University | |
| Byrne | Nicole | BA | English- Literature Emphasis | Western Washington University | Part-time |
| | | MA | Teaching | Seattle Pacific University | |
| Carless | Stephen | BSRS | Radiologic Sciences | Pima Medical Institute | Part-time |
| | | MA | Higher Education Administrative Services | McKendree University | |
| Carpenter | Rebecca | BS | Physical Therapy | Virginia Commonwealth University | Full-time Program Director BS Physical Therapist |
| | | NMD | Naturopathic Medicine | Southwest College of Naturopathic Medicine & Health Sciences | |
| Carriere | Britni | BA | Communication and Marketing | Houston Community College | Part-time |
| Chapman | Kirsten | AAS | Veterinary Technician | San Juan College | Part-time |
| | | BS | Animal Science /Chemistry | University of Findlay | |
| Chappell | David | BA | Intelligence Studies | American Military University | Part-time |
| | | MA | Intelligence Studies | American Military University | |
| Chatman | Alicia | BS | Health Sciences | South University | Part-time |
| | | DHA | Doctor of Health Admin | Capella University | |
| | | MBA | Healthcare Administration | South University | |
| Chavarria | Marlo | AA | General Studies | University of South Florida | Part-time |
| | | BA | Political Science/Economics | University of South Florida | |
| | | MA | Business Economics | University of South Florida | |
| Chavez | Heidi | BA | History | Whittier College | Full-time PD General Education |
| | | MA | Education | Claremont Graduate University | |
| Childs | Tonya | BS | Mathematics Computer Science | Eastern Illinois University | Part-time |
| | | MS | Mathematics - Applied Statistics | Illinois State University | |

Online Faculty

| Last Name | First Name | Certificate / Degree | Field | School | Full-time / Part-time |
|----------------|------------|----------------------|--|---|---|
| Chilton | Jeanne | AAS | Medical Assistant | Anthem College | Full-time HCA/BSHCA Lead Instructor |
| | | BS | Healthcare Management | Anthem College | |
| | | Diploma | Medical Assistant | Sanford Brown College | |
| | | MBA | Business- Healthcare Management | Colorado Technical University | |
| Colby | Joshua | BA | English & American Literature / Philosophy | University of Texas | Part-time |
| | | MA | English & American Literature | University of Texas | |
| Colton-Jones | Michele | BS | Sociology and Psychology | Towson State University | Part-time |
| | | MEd | Special Education | Coppin State University | |
| Comer | Tommy | BS | Psychology | University of Arizona | Part-time |
| | | EdD | Organizational Leadership | Argosy University Phoenix | |
| | | MBA | HR Management | University of Phoenix | |
| Cooper | Sherri | BA | Admin Non-Profit Organizations | Metropolitan State University of Denver | Part-time |
| | | MAEd | Educational Leadership | Argosy University Denver | |
| | | PhD | Education | Argosy University Denver | |
| Cosper-Roberts | Theresa | AAS | Veterinary Technology | San Juan College | Part-time |
| Covey | Jessica | BS | Advertising | Arizona State University | Part-time |
| | | MBA | Business Administration | University of Phoenix | |
| | | MS | Accountancy | University of Phoenix | |
| Crawford | Craig | AA | General Studies | American Public University | Part-time |
| | | BA | Psychology | American Public University | |
| | | MA | Clinical Psychology | Fielding Graduate University | |
| | | MSW | Social Work | Western New Mexico University | |
| | | PhD | Clinical Psychology/Forensic Psychology | Fielding Graduate University | |
| Crews | Krysten | BS | Respiratory Care | University of Kansas | Full-time AD Health Care Administration |
| | | MPH | Public Health | University of Colorado | |
| Cummings | Latisha | AS | General Studies | Charter Oak State College | Part-time |
| | | BS | General Studies- Concentration- Health Care Administration | Charter Oak State College | |
| | | MA | Health Administration | Ashford University | |
| Curtis | Mary | BS | Radiologic Sciences | University of South Alabama | Part-time |
| | | MS | Instructional Design MS- Instructional Design- Develop | University of South Alabama | |
| | | RTC | Radiologic Technology | University of South Alabama | |
| Diaz | Travis | BS | Emergency Medical Services | University of New Mexico | Part-time |
| | | MSL | Leadership | Grand Canyon University | |
| Dietz | Paula | MSRS | Radiologic Sciences | Midwestern State University | Full-time PD Radiography Bridge |
| | | PhD | Higher Education Administration: Educational Leadership | Liberty University | |
| Dolly | Latasha | BS | Healthcare Management | American InterContinental University | Part-time |

Online Faculty

| Last Name | First Name | Certificate / Degree | Field | School | Full-time / Part-time |
|-------------|------------|----------------------|--|--|--|
| Donaldson | Dorothy | MSM | Management | Cardinal Stritch University Milwaukee | Part-time |
| Drohan | Jim | BA | English | University of Northern Colorado | Part-time |
| | | MA | English | University of Northern Colorado | |
| DuBois | Philip | MS | Healthcare Administration | California College for Health Sciences | Part-time |
| Duistermars | Jan | BS | Applied Management | Grand Canyon University | Part-time |
| | | MHSA | Health Services Administration | University of St. Francis | |
| Dunajick | Walter | BA | Economics | University of Massachusetts | Part-time |
| | | MBA | Business Administration | University of Miami | |
| | | PhD | Public Administration | Florida International University | |
| Dupuis | Jessica | BS | Secondary Education & Teaching | University of Louisiana Lafayette | Part-time |
| | | MEd | Advanced Studies | American College of Education | |
| Easom | Colin | BA | Librarianship and Information Studies | Liverpool Polytechnic | Full-time HCA Lead Gen Ed Instructor/Librarian |
| | | MA | Library and Information Management | Liverpool John Moores University | |
| Escobar | Melanie | BS | Nursing | Brigham Young University | Part-time |
| | | EdD | Teaching and Learning with an Emphasis in Adult Learning | Grand Canyon University | |
| | | MS | Nursing/Nurse Educator | California State University | |
| Farrington | Shelly | BAS | Respiratory Care | Grand Canyon University | Part-time |
| | | MS | Health Care Administration | Grand Canyon University | |
| Ferragut | Heather | BA | Sociology/Anthropology | Unsinus University | Part-time |
| | | MA | Sociology | Sam Houston University | |
| | | MNM | Management | Regis University | |
| Fields | Charlene | BS | Business/Management | University of Phoenix | Part-time |
| | | MA | Human Resources Development | Webster University | |
| | | MA | Organizational Management | University of Phoenix | |
| Fimbres | Amanda | Diploma | Medical Assisting | Everest Institute | Full-time |
| Francis | Lindsay | BA | Biology | University of North Texas | Part-time |
| | | DVM | Doctor of Veterinary Medicine | Colorado State University | |
| | | MS | Biomedical Sciences | Colorado State University | |
| | | MS | Microbiology | Colorado State University | |
| Freeman | Eric | BS | Business Administration | Portland State University | Part-time |
| | | MBA | Business Administration | University of Portland | Part-time |
| Gage | Wyatt | BS | Computed Tomography | Weber State University | Part-time |
| | | MA | Healthcare Administration | Ashford University | |
| Garcia | Brittany | MPA | Master of Public Administration | Capella University | Part-time |
| Gardner | Michelle | BS | Psychology | Valdosta State University | Part-time |
| | | MS | Sociology and Anthropology | Valdosta State University | |

Online Faculty

| Last Name | First Name | Certificate / Degree | Field | School | Full-time / Part-time |
|------------------|------------|----------------------|---|--|--|
| Garza | Debra | BA | Mathematics | Our Lady of the Lake University | Part-time |
| | | MA | History | St. Mary's University | |
| | | MS | Educational Leadership | Western Governors University | |
| George | Amber | BA | Women's Studies | State University of New York College at Cortland | Part-time |
| | | MA | Philosophy Interpretation | Binghamton University | |
| | | PhD | Philosophy Interpretation | Binghamton University | |
| Gibbs | Liza | AOS | Respiratory Therapy | Pima Medical Institute | Full-time PD Health Care Administration & BS Health Care Administration |
| | | BS | Exercise Science | St. Andrew's Presbyterian College | |
| | | MS | Organizational leadership | Colorado State University | |
| Gimbal | Ashley | MA | Broadcast and Electronic Communication Arts | San Francisco State University | Part-time |
| | | PhD | Journalism and Mass Communication | Arizona State University | |
| Gramann | Rachel | MBA | Master of Business Administration | Capella University | Part-time |
| Gramling | Kelly | BS | Business Management | University of Phoenix | Part-time |
| | | MBA | Marketing | University of Phoenix | |
| Gray | Kathrine | MSN | Master of Science in Nursing | Chamberlain University | Part-time |
| Griffitts | Lois | BA | English | University of Idaho | Part-time |
| | | Certificate | Radiation Therapy | Washburn University | |
| | | Certificate | Radiologic Technologist | Pima Medical Institute | |
| | | MA | English | Arizona State University | |
| | | MBA | Business Administration | Arizona State University | |
| Hall | Tanisha | AS | Medical Assisting | Alamance Community College | Part-time |
| | | BS | Business Administration | Strayer University | |
| | | MS | Health Administration | Pfeiffer University | |
| Hardy | Leonard | BS | Sport Management | California University of Pennsylvania | Part-time |
| | | DHSCS | Health Sciences | AT Still University | |
| | | MS | Exercise Science and Health Promotion | California University of Pennsylvania | |
| Harn | Kimberly | BS | Radiologic Sciences | Advent Health University | Full-time Radiography Lead Instructor |
| | | MEd | Educational Leadership | Northern Arizona University | |
| Heisinger | Kelly | BA | English | University of California | Part-time |
| | | MA | English | California State University | |
| Heisinger | Kevin | BA | Social Science | University College Irvine | Part-time |
| | | MS | Applied Health Informatics | Bryan University | |
| Hubley-Patterson | Allison | MBA | Business Administration | Wayne State University | Part-time |
| | | MS | Health Services Administration | Central Michigan University | |
| Hutton | Fawn | AAS | Radiography Technician | Pima Medical Institute | Full-time |
| | | BS | Healthcare Administration | Pima Medical Institute | |
| | | MS | Organizational Leadership | Pima Medical Institute | |
| Irving | Maxwell | BA | Psychology | University of Arizona | Part-time |
| | | MA | Religious Studies | University of Colorado | |

Online Faculty

| Last Name | First Name | Certificate / Degree | Field | School | Full-time / Part-time |
|----------------|-----------------|----------------------|---|--|---------------------------------|
| Jasper | Shalon (Cossia) | AS | Science | Highland College | Part-time |
| | | BA | Spanish | University of Washington | |
| | | CDA | Certified Dental Assistant | Renton Technical College | |
| | | MS | Higher Education & Educational Psychology | Kaplan University | |
| Jennings | Leslee | BMS | Medical Imaging | Emory University | Full-time CD Radiography Bridge |
| | | MHA | Healthcare Administration | Norfolk State University | |
| Johnson | Brittney | AAS | Radiologic Technology | Danville Area Community College | Part-time |
| | | BS | Radiologic Science | Pima Medical Institute | |
| Joloy | Carlos | MA | Spanish | New Mexico State University | Part-time |
| Jonas | Mark | BS | Accounting | University of Tampa | Part-time |
| | | MBA | Accounting | University of Tampa | |
| Kane | Todd | DE | Higher Education Leadership | Maryville University | Part-time |
| | | MBA | Health Care Administration | Northcentral University | |
| | | MEd | Organizational Leadership | Northcentral University | |
| | | MSIT | Information Security and Assurance | Purdue University Global | |
| Kankoski | Tamra | BA | Radiography | La Roche College | Part-time |
| | | MBA | Healthcare Administration | South University | Part-time |
| Kingry | Matthew | BS | Molecular Biosciences and Biotechnology | Arizona State University | Part-time |
| | | MBA | Business Administration | Grand Canyon University | |
| | | MPH | Public Health | University of Arizona | |
| Klense | Steve | BS | Business Administration | Ferris State College | Part-time |
| | | MPH | Health Administration and Policy | University of Oklahoma Health Science Center | |
| Knighton | Venita | AOS | Radiography | Pima Medical Institute | Part-time |
| | | BS | Social Work | University of Wisconsin-Lacrosse | |
| Koreeda | Krystle | BA | Psychology | University of California, Irvine | Part-time |
| | | MS | Educational Counseling | National University | |
| Kurgat | Heidi | MHL | Health Leadership | Western Governors | Part-time |
| Lambert | Kelly | BA | Management | University of Phoenix | Part-time |
| | | DM | Organizational Leadership | University of Phoenix | |
| | | MA | Organizational Management | University of Phoenix | |
| | | MS | Human Resource Management | Strayer University | |
| Laursen | Christine | BA | Psychology | Southern Illinois University Carbondale | Part-time |
| | | MA | Education | Regis University | |
| Lawrence | Julia | MS | Biostatistics | University of Utah | Part-time |
| Laws-Rodriguez | Jesse | MBA | Business Administration | Grantham University | Part-time |
| LeCote | Scott | MA | Forensic Psychology | Argosy University | Part-time |
| Lee | Christine | BS | Biology | Stonehill College | Part-time |
| | | DO | Medicine | Kirkville College of Osteopathic Medicine | |

Online Faculty

| Last Name | First Name | Certificate / Degree | Field | School | Full-time / Part-time |
|------------|------------|----------------------|---|--|---|
| Lentz | Curtis | MA | Economics | Indiana University | Part-time |
| | | MS | Education | Indiana University | |
| | | MS | Management | Purdue University | |
| Lobrin | Theresa | MHA | Healthcare Administration | Capella University | Full-time |
| Lynch | Megan | AA | Nursing | Castleton State College | Part-time |
| | | BS | Health Sciences | Castleton State College | |
| | | MS | Nursing | Sacred Heart University | |
| Malone | Christine | Ed.D | Applied Leadership | City University Seattle | Part-time |
| McCormick | Ryan | BM | Music | University of Arizona | Full-time PD BS Radiological Sciences |
| | | MEd | Higher Education | Liberty University | |
| | | MM | Music | University of Arizona | |
| | | OAS | Radiography | Pima Medical Institute | |
| McDaniel | Lisa | MS | Psychology | California Coast University | Part-time |
| | | MSHS | Emergency and Disaster Management | Touro University International | |
| | | PhD | Psychology | California Coast University | |
| Medvitz | David | MTS | Theological Studies | Harvard Divinity School | Part-time |
| Mencil | Craig | DC | Doctor of Chiropractic | Palmer College of Chiropractic | Part-time |
| Merritt | LaTrina | BSHCA | Healthcare Administration | Pima Medical Institute | Part-time |
| Micromatis | Lucas | BA | English Literature | Berry College | Part-time |
| | | MA | Media Arts | University of Arizona | |
| Miller | Chris | BS | Health Services Administration | Barry University | Part-time |
| | | DHS | Health Science | Nova Southeastern University | |
| | | MS | Health Care Management | St. Thomas University | |
| Miller | Jennelle | BAS | Veterinary Technology - Hospital Management | St. Petersburg University | Part-time |
| | | MA | Career and Technical Education | University of South Florida | |
| Molinar | Kerstin | AAS | Veterinary Technology | Columbus State Community College | Part-time |
| | | BS | Animal Science | Columbus State Community College | |
| Morales | Hector | MA | Economics | Clemson University | Part-time |
| Morgan | Jill | BS | Respiratory Care | Shenandoah University | Part-time |
| | | MS | Healthcare Leadership | Shenandoah University | |
| Natividad | Geoffrey | BA | Humanities | Seattle University | Part-time |
| | | BS | General Science | Seattle University | |
| | | DPh | Pharmacy | Albany College of Pharmacy and Health Sciences | |
| Neale | Charlotte | BS | Applied Science | Grand Canyon University | Part-time |
| | | CVT | Veterinary Science | Arizona Veterinary Medical Examining Board | |
| Ogle | Ann | MS | Healthcare Administration | Park University | Part-time |
| Ohanuka | Albertus | BS | Biology | University of South Carolina | Part-time |
| | | EdS | Admininstration Leadership | Walden University | |
| | | MS | Management | Southern Wesleyan University | |
| Patrick | Lisa | MA | Healthcare Administration | Colorado State University Global Campus | Part-time |

Online Faculty

| Last Name | First Name | Certificate / Degree | Field | School | Full-time / Part-time |
|------------------|------------|----------------------|--|--------------------------------------|-----------------------|
| Peppers | Philip | BS | Physical Education | University of Arizona | Part-time |
| | | MEd | Educational Leadership | Northern Arizona University | |
| Pyles | Alice | AS | Radiologic Technology | Mississippi Delta Junior College | Part-time |
| | | BS | Radiologic Technology | University of Louisiana | |
| | | MS | Radiologic Sciences | Midwestern State University | |
| Richards | Kathy | M.Ed. | Higher Education | TUI University | Part-time |
| Richardson | Kacee | BS | Animal Science | University of Arizona | Part-time |
| | | MS | Animal Science | University of Arizona | |
| Riley | Brian | MTS | Theology | Liberty University | Part-time |
| Roberts | John | MS | Educational Leadership | Walden University | Part-time |
| Roberts-Hollaway | Theresa | AAS | Radiography | Gateway Community College | Part-time |
| | | BA | Human Services | New Hampshire College | |
| | | BS | Human Services | New Hampshire College | |
| | | MHS | Allied Health Education | Quinnipiac University | |
| | | PsyD | Psychology | California Southern University | |
| Rodriguez | Mary Jo | BA | Physical Therapy | College of St. Scolastica | Part-time |
| | | DPT | Physical Therapy | College of St. Scholastica | |
| | | MS | Adult Fitness/Cardiac Rehabilitation | University of Wisconsin | |
| Rodriguez Castro | Edgar | Certificate | Pharmacy Technician Program | Regional Center for Boarder Health | Part-time |
| Rose | Connie | BS | Electrical Engineering | University of Wisconsin | Part-time |
| | | MA | Telecommunications | George Mason University | |
| Rose | Susan | BS | Animal Science | University of Arizona | Part-time |
| | | MEd | Educational Leadership | Northern Arizona University | |
| Roux | Vincent | BS | Political Economics | University of California at Berkeley | Part-time |
| | | MBA | Business Administration | San Francisco State University | |
| Rules | Cheryl | BSN | Nursing | Regis University | Part-time |
| | | MS | Healthcare Leadership Education | Regis University | |
| | | PhD | Higher Educational Leadership | Northcentral University | |
| Rutledge | Patricia | AOS | Radiography Technology | Pima Medical Institute | Part-time |
| | | BS | Business Management | University of Phoenix | |
| | | MEd | Educational Technology | American College of Education | |
| Sasiadek | Susan | MBA | Marketing | University of Phoenix | Part-time |
| Schemp | Christina | MS | Nursing | Grand Canyon University | Part-time |
| Scholl | David | MBA | Business Administration | Bellevue University | Part-time |
| Shabat | Tatiana | MA | Educational Technology & Online Learning | Thomas Edison State University | Part-time |
| Sheneman | Laura | BSH | Health | Ohio University | Part-time |
| | | MBA | Health Care Management | Jones International University | |
| Simpson | Larry | BS | Business Administration & Accounting | Ohio State University | Part-time |
| | | MBA | Finance | Wright State University | |

Online Faculty

| Last Name | First Name | Certificate / Degree | Field | School | Full-time / Part-time |
|---------------|------------|----------------------|---|-------------------------------------|---|
| Sloan | Amy | BA | University Scholar | Baylor University | Part-time |
| | | EdD | Postsecondary and Higher Education | Argosy University | |
| | | MA | English | University of Tennessee | |
| Snyder | Randy | BS | Biology | Los Angeles College of Chiropractic | Part-time |
| | | DC | Chiropractic | Los Angeles College of Chiropractic | |
| | | MS | Health Care Administration | Independence University | |
| Sortor | Marsha | BIS | Independent Studies | Brigham Young University | Part-time |
| | | MA | Health Education | Idaho State University | |
| Steele | Donna | AAS | Radiography Technology | St. Phillip's College | Full-time CD Radiography Bridge |
| | | BS | Health Prof - Health Care Administration | South Texas State University | |
| | | MEd | Instructional Leadership | Wayland BaPart-timeist University | |
| Stowers | Russell | EdD | Educational Leadership | Texas A&M University | Part-time |
| Strahle | Josie | MA | Teacher & Teacher Education | University of Arizona | Part-time |
| Streit | John | BS | Respiratory Therapy | Pima Medical Institute | Full-time PD MS Organizational Leadership |
| | | EdD | Organizational Leadership | Grand Canyon University | |
| | | MPH | Public Health | Grand Canyon University | |
| Strunk | Jessica | AAS | Office Administration | Ivy Technical Community College | Part-time |
| | | BS | Career & Technical Ed | Indianan State | |
| | | MS | Education | Capella University | |
| Sturgis | Cassandra | AAS | Healthcare Administration | Colorado Christian University | Part-time |
| | | AAS | Veterinary Technician | Bel-Rae Institute | |
| | | BS | Healthcare Administration | Colorado Christian University | |
| Tawney | Traci | BA | Communications | University of Washington | Part-time |
| | | MEd | Special Education | University of Phoenix | |
| Teachey | Michael | MA | Critical and Creative Thinking | University of Massachusetts | Part-time |
| Thomas | Nicole | BS | Public Administration | Northern Arizona University | Part-time |
| | | MEd | Bilingual Education | Northern Arizona University | |
| Thompson | Brent | BS | Radiation Therapy | Weber State University | Part-time |
| | | MS | Leadership & Administration | Western Governors University | |
| Thompson | Sharon | BSN | Nursing | University of Phoenix | Part-time |
| | | MSN | Nursing Administration | New Mexico State University | |
| Tolitsky | David | BS | Aviation Management | Southern Illinois University | Part-time |
| | | MA | Computer Resources & Information Management | Webster University | |
| Tolitsky | Melinda | BA | Spanish | University of Arizona | Part-time |
| | | BS | Anatomy | Parker Chiropractic College | |
| | | DC | Chiropractic | Parker Chiropractic College | |
| Torres-Cortes | Karina | AAS | Veterinary Technician | Macomb Community College | Full-time PD Hybrid Programs |
| | | BS | Management | Grand Canyon University | |
| | | MS | Leadership | Grand Cayon University | |
| Troell | Susan | MS | Nursing | American Sentinel University | Part-time |

Online Faculty

| Last Name | First Name | Certificate / Degree | Field | School | Full-time / Part-time |
|---------------|------------|----------------------|--|---------------------------------------|---|
| Tuohey | Karen | BSBM | Business Management | University of Phoenix | Full-time PD BS Respiratory Therapy |
| | | MEd | Curriculum & Instruction | Concordia University | |
| Turk | Alexi | MSN | Nursing | The University of Illinois at Chicago | Part-time |
| Van Maldegiam | Debra | BS | Special Education - Learning Disabilities | Northern Illinois University | Part-time |
| | | EdD | Curriculum & Instruction - Curriculum Leadership | Northern Illinois University | |
| | | MS | Elementary Education | Northern Illinois University | |
| Vu | Cathy | MS | Human Service/Health & Wellness | Liberty University | Part-time |
| Waldow | Jason | BA | Journalism and Marketing | Evergreen State College | Part-time |
| | | MA | Leadership | City University Seattle | |
| Walker | Nichole | BA | Communications | University of Mary | Part-time |
| | | MA | Education/Elementary Teacher Education | University of Phoenix | |
| Waltzek | Chris | PhD | Managerial Finance | NorthCentral University | Part-time |
| Weidmann | Jami | EdD | Educational Leadership | Liberty University | Part-time |
| | | MEd | Instructional Design | Western Governors University | |
| Weisenborn | Madison | BS | Math Education | Ohio University | Part-time |
| | | MA | Math Education | Western Governors University | |
| Whale | Robert | BA | Communications | Brigham Young University | Part-time |
| | | MBA | Business Administration | Loyola Marymount University | |
| | | MS | Computer Science | Brigham Young University | |
| Willis | Erica | AS | Liberal Arts | Faulkner University | Part-time |
| | | BS | Human Resource Management | Faulkner University | |
| | | MS | Psychology | Grand Canyon University | |
| Wilson | Marybeth | BS | Healthcare Administration | College America | Full-time AD Health Care Administration |
| | | MS | Healthcare Administration | Independence University | |
| Wolf | Jeff | AS | Respiratory Care | Kettering College | Part-time |
| | | MEd | Instructional Design & Technology | Bowling Green State University | |
| Yarbray-White | Lashante | AAS | Allied Health | Augusta Tech | Part-time |
| | | BS | Management | DeVry University | |
| | | PhD | Healthcare Administration | Liberty University | |

Grievance and Discrimination Complaint Procedure
Addendum to the 2024-2025 Catalog published January 2024

Grievance and Discrimination Complaint Procedure

Student concerns should first be addressed by the faculty or program director or through student services. When a concern is not sufficiently addressed to the student's satisfaction, a formal written complaint may be initiated following the procedures outlined in this policy.

Definitions: "Grievance": Dissatisfaction or disagreement with an outcome or situation that a student believes to be incorrect or unjust. This occurs after the student has made a reasonable attempt to resolve the issue through direct engagement with the appropriate individuals, such as faculty members or program leadership, but remains unsatisfied with the resolution. "Cohort": Group of students who started a program on the same day and who progress through the program based on the published schedule; students who withdraw, take a leave of absence, etc., may return to the same program but with a different cohort of students.

Attempts to Address

Prior to submitting a complaint, the student is expected to attempt a resolution within the academic program by communicating with staff (i.e., faculty, lead faculty, program director). If a satisfactory solution cannot be reached between the student and the academic staff, then the student may submit a formal complaint in writing to the Assistant Dean of Faculty, the Campus Director, or designated personnel.

Types of Grievance

- Academic Performance Concerns. Student academic concerns, such as performance outcomes (e.g., PPS, or failing a course, skills exam, or clinical education) that cannot be resolved through discussion with the faculty, program director, or lead faculty).
- Termination. Students who have been terminated from a program may appeal the decision in writing within 10 business days of the termination date. There is no guarantee that the student will be able to return to the same cohort and may have to re-enter or re-enroll into a different cohort.
- Discrimination Complaint: Complaints alleging discrimination in the on the basis of race, national origin, color, gender, disability, age, religion by students, staff, or third parties, or applicable legally protected characteristics. For discrimination based on sex-based offenses, please refer to the PMI Title IX Sex-Based Offense Reporting.
- Other. Students may submit a complaint for any concern that does not fall within one of the defined categories (e.g., faculty and staff performance, facilities and resources, administrative services complaints).

General Guidelines

Retaliation is forbidden and any individual engaging in retaliatory conduct will be disciplined. Conflict of interest, or the appearance of a conflict of interest during any stage of the grievance process, will not be tolerated. The student's (i.e., claimant) identity will be kept confidential as much as possible. However, it may be necessary to release the student's name to the accused in order to fully investigate the grievance or complaint. Sanctions can range from a written reprimand to expulsion from the school in the case of a student, or termination from employment in the case of an employee, depending on the nature and severity of the allegations.

Formal Written Grievance Procedure

Formal Written Grievance

Student grievances are to be submitted in writing and include the substance of the grievance to official personnel:

- o On Ground Campus: Student grievances are to be submitted in writing to the Associate Campus Director, Assistant Dean of Faculty, or the Campus Director.
- o Online: Student grievances are to be submitted in writing to the Online Student Success Manager, who may assign the grievance to the most appropriate home office official.

Recipient response:

The recipient or designated official will investigate the claim and make an appointment with the claimant within 10 business days of receipt. The recipient will notify the claimant of the decision within 10 business days of the meeting. If the recipient does not respond within the time frame defined in this policy, the claimant can submit a Grievance Outcome Appeal.

Following the investigation timeframe, the recipient will schedule a meeting with the student. During or after the investigation, at the request of the complainant, PMI will consider various options to protect the complainant, including but not limited to:

- o Health and mental services
- o Academic support
- o Opportunity to retake the class
- o Withdraw without penalty

Decision on Appeal

The recipient or designated official will notify all parties of the decision on the appeal within 30 business days (appeals submitted via mail may take an additional 10 days). If the investigation determines that discrimination has occurred, corrective action will be taken, including consequences imposed on the individual found to have engaged in the discriminatory conduct, individual remedies offered or provided to the subject of the complaint, and/or staff or student training and/or other systemic remedies as necessary to prevent it from reoccurring.

If the investigation will take longer than 30 days, all parties will be apprised of the steps being taken.

Grievance and Discrimination Complaint Procedure
Addendum to the 2024-2025 Catalog published January 2024

If the complaint cannot be resolved after exhausting PMI's grievance procedure, the students may file a complaint with the appropriate state or accrediting agency listed on pages 18-23 of the 2024-2025 Academic Catalog. Each agency has specific procedures for filing a grievance. Student is advised to contact the agency directly to ensure proper filing of concern. Students in Arizona may contact:

Arizona State Board for Private Postsecondary Education
1740 West Adams Street, Suite 3008
Phoenix, AZ 85007
Phone: (602) 542-5709
Website: <https://ppse.az.gov>

Students enrolled in distance education programs, who have completed the internal institutional grievance process and the applicable state grievance process, may appeal non-instructional complaints to the AZ SARA Council. For additional information on the complaint process, please visit the AZ SARA Complaint Page at <https://azsara.arizona.edu/complaints>

Custom Publications by Program
Addendum to the 2024-2025 Catalog published January 2024

Custom Publications by Program

Pima Medical Institute (PMI) books listed for each program are considered mandatory. These texts are custom publications for PMI and cannot be purchased in a retail setting.

Dental Assistant

| Title | Edition | ISBN | Publisher | Format | Price |
|------------------------------------|---------|--------|------------------|--------|-----------|
| <u>Career Prep Sequence</u> | | | | | |
| Career Prep | Custom | Custom | Jones & Bartlett | Print | \$ 125.00 |
| College Success | Custom | Custom | Flatworld | Print | \$ 50.00 |

Medical Assistant

| Title | Edition | ISBN | Publisher | Format | Price |
|--|---------|--------|------------------|---------|-----------|
| <u>Career Prep Sequence</u> | | | | | |
| Career Prep | Custom | Custom | Jones & Bartlett | Print | \$ 125.00 |
| College Success | Custom | Custom | Flatworld | Print | \$ 50.00 |
| <u>Medical Assistant Sequences</u> | | | | | |
| Medical Assistant Bundle (Includes Connect Access) | Custom | Custom | McGraw Hill | eBook | \$ 385.00 |
| SimChart for the Medical Office (LTI 1-Click Instant Access) | Custom | Custom | Elsevier | Digital | \$ 105.00 |

Nursing

| Title | Edition | ISBN | Publisher | Format | Price |
|--------------------------------------|---------|--------|----------------|---------|-------------|
| <u>Semesters I-II</u> | | | | | |
| Wolters-Kluwer Digital NUR Bundle | Custom | Custom | Wolters Kluwer | Digital | \$ 1,809.53 |
| Applied Communication for Healthcare | 2.1.2 | Custom | Flatworld | eBook | \$ 80.00 |
| <u>Semesters III</u> | | | | | |
| Introduction to Psychology | 4.0.1 | Custom | Flatworld | eBook | \$ 80.00 |
| Nutrition | 3.0.2 | Custom | Flatworld | eBook | \$ 80.00 |
| <u>Semesters IV</u> | | | | | |
| Introduction to Sociology | 3.0.1 | Custom | Flatworld | eBook | \$ 80.00 |

Occupational Therapy Assistant

| Title | Edition | ISBN | Publisher | Format | Price |
|--------------------------------------|---------|--------|-----------|--------|-----------|
| <u>Semester I</u> | | | | | |
| Applied Communication for Healthcare | 2.1.2 | Custom | Flatworld | Print | \$ 125.00 |
| Introduction to Psychology | 4.0.1 | Custom | Flatworld | Print | \$ 125.00 |

Pharmacy Technician

| Title | Edition | ISBN | Publisher | Format | Price |
|------------------------------------|---------|--------|------------------|--------|-----------|
| <u>Career Prep Sequence</u> | | | | | |
| Career Prep | Custom | Custom | Jones & Bartlett | Print | \$ 125.00 |
| College Success | Custom | Custom | Flatworld | Print | \$ 50.00 |

**Custom Publications by Program
Addendum to the 2024-2025 Catalog published January 2024**

Phlebotomy Technician

| Title | Edition | ISBN | Publisher | Format | Price |
|--------------------------|---------|--------|-----------|--------|----------|
| <u>Semester I</u> | | | | | |
| College Success | 3.0.1 | Custom | Flatworld | Print | \$ 50.00 |

Physical Therapist Assistant

| Title | Edition | ISBN | Publisher | Format | Price |
|--------------------------------------|---------|--------|-----------|--------|-----------|
| <u>Semester I</u> | | | | | |
| Applied Communication for Healthcare | 2.1.2 | Custom | Flatworld | Print | \$ 125.00 |

Radiography

| Title | Edition | ISBN | Publisher | Format | Price |
|--|---------|--------|-----------|---------|-----------|
| <u>Semester I</u> | | | | | |
| Applied Communication for Healthcare | 2.1.2 | Custom | Flatworld | Print | \$ 125.00 |
| Algebra Applications | 1.0.2 | Custom | Flatworld | Print | \$ 125.00 |
| <u>Semester IV</u> | | | | | |
| Introduction to Psychology | 4.0.1 | Custom | Flatworld | Print | \$ 125.00 |
| <u>Semester V</u> | | | | | |
| Rad Tech Boot Camp (10 month subscription) | Custom | Custom | | | \$ 125.00 |
| <u>Semester VI</u> | | | | | |
| HESI Radiography Practice and Exit Exams | Custom | Custom | Elsevier | Digital | \$ 95.00 |

Respiratory Therapy

| Title | Edition | ISBN | Publisher | Format | Price |
|---|---------|--------|-------------|--------|-----------|
| <u>Semester I</u> | | | | | |
| Anatomy, Physiology & Disease: Foundations for the Health Professions (Bundled with Workbook) | 3E | Custom | McGraw Hill | Bundle | \$ 170.00 |
| <u>Semester III</u> | | | | | |
| Applied Communication for Healthcare | 2.1.2 | Custom | Flatworld | Print | \$ 125.00 |

Surgical Technology

| Title | Edition | ISBN | Publisher | Format | Price |
|--------------------------------------|---------|--------|-----------|--------|-----------|
| <u>Semester I</u> | | | | | |
| Applied Communication for Healthcare | 2.1.2 | Custom | Flatworld | Print | \$ 125.00 |

Veterinary Assistant

| Title | Edition | ISBN | Publisher | Format | Price |
|------------------------------------|---------|--------|------------------|--------|-----------|
| <u>Career Prep Sequence</u> | | | | | |
| Career Prep | Custom | Custom | Jones & Bartlett | Print | \$ 125.00 |
| College Success | 3.0.1 | Custom | Flatworld | Print | \$ 50.00 |

Veterinary Technician

| Title | Edition | ISBN | Publisher | Format | Price |
|--|---------|--------|-----------|--------------|-----------|
| <u>Sequence I</u> | | | | | |
| Applied Communication for Healthcare | 2.1.2 | Custom | Flatworld | Print | \$ 125.00 |
| VetTechPrep Software - 60 Day Subscription | Custom | Custom | VTP | Subscription | \$ 175.00 |

Hours of Operation

Addendum to the 2024-2025 Catalog published January 2024

Hours of Operation:

Hours of Operation: 7:00 AM - 9:45 PM Monday through Thursday and 7:00 AM - 5:00 PM Friday
Class Schedule: Morning Classes: 8:00 AM - 12:00 PM Monday through Friday
Afternoon Classes: 1:00 PM - 5:00 PM Monday through Friday
Night Classes: 5:30 PM - 9:45 PM Monday through Thursday

Student Breaks: 10 minutes per hour, not exceeding 40 minutes per 4 hours

Mealtimes: Pima Medical Institute does not provide "mealtime", however students are welcome to eat meals during student breaks

Recent Updates

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The items located in this section reflect new changes from the prior addenda publication. Updates from prior publications are available in their respective catalog section within this same document.

| Section | Sub-Section | Catalog Page(s) | Current Catalog Statement | Action | New or Revised Statement |
|----------------------|---|-----------------|--|-----------|---|
| Campus Information | Tucson | 8 | Veterinary Technician: The Veterinary Technician Program is accredited by the AVMA CVTEA as a program for educating veterinary technician | Updated | The Veterinary Technician Program at the Tucson campus was placed on probationary accreditation by the AVMA CVTEA. This change in classification is not an adverse decision, and graduates of programs classified as probationary accreditation are graduates of an AVMA CVTEA accredited program. |
| Program Information | Sterile Processing Technician | 55 - 57 | [Program outline and course descriptions.] | Updated | The Sterile Processing Technician program has been added to the Seattle campus. |
| Program Information | Occupational Therapy Assistant | 87 - 90 | [Program outline and course descriptions.] | Updated | The Occupational Therapy Assistant program has minor changes to the program course descriptions. See the following program pages for the updated course descriptions. |
| Program Information | Physical Therapist Assistant | 94 - 97 | [Program outline and course descriptions.] | Updated | The Physical Therapist Assistant program has minor changes to the program. See the following program pages for the updated course descriptions. |
| Program Information | Respiratory Therapy | 105 - 108 | [Program outline and course descriptions.] | Updated | The Respiratory Therapy program has updated the program outline, reducing the length of each semester but adding a semester, which increases the length of the program. See the following program pages for the updated course descriptions. |
| Program Information | Veterinary Technician | 120 | N/A | Corrected | The VTT 262 course description has been moved from under the Professional Sequence V to under the Externship sequence. |
| Program Information | Bachelor of Science in Radiologic Sciences | 135-137 | [Program outline and course descriptions.] | Updated | The Bachelor of Science in Radiologic Sciences program has minor changes to the program course outline and course descriptions. See the following program pages for the updated information. |
| Program Information | Bachelor of Science in Respiratory Therapy | 138-140 | [Program outline and course descriptions.] | Updated | The Bachelor of Science in Respiratory Therapy program has minor changes to the program course outline and course descriptions. See the following program pages for the updated information. |
| Prospective Students | Transfer Credit for Full Online Degree Programs | 155 | Fully online programs utilize a credit-evaluation process to review all requests to transfer credit for admission into the program and for courses in the curriculum. Credit(s) requested must meet PMI's transfer credit criteria. This evaluation process incurs a one-time fee of \$150.00 | Updated | Fully online programs utilize a credit-evaluation process to review all requests to transfer credit for admission into the program and for courses in the curriculum. Credit(s) requested must meet PMI's transfer credit criteria. Duplicate prior learning assessment credit and course credits are not considered separately for qualifying credits and not cumulative; applicants are expected to confirm eligibility with the program director prior to submitting both for consideration. |
| Prospective Students | College Level Examination Program® (CLEP) Credit - Online Programs Only | 155 | CLEP exams measure mastery of college-level, introductory course content. Candidates who achieve required credit-granting scores on these exams can earn the credits and course transfers. Credit will only be granted for scores earned within the last seven (7) years. Credit awarded is based on official transcripts. For additional information, contact the program director or Online admissions representative. | Updated | Prior Learning Assessment (e.g., CLEP, DANTEs, DEAC, or ACE Recommendations) - Prior Learning Assessment exams (such as CLEP) and courses (such as ACE recommended coursework) measure mastery of college-level, introductory course content. Candidates who achieve required credit-granting scores on these exams can earn the credits. Credit will only be granted for scores earned within the last seven (7) years. For ACE or DEAC recommended courses, courses must be completed with a minimum grade of "C" or "S" and credits must be equal or greater than the number of credits of the PMI course or qualifying credit criteria. Credit awarded is based on official transcripts. For additional information, contact the program director or Online admissions representative. |
| Current Students | Leave of Absence | 167 | N/A | Added | <i>Online Degree (Term-Based) Programs - Temporary Academic Leave</i> Students in term-based programs are not eligible for a leave of absence; however, institutions may grant a student a leave that does not meet the approved Department of Education leave of absence criteria (34 CFR 668.22(d)). Students who are granted a temporary academic leave are provided an online temporary break (standard period of non-enrollment) and will be treated as withdrawn for financial aid and regulatory reporting. PMI performs a Return to Title IV calculation for each temporary academic leave in a Title IV eligible program based on the student's last date of recorded attendance (LDA) and sends an Exit Interview to loan recipients. The student's financial aid repayment commencement is determined by their LDA. Online degree students requesting a temporary leave must complete a Scheduled Break request form. |
| Financial Services | Arizona | 176 | A cancellation fee is not charged if the applicant cancels the enrollment within three (3) business days of signing an enrollment agreement, but prior to starting classes. An applicant requesting cancellation more than three days after signing an enrollment agreement but prior to starting classes, is entitled to a refund of all monies paid. | Added | A cancellation fee is not charged if the applicant cancels the enrollment within three (3) business days of signing an enrollment agreement. An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday, and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days of receiving the notice of cancellation, the school shall provide the 100% refund. |

Campus Information

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| Campus | Catalog Page(s) | Current Catalog Statement | Action | New or Revised Statement |
|---|-----------------|--|---------|---|
| Denver El Paso Houston Las Vegas Mesa Renton San Marcos Tucson | 8 - 13, 15 | Occupational Therapy Assistant: The associate-degree-level Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, ph: (301) 652-AOTA, website: www.acoteonline.org. | Updated | Occupational Therapy Assistant: The associate-degree-level Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814, ph: (301) 652-AOTA, website: www.acoteonline.org. |
| East Valley | 9 | Patient Care Technician: The Patient Care Technician Program has been approved by The Board of Nephrology Examiners Nursing Technology (BONENT). Patient Care Technician Program graduates are eligible to apply to take the BONENT certification exam. | Removed | N/A |
| Mesa | 9 | On September 26, 2022, the Arizona Board of Nursing (AZBN) placed the Associate Degree of Nursing program (ADN) at Pima Medical Institute, Mesa campus on Probationary Accreditation status for a minimum of 24 months; for more information, see https://www.azbn.gov/education/nursing-programs-lists/programs-under-current-discipline . Graduates of Pima Medical Institute's Associate Degree Nursing Program are eligible to take the NCLEX-RN Exam. | Updated | The Associate Degree Nursing program at Pima Medical Institute Mesa Campus has been granted full approval for a Nursing Program by the Arizona Board of Nursing. Graduates of Pima Medical Institute's Associate Degree Nursing program are eligible to take the NCLEX-RN® Exam. |
| Chula Vista | 10 | The Chula Vista Campus occupies approximately 24,000 square feet and is divided into nine major instructional areas. Each area contains appropriate instructional equipment and furniture. English as a Second Language Instruction is not offered by Pima Medical Institute, Chula Vista, CA. | Updated | <p>The types of equipment used in classrooms include computers and laboratory areas for each program.</p> <p>The dental assistant classroom includes, 6 operatory stations, 6 dental chairs with operator unit, 3 x-ray units, 6 digital x-ray programs with 3 sensors, 5 x-ray view boxes, 3 lead aprons, 3 high speed hand pieces, 7 low speed hand pieces, 12 water and air syringes, 1 air compressor system, 2 automatic x-ray processors, 3 model trimmers, 6 model vibrators, 1 lathe with 2 attachments, 3 amalgamators, 3 curing lights, 3 Dexter with radio teeth and 1 regular teeth, 3 coronal polishing Dexter heads, 28 bench mounts, 3 lab micromotor hand pieces, 1 hydrocolloid conditioning bath, 2 autoclaves, 1 intra-oral camera, 1 Pentamix impression machine, vital sign monitor, EKG, 2 vacuum former, printer, x-ray duplicators, 1 ultrasonic unit, 1 oxygen unit, pit & fissure sealant equipment, 1 flat screen TV, DVD player, 4 computers with 1 printer.</p> <p>The medical assisting has 2 lecture classrooms with sinks, computers, and a printer in each room. The large lab includes 4 exam rooms, 2 sinks, 4 exam tables, 4 gooseneck lamps, 2 autoclaves, 2 venipuncture drawing chairs, 6 venipuncture and blood drawing practice arms, 4 ECG machines, 1 holter monitor, emergency clean-up kit, 2 eye wash stations, 6 glucometers, 2 HemaQue, miscellaneous medical instruments, ophthalmoscope, otoscope, 4 mayo stands, 4 medical waste containers, 2 microhematocrit centrifuges, 2 regular centrifuges, 4 microscopes, 2 nebulizers, 2 pediatric practice dummies, 1 pediatric scale, 3 pulse oximeters, refrigerator, 2 scales, 9 floor model sphygmomanometers, 6 manual sphygmomanometers, electronic and tympanic thermometers, 2 urinalysis test machines, Vacutainer tube rocker, walker, wheel chair, cane, and 2 pair of crutches.</p> <p>The pharmacy technician classroom includes an adding machine, cash register, compounding slabs, computers/printers, containers for syrups and pills, counting trays, dispensers, electronic scales, weight sets metric and apothecary, funnels/filter equipment, glass graduates/cylinders, laminar air flow hoods, mortars and pestles, original drug bottles, pill and tablet counters, large and small spatulas, ointment bases - Aquaphor, aquaphilic, etc., gelatin capsules, methylcellulose, glycerin, sodium chloride, mineral oil, cherry syrup, labels, coal tar solution, Ichthammol ointment, corn syrup, salicylic acid powder, lactose powder, cornstarch, camphor, menthol crystals, glass stirring rods, and torsion balance.</p> <p>The veterinary classroom includes refrigerator, microscopes, otoscope, refractometer, exam table, anesthesia machine, IV stand, x-ray view box, x-ray cassettes, caliper, lead apron with thyroid shield, lead gloves, film markers, specimen jars, crash cart, anatomical model (small animal), sink, autoclave, centrifuge, cages, and miscellaneous surgical instruments.</p> <p>The separate veterinary technician classroom includes large animal limb, large animal skull, anesthesia machine - small animal, autoclave, cardiac monitor, dehorner, dental instruments, splash shields, proph heads, electric clippers, emergency crash kit, endotracheal tubes, esophageal stethoscopes, laryngoscope, nail trimmers, oral dosing equipment, oral speculum, cages complying w/ federal regulations, examination tables, oximeter/capnograph, surgical lights, surgical tables, surgical gowns, towels and drapes, basic surgical instruments, tourniquet, feeding and gavage tubes, vaginal speculum, warming pad blanket, twitch, restraint pole, Elizabethan collars, muzzles, cat bags, tonometer, blood mixer/ rocker, centrifuge, microhematocrit centrifuge, clinical chemistry analyzer, differential blood cell counter, electronic blood cell counter, hand tally cell counters, hemocytometer, incubator, refractometer, lab scales, microscopes, lead apron with lead thyroid collar, lead gloves, radiation safety badges, storage racks for gloves and aprons, portable x-ray machine, x-ray machine, x-ray viewer, mop and bucket, automated film processor, calipers, cassette holders, digital film unit and processor, film ID markers, and high speed/rare earth screens.</p> <p>The radiologic technology classroom includes life sized skeletal model, VCR/TV, x-ray table with Potter-Bucky diaphragm, energized x-ray tube, wall-mounted wall bucky, energized control panel, full body positioning phantom, lead apron, half lead apron, pair of lead gloves, calipers, portable cassette holder, various sized film cassettes, hot light, curved film cassette, portable grid cassette, various lead markers, foam positioning sponges, foot stool, wheel chair, IV pole, standing eight scale, gurney/stretchers, wire mesh screen, aluminum step wedge, densitometer, table top processor, film bin, wall mounted sage lights, and film patient ID camera/flashers.</p> <p>The materials that will be used for instruction are based on the individual program and could include towels, gauze, cotton balls, bandages, pit & fissure sealant materials, vacutainers, capillary tubes, critoseal, plastic urine specimen cups, urinometer, urine tek tubes and caps, strep test dipsticks, pregnancy test dipsticks, Snellen charts, leashes, muzzles, rabies pole, splints, cast padding, tape, hot/cold packs, alcohol, betadine scrub, slides, cover slips, pipettes, Elisha tests, needles, syringes, gloves, shoe covers, stethoscope, catheters, masks, gowns, face shields, scrub brushes, thermometers and various wall charts.</p> |

Campus Information

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| Campus | Catalog Page(s) | Current Catalog Statement | Action | New or Revised Statement |
|-------------|-----------------|---|---------|--|
| Chula Vista | 10 | Veterinary Technician: The Veterinary Technician Program is accredited by the AVMA CVTEA as a program for educating veterinary technician | Updated | The Veterinary Technician Program at the Chula Vista campus was placed on probationary accreditation by the AVMA CVTEA. This change in classification is not an adverse decision, and graduates of programs classified as probationary accreditation are graduates of an AVMA CVTEA accredited program. |
| Las Vegas | 12 | Paramedic: The Pima Medical Institute-Las Vegas campus Paramedic program has been issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). This letter is NOT a CAAHEP accreditation status; it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through the Letter of Review Self Study Report (LSSR) and other documentation. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic credentialing examination(s). However, it is NOT a guarantee of eventual accreditation. To contact CoAEMSP: (214) 703-8445, www.coaemsp.org. | Updated | The Pima Medical Institute Las Vegas Campus Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). Commission on Accreditation of Allied Health Education Programs 727-210-2350 www.caahep.org To contact CoAEMSP: 214-703-8445 www.coaemsp.org |
| Las Vegas | 12 | Physical Therapist Assistant: The Physical Therapist Assistant Program at Pima Medical Institute is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: (703) 706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call (702) 458-9650 or email pimaptalasvegas@pmi.edu. | Updated | Physical Therapist Assistant: The Physical Therapist Assistant program at Pima Medical Institute is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. The program's current status is probationary accreditation; for more information see http://www.capteonline.org/WhatWeDo/RecentActions/PublicDisclosureNotices/. If needing to contact the program/institution directly, please call , please call 702-458-9650 or email pimaptalasvegas@pmi.edu. |
| Albuquerque | 16 | Selected Programs Approved for Veterans Educational Benefits by: The New Mexico State Approving Agency, Department of Veterans' Services. | Updated | Selected Programs Approved for Veterans Educational Benefits by: The New Mexico Department of Veterans' Services, State Approving Agency |
| Albuquerque | 16 | Practical Nursing: The Practical Nursing program at Pima Medical Institute Albuquerque Campus has been granted full approval with warning for a Nursing Program by the New Mexico Board of Nursing. Graduates of Pima Medical Institute's Practical Nursing Program are eligible to take the NCLEX-PN® Exam. | Updated | Practical Nursing: The Practical Nursing program at Pima Medical Institute Albuquerque Campus has been granted conditional approval for a Nursing Program by the New Mexico Board of Nursing. Graduates of Pima Medical Institute's Practical Nursing Program are eligible to take the NCLEX-PN® Exam. |
| Aurora | 16 | Pima Medical Institute, Practical/Vocational Nursing Program at Aurora, CO, holds pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation, located at 2600 Virginia Avenue, NW, Washington, DC, 20037. 202-909-2487. Holding preaccreditation status does not guarantee that initial accreditation by NLN CNEA will be received. | Updated | Pima Medical Institute, Practical Nursing Program at Aurora, CO, holds an initial accreditation status from the National League for Nursing Commission for Nursing Education Accreditation, located at 2600 Virginia Avenue, NW, Washington, D.C., 20037. 202-909-2487. |
| Aurora | 16 | N/A | Added | The Veterinary Technician Program at the Aurora campus was placed on probationary accreditation by the AVMA CVTEA. This change in classification is not an adverse decision and graduates of programs classified as probationary accreditation are graduates of an AVMA CVTEA accredited program. |
| Phoenix | 17 | The Veterinary Technician Program at the Phonexi campus was placed on probationary accreditation by the AVMA CVTEA. This change in classification is not an adverse decision, and graduates of programs classified as probationary accreditation are graduates of an AVMA CVTEA accredited program. | Updated | Veterinary Technician: The Veterinary Technician Program is accredited by the AVMA CVTEA as a program for educating veterinary technician |

Agency Information

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| Program / State | Catalog Page(s) | Current Catalog Statement | Action | New or Revised Statement |
|---|-----------------|---|---------|--|
| Accreditation Council for Occupational Therapy Education (ACOTE®) | 23 | AOTA Accreditation Department 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929 Phone: (301) 652-2682; Website: www.acoteonline.org | Updated | AOTA Accreditation Department 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814 Phone: (301) 652-2682; Website: www.acoteonline.org |

Prospective Students

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| Section | Catalog Page(s) | Current Catalog Statement | Action | New or Revised Statement |
|---------------------------------|-----------------|---|---------|--|
| Entrance Exams | 153 | A passing entrance exam score is good for one year from the date of testing or successful completion of a PMI certificate program (the graduation date of the certificate program must be within 12 months of the signed enrollment agreement). | Updated | A passing entrance exam score is good for one year from the date of initial acceptance into a program or successful completion of a PMI certificate program (i.e., within 12 months of obtaining a qualifying score for applicable certificate programs, date of acceptance for programs that go through a multiple step admission process, or date of graduation from a certificate program). |
| Wonderlic Scholastic Level Exam | 153 | N/A | Added | <p>Degree Programs:</p> <ul style="list-style-type: none"> - Applicants for degree programs, excluding Nursing, are required to take the Wonderlic SLE and receive a minimum score of 20. - Applicants of the associate degree Nursing program are required to take the Wonderlic SLE and receive a minimum score of 23. <p>Non-Degree Programs:</p> <ul style="list-style-type: none"> - Applicants for non-degree programs, excluding Practical Nursing and Sterile Processing Technician, are required to take the Wonderlic SLE and receive a minimum score of 14. - Applicants for the Practical Nursing are required to take the Wonderlic SLE and receive a minimum score of 20. - Applicants for Sterile Processing Technician, are required to take the Wonderlic SLE and receive a minimum score of 16. |
| PMI Math Admissions Test | 153 | <p>Degree Programs:</p> <ul style="list-style-type: none"> - Applicants for degree programs are required to take a Math Admission Test and receive a minimum score of 80% (24 out of 30 correct). - The use of a calculator is allowed. - No time limit. - The test can be taken up to 3 times using a different version for each attempt. <p>Non-Degree Programs:</p> <ul style="list-style-type: none"> - Applicants for the Pharmacy Technician program are required to take a Math Admission Test and receive a minimum score of 60% (18 out of 30 correct). - Applicants for the Practical Nursing program are required to take a Math Admission Test and receive a minimum score of 80% (24 out of 30 correct). | Updated | <p>Degree Programs:</p> <ul style="list-style-type: none"> - Applicants for associate degree programs are required to take a Math Admission Test and receive a minimum of 80% (24 out of 30 correct). - The use of a calculator is allowed. - Time limit: 45 minutes. - The test can be taken up to 3 times using a different version for each attempt. <p>Non-Degree Programs:</p> <ul style="list-style-type: none"> - Applicants for the Pharmacy Technician program are required to take a Math Admission Test and receive a minimum of 60% (18 out of 30 correct). - Applicants for the Practical Nursing program are required to take a Math Admission Test and receive a minimum of 80% (24 out of 30 correct). |
| Background Check, Drug Testing | 153 | As part of the enrollment process, every prospective PMI student must sign a <i>Criminal Conviction and Advisement</i> form. | Updated | As part of the enrollment process, every prospective PMI student must sign a <i>Adverse Judgement and Criminal Activity Disclosure and Advisement</i> form. |
| Credit for life experience | 154 | Credit for life experience | Added | Credit for Experiential Learning: credit for experiential learning (also referenced as "life experience") |

Prospective Students

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| Section | Catalog Page(s) | Current Catalog Statement | Action | New or Revised Statement |
|--|-----------------|--|---------|---|
| Transfer Credit / Financial Considerations | 154* | <p>Students who have been granted credit for previous education will be credited the cost per credit of the course(s) transferred. A nonrefundable \$150.00 processing fee will be charged for each course transferred. Financial credit can only be applied to forthcoming PMI tuition. Transfer of credit within PMI programs is not subject to a processing fee.</p> <p>Applicants to degree completion programs may transfer up to 74.9 percent³ of the total number of credits and pay a onetime processing fee of \$150.00. Applicants for the Veterinary Assistant program at our Washington campuses may be eligible to transfer up to 74.9 percent of the total number of credits, refer to the Prospective Student Handout for more information on Life Experience Credit. Transfer credits for these applicants and advanced placement track applicants are awarded financial credit based upon the per-credit-hour fee schedule noted on the enrollment agreement.</p> <p>*The July 1 Catalog Addenda included the following update:</p> <p>Effective July 1, 2024: Students who have been granted credit for previous education will be credited the cost per credit of the course(s) transferred. A nonrefundable one-time \$150.00 processing fee will be charged when the request for transfer of credit and required documentation are received by the end of the Student Right to Cancel period. Requests submitted after the Student Right to Cancel period will be charged a \$300 late processing fee. Financial credit can only be applied to forthcoming PMI tuition. Transfer of credit within PMI programs is not subject to a processing fee.</p> <p>Applicants to degree completion programs may transfer up to 74.9 percent³ of the total number of credits and pay a one-time \$150.00 processing fee. Applicants eligible for qualified advanced entry will be charged a one-time \$150.00 processing fee.</p> <p>Applicants for the Veterinary Assistant program at our Washington campuses may be eligible to transfer up to 74.9 percent of the total number of credits, refer to the Prospective Student Handout for more information on Life Experience Credit. Transfer credits for these applicants and advanced placement track applicants are awarded financial credit based upon the per-credit-hour fee schedule noted on the enrollment agreement. Requests for evaluating transfer credit for courses in the program's curriculum that are submitted after the Cancel from Active period will be charged a \$300 late processing fee.</p> | Updated | <p>Students who have been granted credit for previous education will be credited the cost per credit of the course(s) transferred. All students are encouraged to submit requests for transfer credit prior to the start of the program.</p> <p>Effective August 1, 2024: A charge is assessed for each transfer credit application submitted for review ; a non-refundable \$150.00 administrative fee will be charged for each application. Financial credit can only be applied to forthcoming PMI tuition. Transfer of credit within PMI programs is not subject to an administrative fee. Applicants to degree completion, advanced placement, and the Radiography Bridge program will be charged a one-time administrative fee of \$150.00 for admissions determination.</p> <p>Applicants to degree completion programs may transfer up to 74.9 percent³ of the total number of credits. Applicants for the Veterinary Assistant program at our Washington campuses may be eligible to transfer up to 74.9 percent of the total number of credits, refer to the Prospective Student Handout for more information on Life Experience Credit. Transfer credits for these applicants and advanced placement track applicants are awarded financial credit based upon the per-credit-hour fee schedule noted on the enrollment agreement.</p> |

Prospective Students

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| Section | Catalog Page(s) | Current Catalog Statement | Action | New or Revised Statement |
|---|-----------------|--|---------|---|
| Late Enrollment / Hybrid Orientation | 154 | Candidates may be eligible to enroll after a program starts, depending upon space availability and date of enrollment. Candidates enrolling into hybrid certificate programs are required to complete a hybrid orientation prior to accessing online courses; students who have not completed the online orientation course by 3:00 pm (local time) the Friday of the program's start may be withdrawn from the program. | Updated | Candidates may be eligible to enroll after a program starts, depending upon space availability and date of enrollment. Candidates enrolling in hybrid certificate programs are required to complete a hybrid orientation prior to accessing online courses; students who have not completed the online orientation course by 11:59 pm (MST) the Friday of the program's start may be withdrawn from the program. |
| Transfer Credit for Full Online Degree Programs | 155 | Fully online programs utilize a credit-evaluation process to review all requests to transfer credit for admission into the program and for courses in the curriculum. Credit(s) requested must meet PMI's transfer credit criteria. This evaluation process incurs a one-time fee of \$150.00. | Updated | Fully online degree programs utilize a credit-evaluation process to review all requests to transfer credit for admission into the program and for courses in the curriculum. Credit(s) requested must meet PMI's transfer credit criteria. This evaluation process incurs a one-time processing fee of \$150.00. Requests for evaluating transfer credit for courses in the program's curriculum that are submitted after the Cancel from Active period will be charged a \$300 late processing fee. |
| Consortium Agreement | 156 | N/A | Added | The Health Care Administration Associate of Applied Science program is operated through a consortium agreement between PMI Tucson, PMI Albuquerque, and PMI Phoenix. The delivery of programs for students enrolled in the PMI Albuquerque or PMI Phoenix is provided by the Tucson campus. |
| Distance Education | 156 | N/A | Added | Effective July 1, 2024 for Distance Education programs, in accordance with Federal regulations (34 C.F.R. § 668.14(b)(c) and 668.43), potential students seeking to enroll at a campus located in a different state from which they are currently residing, regardless of intent to move, may be required to sign an additional attestation about intent to pursue employment in a state where the program meets the state's requirements for licensure (certification or registration) post graduation. Disclosures regarding the education and licensing requirements of each state and program are provided to each prospective student in the catalog addenda prior to enrollment; the information is also available on the PMI website (Resources page). Students intending to pursue employment in a state where the program does not meet the licensing requirements of that state may not be eligible for enrollment. Students who intend to move to a different state after graduation are encouraged to review and research any state licensing/credentialing requirements for that state prior to enrollment (or, if already enrolled, as soon as it is known). |

Current Students

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| Section | Catalog Page(s) | Current Catalog Statement | Action | New or Revised Statement |
|---|-----------------|---|---------|--|
| Personally Identifiable Information | 158 | Personally identifiable information, or PII, includes but is not limited to the student's name, any unique identifier, including social security number, and other information that alone or in combination is linked or linkable to a specific student. PMI is required by law to collect and store educator and student information and to protect the privacy of data collected, used, shared, and stored by the School. | Updated | Personally identifiable information, or PII, includes but is not limited to the student's name, any unique identifier, including social security number, and other information that alone or in combination is linked or linkable to a specific student. In accordance with FERPA (Title 34 CFR Part 99), PMI includes student ID numbers on student identification badges. Students or graduates requesting access to student records will be required to provide other personal identifiers for identity verification. PMI is required by law to collect and store educator and student information and to protect the privacy of data collected, used, shared, and stored by the School. |
| Academic Transcripts and Diplomas | 159 | PMI students and graduates may request transcripts, at no cost, through either the student portal (my.pmi.edu) or the alumni portal (alumni.pmi.edu). Diplomas and official transcripts are processed by Parchment, a digital credentialing service, and are available electronically or by paper. Fees or charges may apply if requesting reprints or expedited delivery. | Updated | PMI students and graduates may request transcripts through either the student portal (my.pmi.edu) or the alumni portal (alumni.pmi.edu). Diplomas and official transcripts are processed by Parchment, a digital credentialing service, and are available electronically or by paper. Fees or charges may vary with an estimated charge up to \$25; however additional costs may apply for reprints or expedited delivery. |
| Academic Transcripts and Diplomas | 159 | Diplomas and official transcripts are processed by Parchment, a digital credentialing service, and are available electronically or by paper. | Updated | Diplomas and official transcripts are processed by Parchment®, a digital credentialing service, and are available electronically or by paper. |
| Dress Code, Professionalism | 161 | N/A | Added | <p>Effective January 1, 2025, the Dress Code policy will be changing (clinical site requirements and expectations will not change). Active and enrolled students will receive an official copy of the policy via email prior to the effective date. In preparation for the change, a summary of the more restrictive changes will include:</p> <ul style="list-style-type: none"> - no hoodies or beanies, - rings (including wedding / engagement rings) must not present any sanitary risks or be distracting, - no plastic or porous shoes (e.g., crocs), - eyelash extensions are not allowed, and facial patches should not be visible. <p>Before uniforms arrive, students may wear clean, well-maintained solid color business casual short or long sleeved shirts that cover the midriff area with well-maintained business casual pants or well-maintained, properly fitted, non-frayed jeans. Pants should not drag on the ground or be worn below the hips.</p> |
| Academic Integrity | 161 | PMI enforces standards of honesty and integrity in all academic related work and does not tolerate plagiarism, intentional misrepresentation, or misconduct. | Updated | PMI enforces standards of honesty and integrity in all academic related work and does not tolerate plagiarism, intentional misrepresentation, or misconduct. Unless use is clearly outlined in a course syllabus, this includes any content generated by software or artificial intelligence. |
| Incomplete (INC) | 163 | An incomplete grade is given when required coursework has not been completed by the end of the term. Coursework includes assignments, activities, and examinations. All work must be completed within two weeks from the end of the term. Failure to comply with the two-week limit results in the incomplete grade reverting to a grade of "0" (zero) for the coursework. Students should contact the instructor within the aforementioned two-week period to makeup incomplete work. An incomplete grade is not included in the calculation of the GPA but will count as hours attempted for the purpose of calculating the successful course completion percentage | Updated | An incomplete grade is given when required coursework has not been completed by the end of the term. Coursework includes assignments, activities, and examinations. All work must be completed within two weeks from the end of the term. Failure to comply with the two-week limit results in the incomplete grade reverting to a grade of "0" (zero) for the coursework. Students should contact the instructor within the aforementioned two-week period to makeup incomplete work. For students attending the terminal clinical course in the final semester of the program, an incomplete status may be extended beyond the two-week period in the event the student was unable to complete the required skills, number of cases, or hours by the end of the scheduled course. An incomplete grade is not included in the calculation of the GPA but will count as hours attempted for the purpose of calculating the successful course completion percentage |
| Course Assessments, Grades | 163 | N/A | Added | <p>Department of Education – Grade Status of Q (COVID-19 related extension):</p> <p>A grade status of 'Q' applies to courses that were not completed due to reasons related to the COVID-19 pandemic. The Q is considered a permanent designation and remains on the student's transcript even if the student retakes the course(s). A student returning to the same program is required to repeat the course(s) that carry a Q designation, and the earned grade to the repeated course(s) is recorded on the student's transcript. A Q designation is not included in the calculation of the GPA or counted in the hours attempted for the purposes of calculating the successful course completion percentage.</p> |
| Change of Status form or Course Reschedule Form | 165 | The Change of Status form or Course Reschedule form may serve as an addendum to the enrollment agreement should a student choose to transfer to a different shift in the same program or retake a course in a different delivery method from what is identified on the enrollment agreement | Updated | CHANGE OF STATUS OR COURSE RESCHEDULE FORMS: The Change of Status form or Course Reschedule form may serve as an addendum to the enrollment agreement should a student choose to transfer to a different shift in the same program or retake a course in different version of the program (e.g., same program but different delivery method or newer program version) from what is identified on this enrollment agreement |

Current Students

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| Certificate (Non-Term-Based) Programs | 167 | Effective May 8, 2024: Students may request a leave of absence (LOA) for circumstances that will require a prolonged absence. Students must complete sequence 1 in their program to be eligible for an LOA and, prior to granting LOA status, the School must determine if there is a reasonable expectation that the student will return from the leave. Students requesting LOA must complete a Leave of Absence Request form available from the campus Student Services Department. | Updated | Students may request a leave of absence (LOA) for circumstances that will require a prolonged absence. Students must complete Career Prep sequence in their program to be eligible for an LOA and, prior to granting LOA status, the School must determine if there is a reasonable expectation that the student will return from the leave. Students requesting LOA must complete a Leave of Absence Request form available from the campus Student Services Department. |
| Attendance / Absence | 166 | N/A | Added | Students enrolled into the San Marcos campus Phlebotomy Technician program that miss any scheduled classroom or laboratory hours must attend scheduled make-up classes or tutoring sessions to cover any missed course content. Make-up classes or tutoring sessions do not remove the classroom absence from the student's record and will still count toward attendance advisement, attendance warning, and termination thresholds. |
| Externship / clinical Absences | 166 | Students in the following programs must makeup all externship absences prior to graduation—such absences are not deleted from the 15 percent "total program" calculation; any externship absences in excess of 15 percent3 of the scheduled clinical hours may result in termination: Radiography–Bridge, Dental Assistant, Dental Assistant–California campuses, Health Care Administration–Certificate, Medical Assistant, Medical Billing and Coding, Nursing Assistant/Nurse Aide, Patient Care Technician, Pharmacy Technician, Phlebotomy Technician, Practical Nursing, Sterile Processing Technician, and Veterinary Assistant. | Updated | Students in the following programs must makeup all externship absences prior to graduation—such absences are not deleted from the 15 percent "total program" calculation; any externship absences in excess of 15 percent3 of the scheduled clinical hours may result in termination: Radiography–Bridge, Dental Assistant, Dental Assistant–California campuses, Health Care Administration–Certificate, Medical Assistant, Medical Billing and Coding, Nursing Assistant/Nurse Aide, Pharmacy Technician, Phlebotomy Technician, Practical Nursing, Sterile Processing Technician, and Veterinary Assistant. |
| Certificate (Non-Term-Based) Programs | 167 | Effective May 8, 2024: Students may request a leave of absence (LOA) for circumstances that will require a prolonged absence. Students must complete sequence 1 in their program to be eligible for an LOA and, prior to granting LOA status, the School must determine if there is a reasonable expectation that the student will return from the leave. Students requesting LOA must complete a Leave of Absence Request form available from the campus Student Services Department. | Updated | Students may request a leave of absence (LOA) for circumstances that will require a prolonged absence. Students must complete Career Prep sequence in their program to be eligible for an LOA and, prior to granting LOA status, the School must determine if there is a reasonable expectation that the student will return from the leave. Students requesting LOA must complete a Leave of Absence Request form available from the campus Student Services Department. |
| Examination / Makeup Policy | 167 | Grades on all makeup examinations will be reduced by 10 percent from the earned score. A grade of zero is given for examinations not taken on the day of return or assigned date. With the proper documentation, the score reduction may be waived for students who are absent due to jury duty, military obligation, death of an immediate family member, or birth of a child. Online programs may provide additional waivers. | Added | Grades on all makeup examinations will be reduced by 10 percent from the earned score. A grade of zero is given for examinations not taken on the day of return or assigned date. Final didactic examination retakes are not allowed. Final didactic make up examinations may be allowed but will be reduced by 10% from the earned score; the exam must be scheduled with approval from the program director, program coordinator, or assistant dean of faculty. If a makeup exam has not been scheduled, a grade of zero is given for the final exam. With the proper documentation, the score reduction may be waived for students who are absent due to jury duty, military obligation, death of an immediate family member, or birth of a child. Online programs may provide additional waivers. |
| Certificate (Non-Term-Based) Programs | 167 | Effective May 8, 2024: Students may request a leave of absence (LOA) for circumstances that will require a prolonged absence. Students must complete sequence 1 in their program to be eligible for an LOA and, prior to granting LOA status, the School must determine if there is a reasonable expectation that the student will return from the leave. Students requesting LOA must complete a Leave of Absence Request form available from the campus Student Services Department. | Updated | Students may request a leave of absence (LOA) for circumstances that will require a prolonged absence. Students must complete Career Prep sequence in their program to be eligible for an LOA and, prior to granting LOA status, the School must determine if there is a reasonable expectation that the student will return from the leave. Students requesting LOA must complete a Leave of Absence Request form available from the campus Student Services Department. |
| Academic Interruption: Certificate (Nonterm-Based) Programs | 167 | N/A | Added | Students in nonterm programs (certificate) that have more than 7 days between course end and start date may be eligible to sign a letter of intent without having to withdraw from the program as long as the date that they will resume classes is no more than 60 calendar days after the student ceased attendance. |
| State / Jurisdiction Exceptions | 167 | In Texas, LOAs are not permitted for programs and seminars of 40 hours or less. In programs and seminars of 200 hours or less, no more than two (2) LOAs are permitted in a 12-month calendar period; an LOA in this case may be no more than 30 total calendar days. In programs and seminars of more than 200 hours but less than 600 hours, no more than two (2) LOAs are permitted; an LOA in this case may be no more than 60 total calendar days. | Updated | In Texas, LOAs are not permitted for programs and seminars of 40 hours or less. In programs and seminars of 200 hours or less, no more than two (2) LOAs are permitted in a 12-month calendar period; an LOA in this case may be no more than 30 total calendar days. In programs and seminars of more than 200 hours but less than 600 hours, no more than two (2) LOAs are permitted; an LOA in this case may be no more than 60 total calendar days. For programs over 600 hours that are eligible for Title IV funding, follow PMI policy for leave of absence. |

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| Graduation Requirements | 167 | Students are awarded a certificate or degree when they have: <ul style="list-style-type: none"> successfully completed the program of study with a minimum grade average of 77 percent in each course; and completed exit requirements with Financial Services and Career Services personnel have successfully completed the program of study with a minimum cumulative GPA of 3.0 or greater; and | Updated | Students are awarded a certificate or degree when they have: <ul style="list-style-type: none"> successfully completed the program of study with a minimum grade average of 77 percent in each course; and completed exit requirements with Financial Services and Career Services personnel |
| Student Services Department | 167 | N/A | Updated | Per the California Student Aid Commission data, the average housing cost in 2022/2023 is \$1,339.00 per month. |
| Grievance and Discrimination Complaint Procedure | 168-169 | Reference content in catalog | Updated | The Title IX procedures were extracted from the Grievance and Discrimination complaint Procedure and placed into its own policy; reference the documents at the end of this addenda for the full Title IX policy. The substance of the updated Grievance and Discrimination Complaint Procedure are included below. |

PMI Grievance and Discrimination Complaint Procedure:

NEW Grievance Complaint Procedure:

Student concerns should first be addressed by the faculty or program director or through student services. When a concern is not sufficiently addressed to the student’s satisfaction, a formal written complaint may be initiated following the procedures outlined in this policy.

Definitions: “Grievance”: Dissatisfaction or disagreement with an outcome or situation that a student believes to be incorrect or unjust. This occurs after the student has made a reasonable attempt to resolve the issue through direct engagement with the appropriate individuals, such as faculty members or program leadership, but remains unsatisfied with the resolution.

“Cohort”: Group of students who started a program on the same day and who progress through the program based on the published schedule; students who withdraw, take a leave of absence, etc., may return to the same program but with a different cohort of students.

Attempts to Address

Prior to submitting a complaint, the student is expected to attempt a resolution within the academic program by communicating with staff (i.e., faculty, lead faculty, program director). If a satisfactory solution cannot be reached between the student and the academic staff, then the student may submit a formal complaint in writing to the Assistant Dean of Faculty, the Campus Director, or designated personnel.

Types of Grievance

- Academic Performance Concerns. Student academic concerns, such as performance outcomes (e.g., PPS, or failing a course, skills exam, or clinical education) that cannot be resolved through discussion with the faculty, program director, or lead faculty).
- Termination. Students who have been terminated from a program may appeal the decision in writing within 10 business days of the termination date. There is no guarantee that the student will be able to return to the same cohort and may have to re-enter or re-enroll into a different cohort.
- Discrimination Complaint: Complaints alleging discrimination in the on the basis of race, national origin, color, gender, disability, age, religion by students, staff, or third parties, or applicable legally protected characteristics. For discrimination based on sex-based offenses, please refer to the PMI Title IX Sex-Based Offense Reporting.
- Other. Students may submit a complaint for any concern that does not fall within one of the defined categories (e.g., faculty and staff performance, facilities and resources,

General Guidelines

Retaliation is forbidden and any individual engaging in retaliatory conduct will be disciplined. Conflict of interest, or the appearance of a conflict of interest during any stage of the grievance process, will not be tolerated. The student’s (i.e., claimant) identity will be kept confidential as much as possible. However, it may be necessary to release the student’s name to the accused in order to fully investigate the grievance or complaint. Sanctions can range from a written reprimand to expulsion from the school in the case of a student, or termination from employment in the case of an employee, depending on the nature and severity of the allegations.

Formal Written Grievance Procedure

Formal Written Grievance

Student grievances are to be submitted in writing and include the substance of the grievance to official personnel:

- o On Ground Campus: Student grievances are to be submitted in writing to the Associate Campus Director, Assistant Dean of Faculty, or the Campus Director.
- o Online: Student grievances are to be submitted in writing to the Online Student Success Manager, who may assign the grievance to the most appropriate home office official.

Recipient response:

The recipient or designated official will investigate the claim and make an appointment with the claimant within 10 business days of receipt. The recipient will notify the claimant of the decision within 10 business days of the meeting. If the recipient does not respond within the time frame defined in this policy, the claimant can submit a Grievance Outcome Appeal.

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Following the investigation timeframe, the recipient will schedule a meeting with the student. During or after the investigation, at the request of the complainant, PMI will consider various options to protect the complainant, including but not limited to:

- o Health and mental services
- o Academic support
- o Opportunity to retake the class
- o Withdraw without penalty

Decision on Appeal

The recipient or designated official will notify all parties of the decision on the appeal within 30 business days (appeals submitted via mail may take an additional 10 days). If the investigation determines that discrimination has occurred, corrective action will be taken, including consequences imposed on the individual found to have engaged in the discriminatory conduct, individual remedies offered or provided to the subject of the complaint, and/or staff or student training and/or other systemic remedies as necessary to prevent it from reoccurring.

If the investigation will take longer than 30 days, all parties will be apprised of the steps being taken.

Satisfactory Academic Progress Addendum to the 2024-2025 Catalog published January 2024

Satisfactory Academic Progress

PMI's policy on satisfactory academic progress consists of a qualitative measure, which is the grade point average (GPA), and a quantitative measure, which is the maximum time frame in which the program must be completed.¹

To maintain satisfactory academic progress, students are required to maintain a minimum GPA and/or complete the program within one and one-half (1½) times the program length in order to maintain federal financial aid and VA education benefits. PMI will inquire about and maintain a written record of previous education and training, including military training, traditional college coursework and vocational training of the veteran or eligible person covered under policy 38 CFR 21.4253(d)(3).

Nonterm-based (Certificate) Programs: Students must maintain a cumulative GPA of 2.0 in their current program and must complete their program within one and one-half (1½) times the published length of the program, measured in credits and weeks. Students must complete all classroom requirements with a cumulative GPA of 2.0 prior to beginning the clinical experience.

Evaluation Schedule

Students are evaluated for satisfactory progress at the end of the first payment period, which is based on successful completion of 50% of the program's credit hours and weeks.

Term-based (Semester) Programs (Excluding Master's Degree Program): Students must successfully complete 67% of their attempted credits with a cumulative GPA of 2.0 or greater in their current program, and must complete their program within one and one-half (1½) times the published length of the program, measured in credits and weeks. Students must complete all classroom requirements with a cumulative GPA of 2.0 prior to beginning the clinical experience.

Evaluation Schedule

Students are evaluated for satisfactory academic progress (SAP) at the end of each semester.

Financial Aid Warning: Students who have not maintained the minimum SAP requirements are placed on financial aid warning status and notified via email. Students are still eligible for federal financial aid during this time. Students who achieve a cumulative program GPA of 2.0 of their attempted credits after the end of their next semester will be removed from financial aid warning status.

Financial Aid Probation: Students who continue to not meet the minimum SAP requirements at the end of the semester following the financial aid warning notification will be placed on financial aid probation status and are notified via email. Students will lose their eligibility for federal financial aid until they achieve satisfactory academic progress or a SAP appeal has been submitted and approved.

SAP Appeal: Concurrently, students may submit a SAP appeal. If approved (term-based students, excluding fully online degree programs), students receive one term of funding eligibility. Students enrolled in a fully online degree program may be placed on an academic improvement plan to meet the institution's satisfactory academic progress standards by a set period in time.

Completion Length: If a student is not able to complete the program within one and one-half (1½) times the program length measured in credits, the student can continue on a cash basis within the academic limits set forth in the course repetition policies and will no longer be eligible for financial aid.

Master's Degree Program: Students must successfully complete 67% of their attempted credits with a 3.0 or greater cumulative program GA (and maintain a minimum term GPA of 2.0), and must complete their program within one and one-half (1½) times the published length of the program. Only courses completed with a minimum grade of 2.0 may be applied toward program completion.

Evaluation Schedule

Students are evaluated for satisfactory progress at the end of each semester.

Financial Aid Warning: Students who have not maintained the minimum SAP requirements are placed on financial aid warning status and notified via email. Students are still eligible for federal financial aid during this time. Students who achieve a cumulative program GPA of 3.0 of their attempted credits after the end of their next semester will be removed from financial aid warning status.

Financial Aid Probation: Students who continue to not meet the minimum SAP requirements at the end of the semester following the financial aid warning notification will be placed financial aid probation status and are notified via email. Students will lose their eligibility for federal financial aid until they achieve satisfactory academic progress or a SAP appeal has been submitted and approved.

SAP Appeal: Concurrently, students may submit a SAP appeal. If approved, students may be placed on an academic improvement plan and granted additional time.

Completion Length: If a student is not able to complete the program within one and one-half (1½) times the program length, the student can continue on a cash basis within the academic limits set forth in the course repetition policies and will no longer be eligible for financial aid.

¹Transfer credits relative to maximum time frame: All transfer credits will be considered when calculating maximum time frame. Maximum time frame will be limited to one and one-half (1½) times the prescribed length of coursework actually taken at PMI.

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Pace for Program Completion

The student's GPA and pace of completion may be affected by the following:

Status of Incomplete, Withdrawal, and Termination: The designation of incomplete, withdrawal, or termination is not included in the calculation of the GPA but will count as hours attempted for the purpose of calculating the successful course completion percentage.

Course repetition: For all students, only the highest grade is considered for GPA evaluation; all attempted credits are included for measurement of maximum time frame. Attendance in a course constitutes an attempt.

Transfer credit: Transfer credits are not included in the calculation of the GPA but will count toward credits attempted and credits earned.

SAP Appeal – Term Based Only

Students in term-based programs that have been placed on financial aid probation have the right to appeal the determination based upon extenuating circumstances. Per the Department of Education, general eligibility requirements for a SAP appeal include the following (34 CFR 668.34(a)(9)):

- i. Medical emergencies
- ii. Severe health issues
- iii. Severe personal or family problems
- iv. Financial or personal catastrophe
- v. Returning for a second degree

Inability to master course material is not an extenuating circumstance.

SAP Appeal Application: Students who wish to submit an appeal must fill out the SAP Appeal application, include supporting documentation to substantiate the reason for the appeal, and submit within five (5) business days of receiving the email notification. Incomplete applications or documentation that does not support the request will result in a denied appeal. Completed forms are submitted to the campus or online student services coordinator, who will then contact the respective appeal committee team.

SAP Appeal Decision: All decisions made by the committee, the Corporate Student Services Manager/Online Student Success Manager, and the Corporate Financial Services office are final. The student will be notified of the final determination via email.

For on-ground / hybrid programs: an appeal may be approved for one payment period, at which time the student's progress must be reviewed for satisfactory progress; students not meeting satisfactory progress will no longer be eligible for Title IV funding and may be terminated from the program.

For fully online programs: an appeal may be approved for one payment period or a time granted in the academic plan; students not meeting satisfactory progress will no longer be eligible for Title IV funding and may be terminated from the program.

VA Eligibility

In compliance with the Department of Veterans Affairs, PMI will inquire about and maintain a written record of previous education and training, including military training, traditional college coursework and vocational training of the veteran or eligible person covered under policy 38 CFR 21.4253(d)(3). Previous transcripts will be evaluated and credit will be granted, as appropriate.

Financial Services Information

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| Federal Student Aid Programs | 172 | Need is defined as the difference between the cost of attendance (COA) and the expected family contribution (EFC). | Updated | Need is defined as the difference between the cost of attendance (COA) and the Student Aid Index (SAI). |
| Federal Pell Grant (Pell Grant) | 172 | The application is transmitted electronically through the FAFSA Central Processing System (CPS), which determines the applicant's EFC. | Updated | The application is transmitted electronically through the FAFSA Processing System (FPS), which determines the applicant's SAI. |
| Federal Pell Grant (Pell Grant) | 172 | The grant award will depend on the EFC, COA, and the Pell Lifetime Eligibility Used. | Updated | The grant award will depend on the SAI, COA, and the Pell Lifetime Eligibility Used. |
| Federal Supplemental Educational Opportunity Grant (FSEOG) | 172 | Undergraduate students with the lowest EFC and who will also receive Pell Grants for the award year have primary consideration for an FSEOG award. | Updated | Undergraduate students with the lowest SAI and who will also receive Pell Grants for the award year have primary consideration for an FSEOG award. |
| Direct PLUS Loans | 173 | The parent PLUS loan is also available to stepparents if their income and assets are taken into consideration when calculating the student's EFC. | Updated | The parent PLUS loan is also available to stepparents if their income and assets are taken into consideration when calculating the student's SAI. |
| Application | 174 | Once processed, the application produces an EFC, which determines eligibility. | Updated | Once processed, the application produces an SAI, which determines eligibility. |
| Application | 174 | PMI may obtain this information by using the financial aid information received from the NSLDS page of the student's Student Aid Report (SAR)/Institutional Student Information Record (ISIR). | Updated | PMI may obtain this information by using the financial aid information received from the NSLDS page of the student's FAFSA Submission Summary (FSS). |
| Verification Policy / Procedures | 174 | 1. All applicants selected by the federal CPS will be verified. | Updated | 1. All applicants selected by the federal FPS will be verified. |
| Verification Policy / Procedures | 174 | 3. Verification notification will be communicated to students electronically via the PMI Student Portal upon receipt of official ISIR. | Updated | 3. Verification notification will be communicated to students electronically via the PMI Student Portal upon receipt of official FSS. |
| Verification Policy / Procedures | 174 | 10. Students will be notified by an electronic updated award letter via the PMI Student Portal if the results of verification change the student's scheduled award. | Updated | 10. Students will be notified by an electronic updated College Financing Plan (CFP) via the PMI Student Portal if the results of verification change the student's scheduled award. |
| Refund and Return Policies | 175 | An applicant who fails to meet the enrollment requirements is entitled to a refund of all monies paid. All monies paid by an applicant are refunded, minus a cancellation charge of \$100.00 if the applicant cancels enrollment within three (3) days (five [5] days in Washington and seven [7] days in California) after signing an enrollment agreement and making an initial payment but prior to the start of classes. | Updated | An applicant who fails to meet the enrollment requirements is entitled to a refund of all monies paid. All monies paid by an applicant are refunded if the applicant cancels enrollment within three (3) days (five [5] days in Washington and seven [7] days in California) after signing an enrollment agreement and making an initial payment but prior to the start of classes. An administrative charge of \$100 is applied for students who withdraw or are terminated after the student's right to cancel period up to 60% of the program. |
| Arizona | 176 | Should a student fail to return from an excused leave of absence, the effective date of termination for a student on a leave of absence is the earlier of the date the School determines the student is not returning or the day following the expected return date. Refunds will be made within 45 days of a student's withdrawal or termination date. | Updated | Should a student fail to return from an approved leave of absence, the effective date of termination for a student on a leave of absence is the earlier of the date the School determines the student is not returning or the day following the expected return date. Refunds will be made within 45 days of a student's withdrawal or termination date. |
| Colorado | 178 | Should a student fail to return from an excused leave of absence, the effective date of termination for a student on a leave of absence is the earlier of the date the School determines the student is not returning or the day following the expected return date. | Updated | Should a student fail to return from an approved leave of absence, the effective date of termination for a student on a leave of absence is the earlier of the date the School determines the student is not returning or the day following the expected return date. |
| Nevada | 178 | 5. If a refund is owed, PMI shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the: a. Date of cancellation by a student of their enrollment; b. Date of termination by PMI of the enrollment of a student; c. Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or d. Last day of attendance of a student, whichever is applicable. | Updated | 5. If a refund is owed, PMI shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the: a. Date of cancellation by a student of their enrollment; b. Date of termination by PMI of the enrollment of a student; c. Last day of an approved leave of absence if a student fails to return after the period of authorized absence; or d. Last day of attendance of a student, whichever is applicable. |

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| Section | Catalog Page(s) | Current Catalog Statement | Action | New or Revised Statement | | | | | | | | | | | | | | | | | | | | |
|---|------------------------------------|---|---------------------------------|--|---------------------------------------|------------------------------------|---|------------------------------------|---|------------------------------------|--------------------------------|-----------|---------|---|---------------------------------|-----------------------------|---------------------------------------|------------------------------------|---|------------------------------------|---|------------------------------------|--------------------------------|-----------|
| Arizona | 176 | <p>A cancellation fee is not charged if the applicant cancels the enrollment within three (3) business days of signing an enrollment agreement, but prior to starting classes. An applicant requesting cancellation more than three days after signing an enrollment agreement but prior to starting classes, is entitled to a refund of all monies paid.</p> <p>Refunds are calculated on tuition and registration fee only. No refunds will be due on textbooks, uniforms, and supplies. Full refunds will be issued in the event courses/programs are discontinued. All refunds are based on the actual last day of attendance. The official date of withdrawal or termination of a student shall be determined in the following manner: The date on which the School receives written notice of the student's intention to discontinue the training program; or the date on which the student violates published School policy, which provides for termination.</p> <p>Should a student fail to return from an excused leave of absence, the effective date of termination for a student on a leave of absence is the earlier of the date the School determines the student is not returning or the day following the expected return date. Refunds will be made within 45 days of a student's withdrawal or termination date.</p> <p>ARIZONA AND MONTANA INSTITUTIONAL REFUND POLICY</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">A student terminating training:</th> <th style="width: 50%;">Is entitled to a refund of:</th> </tr> </thead> <tbody> <tr> <td>Within first 10% of enrollment period</td> <td>90% less \$100 cancellation charge</td> </tr> <tr> <td>After 10% but within the first 30% of enrollment period</td> <td>70% less \$100 cancellation charge</td> </tr> <tr> <td>After 30% but within the first 60% of enrollment period</td> <td>40% less \$100 cancellation charge</td> </tr> <tr> <td>After 60% of enrollment period</td> <td>no refund</td> </tr> </tbody> </table> | A student terminating training: | Is entitled to a refund of: | Within first 10% of enrollment period | 90% less \$100 cancellation charge | After 10% but within the first 30% of enrollment period | 70% less \$100 cancellation charge | After 30% but within the first 60% of enrollment period | 40% less \$100 cancellation charge | After 60% of enrollment period | no refund | Updated | <p>A cancellation fee is not charged if the applicant cancels the enrollment within three (3) business days of signing an enrollment agreement, but prior to starting classes. An applicant requesting cancellation more than three days after signing an enrollment agreement but prior to starting classes, is entitled to a refund of all monies paid.</p> <p>Refunds are calculated on tuition and registration fee only. No refunds will be due on textbooks, uniforms, and supplies. Full refunds will be issued in the event courses/programs are discontinued. All refunds are based on the actual last day of attendance. The official date of withdrawal or termination of a student shall be determined in the following manner: The date on which the School receives written notice of the student's intention to discontinue the training program; or the date on which the student violates published School policy, which provides for termination.</p> <p>Should a student fail to return from an excused leave of absence, the effective date of termination for a student on a leave of absence is the earlier of the date the School determines the student is not returning or the day following the expected return date. Refunds will be made within 45 days of a student's withdrawal or termination date.</p> <p>ARIZONA INSTITUTIONAL REFUND POLICY</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">A student terminating training:</th> <th style="width: 50%;">Is entitled to a refund of:</th> </tr> </thead> <tbody> <tr> <td>Within first 10% of enrollment period</td> <td>90% less \$100 cancellation charge</td> </tr> <tr> <td>After 10% but within the first 30% of enrollment period</td> <td>70% less \$100 cancellation charge</td> </tr> <tr> <td>After 30% but within the first 60% of enrollment period</td> <td>40% less \$100 cancellation charge</td> </tr> <tr> <td>After 60% of enrollment period</td> <td>no refund</td> </tr> </tbody> </table> | A student terminating training: | Is entitled to a refund of: | Within first 10% of enrollment period | 90% less \$100 cancellation charge | After 10% but within the first 30% of enrollment period | 70% less \$100 cancellation charge | After 30% but within the first 60% of enrollment period | 40% less \$100 cancellation charge | After 60% of enrollment period | no refund |
| A student terminating training: | Is entitled to a refund of: | | | | | | | | | | | | | | | | | | | | | | | |
| Within first 10% of enrollment period | 90% less \$100 cancellation charge | | | | | | | | | | | | | | | | | | | | | | | |
| After 10% but within the first 30% of enrollment period | 70% less \$100 cancellation charge | | | | | | | | | | | | | | | | | | | | | | | |
| After 30% but within the first 60% of enrollment period | 40% less \$100 cancellation charge | | | | | | | | | | | | | | | | | | | | | | | |
| After 60% of enrollment period | no refund | | | | | | | | | | | | | | | | | | | | | | | |
| A student terminating training: | Is entitled to a refund of: | | | | | | | | | | | | | | | | | | | | | | | |
| Within first 10% of enrollment period | 90% less \$100 cancellation charge | | | | | | | | | | | | | | | | | | | | | | | |
| After 10% but within the first 30% of enrollment period | 70% less \$100 cancellation charge | | | | | | | | | | | | | | | | | | | | | | | |
| After 30% but within the first 60% of enrollment period | 40% less \$100 cancellation charge | | | | | | | | | | | | | | | | | | | | | | | |
| After 60% of enrollment period | no refund | | | | | | | | | | | | | | | | | | | | | | | |
| Borrower Rights and Responsibilities | 170 -171 | Same as in the catalog | | <p><u>Borrower Rights and Responsibilities</u></p> <p>When students take on student loans, they have certain rights and responsibilities. Before the first loan disbursement, the borrower has the right to receive:</p> <ol style="list-style-type: none"> 1. The full amount of the loan; 2. The interest rate; 3. When the student must start repaying the loan; 4. The effect borrowing will have on the student's eligibility for other types of financial aid; 5. A complete list of any charges the student must pay (loan fees) and information on how those charges are collected; 6. The yearly and total amounts the student can borrow; 7. The maximum repayment periods and the minimum repayment amount; 8. An explanation of default and its consequences; <p>9. An explanation of available options for consolidating or refinancing the student loan; and</p> <p>10. A statement that the student can prepay the loan at any time without penalty.</p> <p>Before leaving the School, the borrower has the right to receive:</p> <ol style="list-style-type: none"> 1. The amount of the student's total debt (principal and estimated interest), what the student's interest rate is, and the total interest charges on the loan(s); 2. A loan repayment schedule that lets the student know when their first payment is due, the number and frequency of payments, and the amount of each payment; 3. If the student has a Federal Direct Loan, the name of the lender or agency that holds the student's loan(s), where to send the student's payments, and where to write or call if the student has questions; 4. The fees the student should expect during the repayment period, such as late charges and collection or litigation costs if delinquent or in default; 5. An explanation of available options for consolidating or refinancing the student's loan; and 6. A statement that the student can repay his/her loan without penalty at any time. | | | | | | | | | | | | | | | | | | | | |

Financial Services Information

Addendum to the 2024-2025 Catalog published January 2024

| Section | Catalog Page(s) | Current Catalog Statement | Action | New or Revised Statement |
|---------|-----------------|---------------------------|--------|--|
| | | | | <p>The borrower has the following responsibilities:</p> <ol style="list-style-type: none"> 1. Understand that by signing the promissory note the borrower is agreeing to repay the loan according to the terms of the note; 2. Make payments on the loan even if the borrower does not receive a bill or repayment notice; 3. If the borrower applies for a deferment or forbearance, they must still continue to make payments until notification that the request has been granted; 4. Notify the appropriate representative (institution, agency, or lender) that manages the loan when the student graduates, withdraws from college, or drops below half-time status; changes their name, address, or social security number; or transfers to another institution; and 5. Receive entrance advising before being given the first loan disbursement and to receive exit advising before leaving the School. <p>In addition, students must meet the standards for satisfactory academic progress in order to remain eligible to continue receiving financial assistance, as well as to remain eligible to continue as a student of PMI. Refer to the Satisfactory Academic Progress information in the Current Students section of this catalog. A graduate's financial aid repayment commencement is determined by their last date of attendance.</p> |

General Notifications

Addendum to the 2024-2025 Catalog published January 2024

| Section | Catalog Page(s) | Current Catalog Statement | Action | New or Updated Statement |
|---------------------------------|-----------------|--|---------|---|
| Welcome page | 1 | Thanks to our founders' vision and the dedication of our faculty and staff, over 140,000 graduates have accomplished the goal of advancing their education to expand their opportunities | Updated | Thanks to our founders' vision and the dedication of our faculty and staff, over 165,000 graduates have accomplished the goal of advancing their education to expand their opportunities |
| Mission, History and Leadership | 2 | Information in this 2024-2025 academic catalog, and addenda to this catalog, are the property and copyright of Pima Medical Institute. | Updated | Information in this 2024-2025 academic catalog, and addenda to this catalog, are the property and copyright of Pima Medical Institute. |
| Cover Page (Texas only) | N/A | TWC Web: http://csc.twc.state.tx.us THECB Web: http://www.thecb.state.tx.us/index | Updated | TWC Web: https://www.twc.texas.gov/programs/career-schools-colleges/students THECB Web: https://www.highered.texas.gov/student-complaints/ |
| Abbreviations | 24 | N/A | Added | CFP: College Financing Plan |
| Abbreviations | 24 | CPS: Central Processing System (FAFSA) | Updated | FPS: FAFSA Processing System |
| Abbreviations | 24 | EFC: expected family contribution | Updated | SAI: Student Aid Index |
| Abbreviations | 24 | ISIR: Institutional Student Information Record | Removed | N/A |
| Abbreviations | 24 | SAR: Student Aid Report | Updated | FSS: FAFSA Submission Summary |
| Definitions for Key Terms | 25 | Career Prep Sequence: The Career Prep Sequence is designed to help students develop a foundation for these certificate programs: Dental Assistant (non-California campuses), Health Care Administration Certificate, Medical Assistant, Medical Billing and Coding, Patient Care Technician, Pharmacy Technician, Sterile Processing Technician, and Veterinary Assistant. Students in these programs must complete the full Career Prep Sequence prior to externship. | Updated | Career Prep Sequence: The Career Prep Sequence is designed to help students develop a foundation for these certificate programs: Dental Assistant (non-California campuses), Health Care Administration Certificate, Medical Assistant, Medical Billing and Coding, Pharmacy Technician, Sterile Processing Technician, and Veterinary Assistant. Students in these programs must complete the full Career Prep Sequence prior to externship. |

Student to Instructor Ratios
Addendum to the 2024-2025 Catalog published January 2024

| State | Program | Student : Instructor Ratio |
|-------------------|-------------------------------|---|
| Arizona | Dental Assistant | Lab 12:1 |
| | Nursing Assistant/ Nurse Aide | Clinic: 10:1 Lab 20:1 |
| | Nursing | Clinic 10:1 |
| | Pharmacy Technician | Lab 12:1 Lab (PHA 230) 8:1 |
| | Radiography | Lab 10:1 Clinic (Technologist) 1:1 Clinic (CI) 10:1 |
| | Respiratory Therapy | Clinic 6:1 |
| | Surgical Technician | Lab 10:1 |
| | Veterinary Technician | Lab w/out animals 12:1 Lab with animals 8:1 |
| California | Dental Assistant | Lab 12:1 Preclinical/clinical lab 6:1 |
| | Pharmacy Technician | Lab 12:1 Lab with sterile compounding (PHA 230) 8:1 |
| | Radiography | Lab 10:1 Clinic (Technologist) 1:1 Clinic (CI) 10:1 |
| | Respiratory Therapy | Clinic 6:1 |
| | Surgical Technician | Lab 10:1 |
| | Veterinary Technician | Lab w/out animals 12:1 Lab with animals 8:1 |
| Colorado | Nursing Assistant/ Nurse Aide | Clinic: 10:1 Lab 10:1 |
| | Dental Assistant | Lab 12:1 |
| | Practical Nursing | Lab 10:1 |
| | Pharmacy Technician | Lab 12:1 Lab (PHA 230) 8:1 |
| | Medical Laboratory Technician | Lab 10:1 |
| | Radiography | Lab 10:1 Clinic (Technologist) 1:1 Clinic (CI) 10:1 |
| | Respiratory Therapy | Clinic 6:1 |
| | Surgical Technician | Lab 10:1 |
| | Veterinary Technician | Lab w/out animals 12:1 Lab with animals 8:1 |
| Nevada | Dental Assistant | Lab 12:1 |
| | Pharmacy Technician | Lab 12:1 Lab with sterile compounding (PHA 230) 8:1 |
| | Radiography | Lab 10:1 Clinic (Technologist) 1:1 Clinic (CI) 10:1 |
| | Respiratory Therapy | Clinic 6:1 |
| | Veterinary Technician | Lab w/out animals 12:1 Lab with animals 8:1 |

Student to Instructor Ratios
Addendum to the 2024-2025 Catalog published January 2024

| State | Program | Student : Instructor Ratio |
|-------------------|--------------------------------------|--|
| New Mexico | Dental Assistant | Lab 12:1 |
| | Dental Hygiene | Lab 10:1 for RDH 215 Biomaterials All other labs, preclinical, and clinical 5:1 |
| | Pharmacy Technician | Lab 12:1 Lab with sterile compounding (PHA 230) 8:1 |
| | Practical Nursing | Lab 10:1 Clinic 8:1 |
| | Radiography | Lab 10:1 Clinic (Technologist) 1:1 Clinic (CI) 10:1 |
| | Respiratory Therapy | Clinic 6:1 |
| | | |
| Texas | GENERAL | Classroom 30:1 |
| | Nursing Assistant/ Nurse Aide | Clinic: 10:1 Lab 10:1 |
| | Dental Assistant | Lab 12:1 |
| | Dental Hygiene | Lab 10:1 for RDH 215 Biomaterials All other labs, preclinical, and clinical 5:1 |
| | Veterinary Technician (El Paso Only) | Lab (live animal) 4:1 |
| | Radiography | Lab 10:1 Clinic (Technologist) 1:1 Clinic (CI) 10:1 |
| | Pharmacy Technician | Lab 12:1 Lab (PHA 230) 8:1 |
| | Respiratory Therapy | Clinic 6:1 |
| | Veterinary Technician | Lab w/out animals 12:1 Lab with animals 8:1 |
| | | |
| Washington | Dental Assistant | Lab 12:1 |
| | Dental Hygiene | Lab 10:1 for RDH 215 Biomaterials All other labs, preclinical, and clinical 5:1 |
| | Pharmacy Technician | Lab 12:1 Lab (PHA 230) 8:1 |
| | Radiography | Lab 10:1 Clinic (Technologist) 1:1 Clinic (CI) 10:1 |
| | Respiratory Therapy | Clinic 6:1 |
| | Surgical Technician | Lab 10:1 |
| | Veterinary Technician | Lab w/out animals 12:1 Lab with animals 8:1 |
| | | |

Note: Exceptions to online / distance education class size must be approved by the Corporate Education Director or Corporate Online Education Director.

Tuition Price List

Addendum to the 2024-2025 Catalog published January 2024



Pima Medical Institute - Tucson Campus
Tuition Price List
Effective January 1, 2025

| Program | Total Cost | Tuition | Reg. Fee | Textbooks* | Uniforms* | Technology Fee | Extern Weeks | Cost/Credit Hour | Total Credits/Clock Hours | Total Weeks (Day/Night) | Extern Credits/Hours |
|--------------------------------------|--------------------|-------------|----------|------------|-----------|----------------|--------------|------------------|---------------------------|-------------------------|----------------------|
| Dental Assistant (DEN) | \$18,220.00 | \$16,756.00 | \$150 | \$844 | \$205 | \$265 | 6 | \$568.00 | 29.5/720 | 30 | 5/240 |
| Medical Assistant (MA) | \$17,774.00 | \$16,480.00 | \$150 | \$714 | \$165 | \$265 | 5 | \$515.00 | 32/800 | 35 | 4/200 |
| Nursing (ADN) | \$60,438.00 | \$56,420.00 | \$150 | \$3,103 | \$165 | \$600 | 528 hrs | \$806.00 | 70/1612 | 80 | 11.5/528 |
| Nursing (PN Entry - Semester III) | \$34,851.00 | \$32,240.00 | \$150 | \$1,936 | \$165 | \$360 | 432 hrs | \$806.00 | 40/992 | 48 | 9.5/432 |
| Occupational Therapy Assistant (OTA) | \$44,107.00 | \$40,749.00 | \$150 | \$2,443 | \$165 | \$600 | 18 | \$578.00 | 70.5/1712 | 80 | 15.5/720 |
| Pharmacy Technician (PHA) | \$17,638.00 | \$16,147.00 | \$150 | \$911 | \$165 | \$265 | 6 | \$482.00 | 33.5/840 | 36 | 5/240 |
| Phlebotomy Technician (PHL) | \$5,424.00 | \$4,650.00 | \$150 | \$194 | \$165 | \$265 | 4 | \$465.00 | 10/300 | 11/13 | 3.5/160 |
| Physical Therapist Assistant (PTA) | \$43,383.00 | \$39,767.00 | \$150 | \$2,701 | \$165 | \$600 | 16 | \$598.00 | 66.5/1586 | 75 | 13.5/640 |
| Radiography (RAD) | \$50,437.00 | \$47,120.00 | \$150 | \$2,202 | \$245 | \$720 | 60 | \$589.00 | 80/2378 | 90 | 36/1680 |
| Respiratory Therapy (RT) | \$52,427.00 | \$48,960.00 | \$150 | \$2,432 | \$165 | \$720 | 22 | \$576.00 | 85/1956 | 96 | 15.5/720 |
| Surgical Technology (ST) | \$39,731.00 | \$36,540.00 | \$150 | \$2,276 | \$165 | \$600 | 15 | \$522.00 | 70/1572 | 75 | 13/504 |
| Veterinary Assistant (VTA) | \$18,128.00 | \$16,820.00 | \$150 | \$718 | \$175 | \$265 | 6 | \$580.00 | 29/720 | 30 | 5/240 |
| Veterinary Technician (VTT) | \$20,141.00 | \$17,945.00 | \$0 | \$1,631 | \$205 | \$360 | 7 | \$370.00 | 48.5/1055 | 47/52 | 5/225 |

*Includes Tax @ 8.7%

† Hybrid Programs: Students enrolling will have the option to purchase a laptop for \$476.

**The uniform fee includes the cost associated with the required dosimeter in applicable programs. Students are required to wear PMI issued uniforms making this a mandatory fee.

^ The cost of the VTT program does not include the cost of the VTA program.

The registration fee is mandatory for each enrollment unless returning to the same program within 180 days or otherwise indicated in the Tuition Price List.

The total technology fee included in the Tuition Price List is mandatory and represents the combined cost of charges for each enrollment period of the program, as published in the PMI Catalog. For example, a \$600.00 technology fee for a five-semester program would equal a semester charge of \$120.00. For term-based programs, students attending the program outside of the published length (e.g., course retakes or a reduction in course load for an online program) will continue to be charged a technology fee based on each additional semester in which the student is enrolled in the program.

Additional student expenses may include, but are not limited to required immunizations, health insurance, background check, drug screening, clinical registration fees, and travel/parking expenses related to clinical externships or field trips. Please contact the campus administrator for additional information.

(Changes in Bold)



Pima Medical Institute - Online
Tuition Price List
Effective January 1, 2025

| Program | Total Cost | Tuition | Reg. Fee | Textbooks* | Uniform* | Technology Fee | Extern Weeks | Cost/Credit Hour | Total Credits/Clock Hours | Total Weeks (Day/Night) | Extern Credits/Hours |
|---|--------------------|-----------|----------|------------|----------|----------------|--------------|------------------|---------------------------|-------------------------|----------------------|
| AAS Health Care Administration (HCA) - 5 Semester | \$28,524.00 | 26,195.00 | 150.00 | 1,529.00 | - | 650.00 | N/A | \$403.00 | 65/1005 | 80 | N/A |
| Bachelor of Science in Health Care Administration (BSHCA) | \$29,225.00 | 26,668.00 | 150.00 | 1,757.00 | - | 650.00 | N/A | \$452.00 | 59/885 | 80 | N/A |
| Bachelor of Science in Nursing (RN to BSN) | \$16,228.00 | 14,473.00 | 150.00 | 1,215.00 | - | 390.00 | N/A | \$353.00 | 41/615 | 48 | N/A |
| Bachelor of Science in Physical Therapist Assistant (BSPTA) | \$26,509.00 | 24,408.00 | 150.00 | 1,431.00 | - | 520.00 | N/A | \$452.00 | 54/825 | 64 | N/A |
| Bachelor of Science in Radiologic Sciences (BSRS) | \$25,174.00 | 22,850.00 | 150.00 | 1,654.00 | - | 520.00 | N/A | \$457.00 | 50/750 | 64 | N/A |
| Bachelor of Science in Respiratory Therapy (BSRT) | \$24,312.00 | 22,001.00 | 150.00 | 1,641.00 | - | 520.00 | N/A | \$449.00 | 49/735 | 64 | N/A |
| Bridge Radiography | \$31,748.00 | 29,393.00 | 150.00 | 1,555.00 | - | 650.00 | 7 | \$494.00 | 59.5/1062 | 80 | 5.5 / 252 |
| Computed Tomography (CT) Certificate | \$3,760.00 | 3,120.00 | 150.00 | 240.00 | - | 250.00 | N/A | \$390.00 | 8/128 | 16 | N/A |
| Master of Science in Organizational Leadership (MSOL) - HCA Track | \$22,679.00 | 20,772.00 | 150.00 | 977.00 | - | 780.00 | N/A | \$577.00 | 36/540 | 96 | N/A |
| Master of Science in Organizational Leadership (MSOL) - Public Health Track | \$22,661.00 | 20,772.00 | 150.00 | 959.00 | - | 780.00 | N/A | \$577.00 | 36/540 | 96 | N/A |
| Qualifying candidates may be eligible to block transfer courses into the HCA AAS program, allowing them to enter the program in Semester 3. | | | | | | | | | | | |
| AAS Health Care Administration (HCA) - Block Transfer | \$16,081.00 | 14,911.00 | 150.00 | 630.00 | - | 390.00 | N/A | \$403.00 | 37/555 | 48 | N/A |

*Includes shipping and handling. In Tucson, includes Tax @ 8.7%. In East Valley and Mesa, includes Tax @ 8.3%. In Phoenix, includes Tax @ 8.6%. In Nevada, includes Tax @ 8.25%. In Texas, Includes Tax @ 8.25%.

Distance Education (fully online) programs will have the option to purchase a laptop for an additional fee of \$491.

The registration fee is charged for each enrollment, unless returning to the same program within 180 days.

The total technology fee included in the Tuition Price List is the combined cost of charges for each enrollment period of the program, as published in the PMI Catalog. For example, a \$650.00 technology fee for a five-semester program would equal a semester charge of \$130.00. For term-based programs, students attending the program outside of the published length (e.g., course retakes or a reduction in course load for an online program) will continue to be charged a technology fee based on each additional semester in which the student is enrolled in the program.

Students transferring into a program will be subjected to the online credit transfer policy and the associated \$150 fee.

Additional student expenses may include, but are not limited to required immunizations, health insurance, background check, drug screening, clinical registration fees, and travel/parking expenses related to clinical externships or field trips. Please contact the campus administrator for additional information.

Program Start Dates: 2025

Addendum to the 2024-2025 Catalog published January 2024

Certificate Programs

| Dental Assistant (AM) | Program Details | Start Date | Term 2 | Extern | End Date |
|-----------------------|---|------------|----------|----------|----------|
| | On-ground 30 Wks Sequence: 6 Wks Career Prep Sequence 1, 2 & 3 Externship: 6 Wks | 1/29/25 | 6/4/25 | 7/16/25 | 8/26/25 |
| | | 3/12/25 | 7/16/25 | 8/27/25 | 10/7/25 |
| | | 4/23/25 | 8/27/25 | 10/8/25 | 11/18/25 |
| | | 6/4/25 | 10/8/25 | 11/19/25 | 1/13/26 |
| | | 7/16/25 | 11/19/25 | 1/14/26 | 2/24/26 |
| | | 8/27/25 | 1/14/26 | 2/25/26 | 4/7/26 |
| | | 10/8/25 | 2/25/26 | 4/8/26 | 5/19/26 |
| | | 11/19/25 | 4/8/26 | 5/20/26 | 6/30/26 |
| 1/14/26 | | 5/20/26 | 7/1/26 | 8/11/26 | |

| Dental Assistant (AFT) | Program Details | Start Date | Term 2 | Extern | End Date |
|------------------------|---|------------|----------|----------|----------|
| | On-ground 30 Wks Sequence: 6 Wks Career Prep Sequence 1, 2 & 3 Externship: 6 Wks | 1/29/25 | 6/4/25 | 7/16/25 | 8/26/25 |
| | | 3/12/25 | 7/16/25 | 8/27/25 | 10/7/25 |
| | | 4/23/25 | 8/27/25 | 10/8/25 | 11/18/25 |
| | | 6/4/25 | 10/8/25 | 11/19/25 | 1/13/26 |
| | | 7/16/25 | 11/19/25 | 1/14/26 | 2/24/26 |
| | | 8/27/25 | 1/14/26 | 2/25/26 | 4/7/26 |
| | | 10/8/25 | 2/25/26 | 4/8/26 | 5/19/26 |
| | | 11/19/25 | 4/8/26 | 5/20/26 | 6/30/26 |
| 1/14/26 | | 5/20/26 | 7/1/26 | 8/11/26 | |

| Dental Assistant (EVE) | Program Details | Start Date | Term 2 | Extern | End Date |
|------------------------|--|------------|----------|----------|----------|
| | Hybrid 30 Wks Sequence: 6 Wks Career Prep Sequence 1, 2 & 3 Externship: 6 Wks | 1/29/25 | 6/4/25 | 7/16/25 | 8/26/25 |
| | | 3/12/25 | 7/16/25 | 8/27/25 | 10/7/25 |
| | | 4/23/25 | 8/27/25 | 10/8/25 | 11/18/25 |
| | | 6/4/25 | 10/8/25 | 11/19/25 | 1/13/26 |
| | | 7/16/25 | 11/19/25 | 1/14/26 | 2/24/26 |
| | | 8/27/25 | 1/14/26 | 2/25/26 | 4/7/26 |
| | | 10/8/25 | 2/25/26 | 4/8/26 | 5/19/26 |
| | | 11/19/25 | 4/8/26 | 5/20/26 | 6/30/26 |
| 1/14/26 | | 5/20/26 | 7/1/26 | 8/11/26 | |

| Medical Assistant (AM) | Program Details | Start Date | Term 2 | Extern | End Date |
|------------------------|--|------------|----------|----------|----------|
| | On-ground 35 Wks Sequence: 6 Wks Career Prep Sequence 1, 2, 3 & 4 Externship: 5 Wks | 1/29/25 | 7/16/25 | 8/27/25 | 9/30/25 |
| | | 3/12/25 | 8/27/25 | 10/8/25 | 11/11/25 |
| | | 4/23/25 | 10/8/25 | 11/19/25 | 12/23/25 |
| | | 6/4/25 | 11/19/25 | 1/14/26 | 2/17/26 |
| | | 7/16/25 | 1/14/26 | 2/25/26 | 3/31/26 |
| | | 8/27/25 | 2/25/26 | 4/8/26 | 5/12/26 |
| | | 10/8/25 | 4/8/26 | 5/20/26 | 6/23/26 |
| | | 11/19/25 | 5/20/26 | 7/1/26 | 8/4/26 |
| 1/14/26 | | 7/1/26 | 8/12/26 | 9/15/26 | |

| Medical Assistant (AFT) | Program Details | Start Date | Term 2 | Extern | End Date |
|-------------------------|--|------------|----------|----------|----------|
| | On-ground 35 Wks Sequence: 6 Wks Career Prep Sequence 1, 2, 3 & 4 Externship: 5 Wks | 1/29/25 | 7/16/25 | 8/27/25 | 9/30/25 |
| | | 3/12/25 | 8/27/25 | 10/8/25 | 11/11/25 |
| | | 4/23/25 | 10/8/25 | 11/19/25 | 12/23/25 |
| | | 6/4/25 | 11/19/25 | 1/14/26 | 2/17/26 |
| | | 7/16/25 | 1/14/26 | 2/25/26 | 3/31/26 |
| | | 8/27/25 | 2/25/26 | 4/8/26 | 5/12/26 |
| | | 10/8/25 | 4/8/26 | 5/20/26 | 6/23/26 |
| | | 11/19/25 | 5/20/26 | 7/1/26 | 8/4/26 |
| 1/14/26 | | 7/1/26 | 8/12/26 | 9/15/26 | |

Program Start Dates: 2025

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| Medical Assistant (EVE) | Program Details | Start Date | Term 2 | Extern | End Date |
|-------------------------|---|------------|----------|----------|----------|
| | Hybrid 35 Wks Sequence: 6 Wks Career Prep Sequence 1, 2, 3 & 4 Externship: 5 Wks | 1/29/25 | 7/16/25 | 8/27/25 | 9/30/25 |
| | | 3/12/25 | 8/27/25 | 10/8/25 | 11/11/25 |
| | | 4/23/25 | 10/8/25 | 11/19/25 | 12/23/25 |
| | | 6/4/25 | 11/19/25 | 1/14/26 | 2/17/26 |
| | | 7/16/25 | 1/14/26 | 2/25/26 | 3/31/26 |
| | | 8/27/25 | 2/25/26 | 4/8/26 | 5/12/26 |
| | | 10/8/25 | 4/8/26 | 5/20/26 | 6/23/26 |
| | | 11/19/25 | 5/20/26 | 7/1/26 | 8/4/26 |
| 1/14/26 | | 7/1/26 | 8/12/26 | 9/15/26 | |

| Pharmacy Technician (AM) | Program Details | Start Date | Term 2 | Extern | End Date |
|--------------------------|--|------------|----------|----------|----------|
| | On-ground 36 Wks Sequence: 6 Wks Career Prep Sequence 1, 2, 3 & 4 Externship: 6 Wks | 1/29/25 | 7/16/25 | 8/27/25 | 10/7/25 |
| | | 3/12/25 | 8/27/25 | 10/8/25 | 11/18/25 |
| | | 4/23/25 | 10/8/25 | 11/19/25 | 1/13/26 |
| | | 6/4/25 | 11/19/25 | 1/14/26 | 2/24/26 |
| | | 7/16/25 | 1/14/26 | 2/25/26 | 4/7/26 |
| | | 8/27/25 | 2/25/26 | 4/8/26 | 5/19/26 |
| | | 10/8/25 | 4/8/26 | 5/20/26 | 6/30/26 |
| | | 11/19/25 | 5/20/26 | 7/1/26 | 8/11/26 |
| 1/14/26 | | 7/1/26 | 8/12/26 | 9/22/26 | |

| Pharmacy Technician (AFT) | Program Details | Start Date | Term 2 | Extern | End Date |
|---------------------------|--|------------|----------|----------|----------|
| | On-ground 36 Wks Sequence: 6 Wks Career Prep Sequence 1, 2, 3 & 4 Externship: 6 Wks | 1/29/25 | 7/16/25 | 8/27/25 | 10/7/25 |
| | | 3/12/25 | 8/27/25 | 10/8/25 | 11/18/25 |
| | | 4/23/25 | 10/8/25 | 11/19/25 | 1/13/26 |
| | | 6/4/25 | 11/19/25 | 1/14/26 | 2/24/26 |
| | | 7/16/25 | 1/14/26 | 2/25/26 | 4/7/26 |
| | | 8/27/25 | 2/25/26 | 4/8/26 | 5/19/26 |
| | | 10/8/25 | 4/8/26 | 5/20/26 | 6/30/26 |
| | | 11/19/25 | 5/20/26 | 7/1/26 | 8/11/26 |
| 1/14/26 | | 7/1/26 | 8/12/26 | 9/22/26 | |

| Pharmacy Technician (EVE) | Program Details | Start Date | Term 2 | Extern | End Date |
|---------------------------|---|------------|----------|----------|----------|
| | Hybrid 36 Wks Sequence: 6 Wks Career Prep Sequence 1, 2, 3 & 4 Externship: 6 Wks | 1/29/25 | 7/16/25 | 8/27/25 | 10/7/25 |
| | | 3/12/25 | 8/27/25 | 10/8/25 | 11/18/25 |
| | | 4/23/25 | 10/8/25 | 11/19/25 | 1/13/26 |
| | | 6/4/25 | 11/19/25 | 1/14/26 | 2/24/26 |
| | | 7/16/25 | 1/14/26 | 2/25/26 | 4/7/26 |
| | | 8/27/25 | 2/25/26 | 4/8/26 | 5/19/26 |
| | | 10/8/25 | 4/8/26 | 5/20/26 | 6/30/26 |
| | | 11/19/25 | 5/20/26 | 7/1/26 | 8/11/26 |
| 1/14/26 | | 7/1/26 | 8/12/26 | 9/22/26 | |

| Phlebotomy (AFT) | Program Details | Start Date | Extern | End Date |
|------------------|---|------------|----------|----------|
| | On-ground 13 Wks Sequence: 9 Wks Externship: 4 Wks | 1/8/25 | 3/12/25 | 4/8/25 |
| | | 3/12/25 | 5/14/25 | 6/10/25 |
| | | 5/14/25 | 7/16/25 | 8/12/25 |
| | | 7/16/25 | 9/17/25 | 10/14/25 |
| | | 9/17/25 | 11/19/25 | 12/16/25 |
| 11/19/25 | | 2/4/26 | 3/3/26 | |

Program Start Dates: 2025

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| Veterinary Assistant (AM) | Program Details | Start Date | Term 2 | Extern | End Date |
|------------------------------|---|------------|----------|----------|----------|
| | On-ground 30 Wks Sequence: 6 Wks Career Prep Sequence 1, 2 & 3 Externship: 6 Wks | 1/29/25 | 6/4/25 | 7/16/25 | 8/26/25 |
| | | 3/12/25 | 7/16/25 | 8/27/25 | 10/7/25 |
| | | 4/23/25 | 8/27/25 | 10/8/25 | 11/18/25 |
| | | 6/4/25 | 10/8/25 | 11/19/25 | 1/13/26 |
| | | 7/16/25 | 11/19/25 | 1/14/26 | 2/24/26 |
| | | 8/27/25 | 1/14/26 | 2/25/26 | 4/7/26 |
| | | 10/8/25 | 2/25/26 | 4/8/26 | 5/19/26 |
| | | 11/19/25 | 4/8/26 | 5/20/26 | 6/30/26 |
| 1/14/26 | | 5/20/26 | 7/1/26 | 8/11/26 | |

| Veterinary Assistant (AFT) | Program Details | Start Date | Term 2 | Extern | End Date |
|-------------------------------|---|------------|----------|----------|----------|
| | On-ground 30 Wks Sequence: 6 Wks Career Prep Sequence 1, 2 & 3 Externship: 6 Wks | 1/29/25 | 6/4/25 | 7/16/25 | 8/26/25 |
| | | 3/12/25 | 7/16/25 | 8/27/25 | 10/7/25 |
| | | 4/23/25 | 8/27/25 | 10/8/25 | 11/18/25 |
| | | 6/4/25 | 10/8/25 | 11/19/25 | 1/13/26 |
| | | 7/16/25 | 11/19/25 | 1/14/26 | 2/24/26 |
| | | 8/27/25 | 1/14/26 | 2/25/26 | 4/7/26 |
| | | 10/8/25 | 2/25/26 | 4/8/26 | 5/19/26 |
| | | 11/19/25 | 4/8/26 | 5/20/26 | 6/30/26 |
| 1/14/26 | | 5/20/26 | 7/1/26 | 8/11/26 | |

| Veterinary Assistant (EVE) | Program Details | Start Date | Term 2 | Extern | End Date |
|-------------------------------|--|------------|----------|----------|----------|
| | Hybrid 30 Wks Sequence: 6 Wks Career Prep Sequence 1, 2 & 3 Externship: 6 Wks | 1/29/25 | 6/4/25 | 7/16/25 | 8/26/25 |
| | | 3/12/25 | 7/16/25 | 8/27/25 | 10/7/25 |
| | | 4/23/25 | 8/27/25 | 10/8/25 | 11/18/25 |
| | | 6/4/25 | 10/8/25 | 11/19/25 | 1/13/26 |
| | | 7/16/25 | 11/19/25 | 1/14/26 | 2/24/26 |
| | | 8/27/25 | 1/14/26 | 2/25/26 | 4/7/26 |
| | | 10/8/25 | 2/25/26 | 4/8/26 | 5/19/26 |
| | | 11/19/25 | 4/8/26 | 5/20/26 | 6/30/26 |
| 1/14/26 | | 5/20/26 | 7/1/26 | 8/11/26 | |

Degree Programs

| Nursing (AM) | Program Details | Sem Start | Sem End | End Date |
|--------------|--|-----------|----------|----------|
| | On-ground 80 Wks 5 Semesters Term/Sem: 16 Wks | 1/2/25 | 4/23/25 | |
| | | 5/1/25 | 8/20/25 | |
| | | 8/28/25 | 12/16/25 | |
| | | 1/7/26 | 4/28/26 | |
| | | 5/6/26 | 8/25/26 | 8/25/26 |

| Nursing (AM) | Program Details | Sem Start | Sem End | End Date |
|--------------|--|-----------|----------|----------|
| | On-ground 80 Wks 5 Semesters Term/Sem: 16 Wks | 4/30/25 | 8/19/25 | |
| | | 8/26/25 | 12/15/25 | |
| | | 1/7/26 | 4/28/26 | |
| | | 4/28/26 | 8/25/26 | |
| 9/2/26 | | 12/22/26 | 12/22/26 | |

| Occupational Therapy Assistant (AFT) | Program Details | Sem Start | Sem End | End Date |
|---|--|-----------|----------|----------|
| | On-ground 80 Wks 5 Semesters Term/Sem: 16 Wks | 5/7/25 | 8/26/25 | |
| | | 9/3/25 | 12/23/25 | |
| | | 1/7/26 | 4/28/26 | |
| | | 5/6/26 | 8/25/26 | |
| 9/2/26 | | 12/22/26 | 12/22/26 | |

| Physical Therapist Assistant (AFT) | Program Details | Sem Start | Sem End | End Date |
|---------------------------------------|--|-----------|----------|----------|
| | On-ground 75 Wks 5 Semesters Term/Sem: 15 Wks | 3/12/25 | 6/24/25 | |
| | | 7/2/25 | 10/14/25 | |
| | | 10/22/25 | 2/17/26 | |
| | | 2/25/26 | 6/9/26 | |
| 6/17/26 | | 9/29/26 | 9/29/26 | |

Program Start Dates: 2025

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| Physical Therapist Assistant (AFT) | Program Details | Sem Start | Sem End | End Date | |
|------------------------------------|--|-----------|----------|----------|---------|
| | On-ground 75 Wks 5 Semesters Term/Sem: 15 Wks | | 10/22/25 | 2/17/26 | |
| | | | 2/25/26 | 6/9/26 | |
| | | | 6/17/26 | 9/29/26 | |
| | | | 10/7/26 | 2/2/27 | |
| | | | 2/10/27 | 5/25/27 | 5/25/27 |

| Radiography (AFT) | Program Details | Sem Start | Sem End | End Date | |
|-------------------|---|-----------|----------|----------|--|
| | Hybrid 90 Wks 6 Semesters Term/Sem: 15 Wks | | 7/9/25 | 10/21/25 | |
| | | | 10/29/25 | 2/24/26 | |
| | | | 3/4/26 | 6/16/26 | |
| | | | 6/24/26 | 10/6/26 | |
| | | | 10/14/26 | 2/9/27 | |
| | 2/17/27 | 6/1/27 | 6/1/27 | | |

| Respiratory Therapy (AFT) | Program Details | Sem Start | Sem End | End Date | |
|---------------------------|--|-----------|----------|----------|--|
| | On-ground 96 wks 6 Semesters Term/Sem: 16 wks | | 4/16/25 | 8/5/25 | |
| | | | 8/13/25 | 12/2/25 | |
| | | | 12/10/25 | 4/14/26 | |
| | | | 4/22/26 | 8/11/26 | |
| | | | 8/19/26 | 12/8/26 | |
| | 12/16/26 | 4/20/27 | 4/20/27 | | |

| Respiratory Therapy (AM) | Program Details | Sem Start | Sem End | End Date | |
|--------------------------|--|-----------|----------|----------|--|
| | On-ground 96 wks 6 Semesters Term/Sem: 16 wks | | 10/15/25 | 2/17/26 | |
| | | | 2/25/26 | 6/16/26 | |
| | | | 6/24/26 | 10/13/26 | |
| | | | 10/21/26 | 2/23/27 | |
| | | | 3/3/27 | 6/22/27 | |
| | 6/30/27 | 10/19/27 | 10/19/27 | | |

| Surgical Technology (AFT) | Program Details | Sem Start | Sem End | End Date | |
|---------------------------|---|-----------|----------|----------|--------|
| | Hybrid 75 wks 5 Semesters Term/Sem: 15 wks | | 7/9/25 | 10/21/25 | |
| | | | 10/29/25 | 2/24/26 | |
| | | | 3/4/26 | 6/16/26 | |
| | | | 6/24/26 | 10/6/26 | |
| | | | 10/14/26 | 2/9/27 | 2/9/27 |

| Veterinary Technician (AM) | Program Details | Sem Start | On Ground | Extern | End Date | |
|----------------------------|---|-----------|-----------|----------|----------|----------|
| | Hybrid 47 Wks 5 Sequences Sequence: 8 wks Extern/Seminar: 7 Wks | | 1/8/25 | 3/5/25 | 10/15/25 | 12/2/25 |
| | | | 3/5/25 | 4/30/25 | 12/10/25 | 2/10/26 |
| | | | 4/30/25 | 6/25/25 | 2/18/26 | 4/7/26 |
| | | | 6/25/25 | 8/20/25 | 4/15/26 | 6/2/26 |
| | | | 8/20/25 | 10/15/25 | 6/10/26 | 7/28/26 |
| | | | 10/15/25 | 12/10/25 | 8/5/26 | 9/22/26 |
| | | | 12/10/25 | 2/18/26 | 9/30/26 | 11/17/26 |
| | | | 2/18/26 | 4/15/26 | 11/25/26 | 1/26/27 |

| Veterinary Technician (AFT) | Program Details | Sem Start | On Ground | Extern | End Date | |
|-----------------------------|---|-----------|-----------|----------|----------|----------|
| | Hybrid 47 Wks 5 Sequences Sequence: 8 wks Extern/Seminar: 7 Wks | | 1/8/25 | 3/5/25 | 10/15/25 | 12/2/25 |
| | | | 3/5/25 | 4/30/25 | 12/10/25 | 2/10/26 |
| | | | 4/30/25 | 6/25/25 | 2/18/26 | 4/7/26 |
| | | | 6/25/25 | 8/20/25 | 4/15/26 | 6/2/26 |
| | | | 8/20/25 | 10/15/25 | 6/10/26 | 7/28/26 |
| | | | 10/15/25 | 12/10/25 | 8/5/26 | 9/22/26 |
| | | | 12/10/25 | 2/18/26 | 9/30/26 | 11/17/26 |
| | | | 2/18/26 | 4/15/26 | 11/25/26 | 1/26/27 |

Online Program Start Dates

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Online Programs

| | Semester Start | Sequence A End | Break Start | Break End | Sequence B Start | Semester End | Grad Date |
|---------------------|----------------|----------------|-------------|-----------|------------------|--------------|------------|
| Computed Tomography | 3/5/2025 | 4/29/2025 | No break | | 4/30/2025 | 6/24/2025 | 6/24/2025 |
| | 7/9/2025 | 9/2/2025 | No break | | 9/3/2025 | 10/28/2025 | 10/28/2025 |
| | 10/29/2025 | 12/23/2025 | 12/23/2025 | 1/6/2026 | 1/7/2026 | 3/3/2026 | 3/3/2026 |

| | Semester Start | Sequence A End | Break Start | Break End | Sequence B Start | Semester End | Grad Date |
|--------------------------------|----------------|----------------|-------------|-----------|------------------|--------------|------------|
| AAS Health Care Administration | 2/5/2025 | 4/1/2025 | No break | | 4/2/2025 | 5/27/2025 | 9/29/2026 |
| | 4/2/2025 | 5/27/2025 | No break | | 5/28/2025 | 7/22/2025 | 11/24/2026 |
| | 5/28/2025 | 7/22/2025 | 7/23/2025 | 8/5/2025 | 8/6/2025 | 9/30/2025 | 2/2/2027 |
| | 8/6/2025 | 9/30/2025 | No break | | 10/1/2025 | 11/25/2025 | 3/30/2027 |
| | 10/1/2025 | 11/25/2025 | 12/24/2025 | 1/6/2026 | 11/26/2025 | 2/3/2026 | 5/25/2027 |
| | 11/26/2025 | 2/3/2026 | 12/24/2025 | 1/6/2026 | 2/4/2026 | 3/31/2026 | 7/20/2027 |

| | Semester Start | Sequence A End | Break Start | Break End | Sequence B Start | Semester End | Grad Date |
|--------------------------|----------------|----------------|-------------|-----------|------------------|--------------|------------|
| AAS Radiography - Bridge | 1/8/2025 | 3/4/2025 | No break | | 3/5/2025 | 4/29/2025 | 9/1/2026 |
| | 4/30/2025 | 6/24/2025 | 6/25/2025 | 7/8/2025 | 7/9/2025 | 9/2/2025 | 12/22/2026 |
| | 9/3/2025 | 10/28/2025 | 12/24/2025 | 1/6/2026 | 10/29/2025 | 12/23/2025 | 4/27/2027 |

| | Semester Start | Sequence A End | Break Start | Break End | Sequence B Start | Semester End | Grad Date |
|-------------------------------|----------------|----------------|-------------|-----------|------------------|--------------|------------|
| BS Health Care Administration | 1/8/2025 | 3/4/2025 | No break | | 3/5/2025 | 4/29/2025 | 9/1/2026 |
| | 3/5/2025 | 4/29/2025 | No break | | 4/30/2025 | 6/24/2025 | 10/27/2026 |
| | 4/30/2025 | 6/24/2025 | 6/25/2025 | 7/8/2025 | 7/9/2025 | 9/2/2025 | 12/22/2026 |
| | 7/9/2025 | 9/2/2025 | No break | | 9/3/2025 | 10/28/2025 | 3/2/2027 |
| | 9/3/2025 | 10/28/2025 | No break | | 10/29/2025 | 12/23/2025 | 4/27/2027 |
| | 10/29/2025 | 12/23/2025 | 12/24/2025 | 1/6/2026 | 1/7/2026 | 3/3/2026 | 6/22/2027 |

| | Semester Start | Sequence A End | Break Start | Break End | Sequence B Start | Semester End | Grad Date |
|------------------------|----------------|----------------|-------------|-----------|------------------|--------------|------------|
| BS Nursing (RN to BSN) | 1/8/2025 | 3/4/2025 | No break | | 3/5/2025 | 4/29/2025 | 4/28/2026 |
| | 4/30/2025 | 6/24/2025 | 6/25/2025 | 7/8/2025 | 7/9/2025 | 9/2/2025 | 9/1/2026 |
| | 9/3/2025 | 10/28/2025 | 46015 | 46028 | 10/29/2025 | 12/23/2025 | 12/22/2026 |


| | Semester Start | Sequence A End | Break Start | Break End | Sequence B Start | Semester End | Grad Date |
|-------------------------------|----------------|----------------|-------------|-----------|------------------|--------------|------------|
| BS Physical Therapy Assistant | 3/5/2025 | 4/29/2025 | No break | | 4/30/2025 | 6/24/2025 | 6/23/2026 |
| | 7/9/2025 | 9/2/2025 | No break | | 9/3/2025 | 10/28/2025 | 10/27/2026 |
| | 10/29/2025 | 12/23/2025 | 12/24/2025 | 1/6/2026 | 1/7/2026 | 3/3/2026 | 3/2/2027 |

| | Semester Start | Sequence A End | Break Start | Break End | Sequence B Start | Semester End | Grad Date |
|------------------------|----------------|----------------|-------------|-----------|------------------|--------------|------------|
| BS Radiologic Sciences | 1/8/2025 | 3/4/2025 | No break | | 3/5/2025 | 4/29/2025 | 4/28/2026 |
| | 4/30/2025 | 6/24/2025 | 6/25/2025 | 7/8/2025 | 7/9/2025 | 9/2/2025 | 9/1/2026 |
| | 9/3/2025 | 10/28/2025 | 46015 | 46028 | 10/29/2025 | 12/23/2025 | 12/22/2026 |

| | Semester Start | Sequence A End | Break Start | Break End | Sequence B Start | Semester End | Grad Date |
|------------------------|----------------|----------------|-------------|-----------|------------------|--------------|------------|
| BS Respiratory Therapy | 1/8/2025 | 3/4/2025 | No break | | 3/5/2025 | 4/29/2025 | 4/28/2026 |
| | 4/30/2025 | 6/24/2025 | 6/25/2025 | 7/8/2025 | 7/9/2025 | 9/2/2025 | 9/1/2026 |
| | 9/3/2025 | 10/28/2025 | 46015 | 46028 | 10/29/2025 | 12/23/2025 | 12/22/2026 |

| | Semester Start | Sequence A End | Break Start | Break End | Sequence B Start | Semester End | Grad Date |
|--|----------------|----------------|-------------|-----------|------------------|--------------|-----------|
| Master of Science in Organizational Leadership | 2/5/2025 | 4/1/2025 | No break | | 4/2/2025 | 5/27/2025 | 2/2/2027 |
| | 5/28/2025 | 7/22/2025 | 7/23/2025 | 8/5/2025 | 8/6/2025 | 9/30/2025 | 5/25/2027 |
| | 10/1/2025 | 11/25/2025 | 12/24/2025 | 1/6/2026 | 11/26/2025 | 2/3/2026 | 9/28/2027 |

Program Information
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| Program | Catalog Page(s) | Action | Notification |
|---|---------------------------------------|---------|---|
| Dental Assistant Medical Assistant Medical Billing and Coding Pharmacy Technician Sterile Processing Technician Veterinary Assistant | 29 - 34, 38 - 45, 47 - 50, 55 - 60 | Added | <p>In 2024, Pima Medical Institute will be updating certificate program start and sequence dates. As PMI works through the transition, this may result in a scheduled break within the program. If the program in which you are enrolled is impacted, this could extend your estimated graduation date. Students who fail one or more courses or withdraw from the program and decide to reenroll at a later date may also be impacted by the scheduled break. This interruption will not affect any tuition, fees, or other program information.</p> <p>Adjusted dates are published in the campus catalog addendum, which is available https://pmi.edu/admissions-financial-aid/academic-catalog/. After reviewing the revised schedule, if you have any concerns related to the adjusted dates, please contact your admissions representative or student services coordinator.</p> |
| Certificate and Degree Programs (except Online programs) | 28 - 124 | Updated | <p>As PMI returns to campus, programs may be either on-ground or hybrid. Programs designated as 'On-Ground' mean the program is offered on campus and students are expected to attend class in person. Programs designated as 'Hybrid' mean the program is offered using a combination of on-ground and online formats. Programs, courses, lectures, and labs that are scheduled to be on-ground require the student to physically attend on campus on the days/times announced. Refer to the program's Prospective Student Handout for information on the delivery method of each course within the hybrid programs.</p> <p>On-ground programs/courses will be taught on campus barring any emergencies impacting the regular operations of campus facilities, in which case students may be notified of a change from an on-ground to hybrid delivery method, and any changes in the course schedule (days and times of courses). These changes may impact a student's progression through the program, semester or sequence dates, and graduation.</p> |
| Veterinary Assistant | 58 | Updated | <p>(Removed the Dillon campus from map)</p>  |
| Health Care Administration | 76 | Updated | <p>PMI certificate programs that block-transfer into semester III include Dental Assistant (except Dental Assistant - California campuses), Health Care Administration Certificate, Medical Assistant, Medical Billing and Coding, Pharmacy Technician, and Sterile Processing Technician.</p> |

Program Information

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Refer to Program Information pages (i.e., Program Outline and/or Course Descriptions) at the end of this document.

| Program | Catalog Page(s) | Action | Notification |
|---|-----------------|---------|--|
| Emergency Medical Technician | N/A | Added | The Emergency Medical Technician program has been added to the catalog. Refer to the program outline and course descriptions for more information about the program. |
| Healthcare Administration - Certificate | 35 | Updated | The Healthcare Administration - Certificate program has been discontinued from the following campuses. The program outline was updated to reflect the change. <ul style="list-style-type: none"> - Aurora - Chula Vista - East Valley - Mesa - Phoenix - Renton - San Antonio - San Marcos - Seattle - Tucson |
| Pharmacy Technician | 47 - 60 | Updated | The Pharmacy Technician program has minor changes to the program course descriptions. See the following program pages for the updated course descriptions. |
| Pharmacy Technician - Washington | N/A | Added | Effective with the July 31st start, the Pharmacy Technician - Washington program will have minor changes to the program. See the following program pages for the updated course descriptions. |
| Phlebotomy Technician | 61 | Updated | After the June 19, 2024 program start, the Phlebotomy Technician program will be discontinued on the San Marcos campus. |
| Practical Nursing | 52 - 54 | Updated | Effective with starts after October 1, 2024 the Practical Nursing program was updated; Sequence I courses are now a prerequisite for Sequence II. |
| Diagnostic Medical Sonography | 72 - 75 | Added | The Diagnostic Medical Sonography program has been added to the San Antonio campus. See the following program pages for the program outline and course descriptions. |
| Ophthalmic Medical Technician | N/A | Removed | The Ophthalmic Medical Technician program has been discontinued. |
| Paramedic | 91 | Updated | Effective with the October 23, 2024 start, the Paramedic program has updated the qualifying credits for the program; applicants must now provide proof of EMT certification to be eligible to enroll in the program. See the following program pages for the updated admission requirements and program outline. |
| Physical Therapist Assistant | 94 - 97 | Updated | The Physical Therapist Assistant program has updated the course prerequisites. See the following program pages for the updated course descriptions. |
| Radiography - Bridge | 102-`104 | Updated | Effective with the August 28, 2024 start, the Radiography-Bridge program will have minor changes to the program. See the following program pages for the updated course descriptions. |
| Respiratory Therapy - Albuquerque Campus ONLY | N/A | Updated | The Respiratory Therapy program- Albuquerque campus has updated the program outline, reducing the length of each semester but adding a semester, which increases the length of the program . See the following program pages for the updated course descriptions. |
| Surgical Technology | 114 - 116 | Updated | The Surgical Technology program has minor changes to the program course descriptions. See the following program pages for the updated course descriptions. |
| Bachelor of Science in Health Care Administration | 126-128 | Updated | Effective with the October 23, 2024 start, the Bachelor of Science in Health Care Administration program has minor changes related to qualifying credits for admission into the program. See the following program pages for the updated course descriptions. |
| Bachelor of Science in Nursing (RN to BSN) | 129 - 131 | Updated | Effective with the January 3, 2025 start, the RN to BSN program has been updated, increasing the number of credits required for admission into the program while reducing the number of credits earned in the program, which also resulted in a reduction of semesters. The overall credits for the bachelor degree program has remained the same. |
| Master of Science in Organizational Leadership - Health Care Administration and Public Health Administration Specialization | 141 - 148 | Updated | The Master of Science in Organizational Leadership program (both specializations) have minor changes to the course prerequisites. See the following program pages for the updated course descriptions. |

Licensure Determination Disclosure Certificate Programs

In compliance with [34 CFR 668.43](#) Pima Medical Institute has made a reasonable effort to determine graduate eligibility for licensure in all states/territories for programs designed and advertised as leading to licensure. The chart below lists PMI programs and states/territories where the curriculum meets licensure requirements, states/territories where the curriculum does not meet licensure requirements, and states/territories in which PMI has been unable to determine if the curriculum meets state licensure requirements. All consumers should be advised that due to the frequent changes to statutes, rules, and regulations PMI cannot guarantee licensure based on the lists below.

| Program | Program does not lead to licensure or Licensure Not Required | Meets Licensure Requirements | Does Not Meet Licensure Requirements | Undetermined | Notes |
|----------------------------|---|---|---|------------------------------------|---|
| Dental Assistant | Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, US Virgin Islands, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming | California (<i>Chula Vista and San Marcos Programs ONLY</i>), District of Columbia (Level I), Guam, N. Mariana Islands, Tennessee, Washington | California+, Iowa, Massachusetts, Montana**, New York | American Samoa, Puerto Rico | +Graduates from DA programs at the following campuses are not eligible for licensure in the state of California: Mesa, Phoenix, Tucson, Aurora, Colorado Springs, Denver, Las Vegas, Albuquerque, El Paso, Houston, San Antonio, Renton, and Seattle ** <i>The State of Montana does not have licensure requirements for this profession; however, regulations prohibit hiring of non-CODA (Commission on Dental Accreditation) trained Dental Assistants.</i> Contact information for State/Territory Licensing Boards in which the PMI program Does Not Meet licensure requirements or Undetermined can be found at https://pmi.edu/wp-content/uploads/2022/01/State-Licensing-Board-Contact-Information_DA.pdf |
| Health Care Administration | Licensure not required | | | | |
| Medical Assistant | Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, Tennessee, Texas, US Virgin Islands, Utah, Vermont, Virginia, West Virginia, West Virginia, Wisconsin, Wyoming | South Dakota, Washington | | American Samoa, N. Mariana Islands | Contact information for Licensing Boards of states/territories that PMI has been Unable to Make a Licensure Determination can be found at https://pmi.edu/wp-content/uploads/2022/03/Licensing-Board-Contact-Info_MA.pdf |

| Program | Program does not lead to licensure or Licensure Not Required | Meets Licensure Requirements | Does Not Meet Licensure Requirements | No Licensure Determination | Notes |
|----------------------------|---|--|---|--|---|
| Medical Billing and Coding | Licensure not required | | | | |
| Patient Care Technician | Licensure not required* | | | | * Applicants to the PCT program must be a certified nursing assistant (CNA). Graduates of the PCT programs are eligible to take the Board of Nephrology Examiners Nursing Technology (BONENT) Exam. |
| Pharmacy Technician | Hawaii, Maine, Missouri, Pennsylvania, South Carolina | Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts +, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota +, Ohio +, Oregon, Rhode Island, South Dakota, Tennessee, Texas, Utah +, Vermont, Virginia, Washington ^, West Virginia +, Wyoming, Puerto Rico, Guam | Alabama, District of Columbia, Massachusetts +, North Dakota +, Ohio +, Oklahoma, Utah +, Washington ^, West Virginia + | Wisconsin, American Samoa, N. Mariana Islands, US Virgin Islands | +State licensure/registration is required – applicants for licensure must have graduated from an ASHP-Accredited program – graduates from the Mesa, Tucson, Chula Vista, San Marcos, Colorado Springs, Denver, Albuquerque, El Paso, Houston, San Antonio, and Renton campuses do not meet this requirement and are therefore not eligible for licensure/registration in these states. Graduates from the Las Vegas program do meet these requirements. ^State licensure/registration is required – applicants for state licensure/registration must have graduated from an ASHP-Accredited program or a program approved by the Washington State Pharmacy Quality Assurance Commission (WSPQAC) – graduates from the Mesa, Tucson, Chula Vista, San Marcos, Colorado Springs, Denver, Albuquerque, El Paso, Houston, San Antonio campus do not meet this requirement and are therefore not eligible for licensure/registration in the state of Washington. Graduates from the Las Vegas campus and Renton Campus do meet this requirement. Contact information for State Licensing Boards in which the PMI program Does Not Meet Licensure Requirements/Undetermined can be found at https://pmi.edu/wp-content/uploads/2022/01/State-Licensing-Board-Contact-Information_RXT-1.pdf |
| Phlebotomy Technician | Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, West Virginia, Wisconsin, Wyoming | California* (<i>San Marcos Program ONLY</i>), Nevada, Washington | California*, Louisiana | American Samoa, District of Columbia, Guam, N. Mariana Islands, Puerto Rico, US Virgin Islands | *California requires completion of a state-approved Phlebotomy Training Program to obtain licensure/certification in the state. Only graduates from the San Marcos program are eligible. Graduates from the East Valley, Phoenix, Tucson, El Paso, Houston, San Antonio, and Renton programs are not eligible for licensure/certification in the state of California. Contact information for State Licensing Boards in which the PMI program Does Not Meet Licensure Requirements/Undetermined can be found at https://pmi.edu/wp-content/uploads/2022/01/State-Licensing-Board-Contact-Information_PHLB.pdf |

| Program | Program does not lead to licensure or Licensure Not Required | Meets Licensure Requirements | Does Not Meet Licensure Requirements | No Licensure Determination | Notes |
|-------------------------------|--|--|--------------------------------------|--|---|
| Sterile Processing Technician | Alabama, Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming | Connecticut, New Jersey, New York, Tennessee | | American Samoa, Guam, N. Mariana Islands, Puerto Rico, US Virgin Islands | <p>Graduates of this program are eligible to take the CRCST Credentialing Examination.</p> <p>Contact information for State Licensing Boards in which the PMI program Does Not Meet Licensure Requirements/Undetermined can be found at https://pmi.edu/wp-content/uploads/2022/03/State-Licensing-Board-Contact-Information_SPT.pdf</p> |
| Veterinary Assistant | Licensure not required | | | | |

Licensure Determination Disclosure Associate Degree Programs

In compliance with [34 CFR 668.43](#) Pima Medical Institute has made a reasonable effort to determine graduate eligibility for licensure in all states/territories for programs designed and advertised as leading to licensure. The chart below lists PMI programs and states/territories where the curriculum meets licensure requirements, states/territories where the curriculum does not meet licensure requirements, and states/territories in which PMI has been unable to determine if the curriculum meets licensure requirements. All consumers should be advised that due to the frequent changes to statutes, rules, and regulations PMI cannot guarantee licensure based on the lists below.

| Program | Program does not lead to licensure or Licensure Not Required | Meets Licensure Requirements | Does Not Meet Licensure Requirements | Undetermined | Notes |
|-------------------------------|---|--|--------------------------------------|--|---|
| Dental Hygiene | | All States/Territories | | | Graduates of CODA Accredited programs are eligible to apply to take the National Board Dental Hygiene Examination and other board examinations as required for state licensure. |
| Diagnostic Medical Sonography | Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Washington DC, West Virginia, Wisconsin, Wyoming, US Virgin Islands | New Hampshire, New Mexico, North Dakota, Oregon | | American Samoa, Guam, N. Mariana Islands, Puerto Rico | Graduates of PMI DMS programs may be eligible to apply for the American Registry of Diagnostic Medical Sonography (ARDMS) board examination through one of the available pathways. Contact information for Licensing Boards that are Undetermined to meet requirements can be found at: https://pmi.edu/wp-content/uploads/2022/08/State-Licensing-Board-Contact-Info-DMS.pdf |
| Medical Laboratory Technician | | Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Washington D.C., West Virginia, West Virginia, Wisconsin, Wyoming | California, New York, North Dakota | American Samoa, Guam, N. Mariana Islands, Puerto Rico, US Virgin Islands | Contact information for State Licensing Boards in which the PMI program Does Not Meet licensure requirements can be found at: https://pmi.edu/wp-content/uploads/2022/01/State-Licensing-Board-Contact-Info-MLT-1.pdf |

| Program | Program does not lead to licensure or Licensure Not Required | Meets Licensure Requirements | Does Not Meet Licensure Requirements | Undetermined | Notes |
|--------------------------------|--|---|--------------------------------------|--|---|
| Ophthalmic Medical Technician | | All States/Territories | | | Graduates of this program are eligible to apply to take the Certified Ophthalmic Technician [®] examination administered by the Joint Commission on Allied Health Personnel in Ophthalmology [®] . |
| Occupational Therapy Assistant | | All States/Territories | | | Graduates of the OTA program are eligible to apply to take the National Certification Examination for Occupational Therapy Assistant (COTA) administered by the National Board for Certification in Occupational Therapy (NBCOT). |
| Paramedic | | Arizona*, Nevada* Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Washington DC, West Virginia, Wisconsin, Wyoming | Alaska, New York, Oregon | American Samoa, Guam, N. Mariana Islands, Puerto Rico, US Virgin Islands | *The Paramedic program is a hybrid program offered at the Mesa and Las Vegas campuses and available to residents of Arizona and Nevada, respectively. The Paramedic program meets requirements for licensure and employment in those states. While there are online components, this program requires on-ground attendance at the campus at which the student is enrolled and cannot be completed solely via distance education. Graduates of the Paramedic program are eligible to apply to take the National Registry of Emergency Medical Technicians (NREMT) certification examination at the paramedic level. Contact information for State Licensing Boards in which the PMI program Does Not Meet Licensure Requirements/Undetermined can be found at: https://pmi.edu/wp-content/uploads/2022/01/State-Licensing-Board-Contact-Info-PARA.pdf |
| Physical Therapist Assistant | | All States/Territories | | | Graduates of PMI PTA programs are eligible to apply to take the National Physical Therapy Examination for Physical Therapist Assistants (NPTE-PTA) which is administered by the Federation of State Boards of Physical Therapy (FSBPT). |

| Program | Program does not lead to licensure or Licensure Not Required | Meets Licensure Requirements | Does Not Meet Licensure Requirements | Undetermined | Notes |
|-----------------------|--|---|--------------------------------------|--|---|
| Radiography | | All States/Territories | | | Graduates of PMI RAD programs are eligible to apply to take the American Registry of Radiologic Technologists (ARRT) examination for certification. |
| Respiratory Therapy | | All States/Territories | | | Graduates of PMI RT programs are eligible to apply to take the National Board for Respiratory Care Therapist Multiple-Choice (TMC) Examination. Those who meet the threshold on the TMC are eligible to take the Clinical Simulation Examination (CSE) to obtain the Registered Respiratory Therapist (RRT) credential. |
| Surgical Technology | Alabama, Alaska, Arizona, California, Connecticut, Delaware, Florida, Georgia, Hawaii, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Carolina, Ohio, Rhode Island, South Dakota, Utah, Vermont, Washington DC, West Virginia, Wisconsin, Wyoming, US Virgin Islands, American Samoa, Guam, N. Mariana Islands, Puerto Rico | Arkansas, Colorado, Idaho, Illinois, Indiana, Massachusetts, Nevada, New Jersey, New York, North Dakota, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, Washington | | | Graduates of PMI ST programs are eligible to apply to take the Certified Surgical Technologist (CST®) exam administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). |
| Veterinary Technician | Arizona, District of Columbia, Florida, Massachusetts, New Hampshire, New Jersey, Rhode Island, US Virgin Islands, Utah, Vermont, Wyoming | Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, South Carolina, South Dakota, Tennessee, Texas, Virginia, Washington, West Virginia, Wisconsin | | American Samoa, Guam, N. Mariana Islands | Graduates of PMI VTT programs are eligible to apply to take the Veterinary Technician National Examination (VTNE) and applicable state board examinations. Contact information for Licensing Boards that are Undetermined to meet requirements can be found at https://pmi.edu/wp-content/uploads/2022/08/Licensing-Board-Contact-Info-VTT.pdf |

Licensure Determination Disclosure

Nursing Programs

In compliance with [34 CFR 668.43](#) Pima Medical Institute has made a reasonable effort to determine graduate eligibility for licensure in all states/territories for programs designed and advertised as leading to licensure. The chart below lists PMI programs and states/territories where the curriculum meets licensure requirements, states/territories where the curriculum does not meet licensure requirements, and states/territories in which PMI has been unable to determine if the curriculum meets licensure requirements. All consumers should be advised that due to the frequent changes to statutes, rules, and regulations PMI cannot guarantee licensure based on the lists below.

| Program | Program does not lead to licensure or Licensure Not Required | Meets Licensure Requirements | Does Not Meet Licensure Requirements | Undetermined | Notes |
|--------------------------------------|--|---|--------------------------------------|--|---|
| Nursing Assistant/Aide (certificate) | | Arizona, Colorado, Florida, Michigan, New Mexico, Texas | Alaska | Alabama, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, Washington D.C., West Virginia, Wisconsin, Wyoming, American Samoa, Guam, N. Mariana Islands, Puerto Rico, US Virgin Islands | <p>*this is an on-ground program available to residents of Arizona, Colorado, and Texas and meets licensure/certification requirements in those states.</p> <p>After licensure is obtained in the state (AZ, CO, or TX) transfer of licensure may be available via state reciprocity compacts. Prospective students and current students are strongly encouraged to contact the state professional licensing board or similar regulatory body in the state(s) where they plan to work to determine licensure requirements before enrolling in a program.</p> <p>State professional licensing board contact information can be found at: https://pmi.edu/wp-content/uploads/2022/01/State-Licensing-Board-Contact-Info-NA-Programs.pdf</p> |
| Practical Nursing (PN) (certificate) | | Colorado, New Mexico | Alabama, Alaska, Illinois | Arizona, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Washington D.C., West Virginia, Wisconsin, Wyoming, American Samoa, Guam, N. Mariana Islands, Puerto Rico, US Virgin Islands | <p>*The Albuquerque program is a hybrid program available to residents of New Mexico. The Albuquerque program is approved by the New Mexico Board of Nursing. While there are online components, this program requires on-ground attendance at the campus at which the student is enrolled and cannot be completed solely via distance education.</p> <p>*The Aurora program is an on-ground program available to residents of Colorado. The Aurora program is approved for licensure by the Colorado State Board of Nursing.</p> <p>After licensure is obtained in the state (CO or NM), transfer of licensure may be available via state reciprocity compacts. Prospective students and current students are strongly encouraged to contact the state professional licensing board or similar regulatory body in the state(s) where they plan to work to determine requirements before enrolling in a program.</p> <p>State professional licensing board contact information can be found at: https://pmi.edu/wp-content/uploads/2022/01/State-Licensing-Board-Contact-Info-PN-Programs.pdf</p> |

Licensure Determination Disclosure

Nursing Programs

| | | | | | |
|---|--|-------------------|----------------------------------|--|--|
| <p>Practical Nursing to Associate Degree Nursing Bridge (PN to AND)</p> | | <p>New Mexico</p> | <p>Alabama, Alaska, Illinois</p> | <p>Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Washington D.C., West Virginia, Wisconsin, Wyoming, American Samoa, Guam, N. Mariana Islands, Puerto Rico, US Virgin Islands</p> | <p>*The Albuquerque program is a hybrid program available to residents of New Mexico. The Albuquerque program is approved by the New Mexico Board of Nursing. While there are online components, this program requires on-ground attendance at the campus at which the student is enrolled and cannot be completed solely via distance education.</p> <p>After licensure is obtained in New Mexico transfer of licensure may be available via state reciprocity compacts. Prospective students and current students are strongly encouraged to contact the state professional licensing board or similar regulatory body in the state(s) where they plan to work to determine licensure requirements before enrolling in a program.</p> <p>State professional licensing board contact information can be found at: https://pmi.edu/wp-content/uploads/2022/01/State-Licensing-Board-Contact-Info-ADN-Programs.pdf</p> |
| <p>Nursing (Associate Degree)</p> | | <p>Arizona*</p> | <p>Alabama, Alaska, Illinois</p> | <p>Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Washington D.C., West Virginia, West Virginia, Wisconsin, Wyoming, American Samoa, Guam, N. Mariana Islands, Puerto Rico, US Virgin Islands</p> | <p>*this is an on-ground program available to residents of Arizona and is approved for licensure by the Arizona State Board of Nursing.</p> <p>After licensure is obtained in AZ, transfer of state licensure may be available via state reciprocity compacts. Prospective students and current students are strongly encouraged to contact the state professional licensing board or similar regulatory body in the state(s) where they plan to work to determine requirements before enrolling in a program.</p> <p>State professional licensing board contact information can be found at: https://pmi.edu/wp-content/uploads/2022/01/State-Licensing-Board-Contact-Info-ADN-Programs.pdf</p> |



State Licensure Determination Disclosure Online Programs

In compliance with [34 CFR 668.43](#) Pima Medical Institute has made a reasonable effort to determine graduate eligibility for licensure in all states for programs designed and advertised as leading to licensure. The chart below lists PMI programs and states where the curriculum meets licensure requirements, states where the curriculum does not meet licensure requirements, and states in which PMI has been unable to determine if the curriculum meets state licensure requirements. All consumers should be advised that due to the frequent changes to state statutes, rules, and regulations PMI cannot guarantee licensure based on the lists below.

Online Certificate Program

| Program | Program does not lead to licensure or Licensure Not Required | Meets Requirements | Does Not Meet Requirements | No Licensure Determination | Notes |
|--------------------------|--|--|--|--|---|
| Computed Tomography (CT) | | Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wyoming | Colorado, Florida, Massachusetts, Michigan, Nevada, New Mexico, North Carolina, Oregon, Wisconsin, Vermont | American Samoa, Guam, N. Mariana Islands, Puerto Rico, US Virgin Islands | <p>*Applicants to this program must hold a current American Registry of Radiologic Technologists (ARRT) registration as a radiologic technologist. Applicants must also document current employment as a radiologic technologist and the employer's intention to cross-train the applicant as a CT.</p> <p>The CT program does not enroll applicants that are physically located in states/territories in which the curriculum does not meet licensure requirements and that PMI has been unable to determine if licensure is required.</p> <p>Contact information for State/Territory Licensing Boards in which the PMI program Does Not Meet licensure requirements or Undetermined can be found at https://pmi.edu/online-programs/certificate/computed-tomography/</p> |

Online Associate Degree Programs

| Program | Program does not lead to licensure or Licensure Not Required | Meets Requirements | Does Not Meet Requirements | No Licensure Determination | Notes |
|----------------------------|--|--------------------|----------------------------|----------------------------|--|
| Radiography - Bridge | | All States* | | | *applicants to this program must document graduation from one of the following: A United States military program in radiologic sciences; a JRCERT accredited radiologic sciences program; a foreign program in radiologic sciences equivalent in length to one year or more of college coursework; or an approved or licensed limited scope radiography program. Graduates of this program are eligible to apply to take the American Registry of Radiologic Technologists (ARRT) examination for certification. |
| Health Care Administration | Program does not lead to licensure | | | | |

Online Bachelor's Degree Programs

| Program | Program does not lead to licensure or Licensure Not Required | Meets Requirements | Does Not Meet Requirements | No Licensure Determination | Notes |
|-------------------------------|---|--------------------|----------------------------|----------------------------|---|
| BS Health Care Administration | Does not lead to Licensure – Licensure not required to work in field. | | | | |
| BS Nursing | Does not lead to Licensure* | | | | *admission to the program requires that applicants maintain an active and unencumbered license as a registered nurse and be employed as a registered nurse (RN). |
| BS Physical Therapist Assist | Does not lead to Licensure* | | | | *Applicants to this degree program must have graduated from a PTA program accredited by CAPTE. This is a degree completion program. Licensure/certification as a PTA in a state within the United States is required prior to taking courses in semesters three and four. |
| BS Rad Sciences | Does not lead to Licensure* | | | | *Applicants to this degree completion program must hold an American Registry of Radiologic Technologists (ARRT) certification. |
| BS Res Therapy | Does not lead to Licensure* | | | | *Applicants to this degree completion program must be registered respiratory therapist (RRT). |

Online Master's Degree Program

| Program | Program does not lead to licensure or Licensure Not Required | Meets Requirements | Does Not Meet Requirements | No Licensure Determination | Notes |
|------------------------------|--|--------------------|----------------------------|----------------------------|-------|
| MS Organizational Leadership | Does not lead to Licensure | | | | |

Dental Assistant—California Campuses



At a Glance

Program Type: Certificate

Delivery Method: On-ground

Semester Credits: 32.0

| Program Length | Total |
|-------------------|-------|
| Program Hours | 820 |
| Program Weeks | |
| Five-Day Schedule | 35 |
| Four-Day Schedule | 40 |

Campus Locations



CA: Chula Vista, San Marcos

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level dental assistants through didactic instruction, hands-on laboratory practice, and externship experiences. Among the topics covered in the curriculum are administrative skills, clinical assisting abilities, and other topics necessary to be effective members of the dental assistant team.

Graduates of this program receive a certificate and are eligible to apply to take the California Registered Dental Assistant (RDA) license exam.

Admissions Requirements: In addition to the Admissions requirements in the Prospective Students section of this catalog, applicants must obtain Basic Life Support/CPR certification prior to the program start date. One week prior to the start of classes, students must attend an orientation session that addresses the campus environment, basic oral anatomy, and infection control.

| Professional Sequence I | | | | | |
|-------------------------------|------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DEN 103 | Dental Radiography I | 10 | 35 | | 1.5 |
| DEN 104 | Fundamentals of Dentistry I | 19 | | | 1.0 |
| DEN 109 | Clinical Dental Procedures I | 30 | 30 | | 3.0 |
| Professional Sequence I Total | | 59 | 65 | | 5.5 |

| Professional Sequence II | | | | | |
|--------------------------------|-------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DEN 113 | Dental Office Administration | 15 | | | 1.0 |
| DEN 125 | Fundamentals of Dentistry II | 15 | | | 1.0 |
| DEN 129 | Clinical Dental Procedures II | 20 | 74 | | 3.5 |
| Professional Sequence II Total | | 50 | 74 | | 5.5 |

| Professional Sequence III | | | | | |
|---------------------------------|--------------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DEN 123 | Dental Radiography II | 10 | 35 | | 1.5 |
| DEN 136 | Microbiology and Dental Pharmacology | 20 | 14 | | 1.5 |
| DEN 144 | Fundamentals of Dentistry III | 30 | 15 | | 2.5 |
| Professional Sequence III Total | | 60 | 64 | | 5.5 |

| Professional Sequence IV | | | | | |
|--------------------------------|------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DEN 143 | Dental Radiography III | 10 | 35 | | 1.5 |
| DEN 154 | Fundamentals of Dentistry IV | 15 | | | 1.0 |
| DEN 149 | Chairside Assisting | 30 | 34 | | 3.0 |
| Professional Sequence IV Total | | 55 | 69 | | 5.5 |

| Professional Sequence V | | | | | |
|-------------------------------|--------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DEN 128 | Clinical Dental Procedures III | 15 | 30 | | 2.0 |
| DEN 164 | Fundamentals of Dentistry V | 15 | 4 | | 1.0 |
| DEN 152 | Dental Materials | 30 | 30 | | 3.0 |
| Professional Sequence V Total | | 60 | 64 | | 6.0 |

| Externship | | | | | |
|------------------|------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DEN 200 | Externship | | | 200 | 4.0 |
| Externship Total | | | | 200 | 4.0 |

| | | | | | |
|----------------------|--|------------|------------|------------|-------------|
| Program Total | | 284 | 336 | 200 | 32.0 |
|----------------------|--|------------|------------|------------|-------------|

Dental Assistant—California Campuses • Course Descriptions

Professional Sequence I

DEN 103 Dental Radiography I

Total Course Hours: 45 (10 Theory, 35 Lab, 0 Extern) Semester Credits: 1.5

This course includes an overview of the basics of dental x-rays and x-ray equipment, film and digital processing, safety precautions, and responsibilities of both dental assistant and patient during radiography procedures. Students participate in hands-on activities to meet Dental Board of California requirements, including but not limited to bitewings and full mouth x-rays in both bisecting and paralleling techniques on mannequins.

Prerequisites: None

DEN 104 Fundamentals of Dentistry I

Total Course Hours: 19 (19 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course addresses key historical, legal, and ethical aspects of dentistry, including the California Dental Practice Act and the Health Insurance Portability and Accountability Act (HIPAA). Other topics include the roles of dental team members, communication techniques, stages of tooth development/anatomy/tooth structures, and development of skills to promote career success.

Prerequisites: None

DEN 109 Clinical Dental Procedures I

Total Course Hours: 60 (30 Theory, 30 Lab, 0 Extern) Semester Credits: 3.0

This course addresses the dental specialties of endodontics, orthodontics, oral/maxillofacial surgery, and implants. Students participate in hands-on activities to learn the dental assisting skills required for the most common procedures performed in these specialties.

Prerequisites: None

Professional Sequence II

DEN 113 Dental Office Administration

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course focuses on the routine aspects of dental office administration. Topics include patient and coworker communication techniques, patient scheduling in electronic and manual practice management systems, patient records, dental insurance, basic accounting, and office inventory.

Prerequisites: None

DEN 125 Fundamentals of Dentistry II

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course provides an overview of dental terminology related to basic dentistry, identifying tissues comprising the periodontium, identifying the common concerns related to children's dental care, and the impact of nutrition on dental health.

Prerequisites: None

DEN 129 Clinical Dental Procedures II

Total Course Hours: 94 (20 Theory, 74 Lab, 0 Extern) Semester Credits: 3.5

This course addresses the dental specialties of pediatric dentistry and periodontics. Students participate in hands-on activities to learn the dental assisting skills required for the most common procedures performed in these specialties and as a Registered Dental Assistant, including pit and fissure sealants, coronal polish, and techniques to promote oral health and hygiene.

Prerequisites: None

Professional Sequence III

DEN 123 Dental Radiography II

Total Course Hours: 45 (10 Theory, 35 Lab, 0 Extern) Semester Credits: 1.5

This course includes an overview of the basics of dental x-rays, film and digital processing, safety precautions, and responsibilities of both dental assistant and patient during radiography procedures. Students participate in hands-on activities to meet Dental Board of California requirements, including but not limited to bitewings and full mouth x-rays in both bisecting and paralleling techniques on mannequins and one patient.

Prerequisites: None

DEN 136 Microbiology and Dental Pharmacology

Total Course Hours: 34 (20 Theory, 14 Lab, 0 Extern) Semester Credits: 1.5

This course introduces students to basic microbiology, dental pharmacology, and dental anesthetics. Content includes microorganisms of concern in the dental office, infection control measures to prevent disease transmission, common medications administered in the dental office, and how to assist/monitor during the administration of anesthesia on patients who are sedated for dental procedures.

Prerequisites: None

DEN 144 Fundamentals of Dentistry III

Total Course Hours: 45 (30 Theory, 15 Lab, 0 Extern) Semester Credits: 2.5

This course provides an overview of general anatomy and physiology, head and neck anatomy to include landmarks of the face/oral cavity, preparation for patient care, and emergency management in the dental office.

Prerequisites: None

Dental Assistant—California Campuses • Course Descriptions

Professional Sequence IV

DEN 143 Dental Radiography III

Total Course Hours: 45 (10 Theory, 35 Lab, 0 Extern) Semester Credits: 1.5

This course includes an overview of the basics of dental x-rays, film and digital processing, safety precautions, and responsibilities of both dental assistant and patient during radiography procedures. Students participate in hands-on activities to meet Dental Board of California requirements, including but not limited to bitewings and full mouth x-rays in both bisecting and paralleling techniques on three patients.

Prerequisites: None

DEN 154 Fundamentals of Dentistry IV

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

Students will learn basic dental terminology and abbreviations related to patient examination and charting, the impact of chairside assisting practices during restorative procedures, and implementation of armamentarium for tray set-ups in the dental office.

Prerequisites: None

DEN 149 Chairside Assisting

Total Course Hours: 64 (30 Theory, 34 Lab, 0 Extern) Semester Credits: 3.0

This course addresses basic concepts of a dental practice which includes chairside assisting and ergonomics, patient management, instrument set up and transfer, tray systems, maintaining the operating field, oral pathology, and charting. Students participate in hands-on activities to learn a range of chairside skills in four-handed dentistry to become a proficient dental assistant.

Prerequisites: None

Professional Sequence V

DEN 128 Clinical Dental Procedures III

Total Course Hours: 45 (15 Theory, 30 Lab, 0 Extern) Semester Credits: 2.0

This course addresses the dental specialty of prosthodontics and cosmetic procedures. Students participate in hands-on activities to learn the dental assisting skills required for the most common procedures performed in this specialty, including but not limited to indirect restoration to include crowns, bridges, veneers, dentures, implant restorations, and various aspects of teeth whitening.

Prerequisites: None

DEN 164 Fundamentals of Dentistry V

Total Course Hours: 19 (15 Theory, 4 Lab, 0 Extern) Semester Credits: 1.0

This course focuses on safety standards and procedures in dentistry. Content includes OSHA and Cal/OSHA regulations, the identification and handling of disposable hazardous materials, and the significance of Safety Data Sheets (SDS) in the dental office.

Prerequisites: None

DEN 152 Dental Materials

Total Course Hours: 60 (30 Theory, 30 Lab, 0 Extern) Semester Credits: 3.0

This course is designed to acquaint students with various types of dental materials, including but not limited to dental cements for bases and liners and impressions for cast models. Students participate in hands-on activities to learn and demonstrate proper techniques for direct chairside restorations in amalgam/composite dental procedures with matrix and wedge placement.

Prerequisites: None

Externship Sequence

DEN 200 Externship

Total Course Hours: 200 (0 Theory, 0 Lab, 200 Extern) Semester Credits: 4.0

This course provides students with opportunities to apply professional skills learned in the classroom.

Prerequisites: Professional Sequences I, II, III, IV, and V



I worked retail for almost eight years. I wasn't motivated and would wake up each day dreading going to work and seeing no future in my job. I had a friend in the same situation who left to attend Pima Medical Institute's nine-month Dental Assistant (DA) program. Watching her experiencing success in her new career, made me decide to look into the program.

My experience as a student was great. I loved it! I woke up motivated every day and was surrounded by peers with the same goals as myself, which made it easy to succeed. COVID was definitely the biggest challenge we faced throughout the program, but my instructors gave us the detailed training we needed and even allowed for one-on-one instruction. I completed my externship and was immediately hired at that practice as a DA. I quickly achieved my RDA (Registered Dental Assistant) and soon after became the lead dental assistant of that office. I know that I have so much opportunity for growth within my company and am excited for my future.

I would like to thank my Pima Medical instructors. They gave me so much knowledge during the program, but more importantly they continue to make themselves available for any questions I have. I recommend Pima Medical to prospective dental assistants all the time. They gave me the tools I needed to succeed and for that I will always be grateful!

Shannon Stewart
Certificate, Dental Assistant, Chula Vista Campus



Dental Assistant—California Campuses (Effective July 31, 2024)

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level dental assistants through didactic instruction, hands-on laboratory practice, and externship experiences. Among the topics covered in the curriculum are administrative skills, clinical assisting abilities, and other topics necessary to be effective members of the dental assistant team.

Graduates of this program receive a certificate and are eligible to apply to take the California Registered Dental Assistant (RDA) license exam.

Admissions Requirements: In addition to the Admissions requirements in the Prospective Students section of this catalog, applicants must obtain Basic Life Support/CPR certification prior to the program start date. One week prior to the start of classes, students must attend an orientation session that addresses the campus environment, basic oral anatomy, and infection control.

At a Glance

Program Type: Certificate

Delivery Method: On-ground

Semester Credits: 32.0

| Program Length | Total |
|-------------------|-------|
| Program Hours | 800 |
| Program Weeks | |
| Five-Day Schedule | 34.5 |

Campus Locations



CA: Chula Vista, San Marcos

| Professional Sequence I | | | | | |
|-------------------------------|------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DEN 103 | Dental Radiography I | 10 | 35 | | 1.5 |
| DEN 104 | Fundamentals of Dentistry I | 19 | | | 1.0 |
| DEN 109 | Clinical Dental Procedures I | 30 | 30 | | 3.0 |
| Professional Sequence I Total | | 59 | 65 | | 5.5 |

| Professional Sequence II | | | | | |
|--------------------------------|-------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DEN 113 | Dental Office Administration | 15 | | | 1.0 |
| DEN 125 | Fundamentals of Dentistry II | 15 | | | 1.0 |
| DEN 129 | Clinical Dental Procedures II | 20 | 74 | | 3.5 |
| Professional Sequence II Total | | 50 | 74 | | 5.5 |

| Professional Sequence III | | | | | |
|---------------------------------|--------------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DEN 123 | Dental Radiography II | 10 | 35 | | 1.5 |
| DEN 136 | Microbiology and Dental Pharmacology | 20 | 14 | | 1.5 |
| DEN 144 | Fundamentals of Dentistry III | 30 | 15 | | 2.5 |
| Professional Sequence III Total | | 60 | 64 | | 5.5 |

| Professional Sequence IV | | | | | |
|--------------------------------|------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DEN 143 | Dental Radiography III | 10 | 35 | | 1.5 |
| DEN 154 | Fundamentals of Dentistry IV | 15 | | | 1.0 |
| DEN 149 | Chairside Assisting | 30 | 34 | | 3.0 |
| Professional Sequence IV Total | | 55 | 69 | | 5.5 |

| Professional Sequence V | | | | | |
|-------------------------------|--------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DEN 128 | Clinical Dental Procedures III | 15 | 30 | | 2.0 |
| DEN 164 | Fundamentals of Dentistry V | 15 | 4 | | 1.0 |
| DEN 152 | Dental Materials | 30 | 30 | | 3.0 |
| Professional Sequence V Total | | 60 | 64 | | 6.0 |

| Externship | | | | | |
|------------------|------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DEN 201 | Externship | | | 180 | 4.0 |
| Externship Total | | | | 180 | 4.0 |

| | | | | | |
|----------------------|--|------------|------------|------------|-------------|
| Program Total | | 284 | 336 | 180 | 32.0 |
|----------------------|--|------------|------------|------------|-------------|

Dental Assistant—California Campuses • Course Descriptions

Professional Sequence I

DEN 103 Dental Radiography I

Total Course Hours: 45 (10 Theory, 35 Lab, 0 Extern) Semester Credits: 1.5

This course includes an overview of the basics of dental x-rays and x-ray equipment, film and digital processing, safety precautions, and responsibilities of both dental assistant and patient during radiography procedures. Students participate in hands-on activities to meet Dental Board of California requirements, including but not limited to bitewings and full mouth x-rays in both bisecting and paralleling techniques on mannequins.

Prerequisites: None

DEN 104 Fundamentals of Dentistry I

Total Course Hours: 19 (19 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course addresses key historical, legal, and ethical aspects of dentistry, including the California Dental Practice Act and the Health Insurance Portability and Accountability Act (HIPAA). Other topics include the roles of dental team members, communication techniques, stages of tooth development/anatomy/tooth structures, and development of skills to promote career success.

Prerequisites: None

DEN 109 Clinical Dental Procedures I

Total Course Hours: 60 (30 Theory, 30 Lab, 0 Extern) Semester Credits: 3.0

This course addresses the dental specialties of endodontics, orthodontics, oral/maxillofacial surgery, and implants. Students participate in hands-on activities to learn the dental assisting skills required for the most common procedures performed in these specialties.

Prerequisites: None

Professional Sequence II

DEN 113 Dental Office Administration

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course focuses on the routine aspects of dental office administration. Topics include patient and coworker communication techniques, patient scheduling in electronic and manual practice management systems, patient records, dental insurance, basic accounting, and office inventory.

Prerequisites: None

DEN 125 Fundamentals of Dentistry II

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course provides an overview of dental terminology related to basic dentistry, identifying tissues comprising the periodontium, identifying the common concerns related to children's dental care, and the impact of nutrition on dental health.

Prerequisites: None

DEN 129 Clinical Dental Procedures II

Total Course Hours: 94 (20 Theory, 74 Lab, 0 Extern) Semester Credits: 3.5

This course addresses the dental specialties of pediatric dentistry and periodontics. Students participate in hands-on activities to learn the dental assisting skills required for the most common procedures performed in these specialties and as a Registered Dental Assistant, including pit and fissure sealants, coronal polish, and techniques to promote oral health and hygiene.

Prerequisites: None

Professional Sequence III

DEN 123 Dental Radiography II

Total Course Hours: 45 (10 Theory, 35 Lab, 0 Extern) Semester Credits: 1.5

This course includes an overview of the basics of dental x-rays, film and digital processing, safety precautions, and responsibilities of both dental assistant and patient during radiography procedures. Students participate in hands-on activities to meet Dental Board of California requirements, including but not limited to bitewings and full mouth x-rays in both bisecting and paralleling techniques on mannequins and one patient.

Prerequisites: None

DEN 136 Microbiology and Dental Pharmacology

Total Course Hours: 34 (20 Theory, 14 Lab, 0 Extern) Semester Credits: 1.5

This course introduces students to basic microbiology, dental pharmacology, and dental anesthetics. Content includes microorganisms of concern in the dental office, infection control measures to prevent disease transmission, common medications administered in the dental office, and how to assist/monitor during the administration of anesthesia on patients who are sedated for dental procedures.

Prerequisites: None

DEN 144 Fundamentals of Dentistry III

Total Course Hours: 45 (30 Theory, 15 Lab, 0 Extern) Semester Credits: 2.5

This course provides an overview of general anatomy and physiology, head and neck anatomy to include landmarks of the face/oral cavity, preparation for patient care, and emergency management in the dental office.

Prerequisites: None

Dental Assistant—California Campuses • Course Descriptions

Professional Sequence IV

DEN 143 Dental Radiography III

Total Course Hours: 45 (10 Theory, 35 Lab, 0 Extern) Semester Credits: 1.5

This course includes an overview of the basics of dental x-rays, film and digital processing, safety precautions, and responsibilities of both dental assistant and patient during radiography procedures. Students participate in hands-on activities to meet Dental Board of California requirements, including but not limited to bitewings and full mouth x-rays in both bisecting and paralleling techniques on three patients.

Prerequisites: None

DEN 154 Fundamentals of Dentistry IV

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

Students will learn basic dental terminology and abbreviations related to patient examination and charting, the impact of chairside assisting practices during restorative procedures, and implementation of armamentarium for tray set-ups in the dental office.

Prerequisites: None

DEN 149 Chairside Assisting

Total Course Hours: 64 (30 Theory, 34 Lab, 0 Extern) Semester Credits: 3.0

This course addresses basic concepts of a dental practice which includes chairside assisting and ergonomics, patient management, instrument set up and transfer, tray systems, maintaining the operating field, oral pathology, and charting. Students participate in hands-on activities to learn a range of chairside skills in four-handed dentistry to become a proficient dental assistant.

Prerequisites: None

Professional Sequence V

DEN 128 Clinical Dental Procedures III

Total Course Hours: 45 (15 Theory, 30 Lab, 0 Extern) Semester Credits: 2.0

This course addresses the dental specialty of prosthodontics and cosmetic procedures. Students participate in hands-on activities to learn the dental assisting skills required for the most common procedures performed in this specialty, including but not limited to indirect restoration to include crowns, bridges, veneers, dentures, implant restorations, and various aspects of teeth whitening.

Prerequisites: None

DEN 164 Fundamentals of Dentistry V

Total Course Hours: 19 (15 Theory, 4 Lab, 0 Extern) Semester Credits: 1.0

This course focuses on safety standards and procedures in dentistry. Content includes OSHA and Cal/OSHA regulations, the identification and handling of disposable hazardous materials, and the significance of Safety Data Sheets (SDS) in the dental office.

Prerequisites: None

DEN 152 Dental Materials

Total Course Hours: 60 (30 Theory, 30 Lab, 0 Extern) Semester Credits: 3.0

This course is designed to acquaint students with various types of dental materials, including but not limited to dental cements for bases and liners and impressions for cast models. Students participate in hands-on activities to learn and demonstrate proper techniques for direct chairside restorations in amalgam/composite dental procedures with matrix and wedge placement.

Prerequisites: None

Externship Sequence

DEN 201 Externship

Total Course Hours: 180 (0 Theory, 0 Lab, 180 Extern) Semester Credits: 4.0

This course provides students with opportunities to apply professional skills learned in the classroom.

Prerequisites: Professional Sequences I, II, III, IV, and V



I worked retail for almost eight years. I wasn't motivated and would wake up each day dreading going to work and seeing no future in my job. I had a friend in the same situation who left to attend Pima Medical Institute's nine-month Dental Assistant (DA) program. Watching her experiencing success in her new career, made me decide to look into the program.

My experience as a student was great. I loved it! I woke up motivated every day and was surrounded by peers with the same goals as myself, which made it easy to succeed. COVID was definitely the biggest challenge we faced throughout the program, but my instructors gave us the detailed training we needed and even allowed for one-on-one instruction. I completed my externship and was immediately hired at that practice as a DA. I quickly achieved my RDA (Registered Dental Assistant) and soon after became the lead dental assistant of that office. I know that I have so much opportunity for growth within my company and am excited for my future.

I would like to thank my Pima Medical instructors. They gave me so much knowledge during the program, but more importantly they continue to make themselves available for any questions I have. I recommend Pima Medical to prospective dental assistants all the time. They gave me the tools I needed to succeed and for that I will always be grateful!

Shannon Stewart
Certificate, Dental Assistant, Chula Vista Campus

Emergency Medical Technician

Objective: To develop in students the personal traits and professional skills needed to perform as competent, entry-level Emergency Medical Technicians. The program introduces students to management of pre-hospital sick or injured patients and their safe transportation to an acute care hospital. Topics to be covered will include anatomy and physiology, communication, patient assessment, and emergency interventions.

Graduates of this program receive a certificate. The Emergency Medical Technician program courses are eligible for consideration for credit toward PMI's Paramedic Associate of Occupational Science Degree Program. Graduates of this program are eligible to apply to take the NREMT certification examination at the EMT level.

Admissions Requirements: In addition to the Admissions requirements listed in the Prospective Students section of this catalog, applicants must be 18 years of age.

| Semester I | | | | | |
|------------------|---------------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| EMS 101 | EMT Theory and Practical Applications | 100 | 80 | 12 | 9.5 |
| Semester I Total | | 100 | 80 | 12 | 9.5 |

| | | | | |
|----------------------|------------|-----------|-----------|------------|
| Program Total | 100 | 80 | 12 | 9.5 |
|----------------------|------------|-----------|-----------|------------|

EMS 101 EMT Theory and Practical Applications

Total Course Hours: 192 (100 Theory, 80 Lab, 12 Extern) Semester Credits: 9.5

This course introduces the emergency medical services (EMS) system as well as the roles and responsibilities of emergency medical technicians (EMTs). Course content addresses the knowledge needed to respond to medical emergencies and trauma situations, including medical terminology, anatomy and physiology, patient assessment, airway management, pharmacology, shock, and patient resuscitation. Topics include cardiovascular emergencies, toxicology, psychiatric emergencies, bleeding, face and neck injuries, head and spine injuries, chest injuries, and orthopedic injuries, as well as specific patient populations and patient transportation considerations. Students participate in hands-on activities to practice the skills necessary for prehospital settings.

Prerequisites: None



At a Glance

Program Type: Certificate

Delivery Method: On-ground

Semester Credits: 9.5

| Program Length | Total |
|--|-------|
| Program Hours | 192 |
| Program Weeks | 15 |
| Program Semesters (15 weeks per semester) | 1 |

Campus Locations



NV: Las Vegas

Health Care Administration Certificate

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level health care administration professionals through didactic instruction, hands-on laboratory practice, and externship experiences. Among the topics covered in the curriculum are medical terminology, law and ethics, office management, medical insurance, computers, accounting procedures, and other topics necessary to be effective members of the health care administration team.

Graduates of this program receive a certificate. The health care administration certificate program courses are eligible for consideration for credit toward PMI's Health Care Administration Associate of Applied Science Degree Program.

Admissions Requirements: Refer to the Admissions information in the Prospective Students section of this catalog.

| Career Prep Sequence | | | | | |
|-----------------------------------|--------------------------------------|------------|-----------|--------|------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| CSK 100 | Study Skills | 15 | | | 1.0 |
| CAT 150 | Anatomy, Physiology, and Terminology | 55 | | | 3.5 |
| CCB 100 | Computer Basics | | 15 | | 0.5 |
| CMF 95 | Math Fundamentals | 20 | | | 1.0 |
| CHS 100 | CPR and First Aid | 10 | 5 | | 0.5 |
| Career Prep Sequence Total | | 100 | 20 | | 6.5 |

| Professional Sequence I | | | | | |
|--------------------------------------|---|-----------|-----------|--------|------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| HCA 105 | Medical Office Management | 30 | 12 | | 2.0 |
| HCA 110 | Insurance, Billing, and Coding Fundamentals | 15 | | | 1.0 |
| HCA 115 | Professional Documentation | 15 | | | 1.0 |
| HCA 120 | Sequence I Administrative Applications | | 48 | | 1.5 |
| Professional Sequence I Total | | 60 | 60 | | 5.5 |

| Professional Sequence II | | | | | |
|---------------------------------------|--|-----------|-----------|--------|------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| HCA 125 | Medical Office Communications | 15 | | | 1.0 |
| HCA 130 | Computer Applications | 20 | 12 | | 1.5 |
| HCA 135 | Administrative Aspects of Insurance, Billing, and Coding | 25 | | | 1.5 |
| HCA 140 | Sequence II Administrative Applications | | 48 | | 1.5 |
| Professional Sequence II Total | | 60 | 60 | | 5.5 |

| Professional Sequence III | | | | | |
|--|--|-----------|-----------|--------|------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| HCA 145 | Medical Law and Ethics | 15 | | | 1.0 |
| HCA 150 | Electronic Health Records | 15 | 12 | | 1.0 |
| HCA 155 | Electronic and Written Communication | 30 | | | 2.0 |
| HCA 160 | Sequence III Administrative Applications | | 48 | | 1.5 |
| Professional Sequence III Total | | 60 | 60 | | 5.5 |

| Externship | | | | | |
|-------------------------|------------|--------|-----|------------|------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| HCA 165 | Externship | | | 240 | 5.0 |
| Externship Total | | | | 240 | 5.0 |

| | | | | | |
|----------------------|--|------------|------------|------------|-------------|
| Program Total | | 280 | 200 | 240 | 28.0 |
|----------------------|--|------------|------------|------------|-------------|



At a Glance

Program Type: Certificate

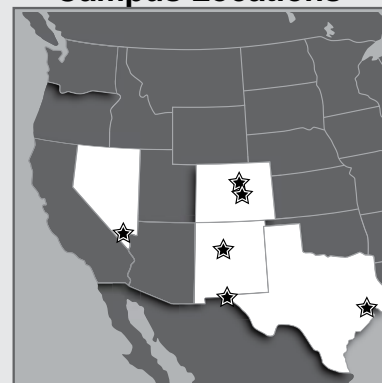
Delivery Method: On-ground or hybrid*

*See "Note" on Course Descriptions page

Semester Credits: 28.0

| Program Length | Total |
|-------------------|-------|
| Program Hours | 720 |
| Program Weeks | |
| Five-Day Schedule | 30 |

Campus Locations



CO: Colorado Springs, Denver

NV: Las Vegas

NM: Albuquerque

TX: El Paso, Houston

Health Care Administration Certificate • Course Descriptions

Note: Morning course sessions are on-ground and evening course sessions are hybrid. Afternoon course sessions may be hybrid or on-ground. For afternoon and evening courses, theory and computer-based lab hours may be taught on-ground, online, and/or hybrid, and all non computer-based labs are taught on-ground. Refer to the Prospective Student Handouts for available delivery methods.

Career Prep Sequence

CSK 100 Study Skills

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course provides students an opportunity to learn and adopt methods to promote success in school, work, and life. Topics include strategies to help students develop and improve their skills in time and stress management, reading comprehension and memorization, listening and note taking, and test preparation.

Prerequisites: None

CAT 150 Anatomy, Physiology, and Terminology

Total Course Hours: 55 (55 Theory, 0 Lab, 0 Extern) Semester Credits: 3.5

This course is designed to provide students with a basic knowledge of anatomy, physiology, and medical terminology. Medical terms are learned within the context of the structures and functions of the body systems (integumentary, musculoskeletal, nervous, endocrine, lymphatic, immune, cardiovascular, respiratory, digestive, urinary, reproductive) and the senses. Content also addresses pathology, procedures, and medications involved in treatment.

Prerequisites: None

CCB 100 Computer Basics

Total Course Hours: 15 (0 Theory, 15 Lab, 0 Extern) Semester Credits: 0.5

Through demonstration and hands-on experience, students gain a general understanding of computers. In addition, hardware, software, Microsoft products, and internet use are explained.

Prerequisites: None

CMF 95 Math Fundamentals

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

The course reviews basic mathematical skills including whole numbers, fractions, decimals, proportions, ratios, percentages, combined applications, and measurement systems. It provides students with a solid foundation for higher math concepts.

Prerequisites: None

CHS 100 CPR and First Aid

Total Course Hours: 15 (10 Theory, 5 Lab, 0 Extern) Semester Credits: 0.5

This course follows recognized standards that are designed to prepare students to provide basic first aid assistance and cardiopulmonary resuscitation (CPR) for adults, children, and infants. Students learn how to perform as an effective team member during multi-rescuer CPR situations and how to demonstrate the proper use of an automated external defibrillator (AED).

Prerequisites: None

Professional Sequence I

HCA 105 Medical Office Management

Total Course Hours: 42 (30 Theory, 12 Lab, 0 Extern) Semester Credits: 2.0

This course introduces students to the daily operations of the medical office environment, including basic policies/procedures, appointment scheduling, telephone etiquette, patient reception and processing, and financial and medical records management.

Lab instruction offers students opportunities to explore and practice routine tasks associated with medical office management.

Prerequisites: None

HCA 110 Insurance, Billing, and Coding Fundamentals

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course addresses the fundamentals of insurance, billing, and coding procedures. Course content includes terminology, documentation requirements, insurance plans, billing agencies, and coding manuals.

Prerequisites: None

HCA 115 Professional Documentation

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

Content focuses on the importance of developing proficient business writing and technology skills typically required in a medical office environment. Students explore the operational aspects and data-security considerations of electronic medical records systems and electronic health records systems.

Prerequisites: None

HCA 120 Sequence I Administrative Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students are assessed on their knowledge and application of basic office administration skills, billing and coding fundamentals, written and electronic documentation, and keyboarding skills.

Prerequisites: None

Health Care Administration Certificate • Course Descriptions

Professional Sequence II

HCA 125 Medical Office Communication

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

Course content introduces students to the types of professional communication skills expected of medical office professionals. Topics include basic terminology, patient and coworker interactions, verbal and nonverbal cues, and listening skills, among others. Activities offer students opportunities to practice communication exchanges typically encountered in the medical office environment.

Prerequisites: Professional Sequence I

HCA 130 Computer Applications

Total Course Hours: 32 (20 Theory, 12 Lab, 0 Extern) Semester Credits: 1.5

This course emphasizes the development and application of computer-based skills required in the medical office setting. Lab instruction offers students focused opportunities to explore and practice common word-processing, spreadsheet, and presentation software.

Prerequisites: Professional Sequence I

HCA 135 Administrative Aspects of Insurance, Billing, and Coding

Total Course Hours: 25 (25 Theory, 0 Lab, 0 Extern) Semester Credits: 1.5

This course is designed to enhance students' knowledge of insurance, billing, and coding procedures through discussion and lab instruction. Topics include patient payment issues, diagnostic and procedural coding, insurance claim forms, and third-party reimbursement.

Prerequisites: Professional Sequence I

HCA 140 Sequence II Administrative Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students are assessed on their knowledge and application of basic computer software applications, billing and coding procedures, and how to obtain and document patient history, height/weight, and vital signs.

Prerequisites: Professional Sequence I

Professional Sequence III

HCA 145 Medical Law and Ethics

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course addresses legal and ethical considerations relevant to the medical office setting. Content includes legal terminology, professional competence, scope-of-practice rules, and regulatory compliance issues with particular focus on HIPAA and patient confidentiality requirements.

Prerequisites: Professional Sequence I

HCA 150 Electronic Health Records

Total Course Hours: 27 (15 Theory, 12 Lab, 0 Extern) Semester Credits: 1.0

Course content builds upon students' prior knowledge of and experience with electronic health records (EHR). Lab instruction focuses on basic EHR systems intended to prepare students for the types of tasks they will encounter in the medical office environment.

Prerequisites: Professional Sequence I

HCA 155 Electronic and Written Communication

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course emphasizes development and refinement of basic writing skills for the medical office. Various assignments reinforce proper writing mechanics and grammar usage, attention to detail, spelling, correct use of medical terminology and symbols, and a range of skills related to medical documentation. Students are expected to practice their keyboarding skills and complete a typing assessment by the end of the Sequence III Administrative Applications course.

Prerequisites: Professional Sequence I

HCA 160 Sequence III Administrative Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students are assessed on their knowledge and application of professional writing skills, typing proficiency, and data entry/retrieval within a simulated electronic health records system.

Prerequisites: Professional Sequence I

Externship Sequence

HCA 165 Externship

Total Course Hours: 240 (0 Theory, 0 Lab, 240 Extern) Semester Credits: 5.0

This course provides students with opportunities to apply professional skills learned in the classroom.

Prerequisites: Career Prep and Professional Sequences I, II, and III



At a Glance

Program Type: Certificate

Delivery Method: Online

Semester Credits: 30.0

| Program Length | Total |
|---|-------|
| Program Hours | 510 |
| Program Weeks <small>Individual time to completion may vary by student depending on individual progress and credits transferred.</small> | 32 |
| Program Semesters <small>(16 weeks per semester)</small> | 2 |

Campus Locations



The Online programs are delivered from Tucson, AZ.

Medical Administrative Assistant

Objective: To develop in students the personal traits and professional skills needed to perform as competent entry-level medical administrative assistant professionals. The program provides students with knowledge of medical terminology, office management, medical insurance and billing, electronic health records, accounting procedures, patient communication, legal and ethical considerations.

Graduates of this program receive a certificate. Courses within the program are acceptable for credit toward PMI's Health Care Administration Associate of Applied Science Degree Program.

Admissions Requirements: Refer to the Admissions information in the Prospective Students section of this catalog.

| Semester I | | | | | |
|------------------|---|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| MAA101 | Foundations of Medical Administrative Assisting | 45 | | | 3.0 |
| MAA111 | Medical Office Communication and Documentation | 45 | | | 3.0 |
| MAA121 | Anatomy, Physiology, and Medical Terminology | 60 | | | 4.0 |
| MAA141 | Medical Office Computer Applications | 30 | 60 | | 4.0 |
| Semester I Total | | 180 | 60 | | 14.0 |

| Semester II | | | | | |
|-------------------|---|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| MAA 151 | Introduction to Medical Office Management | 60 | | | 4.0 |
| MAA 161 | Medical Office Insurance, Billing, and Coding | 60 | | | 4.0 |
| MAA 171 | Electronic Health Record Management | 60 | | | 4.0 |
| MAA 181 | Professional Capstone | 30 | 60 | | 4.0 |
| Semester II Total | | 210 | 60 | | 16.0 |

| | | | |
|----------------------|------------|------------|-------------|
| Program Total | 390 | 120 | 30.0 |
|----------------------|------------|------------|-------------|

Medical Administrative Assistant • Course Descriptions

Semester I

MAA101 Foundations of Medical Administrative Assisting

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course introduces students to the healthcare industry and typical responsibilities of a medical administrative assistant. Through hands-on experience, students will gain a general knowledge of computers. Legal and ethical considerations relevant to the medical office setting with a particular focus on Health Insurance Portability and Accountability Act (HIPAA) and patient confidentiality requirements will be addressed.

Prerequisites: None

MAA111 Medical Office Communication and Documentation

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course introduces students to the types of professional communication, recordkeeping, and documentation skills expected of medical office professionals. Emphasis is placed on accuracy, confidentiality, and concise written communication. Medical documentation practices such as the transcription of patient histories and chart notes will be addressed. Content also focuses on the importance of proficient business writing and technology skills typically required in a medical office environment.

Prerequisites: None

MAA121 Anatomy, Physiology, and Medical Terminology

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course provides students with a basic knowledge of anatomy, physiology, and medical terminology. Medical terms are introduced within the context of structures and functions of the body systems and the senses. Content also addresses pathology, procedures, and medications involved in treatment. Students learn to apply proper terminology and spelling for major pathological conditions. This course identifies and explains the terms used for the integumentary, respiratory, nervous, reproductive, endocrine, urinary, digestive, lymphatic, hematic, immune, and musculoskeletal systems.

Prerequisites: None

MAA141 Medical Office Computer Applications

Total Course Hours: 90 (30 Theory, 60 Lab, 0 Extern) Semester Credits: 4.0

This course emphasizes the development and application of computer-based skills required in the medical office setting. Students engage in workplace-related computer projects using medical management software. Lab activities offer students focused opportunities to explore and practice common word-processing, spreadsheet, and presentation software.

Prerequisites: None

Semester II

MAA151 Introduction to Medical Office Management

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course introduces students to the daily operations of the medical office environment, including basic policies/procedures, appointment scheduling, telephone etiquette, patient reception and processing, office equipment, supply inventory, financial and medical records management. Students review basic mathematical skills to provide them with a solid foundation for higher math concepts. Activities offer students opportunities to explore and practice routine tasks associated with entry-level medical office management.

Prerequisites: Foundations of Medical Administrative Assisting

MAA161 Medical Office Insurance, Billing, and Coding

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course addresses the fundamentals of insurance, billing, and coding procedures through practical training and activities. Course content includes terminology, documentation requirements, insurance plans, billing agencies, billing processes, patient payment issues, third-party reimbursement, and coding manuals. The proper guidelines for the ICD-10 diagnostic and CPT procedural coding systems, as well as electronic claim forms and the initiation of the claims process, will be addressed. The activities provide students with hands-on opportunities to apply what they have learned.

Prerequisites: Foundations of Medical Administrative Assisting

MAA171 Electronic Health Record Management

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course introduces students to electronic health records (EHR), building upon previously learned foundational skills in medical administrative tasks, documentation, and technology applications. Basic EHR systems and the legal and regulatory issues related to their use are addressed. Through instruction, students learn about processing, assembling, and analyzing electronic health records.

Prerequisites: Foundations of Medical Administrative Assisting

MAA181 Professional Capstone

Total Course Hours: 90 (30 Theory, 60 Lab, 0 Extern) Semester Credits: 4.0

The capstone course provides students with opportunities to synthesize learned skills and knowledge in real-world projects, including virtual externship, that prepare them for entry into the professional field. Students will acquire skills to seek and obtain employment in the field as well as develop strategies to highlight their professional attributes to employers and others.

Prerequisite: Successful completion of all semester 1 coursework



Medical Assistant

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level medical assistants through didactic instruction, hands-on laboratory practice, and externship experiences. Among the topics covered in the curriculum are anatomy and physiology, law and ethics, routine laboratory procedures, patient care procedures commonly performed in medical offices, and other topics necessary to be effective members of the medical assistant team.

Graduates of this program receive a certificate. The medical assistant program courses are eligible for consideration for credit toward PMI's Health Care Administration Associate of Applied Science Degree Program.

Admissions Requirements: Refer to the Admissions information in the Prospective Students section of this catalog.

At a Glance

Program Type: Certificate

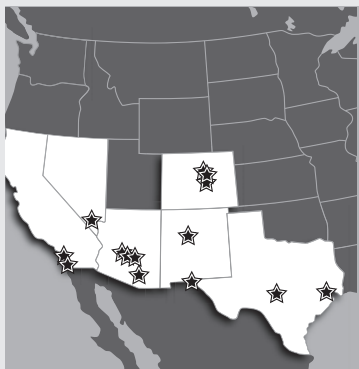
Delivery Method: On-ground or hybrid*

*See "Note" on Course Descriptions page

Semester Credits: 32.0

| Program Length | Total |
|-------------------|-------|
| Program Hours | 800 |
| Program Weeks | |
| Five-Day Schedule | 35 |

Campus Locations



AZ: East Valley, Mesa, Phoenix, Tucson

CA: Chula Vista, San Marcos

CO: Aurora, Colorado Springs, Denver

NV: Las Vegas

NM: Albuquerque

TX: El Paso, Houston, San Antonio

| Career Prep Sequence | | | | | |
|--|---|------------|------------|------------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| CSK 100 | Study Skills | 15 | | | 1.0 |
| CAT 150 | Anatomy, Physiology, and Terminology | 55 | | | 3.5 |
| CCB 100 | Computer Basics | | 15 | | 0.5 |
| CMF 95 | Math Fundamentals | 20 | | | 1.0 |
| CHS 100 | CPR and First Aid | 10 | 5 | | 0.5 |
| Career Prep Sequence Total | | 100 | 20 | | 6.5 |
| Professional Sequence I | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| HCA 105 | Medical Office Management | 30 | 12 | | 2.0 |
| HCA 110 | Insurance, Billing, and Coding Fundamentals | 15 | | | 1.0 |
| HCA 115 | Professional Documentation | 15 | | | 1.0 |
| HCA 120 | Sequence I Administrative Applications | | 48 | | 1.5 |
| Professional Sequence I Total | | 60 | 60 | | 5.5 |
| Professional Sequence II | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| MDA 135 | Physical Examination Techniques | 20 | 12 | | 1.5 |
| MDA 145 | Clinical Aspects of Billing and Coding | 15 | | | 1.0 |
| MDA 150 | Surgical Procedures | 25 | | | 1.5 |
| MDA 155 | Sequence II Clinical Applications | | 48 | | 1.5 |
| Professional Sequence II Total | | 60 | 60 | | 5.5 |
| Professional Sequence III | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| MDA 160 | Introduction to Pharmacology | 30 | | | 2.0 |
| MDA 165 | Medical Law and Ethics | 15 | | | 1.0 |
| MDA 170 | Medical Office Laboratory Procedures | 15 | 12 | | 1.0 |
| MDA 175 | Sequence III Clinical Applications | | 48 | | 1.5 |
| Professional Sequence III Total | | 60 | 60 | | 5.5 |
| Professional Sequence IV | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| MDA 180 | Phlebotomy and Blood Specimens | 15 | 12 | | 1.0 |
| MDA 185 | Medical Specialty Procedures | 20 | 10 | | 1.5 |
| MDA 190 | Medical Office Communication | 15 | | | 1.0 |
| MDA 195 | Sequence IV Clinical Applications | | 48 | | 1.5 |
| Professional Sequence IV Total | | 50 | 70 | | 5.0 |
| Externship | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| MDA 275 | Externship | | | 200 | 4.0 |
| Externship Total | | | | 200 | 4.0 |
| Program Total | | 330 | 270 | 200 | 32.0 |

Medical Assistant • Course Descriptions

Note: Morning course sessions are on-ground and evening course sessions are hybrid. Afternoon course sessions may be hybrid or on-ground. For afternoon and evening courses, theory and computer-based lab hours may be taught on-ground, online, and/or hybrid, and all non computer-based labs are taught on-ground. Refer to the Prospective Student Handouts for available delivery methods.

Career Prep Sequence

CSK 100 Study Skills

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course provides students an opportunity to learn and adopt methods to promote success in school, work, and life. Topics include strategies to help students develop and improve their skills in time and stress management, reading comprehension and memorization, listening and note taking, and test preparation.

Prerequisites: None

CAT 150 Anatomy, Physiology, and Terminology

Total Course Hours: 55 (55 Theory, 0 Lab, 0 Extern) Semester Credits: 3.5

This course is designed to provide students with a basic knowledge of anatomy, physiology, and medical terminology. Medical terms are learned within the context of the structures and functions of the body systems (integumentary, musculoskeletal, nervous, endocrine, lymphatic, immune, cardiovascular, respiratory, digestive, urinary, reproductive) and the senses. Content also addresses pathology, procedures, and medications involved in treatment.

Prerequisites: None

CCB 100 Computer Basics

Total Course Hours: 15 (0 Theory, 15 Lab, 0 Extern) Semester Credits: 0.5

Through demonstration and hands-on experience, students gain a general understanding of computers. In addition, hardware, software, Microsoft products, and internet use are explained.

Prerequisites: None

CMF 95 Math Fundamentals

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

The course reviews basic mathematical skills including whole numbers, fractions, decimals, proportions, ratios, percentages, combined applications, and measurement systems. It provides students with a solid foundation for higher math concepts.

Prerequisites: None

CHS 100 CPR and First Aid

Total Course Hours: 15 (10 Theory, 5 Lab, 0 Extern) Semester Credits: 0.5

This course follows recognized standards that are designed to prepare students to provide basic first aid assistance and cardiopulmonary resuscitation (CPR) for adults, children, and infants. Students learn how to perform as an effective team member during multi-rescuer CPR situations and how to demonstrate the proper use of an automated external defibrillator (AED).

Prerequisites: None

Professional Sequence I

HCA 105 Medical Office Management

Total Course Hours: 42 (30 Theory, 12 Lab, 0 Extern) Semester Credits: 2.0

This course introduces students to the daily operations of the medical office environment, including basic policies/procedures, appointment scheduling, telephone etiquette, patient reception and processing, and financial and medical records management. Lab instruction offers students opportunities to explore and practice routine tasks associated with medical office management.

Prerequisites: None

HCA 110 Insurance, Billing, and Coding Fundamentals

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course addresses the fundamentals of insurance, billing, and coding procedures. Course content includes terminology, documentation requirements, insurance plans, billing agencies, and coding manuals.

Prerequisites: None

HCA 115 Professional Documentation

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

Content focuses on the importance of developing proficient business writing and technology skills typically required in a medical office environment. Students explore the operational aspects and data-security considerations of electronic medical records systems and electronic health records systems.

Prerequisites: None

HCA 120 Sequence I Administrative Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students are assessed on their knowledge and application of basic office administration skills, billing and coding fundamentals, written and electronic documentation, and keyboarding skills.

Prerequisites: None

Medical Assistant • Course Descriptions

Professional Sequence II

MDA 135 Physical Examination Techniques

Total Course Hours: 32 (20 Theory, 12 Lab, 0 Extern) Semester Credits: 1.5

Content addresses knowledge and skills required to safely assist the medical provider during a patient's physical examination, including exam room preparation, how to obtain and document a patient's medical history, vital signs, and anthropometric measurements, and how to position patients for examination. Other topics include tests for vision and hearing as well as treatment of common eye and ear conditions. Lab instruction offers students focused opportunities to explore and practice these skills. Students are assessed on their abilities to perform these skills in the Sequence II Clinical Applications course.

Prerequisites: None

MDA 145 Clinical Aspects of Billing and Coding

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course is designed to enhance students' knowledge of clinical billing and coding terminology and procedures. Topics include procedural and diagnostic coding systems, regulatory guidelines and HIPAA compliance, insurance authorization/verification, and other documentation related to patient records. Students are expected to recognize anatomy and physiology terms for coding assignment purposes.

Prerequisites: None

MDA 150 Surgical Procedures

Total Course Hours: 25 (25 Theory, 0 Lab, 0 Extern) Semester Credits: 1.5

Content addresses knowledge and skills required to safely assist the medical provider with minor office-based surgical procedures. Discussion topics focus on medical and surgical asepsis, instrument identification, therapeutic modalities, mobility assistive devices, and terminology and guidelines associated with office-based surgeries. Students are assessed on their abilities to perform these skills in the Sequence II Clinical Applications course.

Prerequisites: None

MDA 155 Sequence II Clinical Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students are assessed on their knowledge and application of clinical skills, including exam-room and patient preparation for routine exams as well as routine office-based surgical procedures.

Prerequisites: None

Professional Sequence III

MDA 160 Introduction to Pharmacology

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course introduces students to basic pharmacology principles and practices. Content addresses terminology, drug references, safety regulations, rights of medication administration, dosage calculations, patient education, and disposal of biohazardous materials. Students are assessed on their abilities to perform these skills in the Sequence III Clinical Applications course.

Prerequisites: None

MDA 165 Medical Law and Ethics

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course addresses legal and ethical considerations relevant to the medical office setting. Content includes legal terminology, professional competence, scope-of-practice rules, and regulatory compliance issues, with particular focus on HIPAA and patient confidentiality requirements.

Prerequisites: None

MDA 170 Medical Office Laboratory Procedures

Total Course Hours: 27 (15 Theory, 12 Lab, 0 Extern) Semester Credits: 1.0

Content emphasizes the knowledge and skills required to assist with routine laboratory procedures and tests. Topics include safety protocol, quality control and assurance practices, equipment use and maintenance, and techniques for chemistry, immunology, and microbiology testing. Lab instruction focuses on nonblood-specimen collection and testing as well as pulmonary function and electrocardiography procedures. Students are assessed on their abilities to perform these skills in the Sequence III Clinical Applications course.

Prerequisites: None

MDA 175 Sequence III Clinical Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students are assessed on their knowledge and application of clinical skills, including medication preparation and administration, basic pulmonary function tests, electrocardiography procedures, specimen-collection, and preparation techniques required for laboratory analysis.

Prerequisites: None

Professional Sequence IV

MDA 180 Phlebotomy and Blood Specimens

Total Course Hours: 27 (15 Theory, 12 Lab, 0 Extern) Semester Credits: 1.0

Content emphasizes the knowledge and skills required to safely and correctly collect, process, and test blood specimens. Topics address common terminology, safety protocol, proper use and maintenance of supplies and equipment, and patient considerations. Lab instruction focuses on various phlebotomy and capillary collection procedures that students will be evaluated on during their Sequence IV Clinical Applications course.

Prerequisites: None

Medical Assistant • Course Descriptions

MDA 185 Medical Specialty Procedures

Total Course Hours: 30 (20 Theory, 10 Lab, 0 Extern) Semester Credits: 1.5

Content addresses knowledge and skills required to safely assist with specialty procedures conducted in the medical office. Lab instruction focuses on common procedures in such specialties as dermatology, gastroenterology, geriatrics, neurology, pediatrics, and female/male reproductive systems. Students will be evaluated on skills related to these procedures during their Sequence IV Clinical Applications course.

Prerequisites: None

MDA 190 Medical Office Communication

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

Course content introduces students to the types of communication skills expected of medical office professionals. Topics include basic terminology, patient and coworker interactions, cultural sensitivity, verbal and nonverbal cues, and listening skills, among others. Activities offer students opportunities to apply critical thinking skills while practicing communication exchanges typically encountered in the medical office environment.

Prerequisites: None

MDA 195 Sequence IV Clinical Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students are assessed on their knowledge and application of clinical skills, including blood specimen collection and medical specialty procedures.

Prerequisites: None

Externship Sequence

MDA 275 Externship

Total Course Hours: 200 (0 Theory, 0 Lab, 200 Extern) Semester Credits: 4.0

This course provides students with opportunities to apply professional skills learned in the classroom.

Prerequisites: Career Prep Sequence and Professional Sequences I, II, III, and IV



When I was in high school, I wanted to become a doctor, but life happened and I spent the next 15 years doing what I thought I had to do, instead of pursuing what I loved. After my grandfather passed away in 2017, I spent four years caring for my grandmother. During this time, I realized I needed to follow my dream. I felt as though it was too late to become a doctor- as I would be 60 by the time I finished- but my research showed there were many alternative positions needed in the healthcare field.

I was familiar with their reputation, so I chose Pima Medical Institute for my education. I appreciate how they exclude unnecessary classes that are typical of traditional colleges and universities, and on day one teach key concepts and skills that will be used in the field. I attended and graduated from the Nursing Assistant program and obtained my license as a CNA. My externship really opened my eyes to just how well-prepared Pima Medical makes you for the workplace. Despite the higher cost of attending, I was very impressed with how quickly they were able to get me into the program versus other schools. Wanting to do more and have more responsibility, I enrolled in the Medical Assistant (MA) program. For my externship, I was placed at a pediatric site that fit my skills and personality and ended up being offered an MA position at the end.

I have decided it's not time to stop learning. I am currently enrolled in the online Healthcare Administration program to obtain my associate's degree by next March and my bachelor's degree the following year. For anyone interested in working in the medical field, I highly recommend Pima Medical. My instructors were encouraging and attentive to my learning style and taught me the important concepts of healthcare. I want to thank everyone at Pima Medical for my success and continued education

Justin Cupp
Certificate, Medical Assistant Program, East Valley Campus



At a Glance

Program Type: Certificate

Delivery Method: On-ground or hybrid*

*See "Note" on Course Descriptions page

Semester Credits: 30.5

| Program Length | Total |
|-------------------|-------|
| Program Hours | 720 |
| Program Weeks | |
| Five-Day Schedule | 34 |

Campus Locations



WA: Renton, Seattle

Medical Assistant - Washington Campuses

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level medical assistants through didactic instruction, hands-on laboratory practice, and externship experiences. Among the topics covered in the curriculum are anatomy and physiology, law and ethics, routine laboratory procedures, patient care procedures commonly performed in medical offices, and other topics necessary to be effective members of the medical assistant team.

Graduates of this program receive a certificate. The medical assistant program courses are eligible for consideration for credit toward PMI's Health Care Administration Associate of Applied Science Degree Program.

Admissions Requirements: Refer to the Admissions information in the Prospective Students section of this catalog.

| Career Prep Sequence | | | | | |
|--|---|------------|------------|------------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| CSK 100 | Study Skills | 15 | | | 1.0 |
| CAT 150 | Anatomy, Physiology, and Terminology | 55 | | | 3.5 |
| CCB 100 | Computer Basics | | 15 | | 0.5 |
| CMF 95 | Math Fundamentals | 20 | | | 1.0 |
| CHS 100 | CPR and First Aid | 10 | 5 | | 0.5 |
| Career Prep Sequence Total | | 100 | 20 | | 6.5 |
| Professional Sequence I | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| HCA 106 | Medical Office Management | 30 | 20 | | 2.5 |
| HCA 110 | Insurance, Billing, and Coding Fundamentals | 15 | | | 1.0 |
| HCA 115 | Professional Documentation | 15 | | | 1.0 |
| Professional Sequence I Total | | 60 | 20 | | 4.5 |
| Professional Sequence II | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| MDA 135 | Physical Examination Techniques | 20 | 12 | | 1.5 |
| MDA 145 | Clinical Aspects of Billing and Coding | 15 | | | 1.0 |
| MDA 150 | Surgical Procedures | 25 | | | 1.5 |
| MDA 155 | Sequence II Clinical Applications | | 48 | | 1.5 |
| Professional Sequence II Total | | 60 | 60 | | 5.5 |
| Professional Sequence III | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| MDA 160 | Introduction to Pharmacology | 30 | | | 2.0 |
| MDA 165 | Medical Law and Ethics | 15 | | | 1.0 |
| MDA 170 | Medical Office Laboratory Procedures | 15 | 12 | | 1.0 |
| MDA 175 | Sequence III Clinical Applications | | 48 | | 1.5 |
| Professional Sequence III Total | | 60 | 60 | | 5.5 |
| Professional Sequence IV | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| MDA 180 | Phlebotomy and Blood Specimens | 15 | 12 | | 1.0 |
| MDA 185 | Medical Specialty Procedures | 20 | 10 | | 1.5 |
| MDA 190 | Medical Office Communication | 15 | | | 1.0 |
| MDA 195 | Sequence IV Clinical Applications | | 48 | | 1.5 |
| Professional Sequence IV Total | | 50 | 70 | | 5.0 |
| Externship | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| MDA 276 | Externship | | | 160 | 3.5 |
| Externship Total | | | | 160 | 3.5 |
| Program Total | | 330 | 230 | 160 | 30.5 |

Medical Assistant - Washington Campuses • Course Descriptions

Note: Morning course sessions are on-ground and evening course sessions are hybrid. Afternoon course sessions may be hybrid or on-ground. For afternoon and evening courses, theory and computer-based lab hours may be taught on-ground, online, and/or hybrid, and all non computer-based labs are taught on-ground. Refer to the Prospective Student Handouts for available delivery methods.

Career Prep Sequence

CSK 100 Study Skills

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course provides students an opportunity to learn and adopt methods to promote success in school, work, and life. Topics include strategies to help students develop and improve their skills in time and stress management, reading comprehension and memorization, listening and note taking, and test preparation.

Prerequisites: None

CAT 150 Anatomy, Physiology, and Terminology

Total Course Hours: 55 (55 Theory, 0 Lab, 0 Extern) Semester Credits: 3.5

This course is designed to provide students with a basic knowledge of anatomy, physiology, and medical terminology. Medical terms are learned within the context of the structures and functions of the body systems (integumentary, musculoskeletal, nervous, endocrine, lymphatic, immune, cardiovascular, respiratory, digestive, urinary, reproductive) and the senses. Content also addresses pathology, procedures, and medications involved in treatment.

Prerequisites: None

CCB 100 Computer Basics

Total Course Hours: 15 (0 Theory, 15 Lab, 0 Extern) Semester Credits: 0.5

Through demonstration and hands-on experience, students gain a general understanding of computers. In addition, hardware, software, Microsoft products, and internet use are explained.

Prerequisites: None

CMF 95 Math Fundamentals

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

The course reviews basic mathematical skills including whole numbers, fractions, decimals, proportions, ratios, percentages, combined applications, and measurement systems. It provides students with a solid foundation for higher math concepts.

Prerequisites: None

CHS 100 CPR and First Aid

Total Course Hours: 15 (10 Theory, 5 Lab, 0 Extern) Semester Credits: 0.5

This course follows recognized standards that are designed to prepare students to provide basic first aid assistance and cardiopulmonary resuscitation (CPR) for adults, children, and infants. Students learn how to perform as an effective team member during multi-rescuer CPR situations and how to demonstrate the proper use of an automated external defibrillator (AED).

Prerequisites: None

Professional Sequence I

HCA 106 Medical Office Management

Total Course Hours: 50 (30 Theory, 20 Lab, 0 Extern) Semester Credits: 2.5

This course introduces students to the daily operations of the medical office environment, including basic policies/procedures, appointment scheduling, telephone etiquette, patient reception and processing, and financial and medical records management. Lab instruction offers students opportunities to explore and practice routine tasks associated with medical office management.

Prerequisites: None

HCA 110 Insurance, Billing, and Coding Fundamentals

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course addresses the fundamentals of insurance, billing, and coding procedures. Course content includes terminology, documentation requirements, insurance plans, billing agencies, and coding manuals.

Prerequisites: None

HCA 115 Professional Documentation

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

Content focuses on the importance of developing proficient business writing and technology skills typically required in a medical office environment. Students explore the operational aspects and data-security considerations of electronic medical records systems and electronic health records systems.

Prerequisites: None

Professional Sequence II

MDA 135 Physical Examination Techniques

Total Course Hours: 32 (20 Theory, 12 Lab, 0 Extern) Semester Credits: 1.5

Content addresses knowledge and skills required to safely assist the medical provider during a patient's physical examination, including exam room preparation, how to obtain and document a patient's medical history, vital signs, and anthropometric measurements, and how to position patients for examination. Other topics include tests for vision and hearing as well as treatment of common eye and ear conditions. Lab instruction offers students focused opportunities to explore and practice these skills. Students are assessed on their abilities to perform these skills in the Sequence II Clinical Applications course.

Prerequisites: Professional Sequence I

Medical Assistant - Washington Campuses • Course Descriptions

MDA 145 Clinical Aspects of Billing and Coding

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course is designed to enhance students' knowledge of clinical billing and coding terminology and procedures. Topics include procedural and diagnostic coding systems, regulatory guidelines and HIPAA compliance, insurance authorization/verification, and other documentation related to patient records. Students are expected to recognize anatomy and physiology terms for coding assignment purposes.

Prerequisites: Professional Sequence I

MDA 150 Surgical Procedures

Total Course Hours: 25 (25 Theory, 0 Lab, 0 Extern) Semester Credits: 1.5

Content addresses knowledge and skills required to safely assist the medical provider with minor office-based surgical procedures. Discussion topics focus on medical and surgical asepsis, instrument identification, therapeutic modalities, mobility assistive devices, and terminology and guidelines associated with office-based surgeries. Students are assessed on their abilities to perform these skills in the Sequence II Clinical Applications course.

Prerequisites: Professional Sequence I

MDA 155 Sequence II Clinical Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students are assessed on their knowledge and application of clinical skills, including exam-room and patient preparation for routine exams as well as routine office-based surgical procedures.

Prerequisites: Professional Sequence I

Professional Sequence III

MDA 160 Introduction to Pharmacology

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course introduces students to basic pharmacology principles and practices. Content addresses terminology, drug references, safety regulations, rights of medication administration, dosage calculations, patient education, and disposal of biohazardous materials. Students are assessed on their abilities to perform these skills in the Sequence III Clinical Applications course.

Prerequisites: Professional Sequence I

MDA 165 Medical Law and Ethics

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course addresses legal and ethical considerations relevant to the medical office setting. Content includes legal terminology, professional competence, scope-of-practice rules, and regulatory compliance issues, with particular focus on HIPAA and patient confidentiality requirements.

Prerequisites: Professional Sequence I

MDA 170 Medical Office Laboratory Procedures

Total Course Hours: 27 (15 Theory, 12 Lab, 0 Extern) Semester Credits: 1.0

Content emphasizes the knowledge and skills required to assist with routine laboratory procedures and tests. Topics include safety protocol, quality control and assurance practices, equipment use and maintenance, and techniques for chemistry, immunology, and microbiology testing. Lab instruction focuses on nonblood-specimen collection and testing as well as pulmonary function and electrocardiography procedures. Students are assessed on their abilities to perform these skills in the Sequence III Clinical Applications course.

Prerequisites: Professional Sequence I

MDA 175 Sequence III Clinical Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students are assessed on their knowledge and application of clinical skills, including medication preparation and administration, basic pulmonary function tests, electrocardiography procedures, specimen-collection, and preparation techniques required for laboratory analysis.

Prerequisites: Professional Sequence I

Professional Sequence IV

MDA 180 Phlebotomy and Blood Specimens

Total Course Hours: 27 (15 Theory, 12 Lab, 0 Extern) Semester Credits: 1.0

Content emphasizes the knowledge and skills required to safely and correctly collect, process, and test blood specimens. Topics address common terminology, safety protocol, proper use and maintenance of supplies and equipment, and patient considerations. Lab instruction focuses on various phlebotomy and capillary collection procedures that students will be evaluated on during their Sequence IV Clinical Applications course.

Prerequisites: Professional Sequence I

MDA 185 Medical Specialty Procedures

Total Course Hours: 30 (20 Theory, 10 Lab, 0 Extern) Semester Credits: 1.5

Content addresses knowledge and skills required to safely assist with specialty procedures conducted in the medical office. Lab instruction focuses on common procedures in such specialties as dermatology, gastroenterology, geriatrics, neurology, pediatrics, and female/male reproductive systems. Students will be evaluated on skills related to these procedures during their Sequence IV Clinical Applications course.

Prerequisites: Professional Sequence I

MDA 190 Medical Office Communication

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

Course content introduces students to the types of communication skills expected of medical office professionals. Topics include basic terminology, patient and coworker interactions, cultural sensitivity, verbal and nonverbal cues, and listening skills, among others. Activities offer students opportunities to apply critical thinking skills while practicing communication exchanges typically encountered in the medical office environment.

Prerequisites: Professional Sequence I

Medical Assistant - Washington Campuses • Course Descriptions

MDA 195 Sequence IV Clinical Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students are assessed on their knowledge and application of clinical skills, including blood specimen collection and medical specialty procedures.

Prerequisites: Professional Sequence I

Externship Sequence

MDA 276 Externship

Total Course Hours: 160 (0 Theory, 0 Lab, 160 Extern) Semester Credits: 3.5

This course provides students with opportunities to apply professional skills learned in the classroom.

Prerequisites: Career Prep Sequence and Professional Sequences I, II, III, and IV



When I was in high school, I wanted to become a doctor, but life happened and I spent the next 15 years doing what I thought I had to do, instead of pursuing what I loved. After my grandfather passed away in 2017, I spent four years caring for my grandmother. During this time, I realized I needed to follow my dream. I felt as though it was too late to become a doctor- as I would be 60 by the time I finished- but my research showed there were many alternative positions needed in the healthcare field.

I was familiar with their reputation, so I chose Pima Medical Institute for my education. I appreciate how they exclude unnecessary classes that are typical of traditional colleges and universities, and on day one teach key concepts and skills that will be used in the field. I attended and graduated from the Nursing Assistant program and obtained my license as a CNA. My externship really opened my eyes to just how well-prepared Pima Medical makes you for the workplace. Despite the higher cost of attending, I was very impressed with how quickly they were able to get me into the program versus other schools. Wanting to do more and have more responsibility, I enrolled in the Medical Assistant (MA) program. For my externship, I was placed at a pediatric site that fit my skills and personality and ended up being offered an MA position at the end.

I have decided it's not time to stop learning. I am currently enrolled in the online Healthcare Administration program to obtain my associate's degree by next March and my bachelor's degree the following year. For anyone interested in working in the medical field, I highly recommend Pima Medical. My instructors were encouraging and attentive to my learning style and taught me the important concepts of healthcare. I want to thank everyone at Pima Medical for my success and continued education

Justin Cupp
Certificate, Medical Assistant Program, East Valley Campus

Pharmacy Technician

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level pharmacy technicians through didactic instruction, hands-on laboratory practice, and externship experiences. Among the topics covered in the curriculum are customer service, drug inventory management, prescription preparation that includes training in sterile products and aseptic techniques, and other topics necessary to be effective members of the pharmacy technician team. A sterile products certification course is offered through the National Pharmacy Technician Association/NPTA as part of the program.

Graduates of this program receive a certificate and are eligible to apply to take national examinations to become certified pharmacy technicians. The courses within the program are acceptable for credit toward PMI's Health Care Administration Associate of Applied Science Degree Program.

Admissions Requirements: Refer to the Admissions information in the Prospective Students section of this catalog.

| Career Prep Sequence | | | | | | |
|---------------------------------|--------------------------------------|----------------------|------------|------------|------------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits | |
| CSK 100 | Study Skills | 15 | | | 1.0 | |
| CAT 150 | Anatomy, Physiology, and Terminology | 55 | | | 3.5 | |
| CCB 100 | Computer Basics | | 15 | | 0.5 | |
| CMF 95 | Math Fundamentals | 20 | | | 1.0 | |
| CHS 100 | CPR and First Aid | 10 | 5 | | 0.5 | |
| Career Prep Sequence Total | | 100 | 20 | | 6.5 | |
| Professional Sequence I | | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits | |
| PHA 121 | Pharmacy Math | 15 | | | 1.0 | |
| PHA 105 | Inventory Maintenance | 15 | | | 1.0 | |
| PHA 165 | Pharmacology | 20 | | | 1.0 | |
| PHA 180 | Pharmacy Law and Ethics | 22 | | | 1.0 | |
| PHA 150 | Sequence I Pharmacy Applications | | 48 | | 1.5 | |
| Professional Sequence I Total | | 72 | 48 | | 5.5 | |
| Professional Sequence II | | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits | |
| PHA 131 | Pharmacy Math | 20 | | | 1.0 | |
| PHA 170 | Pharmacy Technician Duties | 27 | | | 1.5 | |
| PHA 175 | Pharmacology | 25 | | | 1.5 | |
| PHA 190 | Sequence II Pharmacy Applications | | 48 | | 1.5 | |
| Professional Sequence II Total | | 72 | 48 | | 5.5 | |
| Professional Sequence III | | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits | |
| PHA 141 | Pharmacy Math | 15 | | | 1.0 | |
| PHA 245 | Principles of Customer Service | 10 | | | 0.5 | |
| PHA 185 | Pharmacology | 25 | | | 1.5 | |
| PHA 235 | Pharmacy Laboratory Skills | 22 | | | 1.0 | |
| PHA 230 | Sequence III Pharmacy Applications | | 48 | | 1.5 | |
| Professional Sequence III Total | | 72 | 48 | | 5.5 | |
| Professional Sequence IV | | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits | |
| PHA 151 | Pharmacy Math | 15 | | | 1.0 | |
| PHA 155 | Pharmacy Computer Applications | 10 | 12 | | 1.0 | |
| PHA 195 | Pharmacology | 20 | | | 1.0 | |
| PHA 265 | Patient Safety | 15 | | | 1.0 | |
| PHA 270 | Sequence IV Pharmacy Applications | | 48 | | 1.5 | |
| Professional Sequence IV Total | | 60 | 60 | | 5.5 | |
| Externship | | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits | |
| PHA 250 | Externship | | | 240 | 5.0 | |
| Externship Total | | | | 240 | 5.0 | |
| 82 | | Program Total | 376 | 224 | 240 | 33.5 |



At a Glance

Program Type: Certificate

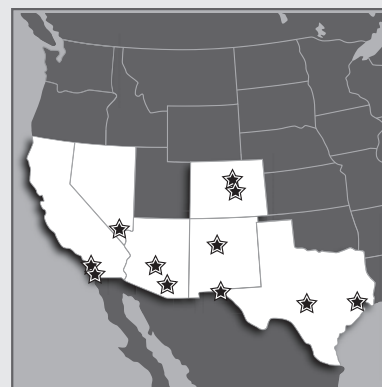
Delivery Method: On-ground or hybrid*

*See "Note" on Course Descriptions page

Semester Credits: 33.5

| Program Length | Total |
|-------------------|-------|
| Program Hours | 840 |
| Program Weeks | |
| Five-Day Schedule | 36 |

Campus Locations



AZ: Mesa, Tucson

CA: Chula Vista, San Marcos

CO: Colorado Springs, Denver

NV: Las Vegas*

NM: Albuquerque

TX: El Paso, Houston, San Antonio

The Las Vegas campus is accredited by the American Society of Health-System Pharmacists (ASHP).

Pharmacy Technician • Course Descriptions

Note: Morning course sessions are on-ground and evening course sessions are hybrid. Afternoon course sessions may be hybrid or on-ground. For afternoon and evening courses, theory and computer-based lab hours may be taught on-ground, online, and/or hybrid, and all non computer-based labs are taught on-ground. Refer to the Prospective Student Handouts for available delivery methods.

Career Prep Sequence

CSK 100 Study Skills

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course provides students an opportunity to learn and adopt methods to promote success in school, work, and life. Topics include strategies to help students develop and improve their skills in time and stress management, reading comprehension and memorization, listening and note taking, and test preparation.

Prerequisites: None

CAT 150 Anatomy, Physiology, and Terminology

Total Course Hours: 55 (55 Theory, 0 Lab, 0 Extern) Semester Credits: 3.5

This course is designed to provide students with a basic knowledge of anatomy, physiology, and medical terminology. Medical terms are learned within the context of the structures and functions of the body systems (integumentary, musculoskeletal, nervous, endocrine, lymphatic, immune, cardiovascular, respiratory, digestive, urinary, reproductive) and the senses. Content also addresses pathology, procedures, and medications involved in treatment.

Prerequisites: None

CCB 100 Computer Basics

Total Course Hours: 15 (0 Theory, 15 Lab, 0 Extern) Semester Credits: 0.5

Through demonstration and hands-on experience, students gain a general understanding of computers. In addition, hardware, software, Microsoft products, and internet use are explained.

Prerequisites: None

CMF 95 Math Fundamentals

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

The course reviews basic mathematical skills including whole numbers, fractions, decimals, proportions, ratios, percentages, combined applications, and measurement systems. It provides students with a solid foundation for higher math concepts.

Prerequisites: None

CHS 100 CPR and First Aid

Total Course Hours: 15 (10 Theory, 5 Lab, 0 Extern) Semester Credits: 0.5

This course follows recognized standards that are designed to prepare students to provide basic first aid assistance and cardiopulmonary resuscitation (CPR) for adults, children, and infants. Students learn how to perform as an effective team member during multi-rescuer CPR situations and how to demonstrate the proper use of an automated external defibrillator (AED).

Prerequisites: None

Professional Sequence I

PHA 121 Pharmacy Math

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course emphasizes mathematical concepts for pharmaceutical and business-math calculations. Students apply their knowledge to learn and practice the types of calculations required of pharmacy technicians in the pharmacy setting.

Prerequisites: None

PHA 105 Inventory Maintenance

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course emphasizes procedures and systems for inventory management of medications, equipment, supplies, and devices in the pharmacy setting. Students learn standard procedures and documentation requirements for purchasing, receiving, and monitoring inventory along with proper identification, storage, and disposal of medications.

Prerequisites: None

PHA 165 Pharmacology

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course examines the anatomy, physiology, pathology, and pharmacology of the muscular, skeletal, and nervous systems. Content addresses the therapeutic effects of prescription and nonprescription medications as well as alternative therapies associated with these systems. Topics include drug interactions, dosages, indications, contraindications, and routes of administration.

Prerequisites: None

PHA 180 Pharmacy Law and Ethics

Total Course Hours: 22 (22 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course provides an overview of legal requirements and ethical considerations pertinent to pharmacy technicians. Topics include federal and state statutes that regulate the pharmacy industry, agencies responsible for regulatory enforcement, and codes of ethics for pharmacy professionals.

Prerequisites: None

Pharmacy Technician • Course Descriptions

PHA 150 Sequence I Pharmacy Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students are assessed on their knowledge of inventory control and recordkeeping with a focus on medications specific to the muscular, skeletal, and nervous systems.

Prerequisites: None

Professional Sequence II

PHA 131 Pharmacy Math

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course emphasizes mathematical concepts for pharmaceutical calculations used in reconstitutions, dilutions, and concentrations. Students apply their knowledge to learn and practice the types of calculations required of pharmacy technicians in the pharmacy setting.

Prerequisites: None

PHA 170 Pharmacy Technician Duties

Total Course Hours: 27 (27 Theory, 0 Lab, 0 Extern) Semester Credits: 1.5

This course introduces students to the tasks and responsibilities of pharmacy technicians as well as expectations for professionalism in the work environment. Topics include types of pharmacy practice settings, health care team interactions, time and stress management, prescription related matters, insurance claims, and recordkeeping practices.

Prerequisites: None

PHA 175 Pharmacology

Total Course Hours: 25 (25 Theory, 0 Lab, 0 Extern) Semester Credits: 1.5

This course examines the anatomy, physiology, pathology, and pharmacology of the gastrointestinal, respiratory, and cardiovascular systems. Content addresses the therapeutic effects of prescription and nonprescription medications as well as alternative therapies associated with these systems. Topics include drug interactions, dosages, indications, contraindications, and routes of administration as well as hematological agents used to treat blood disorders and diseases.

Prerequisites: None

PHA 190 Sequence II Pharmacy Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students participate in various role-play scenarios designed to engage and enhance critical thinking and problem-solving skills relevant to pharmacy practice settings. In addition, students are assessed on their knowledge of medications specific to the gastrointestinal, respiratory, cardiovascular, and hematologic systems.

Prerequisites: None

Professional Sequence III

PHA 141 Pharmacy Math

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course reviews mathematical concepts for pharmaceutical and intravenous (IV) calculations. Students apply their knowledge to learn and practice the types of calculations required of pharmacy technicians in the pharmacy setting.

Prerequisites: None

PHA 245 Principles of Customer Service

Total Course Hours: 10 (10 Theory, 0 Lab, 0 Extern) Semester Credits: 0.5

This course introduces students to customer service skills expected of pharmacy technicians. Topics include how to convey a professional image in the workplace, effective communication modes and strategies for various customer and health care team interactions, listening and speaking techniques, and cultural competency awareness.

Prerequisites: None

PHA 185 Pharmacology

Total Course Hours: 25 (25 Theory, 0 Lab, 0 Extern) Semester Credits: 1.5

This course examines the anatomy, physiology, pathology, and pharmacology of the urinary, endocrine, lymphatic, and reproductive systems. Content addresses the therapeutic effects of prescription and nonprescription medications as well as alternative therapies associated with these systems. Topics include drug interactions, dosages, indications, contraindications, and routes of administration.

Prerequisites: None

PHA 235 Pharmacy Laboratory Skills

Total Course Hours: 22 (22 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course focuses on sterile/nonsterile compounding procedures, including the processes of preparing and dispensing various forms of medications according to industry standards. Special emphasis is placed on infection control.

Prerequisites: None

Pharmacy Technician • Course Descriptions

PHA 230 Sequence III Pharmacy Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students participate in activities designed to develop and enhance effective customer service skills in a simulated pharmacy environment. They also practice sterile and non-sterile compounding skills and become familiar with the pharmacy-related equipment used in compounding. Students are also assessed on their knowledge and application of medications specific to the urinary, endocrine, lymphatic, and reproductive systems.

Prerequisites: None

Professional Sequence IV

PHA 151 Pharmacy Math

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course emphasizes mathematical concepts for pharmaceutical calculations involving body weight and mass. Students apply their knowledge to learn and practice the types of calculations required of pharmacy technicians in the pharmacy setting.

Prerequisites: None

PHA 155 Pharmacy Computer Applications

Total Course Hours: 22 (10 Theory, 12 Lab, 0 Extern) Semester Credits: 1.0

This course explores the role of technology and pharmacy software systems in the pharmacy environment. Topics include collection, entry, storage, retrieval, and transmission of customer/patient, physician, and drug-related data.

Prerequisites: None

PHA 195 Pharmacology

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course examines the anatomy, physiology, pathology, and pharmacology of the integumentary system and the eyes, ears, nose, and throat. Content addresses the therapeutic effects of prescription and nonprescription medications, including antineoplastic and oncology agents, anti-infective medications, and alternative therapies associated with these body structures. Topics include drug interactions, dosages, indications, contraindications, and routes of administration.

Prerequisites: None

PHA 265 Patient Safety

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course examines the role of the pharmacy technician in ensuring patient safety. Topics include strategies to prevent medication errors and ensure quality assurance in the pharmacy setting. Content also addresses prescription drug abuse and its impact on the public.

Prerequisites: None

PHA 270 Sequence IV Pharmacy Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students develop skills in navigating a pharmacy information/software system and are assessed on their knowledge of medications specific to the integumentary system, and the eyes, ears, nose, and throat, including antineoplastic and oncology agents and anti-infective medications.

Prerequisites: None

Professional Sequence IV

PHA 250 Externship

Total Course Hours: 240 (0 Theory, 0 Lab, 240 Extern) Semester Credits: 5.0

This course provides students with opportunities to apply professional skills learned in the classroom.

Prerequisites: Career Prep and Professional Sequences I, II, III, and IV. In the state of Washington, students must be registered pharmacy assistants to be eligible to participate in externship.

Pharmacy Technician - Renton Campus

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level pharmacy technicians through didactic instruction, hands-on laboratory practice, and externship experiences. Among the topics covered in the curriculum are customer service, drug inventory management, prescription preparation that includes training in sterile products and aseptic techniques, and other topics necessary to be effective members of the pharmacy technician team. A sterile products certification course is offered through the National Pharmacy Technician Association/NPTA as part of the program.

Graduates of this program receive a certificate and are eligible to apply to take national examinations to become certified pharmacy technicians. The courses within the program are acceptable for credit toward PMI's Health Care Administration Associate of Applied Science Degree Program.

Admissions Requirements: Refer to the Admissions information in the Prospective Students section of this catalog.

| Career Prep Sequence | | | | | |
|---------------------------------|--|------------|------------|------------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| CSK 100 | Study Skills | 15 | | | 1.0 |
| CAT 150 | Anatomy, Physiology, and Terminology | 55 | | | 3.5 |
| CCB 100 | Computer Basics | | 15 | | 0.5 |
| CMF 95 | Math Fundamentals | 20 | | | 1.0 |
| CHS 100 | CPR and First Aid | 10 | 5 | | 0.5 |
| Career Prep Sequence Total | | 100 | 20 | | 6.5 |
| Professional Sequence I | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| PHA 121 | Pharmacy Math | 15 | | | 1.0 |
| PHA 105 | Inventory Maintenance | 15 | | | 1.0 |
| PHA 165 | Pharmacology | 20 | | | 1.0 |
| PHA 180 | Pharmacy Law and Ethics | 22 | | | 1.0 |
| PHA 150 | Sequence I Pharmacy Applications | | 48 | | 1.5 |
| Professional Sequence I Total | | 72 | 48 | | 5.5 |
| Professional Sequence II | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| PHA 131 | Pharmacy Math | 20 | | | 1.0 |
| PHA 170 | Pharmacy Technician Duties | 27 | | | 1.5 |
| PHA 175 | Pharmacology | 25 | | | 1.5 |
| PHA 190 | Sequence II Pharmacy Applications | | 48 | | 1.5 |
| Professional Sequence II Total | | 72 | 48 | | 5.5 |
| Professional Sequence III | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| PHA 141 | Pharmacy Math | 15 | | | 1.0 |
| PHA 245 | Principles of Customer Service | 10 | | | 0.5 |
| PHA 185 | Pharmacology | 25 | | | 1.5 |
| PHA 235 | Pharmacy Laboratory Skills | 22 | | | 1.0 |
| PHA 230 | Sequence III Pharmacy Applications | | 48 | | 1.5 |
| Professional Sequence III Total | | 72 | 48 | | 5.5 |
| Professional Sequence IV | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| PHA 151 | Pharmacy Math | 15 | | | 1.0 |
| PHA 155 | Pharmacy Computer Applications | 10 | 12 | | 1.0 |
| PHA 195 | Pharmacology | 20 | | | 1.0 |
| PHA 265 | Patient Safety | 15 | | | 1.0 |
| PHA 270 | Sequence IV Pharmacy Applications | | 48 | | 1.5 |
| Professional Sequence IV Total | | 60 | 60 | | 5.5 |
| Externship | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| PHA 276 | Pharmacy Technician Certification Review | 40 | | | 2.5 |
| PHA 280 | Externship | | | 160 | 3.5 |
| Externship Total | | 40 | | 160 | 6.0 |
| Program Total | | 416 | 224 | 160 | 34.5 |



At a Glance

Program Type: Certificate

Delivery Method: Hybrid*

*See "Note" on Course Descriptions page

Semester Credits: 34.5

| Program Length | Total |
|-------------------|-------|
| Program Hours | 800 |
| Program Weeks | |
| Five-Day Schedule | 36 |

Campus Locations



WA: Renton

Pharmacy Technician - Renton Campus • Course Descriptions

Note: Morning course sessions are hybrid with most hours taught on-ground with the exception of PHA 276 being taught online. Evening course sessions are hybrid. Afternoon course sessions may be hybrid or on-ground. For afternoon and evening courses, theory and computer-based lab hours may be taught on-ground, online, and/or hybrid, and all non computer-based labs are taught on-ground. Refer to the Prospective Student Handouts for available delivery methods.

Career Prep Sequence

CSK 100 Study Skills

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course provides students an opportunity to learn and adopt methods to promote success in school, work, and life. Topics include strategies to help students develop and improve their skills in time and stress management, reading comprehension and memorization, listening and note taking, and test preparation.

Prerequisites: None

CAT 150 Anatomy, Physiology, and Terminology

Total Course Hours: 55 (55 Theory, 0 Lab, 0 Extern) Semester Credits: 3.5

This course is designed to provide students with a basic knowledge of anatomy, physiology, and medical terminology. Medical terms are learned within the context of the structures and functions of the body systems (integumentary, musculoskeletal, nervous, endocrine, lymphatic, immune, cardiovascular, respiratory, digestive, urinary, reproductive) and the senses. Content also addresses pathology, procedures, and medications involved in treatment.

Prerequisites: None

CCB 100 Computer Basics

Total Course Hours: 15 (0 Theory, 15 Lab, 0 Extern) Semester Credits: 0.5

Through demonstration and hands-on experience, students gain a general understanding of computers. In addition, hardware, software, Microsoft products, and internet use are explained.

Prerequisites: None

CMF 95 Math Fundamentals

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

The course reviews basic mathematical skills including whole numbers, fractions, decimals, proportions, ratios, percentages, combined applications, and measurement systems. It provides students with a solid foundation for higher math concepts.

Prerequisites: None

CHS 100 CPR and First Aid

Total Course Hours: 15 (10 Theory, 5 Lab, 0 Extern) Semester Credits: 0.5

This course follows recognized standards that are designed to prepare students to provide basic first aid assistance and cardiopulmonary resuscitation (CPR) for adults, children, and infants. Students learn how to perform as an effective team member during multi-rescuer CPR situations and how to demonstrate the proper use of an automated external defibrillator (AED).

Prerequisites: None

Professional Sequence I

PHA 121 Pharmacy Math

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course emphasizes mathematical concepts for pharmaceutical and business-math calculations. Students apply their knowledge to learn and practice the types of calculations required of pharmacy technicians in the pharmacy setting.

Prerequisites: None

PHA 105 Inventory Maintenance

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course emphasizes procedures and systems for inventory management of medications, equipment, supplies, and devices in the pharmacy setting. Students learn standard procedures and documentation requirements for purchasing, receiving, and monitoring inventory along with proper identification, storage, and disposal of medications.

Prerequisites: None

PHA 165 Pharmacology

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course examines the anatomy, physiology, pathology, and pharmacology of the muscular, skeletal, and nervous systems. Content addresses the therapeutic effects of prescription and nonprescription medications as well as alternative therapies associated with these systems. Topics include drug interactions, dosages, indications, contraindications, and routes of administration.

Prerequisites: None

PHA 180 Pharmacy Law and Ethics

Total Course Hours: 22 (22 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course provides an overview of legal requirements and ethical considerations pertinent to pharmacy technicians. Topics include federal and state statutes that regulate the pharmacy industry, agencies responsible for regulatory enforcement, and codes of ethics for pharmacy professionals.

Prerequisites: None

Pharmacy Technician - Renton Campus • Course Descriptions

PHA 150 Sequence I Pharmacy Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students are assessed on their knowledge of inventory control and recordkeeping with a focus on medications specific to the muscular, skeletal, and nervous systems.

Prerequisites: None

Professional Sequence II

PHA 131 Pharmacy Math

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course emphasizes mathematical concepts for pharmaceutical calculations used in reconstitutions, dilutions, and concentrations. Students apply their knowledge to learn and practice the types of calculations required of pharmacy technicians in the pharmacy setting.

Prerequisites: None

PHA 170 Pharmacy Technician Duties

Total Course Hours: 27 (27 Theory, 0 Lab, 0 Extern) Semester Credits: 1.5

This course introduces students to the tasks and responsibilities of pharmacy technicians as well as expectations for professionalism in the work environment. Topics include types of pharmacy practice settings, health care team interactions, time and stress management, prescription related matters, insurance claims, and recordkeeping practices.

Prerequisites: None

PHA 175 Pharmacology

Total Course Hours: 25 (25 Theory, 0 Lab, 0 Extern) Semester Credits: 1.5

This course examines the anatomy, physiology, pathology, and pharmacology of the gastrointestinal, respiratory, and cardiovascular systems. Content addresses the therapeutic effects of prescription and nonprescription medications as well as alternative therapies associated with these systems. Topics include drug interactions, dosages, indications, contraindications, and routes of administration as well as hematological agents used to treat blood disorders and diseases.

Prerequisites: None

PHA 190 Sequence II Pharmacy Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students participate in various role-play scenarios designed to engage and enhance critical thinking and problem-solving skills relevant to pharmacy practice settings. In addition, students are assessed on their knowledge of medications specific to the gastrointestinal, respiratory, cardiovascular, and hematologic systems.

Prerequisites: None

Professional Sequence III

PHA 141 Pharmacy Math

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course reviews mathematical concepts for pharmaceutical and intravenous (IV) calculations. Students apply their knowledge to learn and practice the types of calculations required of pharmacy technicians in the pharmacy setting.

Prerequisites: None

PHA 245 Principles of Customer Service

Total Course Hours: 10 (10 Theory, 0 Lab, 0 Extern) Semester Credits: 0.5

This course introduces students to customer service abilities expected of pharmacy technicians. Topics include how to convey a professional image in the work place, communication modes and strategies for various customer and health care team interactions, listening and speaking techniques, and cultural competency awareness.

Prerequisites: None

PHA 185 Pharmacology

Total Course Hours: 25 (25 Theory, 0 Lab, 0 Extern) Semester Credits: 1.5

This course examines the anatomy, physiology, pathology, and pharmacology of the urinary, endocrine, lymphatic, and reproductive systems. Content addresses the therapeutic effects of prescription and nonprescription medications as well as alternative therapies associated with these systems. Topics include drug interactions, dosages, indications, contraindications, and routes of administration.

Prerequisites: None

PHA 235 Pharmacy Laboratory Skills

Total Course Hours: 22 (22 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course focuses on sterile/nonsterile compounding procedures, including the processes of preparing and dispensing various forms of medications according to industry standards. Special emphasis is placed on infection control.

Prerequisites: None

Pharmacy Technician - Renton Campus • Course Descriptions

PHA 230 Sequence III Pharmacy Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students participate in activities designed to develop and enhance effective customer service skills in a simulated pharmacy environment. They also practice sterile and non-sterile compounding skills and become familiar with the pharmacy-related equipment used in compounding. Students are also assessed on their knowledge and application of medications specific to the urinary, endocrine, lymphatic, and reproductive systems.

Prerequisites: None

Professional Sequence IV

PHA 151 Pharmacy Math

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course emphasizes mathematical concepts for pharmaceutical calculations involving body weight and mass. Students apply their knowledge to learn and practice the types of calculations required of pharmacy technicians in the pharmacy setting.

Prerequisites: None

PHA 155 Pharmacy Computer Applications

Total Course Hours: 22 (10 Theory, 12 Lab, 0 Extern) Semester Credits: 1.0

This course explores the role of technology and pharmacy software systems in the pharmacy environment. Topics include collection, entry, storage, retrieval, and transmission of customer/patient, physician, and drug-related data.

Prerequisites: None

PHA 195 Pharmacology

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course examines the anatomy, physiology, pathology, and pharmacology of the integumentary system and the eyes, ears, nose, and throat. Content addresses the therapeutic effects of prescription and nonprescription medications, including antineoplastic and oncology agents, anti-infective medications, and alternative therapies associated with these body structures. Topics include drug interactions, dosages, indications, contraindications, and routes of administration.

Prerequisites: None

PHA 265 Patient Safety

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course examines the role of the pharmacy technician in ensuring patient safety. Topics include strategies to prevent medication errors and ensure quality assurance in the pharmacy setting. Content also addresses prescription drug abuse and its impact on the public.

Prerequisites: None

PHA 270 Sequence IV Pharmacy Applications

Total Course Hours: 48 (0 Theory, 48 Lab, 0 Extern) Semester Credits: 1.5

This lab-based course provides students with hands-on opportunities to apply what they have learned in their lecture courses. Students develop skills in navigating a pharmacy information/software system and are assessed on their knowledge of medications specific to the integumentary system, and the eyes, ears, nose, and throat.

Prerequisites: None

Externship Sequence

PHA 276 Pharmacy Technician Certification Review

Total Course Hours: 40 (40 Theory, 0 Lab, 0 Extern) Semester Credits: 2.5

This course is designed to prepare students for the Pharmacy Technician Certification Exam (PTCE) or the National Healthcareer Association (NHA) Exam for the Certification of Pharmacy Technicians (ExCPT). Students will review material necessary to prepare them for entry level practice as a pharmacy technician.

Prerequisites: Professional Sequences I, II, III, and IV.

PHA 280 Externship

Total Course Hours: 160 (0 Theory, 0 Lab, 160 Extern) Semester Credits: 3.5

This course provides students with opportunities to apply professional skills learned in the classroom.

Prerequisites: Career Prep and Professional Sequences I, II, III, and IV. In the state of Washington, students must be registered pharmacy assistants to be eligible to participate in externship.

Phlebotomy Technician

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level phlebotomy technicians through didactic instruction, hands-on laboratory practice, and externship experiences. Among the topics covered in the curriculum are vacutainer and syringe blood-drawing methods, specimens processing, and other topics necessary to be effective members of the phlebotomy technician team.

Graduates of this program receive a certificate.

Admissions Requirements: Refer to the Admissions information in the Prospective Students section of this catalog.

| Sequence I | | | | | |
|--------------|--|-----------|-----------|--------|------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| CSK 100 | Study Skills | 15 | | | 1.0 |
| CHS 100 | CPR and First Aid | 10 | 5 | | 0.5 |
| PHL 101 | Anatomy and Physiology/Medical Terminology | 15 | | | 1.0 |
| PHL 102 | Introduction to Laboratory and Communication | 15 | 5 | | 1.0 |
| PHL 103 | Phlebotomy | 15 | 60 | | 3.0 |
| Total | | 70 | 70 | | 6.5 |

| Externship | | | | | |
|-------------------------|------------|--------|-----|------------|------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| PHL 200 | Externship | | | 160 | 3.5 |
| Externship Total | | | | 160 | 3.5 |

| Program Total | | 70 | 70 | 160 | 10.0 |
|----------------------|--|-----------|-----------|------------|-------------|
|----------------------|--|-----------|-----------|------------|-------------|

Course Descriptions

CSK 100 Study Skills

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course provides students an opportunity to learn and adopt methods to promote success in school, work, and life. Topics include strategies to help students develop and improve their skills in time and stress management, reading comprehension and memorization, listening and note taking, and test preparation.

Prerequisites: None

CHS 100 CPR and First Aid

Total Course Hours: 15 (10 Theory, 5 Lab, 0 Extern) Semester Credits: 0.5

This course follows recognized standards that are designed to prepare students to provide basic first aid assistance and cardiopulmonary resuscitation (CPR) for adults, children, and infants. Students learn how to perform as an effective team member during multi-rescuer CPR situations and how to demonstrate the proper use of an automated external defibrillator (AED).

Prerequisites: None

PHL 101 Anatomy and Physiology/Medical Terminology

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course provides the basic knowledge of medical terminology, anatomy, and physiology that is required of a phlebotomist.

Prerequisites: None

PHL 102 Introduction to Laboratory and Communication

Total Course Hours: 20 (15 Theory, 5 Lab, 0 Extern) Semester Credits: 1.0

This course provides an overview of the laboratory and the types of communication skills expected of phlebotomists in the workplace. Students explore the care and use of laboratory equipment, procedures for collecting non-blood specimens, and how to interpret physicians' orders and various reports. Content also addresses ethical and legal aspects of the profession and the types of computer skills typically required of phlebotomists.

Prerequisites: None

PHL 103 Phlebotomy

Total Course Hours: 75 (15 Theory, 60 Lab, 0 Extern) Semester Credits: 3.0

This course instructs students in methods of venipuncture and other blood-collecting techniques, including the use of vacutainers, blood cultures, syringes, microtainers for finger and heel sticks, and butterflies. Students participate in hands-on activities to learn and practice various skills phlebotomists are expected to perform in the field. Content also emphasizes safety standards and addresses point-of-care testing procedures.

Prerequisites: None

PHL 200 Externship

Total Course Hours: 160 (0 Theory, 0 Lab, 160 Extern) Semester Credits: 3.5

This course provides students with opportunities to apply professional skills learned in the classroom.

Prerequisites: All Phlebotomy Technician Courses



At a Glance

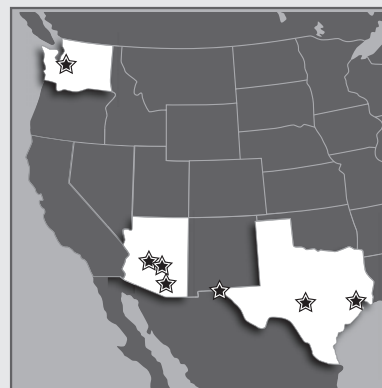
Program Type: Certificate

Delivery Method: On-ground

Semester Credits: 10.0

| Program Length | Total |
|-------------------|-------|
| Program Hours | 300 |
| Program Weeks | |
| Five-Day Schedule | 11 |
| Four-Day Schedule | 13 |

Campus Locations



AZ: East Valley, Phoenix, Tucson
 TX: El Paso, Houston, San Antonio
 WA: Renton



Practical Nursing

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level practical nurses through didactic instruction, hands-on laboratory practice, and clinical experiences. Among the topics covered in the curriculum are anatomy and physiology, growth and development, pharmacology, nursing theory, skills for patient care across the lifespan, and other topics necessary for students to acquire the knowledge and skills they need to perform as effective members of the practical nursing team.

Graduates of this program are granted a certificate and are eligible to apply to take the National Council on Licensure Examination (NCLEX-PN®). Those who pass the NCLEX-PN® are qualified for state licensure or registration as a practical nurse.

Admission Requirements: In addition to the Admissions requirements in the Prospective Students section of this catalog, applicants must achieve a minimum score on the Pre-Entrance HESI Exam-PN®. An interview with the program director and/or faculty and other criteria may be required. Refer to the program specific Prospective Student Handout for more information.

At a Glance

Program Type: Certificate

Delivery Method: On-ground or hybrid*

*See "Note" on Course Descriptions page.

Semester Credits: 44.0

| Program Length | Total |
|-------------------|-------|
| Program Hours | 1,061 |
| Program Weeks | |
| Five-Day Schedule | 48 |

Campus Locations



CO: Aurora
NM: Albuquerque

| Sequence I | | | | | |
|-------------------------|--|------------|-----|----------|------------|
| Course # | Course | Theory | Lab | Clinical | Credits |
| MTH 127 | Med Math | 16 | | | 1.0 |
| CMT 102 | Medical Terminology | 16 | | | 1.0 |
| HUN 100 | Nutrition | 16 | | | 1.0 |
| ENG 115 | Communication and Composition | 32 | | | 2.0 |
| PSY 120 | Human Development Across the Life Span | 32 | | | 2.0 |
| NUR 104 | Strategies for PN Success | 16 | | | 1.0 |
| Sequence I Total | | 128 | | | 8.0 |

| Sequence II | | | | | |
|--------------------------|--|-----------|-----------|----------|------------|
| Course # | Course | Theory | Lab | Clinical | Credits |
| BIO 112 | Anatomy and Physiology I | 24 | 16 | | 2.0 |
| NUR 105 | Introduction to Nursing and Pharmacology | 48 | 40 | | 4.0 |
| Sequence II Total | | 72 | 56 | | 6.0 |

| Sequence III | | | | | |
|---------------------------|-----------------------------------|-----------|-----------|-----------|------------|
| Course # | Course | Theory | Lab | Clinical | Credits |
| BIO 113 | Anatomy and Physiology II | 24 | 16 | | 2.0 |
| NUR 150 | Elder Care and Nursing Theory | 64 | 16 | | 4.5 |
| NUR 151 | Clinical Foundations of Nursing I | | | 95 | 2.0 |
| Sequence III Total | | 88 | 32 | 95 | 8.5 |

| Sequence IV | | | | | |
|--------------------------|--|-----------|-----------|-----------|------------|
| Course # | Course | Theory | Lab | Clinical | Credits |
| BIO 116 | Anatomy and Physiology III | 24 | 16 | | 2.0 |
| NUR 160 | Adult Medical and Surgical Community Health Nursing Theory | 48 | 16 | | 3.5 |
| NUR 161 | Clinical Foundations of Nursing II | | | 95 | 2.0 |
| Sequence IV Total | | 72 | 32 | 95 | 7.5 |

| Sequence V | | | | | |
|-------------------------|-------------------------------------|-----------|-----------|-----------|------------|
| Course # | Course | Theory | Lab | Clinical | Credits |
| BIO 117 | Anatomy and Physiology IV | 24 | 16 | | 2.0 |
| NUR 170 | Maternal Child Nursing Theory | 48 | 16 | | 3.5 |
| NUR 171 | Clinical Foundations of Nursing III | | | 95 | 2.0 |
| Sequence V Total | | 72 | 32 | 95 | 7.5 |

| Sequence VI | | | | | |
|--------------------------|------------------------------------|-----------|-----------|------------|------------|
| Course # | Course | Theory | Lab | Clinical | Credits |
| NUR 180 | Pharmacology - Intravenous Therapy | 24 | 16 | | 2.0 |
| NUR 200 | Role Transition | 32 | | | 2.0 |
| NUR 205 | Clinical Foundations of Nursing IV | | | 120 | 2.5 |
| Sequence VI Total | | 56 | 16 | 120 | 6.5 |

| | | | | | |
|----------------------|--|------------|------------|------------|-------------|
| Program Total | | 488 | 168 | 405 | 44.0 |
|----------------------|--|------------|------------|------------|-------------|

Practical Nursing • Course Descriptions

Note: Hybrid delivery is offered only at Albuquerque campus. Refer to the Prospective Student Handout at this campus for course-specific delivery methods in this hybrid program.

Sequence I

MTH 127 Med Math

Total Course Hours: 16 (16 Theory, 0 Lab, 0 Clinical) Semester Credits: 1.0

This course presents calculation, conversion, and computation of fractions, decimals, ratios, proportions, percents, measurements, abbreviations, and data analysis. It also acquaints the student with the skills important for the health professional's application and critical thinking necessary for safe dosage calculations.

Prerequisites: None

CMT 102 Medical Terminology

Total Course Hours: 16 (16 Theory, 0 Lab, 0 Clinical) Semester Credits: 1.0

The course focuses on the development of a basic framework for the language of medicine. Through memorization and practice in spelling and pronunciation of medical roots, suffixes, and prefixes, students learn to create, analyze, and apply medical terms.

Prerequisites: None

HUN 100 Nutrition

Total Course Hours: 16 (16 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course acquaints students entering health professions with each of the major nutrients, nutritional requirements, methods used for planning nutritionally adequate and healthy diets, and nutrition needs throughout the life span. Current nutrition issues/controversies will be discussed.

Prerequisites: None

ENG 115 Communication and Composition

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Clinical) Semester Credits: 2.0

This course addresses the skills needed for effective oral and written communications in a variety of contexts. Among the topics addressed are verbal and nonverbal communication cues, active listening techniques, technical and professional writing, health literacy, cultural diversity, and professional courtesy.

Prerequisites: None

PSY 120 Human Development Across the Life Span

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Clinical) Semester Credits: 2.0

This course addresses physical, cognitive, social, emotional, and psychosexual components of human growth and development from birth to death. Topics include analysis of activities that are directed toward developing, sustaining, and enhancing wellness during all stages of development in the journey toward psychosocial maturity. Students will explore the history and theories of growth and development, including the impact of ethnic, gender, and cultural factors on the process. The course provides opportunities for students to develop an understanding of shared decision-making among family, provider, and community.

Prerequisites: None

NUR 104 Strategies for PN Success

Total Course Hours: 16 (16 Theory, 0 Lab, 0 Clinical) Semester Credits: 1.0

This course provides an opportunity to learn and adopt methods to promote success in school, work, and life. Topics include time management, reading skills, test-taking techniques, goal setting, and stress management.

Prerequisites: None

Sequence II

BIO 112 Anatomy and Physiology I

Total Course Hours: 40 (24 Theory, 16 Lab, 0 Clinical) Semester Credits: 2.0

This course provides students with the knowledge of the structure and function of the human body. Course content includes the organization of the human body including an introduction to each of the body systems, beginning with cellular structure. Other topics include the integumentary and musculoskeletal systems, disease and disease-producing organisms, and infectious diseases.

Prerequisites: Sequence I

NUR 105 Introduction to Nursing and Pharmacology

Total Course Hours: 88 (48 Theory, 40 Lab, 0 Clinical) Semester Credits: 4.0

This course introduces the role of the practical nurse and basic nursing. The historical perspective and elements of nursing as outlined by various nursing theories provide a framework for developing critical thinking in approaching health care. Additional topics include ethical/legal responsibilities, the PN scope of practice, state specific nurse practice acts, the nursing process, patient education, and basic needs. The course also provides the foundational knowledge and principles of pharmacology.

Prerequisites: Sequence I

Sequence III

BIO 113 Anatomy and Physiology II

Total Course Hours: 40 (24 Theory, 16 Lab, 0 Clinical) Semester Credits: 2.0

This course provides students with the knowledge of the structure and function of the human body. Content focuses on the nervous, sensory, digestive, and urinary systems as well as fluids and electrolytes. Other course topics include benign and malignant cancers.

Prerequisites: Sequence II

NUR 150 Elder Care and Nursing Theory

Total Course Hours: 80 (64 Theory, 16 Lab, 0 Clinical) Semester Credits: 4.5

This course addresses the nursing theory, pharmacology concepts, and the skills required to collect data and contribute to a basic physical assessment. Students will focus on caring for the aging population while providing culturally sensitive care and promoting independence. This course will also discuss the physical and cognitive changes that occur in the elderly. Students have opportunities to practice and demonstrate competency in simulated, interactive, and virtual settings.

Prerequisites: Sequence II; Concurrent enrollment in NUR 151 Clinical Foundations of Nursing I

Practical Nursing • Course Descriptions

NUR 151 Clinical Foundations of Nursing I

Total Course Hours: 95 (0 Theory, 0 Lab, 95 Clinical) Semester Credits: 2.0

This course provides the student with opportunities to apply concepts covered in the *Elder Care and Nursing Theory* course. Application includes clinical practice and competency/performance testing in simulated, interactive, and virtual settings.

Prerequisites: Sequence II; Concurrent enrollment in NUR 150 Elder Care and Nursing Theory

Sequence IV

BIO 116 Anatomy and Physiology III

Total Course Hours: 40 (24 Theory, 16 Lab, 0 Clinical) Semester Credits: 2.0

This course provides students with the knowledge of the structure and function of the human body. Content focuses on blood and the cardiovascular, respiratory, and endocrine systems.

Prerequisites: Sequences II and III

NUR 160 Adult Medical and Surgical Community Health Nursing Theory

Total Course Hours: 64 (48 Theory, 16 Lab, 0 Clinical) Semester Credits: 3.5

This course addresses the nursing theory, pharmacology concepts, and skills required to collect data and contribute to a basic physical assessment of adults with various medical/surgical conditions. Emphasis is placed on cardiovascular, hematopoietic, respiratory, and endocrine systems. Concepts of community-based nursing services are explored. Students will have opportunities to practice and demonstrate competency in simulated, interactive, and virtual settings.

Prerequisites: Sequences II and III; Concurrent enrollment in NUR 161 Clinical Foundations of Nursing II

NUR 161 Clinical Foundations of Nursing II

Total Course Hours: 95 (0 Theory, 0 Lab, 95 Clinical) Semester Credits: 2.0

This course provides students with opportunities to apply concepts covered in the *Adult Medical and Surgical Community Health Nursing Theory* course. Clinical hours take place in various settings, including clinics, physician offices, community health care settings, and medical/surgical care agencies. Application includes clinical practice and competency/performance testing in simulated, interactive, and virtual settings.

Prerequisites: Sequences II and III; Concurrent enrollment in NUR 160 Adult Medical and Surgical Community Health Nursing Theory

Sequence V

BIO 117 Anatomy and Physiology IV

Total Course Hours: 40 (24 Theory, 16 Lab, 0 Clinical) Semester Credits: 2.0

This course provides students with knowledge of the structure and function of the human body. Content includes the male and female reproductive systems, development and birth, and heredity and hereditary diseases. Additional emphasis is placed on the lymphatic system and immunity.

Prerequisites: Sequences II, III, and IV

NUR 170 Maternal Child Nursing Theory

Total Course Hours: 64 (48 Theory, 16 Lab, 0 Clinical) Semester Credits: 3.5

This course provides knowledge of nursing theory, pharmacology concepts, and the skills required to collect data and contribute to a basic physical assessment, all of which will be applied during the study of the pregnancy and the birth process. Focus is on the pediatric population from birth to adulthood. Discussion will also include the immune, lymphatic, and reproductive systems. Students have opportunities to practice and demonstrate competency in simulated, interactive, and virtual settings.

Prerequisites: Sequences II, III, and IV; Concurrent enrollment in NUR 171 Clinical Foundations of Nursing III

NUR 171 Clinical Foundations of Nursing III

Total Course Hours: 95 (0 Theory, 0 Lab, 95 Clinical) Semester Credits: 2.0

This course provides students with opportunities to apply concepts from all current and prior nursing courses in a variety of clinical settings. Clinical hours are provided in pediatric, obstetric, community health, and adult medical/surgical facilities. Application includes clinical practice and competency/performance testing in simulated, interactive, and virtual settings.

Prerequisites: Sequences II, III, and IV; Concurrent enrollment in NUR 170 Maternal Child Nursing Theory

Sequence VI

NUR 180 Pharmacology - Intravenous Therapy

Total Course Hours: 40 (24 Theory, 16 Lab, 0 Clinical) Semester Credits: 2.0

This course focuses on intravenous (IV) therapy, including the fundamentals of fluid administration, premixed IV fluids containing electrolytes and vitamins, and premixed antibiotic solutions. Students develop and apply their knowledge of pharmacology concepts in the skills lab.

Prerequisites: Sequences I, II, III, IV, and V

NUR 200 Role Transition

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Clinical) Semester Credits: 2.0

This course is designed to prepare the student for the *National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN®)* and professional practice by providing a comprehensive review of technical coursework, mock examinations, and appropriate test-taking strategies.

Prerequisites: Sequences I, II, III, IV, and V

NUR 205 Clinical Foundations of Nursing IV

Total Course Hours: 120 (0 Theory, 0 Lab, 120 Clinical) Semester Credits: 2.5

This course provides students with opportunities to apply learned theories and skills in a variety of clinical settings under the supervision of a qualified nursing faculty member. Students are given the opportunity to develop and implement a leadership project in collaboration with the clinical agency.

Prerequisites: Sequences I, II, III, IV, and V

Sterile Processing Technician

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level sterile processing technicians through didactic instruction, hands-on laboratory practice, and externship experiences. Among the topics covered in the curriculum are surgical instruments, microbiology, medical equipment, surgical terminology, storage and distribution, skills required for sterilization and decontamination, and other topics necessary to be effective members of the sterile processing technician team.

Graduates of this program receive a certificate and are eligible to apply to take the Certified Registered Central Service Technician examination through the Healthcare Sterile Processing Association. The courses within the program are acceptable for credit toward PMI's Health Care Administration Associate of Applied Science Degree Program.

Admissions Requirements: Refer to the Admissions information in the Prospective Students section of this catalog.



At a Glance

Program Type: Certificate

Delivery Method: On-ground, online, and/or hybrid*
*See "Note" on Course Descriptions page

Semester Credits: 35.5

| Program Length | Total |
|-------------------|-------|
| Program Hours | 900 |
| Program Weeks | |
| Five-Day Schedule | 35 |
| Four-Day Schedule | 39 |

Campus Locations



AZ: Phoenix
 CO: Denver
 WA: Seattle

| Career Prep Sequence | | | | | |
|--|--|------------|------------|------------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| CSK 100 | Study Skills | 15 | | | 1.0 |
| CAT 150 | Anatomy, Physiology, and Terminology | 55 | | | 3.5 |
| CCB 100 | Computer Basics | | 15 | | 0.5 |
| CMF 95 | Math Fundamentals | 20 | | | 1.0 |
| CHS 100 | CPR and First Aid | 10 | 5 | | 0.5 |
| Career Prep Sequence Total | | 100 | 20 | | 6.5 |
| Professional Sequence I | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| CSP 100 | Principles and Practices of Sterile Processing | 30 | | | 2.0 |
| CSP 105 | Surgical Instruments | 30 | 30 | | 3.0 |
| CSP 110 | Microbiology and Infection Control | 30 | | | 2.0 |
| Professional Sequence I Total | | 90 | 30 | | 7.0 |
| Professional Sequence II | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| CSP 120 | Sterilization Procedures and Practice | 45 | 45 | | 4.5 |
| CSP 130 | Storage and Distribution | 15 | 15 | | 1.5 |
| Professional Sequence II Total | | 60 | 60 | | 6.0 |
| Professional Sequence III | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| CSP 115 | Surgical Terminology | 30 | | | 2.0 |
| CSP 140 | Decontamination Procedures and Practice | 30 | 45 | | 3.5 |
| CSP 150 | Medical Equipment | 15 | | | 1.0 |
| Professional Sequence III Total | | 75 | 45 | | 6.5 |
| Externship | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| CSP 180 | Externship | | | 400 | 8.5 |
| CSP 190 | Certification Review | 20 | | | 1.0 |
| Externship Total | | 20 | | 400 | 9.5 |
| Program Total | | 345 | 155 | 400 | 35.5 |

Sterile Processing Technician • Course Descriptions

Note: Hybrid delivery is offered at the Phoenix and Seattle campuses. Refer to the Prospective Student Handout at these campuses for course-specific delivery methods in these hybrid programs.

Career Prep Sequence

CSK 100 Study Skills

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course provides students an opportunity to learn and adopt methods to promote success in school, work, and life. Topics include strategies to help students develop and improve their skills in time and stress management, reading comprehension and memorization, listening and note taking, and test preparation.

Prerequisites: None

CAT 150 Anatomy, Physiology, and Terminology

Total Course Hours: 55 (55 Theory, 0 Lab, 0 Extern) Semester Credits: 3.5

This course is designed to provide students with a basic knowledge of anatomy, physiology, and medical terminology. Medical terms are learned within the context of the structures and functions of the body systems (integumentary, musculoskeletal, nervous, endocrine, lymphatic, immune, cardiovascular, respiratory, digestive, urinary, reproductive) and the senses. Content also addresses pathology, procedures, and medications involved in treatment.

Prerequisites: None

CCB 100 Computer Basics

Total Course Hours: 15 (0 Theory, 15 Lab, 0 Extern) Semester Credits: 0.5

Through demonstration and hands-on experience, students gain a general understanding of computers. In addition, hardware, software, Microsoft products, and internet use are explained.

Prerequisites: None

CMF 95 Math Fundamentals

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

The course reviews basic mathematical skills including whole numbers, fractions, decimals, proportions, ratios, percentages, combined applications, and measurement systems. It provides students with a solid foundation for higher math concepts.

Prerequisites: None

CHS 100 CPR and First Aid

Total Course Hours: 15 (10 Theory, 5 Lab, 0 Extern) Semester Credits: 0.5

This course follows recognized standards that are designed to prepare students to provide basic first aid assistance and cardiopulmonary resuscitation (CPR) for adults, children, and infants. Students learn how to perform as an effective team member during multi-rescuer CPR situations and how to demonstrate the proper use of an automated external defibrillator (AED).

Prerequisites: None

Professional Sequence I

CSP 100 Principles and Practices of Sterile Processing

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course introduces the primary responsibilities of the sterile processing technician. Students learn the importance of the central service and sterile processing departments. Topics include job duties, career growth, and professional development, along with federal regulations and professional and safety standards required for the successful management of the central sterile processing department. Students also explore communication and human relations skills as they relate to the central service and sterile processing departments.

Prerequisites: None

CSP 105 Surgical Instruments

Total Course Hours: 60 (30 Theory, 30 Lab, 0 Extern) Semester Credits: 3.0

This course addresses basic and complex surgical instrumentation, with a focus on how instruments are manufactured, structured, classified, and categorized based on function. Students learn to identify instrument damage and malfunction as well as care and maintenance of complex surgical instruments, including powered and endoscopic instrumentation. Lab time emphasizes review and identification of surgical instruments.

Prerequisites: None

CSP 110 Microbiology and Infection Control

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course provides an overview of microbiology for central service professionals. Students learn basic facts about the identification, classification, and transmission of microorganisms and non-bacterial organisms. Topics include control and destruction of microorganisms, infection prevention, and standard precautions, including the OSHA Bloodborne Pathogens Standard and the five principles of asepsis.

Prerequisites: None

Professional Sequence II

CSP 120 Sterilization Procedures and Practice

Total Course Hours: 90 (45 Theory, 45 Lab, 0 Extern) Semester Credits: 4.5

This course addresses the techniques and protocols for processing instrumentation and supplies for use in the sterile environment. Students learn sterile packaging and storage, high and low temperature sterilization methods, and point-of-use processing. Topics include preparation of pack contents, packaging procedures, storage, and transport, as well as steam, dry heat, and chemical sterilization. Students review the parameters involved with each form of sterilization and practice of these techniques in the lab setting.

Prerequisites: None

Sterile Processing Technician • Course Descriptions

CSP 130 Storage and Distribution

Total Course Hours: 30 (15 Theory, 15 Lab, 0 Extern) Semester Credits: 1.5

This course emphasizes the importance of inventory management and storage. Students learn the importance of managing inventory through the discussion of inventory replenishment systems, automated tracking systems, and important inventory management concepts. Additional topics include management of patient care equipment, the surgical case cart system, and the use of quality assurance in central service operations.

Prerequisites: None

Professional Sequence III

CSP 115 Surgical Terminology

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course provides students with the medical terminology, vocabulary, and abbreviations used in central sterile processing and surgical settings. Students build on the knowledge they acquired in CAT 150 to learn and identify surgical terms and abbreviations.

Prerequisites: CAT 150 Anatomy, Physiology, and Terminology

CSP 140 Decontamination Procedures and Practice

Total Course Hours: 75 (30 Theory, 45 Lab, 0 Extern) Semester Credits: 3.5

This course presents the techniques and protocol for the cleaning, disinfection, and decontamination of surgical instrumentation. Content addresses personal protective equipment, basic instrument cleaning procedures, and point-of-use preparation and transport. Lab time emphasizes practice of these techniques.

Prerequisites: None

CSP 150 Medical Equipment

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course covers the management and maintenance of patient care equipment. Students learn the basic types of patient care equipment and how to properly handle, clean, and disinfect soiled equipment. Topics include procuring new and additional equipment and the importance of monitoring and recordkeeping.

Prerequisites: None

Externship Sequence

CSP 180 Externship

Total Course Hours: 400 (0 Theory, 0 Lab, 400 Extern) Semester Credits: 8.5

This course provides hands-on clinical experience in a hospital and/or surgery center. Students apply the knowledge they acquired in the didactic portion of the program to the workplace and hone their skills in patient care equipment, general cleaning, wrapping/packaging, assembling instrument sets, sterilization, storage and cleaning, case carts, distribution, and miscellaneous duties. This externship meets the clinical hour requirements to sit for the Healthcare Sterile Processing Association certification exam.

Prerequisites: Career Prep and Professional Sequences I, II, and III

CSP 190 Certification Review

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course prepares students for the Healthcare Sterile Processing Association certification exam. Students who pass the exam obtain the CRCST (Certified Registered Central Service Technician) credential.

Prerequisites: Career Prep and Professional Sequences I, II, and III



I heard about Pima Medical Institute from my aunt who had graduated from the Pharmacy Technician program and recommended I consider attending one of their programs. I ended up choosing the Sterile Processing Technician program because I enjoy working with my hands and I like tools. It just seemed like a natural fit for me.

I had a very positive experience in my program. Working full-time and commuting to and from class five days a week was probably my biggest challenge. I appreciated how the instructors took a personal interest in our success. It was a very supportive environment and I felt very well prepared to being working in my new sterile processing career. The program certainly gave me the skills I needed to hit the ground running and really prove myself. I was hired where I had completed my externship.

Since graduating in 2017, I've been steadily climbing the ladder from my start as a technician to my current role as Central Sterile Department Manager. I feel the sky is the limit in terms of my future. I am eagerly moving toward whatever opportunities present themselves.

Pima Medical Institute gave me my start in the medical field and it was one of the best decisions I have ever made!

Arthur Zamora
Certificate, Sterile Processing Technician, Phoenix Campus



Diagnostic Medical Sonography

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level general sonographers through didactic instruction, hands-on laboratory practice, and clinical experiences. Among the topics covered in the curriculum are anatomy and physiology, pathophysiology, ultrasound scanning techniques and protocols, the sonographer's scope of practice, medical terminology, patient care, communications, medical law and ethics, and other topics necessary to be effective members of the sonography team.

Graduates of this program receive an Associate of Applied Science Degree.

Admissions Requirements: In addition to the Admissions requirements listed in the Prospective Students section of this catalog, an interview with the program director and/or faculty is required. Refer to the program specific Prospective Student Handout for more information.

At a Glance

Program Type: Associate Degree

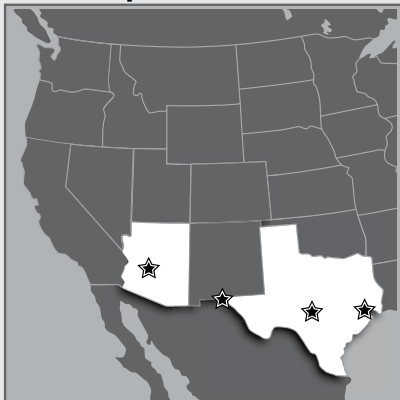
Delivery Method: On-ground or hybrid*

*See "Note" on Course Descriptions page.

Semester Credits: 82.5

| Program Length | Total |
|--|-------|
| Program Hours | 2,160 |
| Program Weeks | 90 |
| Program Semesters (15 weeks per semester) | 6 |

Campus Locations



AZ: Phoenix

TX: El Paso, Houston, San Antonio

| Semester I | | | | | |
|------------------|------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| BIO 119 | Anatomy and Physiology | 45 | | | 3.0 |
| CCM 115 | Communications | 45 | | | 3.0 |
| CLE 115 | Medical Law and Ethics | 30 | | | 2.0 |
| CMT 100 | Medical Terminology | 15 | | | 1.0 |
| MTH 140 | Math Applications | 45 | | | 3.0 |
| PHY 102 | Physics | 45 | | | 3.0 |
| Semester I Total | | 225 | | | 15.0 |

| Semester II | | | | | |
|-------------------|--|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DMS 122 | Patient Care | 30 | 15 | | 2.5 |
| DMS 125 | Sonographic Physics and Instrumentation | 90 | | | 6.0 |
| DMS 152 | Introduction to Sonographic Scanning and Instrumentation Lab | | 60 | | 2.0 |
| DMS 162 | Abdominal and Small Parts Sonography I | 45 | | | 3.0 |
| Semester II Total | | 165 | 75 | | 13.5 |

| Semester III | | | | | |
|--------------------|--|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DMS 182 | Abdominal and Small Parts Sonography II | 90 | | | 6.0 |
| DMS 183 | Abdominal and Small Parts Sonography Lab | | 120 | | 4.0 |
| DMS 200 | Vascular Imaging I | 30 | | | 2.0 |
| DMS 201 | Vascular Imaging I Lab | | 60 | | 2.0 |
| Semester III Total | | 120 | 180 | | 14.0 |

| Semester IV | | | | | |
|-------------------|---|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DMS 242 | Vascular Imaging II | 30 | | | 2.0 |
| DMS 243 | Vascular Imaging II Lab | | 60 | | 2.0 |
| DMS 255 | Obstetric and Gynecology Sonography | 90 | | | 6.0 |
| DMS 256 | Obstetric and Gynecology Sonography Lab | | 90 | | 3.0 |
| Semester IV Total | | 120 | 150 | | 13.0 |

| Semester V | | | | | |
|------------------|----------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DMS 270 | Clinical Practicum I | | | 540 | 12.0 |
| DMS 275 | Sonography as a Profession | 15 | | | 1.0 |
| Semester V Total | | 15 | | 540 | 13.0 |

| Semester VI | | | | | |
|-------------------|-------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| DMS 280 | Clinical Practicum II | | | 540 | 12.0 |
| DMS 285 | Sonography Examination Review | 30 | | | 2.0 |
| Semester VI Total | | 30 | | 540 | 14.0 |

| | | | | | |
|----------------------|--|------------|------------|--------------|-------------|
| Program Total | | 675 | 405 | 1,080 | 82.5 |
|----------------------|--|------------|------------|--------------|-------------|

Diagnostic Medical Sonography • Course Descriptions

Note: Hybrid delivery is offered only at El Paso and Phoenix campuses. Refer to the Prospective Student Handout at these campuses for course-specific delivery methods in these hybrid programs.

Semester I

BIO 119 Anatomy and Physiology

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course introduces the structures and functions of systems within the human body, including integumentary, musculoskeletal, endocrine, nervous, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive. Course content addresses the roles of cellular, tissue, and organ structures within each system and within the human body as a whole.

Prerequisites: None

CCM 115 Communications

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides an overview of the concepts and components of communication. Verbal and nonverbal communication, technical and professional writing, speaking and listening critically, evaluating and synthesizing material from diverse cultural sources and points of view, and other topics are included.

Prerequisites: None

CLE 115 Medical Law and Ethics

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course provides an overview of ethics and the law as they apply to medical professions and practice. Topics include scope of practice, legal issues, ethical considerations, patient rights, informed consent, standards of care, documentation and coding, and the use of best practices to prevent legal difficulties.

Prerequisites: None

CMT 100 Medical Terminology

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course focuses on the development of a basic framework for the language of medicine. Students learn to create, analyze, and apply medical terms through memorization and practice in spelling and pronunciation of medical roots, suffixes, and prefixes.

Prerequisites: None

MTH 140 Math Applications

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course focuses on the fundamentals of college algebra necessary for understanding mathematical concepts and performing measurements and calculations. Mathematical operations covered include fractions, decimals, algebraic equations, basic statistics, measurement, geometric concepts, and graphing functions.

Prerequisites: None

PHY 102 Physics

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides an overview of the fundamental concepts of physics. Topics include properties of matter, mechanics of measurement, force and motion, gravity, temperature and heat, sound waves, thermodynamics, electricity, and magnetism.

Prerequisites: None

Semester II

DMS 122 Patient Care

Total Course Hours: 45 (30 Theory, 15 Lab, 0 Extern) Semester Credits: 2.5

This course introduces the provision of safe, high-quality patient care. Topics include communication skills, professional sonographer/patient interaction, patient rights, privacy, identification and assessment, patient preparation for various sonographic examinations, infection control, patient transfer and immobilization, and body mechanics and ergonomics. Also addressed are emergency situations and the provision of care for patients with special needs and patients with tubes and oxygen administration devices.

Prerequisites: Semester I courses

DMS 125 Sonographic Physics and Instrumentation

Total Course Hours: 90 (90 Theory, 0 Lab, 0 Extern) Semester Credits: 6.0

This course applies basic principles of physics within diagnostic medical ultrasound. Topics include basic acoustic principles, wave analysis, propagation of waves in tissue, physics of pulse-echo, image optimization, hemodynamics, Doppler imaging principles, and the instrumentation of the ultrasound unit. Course content also addresses issues of quality assurance, quality control, imaging artifacts, and patient/sonographer safety. This course prepares students for the ARDMS Sonography Principles and Instrumentation (SPI) exam.

Prerequisites: Semester I courses

Diagnostic Medical Sonography • Course Descriptions

DMS 152 Introduction to Sonographic Scanning and Instrumentation Lab

Total Course Hours: 60 (0 Theory, 60 Lab, 0 Extern) Semester Credits: 2.0

This course introduces the operation of ultrasound instrumentation to ensure sonographic image optimization and provides opportunities to learn the operating console controls and the transducer. Also addressed are manipulation of 2-D gray scale, color Doppler, continuous-wave Doppler, and 2-D Doppler applications, equipment inspection and maintenance, quality control/quality assurance, infection control, and ergonomic considerations.

Prerequisites: Semester I courses

DMS 162 Abdominal and Small Parts Sonography I

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course introduces sonographic scanning of organs and structures of the abdomen including limited abdominal vasculature, abdominal wall and peritoneal cavities, gastrointestinal tract, musculoskeletal structures, non-cardiac chest, breast, neck, infant hip, neonatal/infant head; neonatal/infant spine. Topics include anatomy, physiology, pathophysiology, exam indications, sonographic appearance and findings, and sonographic scanning techniques and common protocols.

Prerequisites: Semester I courses

Semester III

DMS 182 Abdominal and Small Parts Sonography II

Total Course Hours: 90 (90 Theory, 0 Lab, 0 Extern) Semester Credits: 6.0

A continuation of DMS 162, this course introduces sonographic scanning of the major organs and structures of the abdomen including the liver, gallbladder/biliary system, pancreas, urinary system, adrenal gland, spleen, and the scrotum, prostate, and penis. Topics include anatomy, physiology, pathophysiology, exam indications, sonographic and Doppler appearance and findings, and sonographic scanning techniques and common protocols. Also covered are ultrasound guided interventional procedures, ultrasound techniques for transplant organs, assessment of anatomic structures for trauma-related abnormalities, and assessment of postoperative anatomy.

Prerequisites: Semesters I and II courses

DMS 183 Abdominal and Small Parts Sonography Lab

Total Course Hours: 120 (0 Theory, 120 Lab, 0 Extern) Semester Credits: 4.0

This course provides opportunities to learn proper scanning techniques, common protocols, interpretation of sonographic and Doppler findings, and recognizing normal anatomical variations and pathology of the major organs of the abdomen, abdominal wall, abdominal vasculature, noncardiac chest, extremity nonvascular structures, and superficial structures to include the breast, neck, testes, penis, prostate, scrotum, infant hip, neonatal/infant head, and neonatal/infant spine.

Prerequisites: Semesters I and II courses

DMS 200 Vascular Imaging I

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course introduces scanning of the arterial and venous systems with a focus on the vasculature of the major organs of the abdomen, and related hemodynamic considerations. Topics include anatomy, physiology, pathophysiology, exam indications, sonographic and Doppler appearance and findings, and sonographic scanning techniques and common protocols. Also covered are the principles and techniques of 2-D Doppler, color Doppler, power Doppler, and waveform interpretation.

Prerequisites: Semesters I and II courses

DMS 201 Vascular Imaging I Lab

Total Course Hours: 60 (0 Theory, 60 Lab, 0 Extern) Semester Credits: 2.0

This course provides opportunities to learn proper scanning techniques, common protocols, interpretation of sonographic and Doppler findings, and recognizing normal anatomical variations and pathology of the abdominal vasculature, including the carotid arteries. Also addressed are the principles and techniques of 2-D Doppler, color Doppler, power Doppler, and waveform interpretation.

Prerequisites: Semesters I and II courses

Semester IV

DMS 242 Vascular Imaging II

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

A continuation of DMS 200, this course introduces scanning of the peripheral arterial and venous vasculature. Topics include anatomy, physiology, pathophysiology, exam indications, sonographic and Doppler appearance and findings, and sonographic scanning techniques and common protocols. Also covered are the principles and techniques of spectral wave analysis, interpretation of color Doppler and power Doppler, complementary vascular imaging procedures, and emerging technologies.

Prerequisites: Semesters I, II, and III courses

DMS 243 Vascular Imaging II Lab

Total Course Hours: 60 (0 Theory, 60 Lab, 0 Extern) Semester Credits: 2.0

This course provides opportunities to learn proper scanning techniques, common protocols, interpretation of sonographic and Doppler findings, and recognizing normal anatomical variations and pathology of the peripheral arterial and venous vasculature. Also addressed are the principles and techniques of 2-D Doppler, color Doppler, power Doppler, and waveform interpretation.

Prerequisites: Semesters I, II, and III courses

Diagnostic Medical Sonography • Course Descriptions

DMS 255 Obstetric and Gynecology Sonography

Total Course Hours: 90 (90 Theory, 0 Lab, 0 Extern) Semester Credits: 6.0

This course introduces scanning of the gynecologic and obstetric patient. Topics include anatomy, physiology, pathophysiology, exam indications, sonographic and Doppler appearance and findings, and sonographic scanning techniques and common protocols for the gravid and nongravid female. Also covered are fertilization, embryology, fetal biometry and measurements, and related interventional procedures.

Prerequisites: Semesters I, II, and III courses

DMS 256 Obstetric and Gynecology Sonography Lab

Total Course Hours: 90 (0 Theory, 90 Lab, 0 Extern) Semester Credits: 3.0

This course provides opportunities to learn proper scanning techniques, common protocols, interpretation of sonographic and Doppler findings, and recognizing normal anatomical variations and pathology of the gravid and nongravid female. Also addressed are the special concerns and protocols regarding sonographic and Doppler studies of the developing fetus, and related biometric measurements.

Prerequisites: Semesters I, II, and III courses

Semester V

DMS 270 Clinical Practicum I

Total Course Hours: 540 (0 Theory, 0 Lab, 540 Extern) Semester Credits: 12.0

This course provides clinical experience under direct supervision of qualified clinical staff. Students will develop clinical competence expertise in scanning through observing, assisting, and performing the full range of sonographer responsibilities. Student learning and competence will be determined in part through frequent critique and evaluation of the performance of required competencies.

Prerequisites: Semesters I, II, III, and IV courses

DMS 275 Sonography as a Profession

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course examines the role and responsibilities of a sonographer in achieving and maintaining professional credentials and advancing expertise. Students will review ethical and legal aspects of professional practice as a sonographer. Also addressed are the skills required to transition into the workforce.

Prerequisites: Semesters I, II, III, and IV courses

Semester VI

DMS 280 Clinical Practicum II

Total Course Hours: 540 (0 Theory, 0 Lab, 540 Extern) Semester Credits: 12.0

This course advances the student's clinical experience under direct supervision of qualified clinical staff. Students gain expertise in scanning through observing, assisting, and performing the full range of sonographer responsibilities. Student learning and competence will be determined in part through frequent critique and evaluation of the performance of required competencies. By the completion of the course, students are expected to demonstrate the clinical skills and competence required of an entry-level sonographer.

Prerequisites: Semesters I, II, III, IV, and V courses

DMS 285 Sonography Examination Review

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course is designed to prepare students for examination for certification by the American Registry of Diagnostic Medical Sonography (ARDMS) and/or the American Registry of Radiologic Technologists (ARRT).

Prerequisites: Semesters I, II, III, IV, and V courses

Occupational Therapy Assistant

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level occupational therapy assistants through didactic instruction, hands-on laboratory practice, and clinical experiences. Students have the opportunity to develop professional skills in activity analysis, growth and development, human occupations, principles of occupational therapy, therapeutic modalities, administrative procedures, and ethics and laws governing the practice of occupational therapy.

Graduates of this program at the El Paso and Houston campuses receive an Associate of Applied Science Degree, while graduates at other PMI campuses receive an Occupational Associate Degree. Graduates of accredited OTA programs are eligible to apply to take the national certification examination for occupational therapy assistant (COTA) administered by the National Board for Certification in Occupational Therapy (NBCOT).

Admissions Requirements: In addition to the Admissions requirements listed in the Prospective Students section of this catalog, an interview with the program director and/or faculty is required. Refer to the program specific Prospective Student Handout for more information.

| Semester I | | | | | |
|-----------------------------------|---|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| CMT 105 | Medical Terminology | 16 | | | 1.0 |
| BIO 105 | Anatomy and Physiology I | 48 | 32 | | 4.0 |
| OTA 102 | Introduction to Occupational Therapy | 48 | | | 3.0 |
| MTH 125 | Math and Statistics | 16 | | | 1.0 |
| CCM 150 | Communications for the Health Professions | 48 | | | 3.0 |
| PSY 130 | Psychology | 48 | | | 3.0 |
| Semester I Total | | 224 | 32 | | 15.0 |
| Semester II | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| HST 205 | Nevada History and US Constitution* | 45 | | | 3.0 |
| BIO 106 | Anatomy and Physiology II | 48 | 32 | | 4.0 |
| OTA 130 | Occupational Analysis | 32 | | | 2.0 |
| OTA 201 | Documentation for the OTA | 32 | | | 2.0 |
| OTA 108 | Growth and Development | 48 | | | 3.0 |
| OTA 115 | Principles of OT in Mental Health | 48 | 16 | | 3.5 |
| Semester II Total | | 253 | 48 | | 17.5 |
| *Represents the Las Vegas Campus. | | | | | |
| Semester III | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| OTA 125 | Kinesiology | 32 | 16 | | 2.5 |
| OTA 110 | Fundamentals of Occupational Therapy | 32 | | | 2.0 |
| OTA 206 | Human Occupations I | 48 | 32 | | 4.0 |
| OTA 215 | Principles of OT in Physical Health | 48 | 16 | | 3.5 |
| OTA 220 | Fieldwork I | | | 80 | 1.5 |
| Semester III Total | | 160 | 64 | 80 | 13.5 |
| Semester IV | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| OTA 209 | Human Occupations II | 40 | 32 | | 3.5 |
| OTA 230 | Administrative Procedures | 32 | | | 2.0 |
| OTA 245 | Pediatric Practice for the OTA | 40 | 32 | | 3.5 |
| OTA 250 | Specific Populations for the OTA | 32 | 16 | | 2.5 |
| OTA 226 | Professional Development Strategies | 32 | | | 2.0 |
| Semester IV Total | | 176 | 80 | | 13.5 |
| Semester V | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| OTA 221 | Fieldwork II A | | | 320 | 7.0 |
| OTA 222 | Fieldwork II B | | | 320 | 7.0 |
| Semester V Total | | | | 640 | 14.0 |
| Program Total | | 768 | 224 | 720 | 70.5 |
| 101 | Las Vegas Program Total | 813 | 224 | 720 | 73.5 |



At a Glance

Program Type: Associate Degree

Delivery Method: On-ground or hybrid*

*See "Note" on Course Descriptions page

Semester Credits: 70.5

(73.5 Las Vegas campus; program includes HST 205 Nevada History and US Constitution, which is 3.0 credits)

| Program Length | Total |
|--|-----------------|
| Program Hours | 1,712 1,757* |
| Program Weeks | 80 |
| Program Semesters (16 weeks per semester) | 5 |

* Las Vegas campus.

Campus Locations



AZ: Mesa, Tucson

CA: San Marcos

CO: Denver

NV: Las Vegas

TX: El Paso, Houston

WA: Renton

Occupational Therapy Assistant • Course Descriptions

Note: Hybrid delivery is offered only at San Marcos and Houston campuses. Refer to the Prospective Student Handout at these campuses for course-specific delivery methods in these hybrid programs.

Semester I

CMT 105 Medical Terminology

Total Course Hours: 16 (16 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

The course focuses on the development of a basic framework for the language of medicine. Through memorization and practice in spelling and pronunciation of medical roots, suffixes, and prefixes, students learn to create, analyze, and apply medical terms.

Prerequisites: None

BIO 105 Anatomy and Physiology I

Total Course Hours: 80 (48 Theory, 32 Lab, 0 Extern) Semester Credits: 4.0

As the first part of a two-part anatomy and physiology introductory sequence, this course covers basic biological principles that are foundational to the study of anatomy and physiology including basic biochemistry, cellular structure and function, and organization of the human body. Students will learn the anatomy and physiology of the skeletal, muscular, nervous, and integumentary systems in this course. Pathology of these systems and the relationship of disease and disability to occupational therapy practice will be introduced.

Prerequisites: None

OTA 102 Introduction to Occupational Therapy

Total Course Hours: 48 (48 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

The course provides the student with an introduction to occupational therapy, including the various types of practice settings, client populations, roles, and the occupational therapy process. The foundation of occupational therapy will be explored—the profession's history, ethics standards, and occupational therapy values. A variety of resources will be introduced, including the standards of practice and the Occupational Therapy Practice Framework: Domain and Process.

Prerequisites: None

MTH 125 Math and Statistics

Total Course Hours 16 (16 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course covers the general math and statistics applications. Topics include basic math operations, fractions and decimals, percents, the metric system and graphs. Students will learn how statistical data are compiled and interpreted. Knowledge gained in this course will prepare the student for more complex theoretical and practical applications in subsequent technical courses.

Prerequisites: None

CCM 150 Communications for the Health Professions

Total Course Hours: 48 (48 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides instruction on the wide range of communication skills necessary for success in health professions. Students will learn effective communication skills to enable appropriate and professional collaboration with client, family, and other professionals. Course content provides opportunities for students to communicate through a variety of media, to give and receive feedback, and to appreciate and consider the context of the variety of communication needs and styles of patients/clients, coworkers, other professionals, the general public and other contextual factors. Ethical and legal concerns related to documentation, effective use of written and oral communications, and those related to certain technologies are identified and explored.

Prerequisites: None

PSY 130 Psychology

Total Course Hours: 48 (48 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course begins to explore the psychological nature of humans and their interactions. Students will gain an understanding of basic psychological concepts as well as an awareness of self and how these elements provide a foundation for interfacing with the social environment. Topics include but are not limited to adaptation, psychological diagnoses and dysfunction, communication, group processes, and the impact of health on behavior.

Prerequisites: None

Semester II

HST 205 Nevada History and US Constitution (Las Vegas Campus Only)

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

A survey of the history of the state of Nevada with focus on mining, gaming, government and recent developments in population expansion. The course will review the Nevada State Constitution and legal ramifications. The essentials of the US Constitution will also be examined. The course is designed to meet Nevada History/US Constitution associate degree requirements.

Prerequisites: None

BIO 106 Anatomy and Physiology II

Total Course Hours: 80 (48 Theory, 32 Lab, 0 Extern) Semester Credits: 4.0

This course is a continuation of BIO 105. Subjects covered include central and peripheral nervous system, lymphatic system, immune system, anatomy and physiology of the respiratory system, anatomy and physiology of the digestive system, urinary system, acid-base balance, and male and female reproductive systems. Knowledge gained in this course will prepare the student for more complex theoretical and conceptual discussions of structures and functions of the human body in future technical courses. The student will examine the body as a totally integrated and dynamic structure. Laboratory time will be available for specific anatomical structure identification.

Prerequisites: BIO 105 Anatomy and Physiology I and Semester I OTA-designated courses

Occupational Therapy Assistant • Course Descriptions

OTA 130 Occupational Analysis

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course introduces the concepts of task, activity, and performance analysis. Students will learn the basics of grading and adapting tools, materials, and the environment, which will be applied in subsequent OTA courses in order to develop the occupational performance of various populations. Students will learn to consider the domains of Occupational Therapy Practice Framework: Domain and Process in the process of activity analysis.

Prerequisites: BIO 105 Anatomy and Physiology I, PSY 130 Psychology, and Semester I OTA-designated courses

OTA 201 Documentation for the OTA

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course teaches the basic skills required for effective documentation for various practice settings and treatment approaches. The student will document according to pertinent reimbursement issues, practice setting guidelines, and steps within the occupational therapy process. The legal implications of documentation will be discussed. Students will demonstrate entry level use of various forms of documentation in print and electronic formats.

Prerequisites: BIO 105 Anatomy and Physiology I, CMT 105 Medical Terminology, and Semester I OTA-designated courses

OTA 108 Growth and Development

Total Course Hours: 48 (48 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course covers typical human growth and development as it occurs across the life span in physical, psychological, and cognitive domains. Emphasis will be placed on the relationship of development, health, and wellness to occupational performance in all stages of life. Multicultural perspectives as well as the impact of environmental, sociological, socioeconomic, and other diversity factors on human development will be considered.

Prerequisites: BIO 105 Anatomy and Physiology I, PSY 130 Psychology, and Semester I OTA-designated courses

OTA 115 Principles of OT in Mental Health

Total Course Hours: 64 (48 Theory, 16 Lab, 0 Extern) Semester Credits: 3.5

This course focuses on the biological/psychological/social models of mental health practice, common diagnoses, and traditional and emerging practice settings. Students will be introduced to approaches and modalities commonly used in mental health settings and their integration with occupational therapy practice. The course will cover the use of groups, selected assessments, and other occupational performance-based interventions. A focus will be on performance skills, which include emotion regulation and cognition.

Prerequisites: BIO 105 Anatomy and Physiology I, PSY 130 Psychology, and Semester I OTA-designated courses

Semester III

OTA 125 Kinesiology

Total Course Hours: 48 (32 Theory, 16 Lab, 0 Extern) Semester Credits: 2.5

This combined lecture and lab course acquaints students with principles of movement as it supports occupation. Students will review key concepts of anatomy and physiology and apply these to biomechanical function. Students will gain an appreciation for the structures of the body and basic physics concepts that allow functional mobility and activity. Students will apply kinesiology concepts to manual muscle testing, range of motion assessment, and analysis of movement.

Prerequisites: BIO 105 Anatomy and Physiology I, BIO 106 Anatomy and Physiology II, and Semesters I and II OTA-designated courses

OTA 110 Fundamentals of Occupational Therapy

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course provides an integration of the theoretical foundations of the profession with practice. Concepts that guide clinical reasoning in practice including locating and understanding research and considering social determinants of health will be interwoven with the domain and process of occupational therapy. Students will begin to relate frames of reference to client populations and various practice settings, and to use clinical reasoning effectively within the guidelines of roles, ethics, and scope of practice.

Prerequisites: BIO 105 Anatomy and Physiology I, BIO 106 Anatomy and Physiology II, PSY 130 Psychology, and Semesters I and II OTA-designated courses

OTA 206 Human Occupations I

Total Course Hours: 80 (48 Theory, 32 Lab, 0 Extern) Semester Credits: 4.0

This lecture/lab course presents a "toolbox" for commonly used intervention strategies. Students will learn treatment interventions commonly used in occupational therapy practice with an emphasis on occupation as an intervention technique as well as an outcome of treatment. Activities preparatory to participation in occupation are also included. This "toolbox" includes techniques for client (re)training in ADLs, IADLs, transfers and mobility, use of adaptive equipment, neuromuscular function, and sensory perception as needed to address occupational needs.

Prerequisites: BIO 105 Anatomy and Physiology I, BIO 106 Anatomy and Physiology II, PSY 130 Psychology, and Semesters I and II OTA-designated courses

OTA 215 Principles of OT in Physical Health

Total Course Hours: 64 (48 Theory, 16 Lab, 0 Extern) Semester Credits: 3.5

This course examines the biological/psychological/social models of physical health and wellness, focusing on the common diagnoses and pathologies most often encountered in occupational therapy (OT) practice. Also introduced are examples of assessments used for various diagnoses and pathologies, especially those of the musculoskeletal and cardiopulmonary systems. Students will be introduced to occupational therapy interventions commonly used in physical health and emerging practice settings through discussion and hands-on experience within the lab setting. Students will explore occupational therapy treatment and other occupational performance-based interventions within the scope, roles, frames of reference, and practice guidelines related to physical health and wellness. A focus will be performance skills that include motor, process, and social interaction.

Prerequisites: BIO 105 Anatomy and Physiology I, BIO 106 Anatomy and Physiology II, and Semesters I and II OTA-designated courses

Occupational Therapy Assistant • Course Descriptions

OTA 220 Fieldwork I

Total Course Hours: 80 (0 Theory, 0 Lab, 80 Extern) Semester Credits: 1.5

This course provides the student with the opportunity to recognize the use of models of practice and occupational therapy skills in practice settings under the supervision of qualified and credentialed practitioner(s). Fieldwork consists of 80 hours of placement in selected settings. *Prerequisites: BIO 105 Anatomy and Physiology I, BIO 106 Anatomy and Physiology II, and Semesters I and II OTA-designated courses*

Semester IV

OTA 209 Human Occupations II

Total Course Hours: 72 (40 Theory, 32 Lab, 0 Extern) Semester Credits: 3.5

This course is the culmination of didactic instruction in the academic program. Drawing on pertinent aspects of the domain of occupational therapy, students will analyze the client's occupational therapy needs, synthesize occupation-based interventions, and begin to critique their application of occupational therapy concepts. Students will examine the basic principles of physical agent modalities (PAMs) and other specialty interventions commonly used in occupational therapy practice, and practice techniques related to their use. Students will participate in hands-on scenarios simulating those situations likely to be encountered during fieldwork and in practice.

Prerequisites: BIO 105 Anatomy and Physiology I, BIO 106 Anatomy and Physiology II, and Semesters I, II, and III OTA-designated courses

OTA 230 Administrative Procedures

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course introduces the occupational therapy assistant (OTA) student to administrative procedures in practice and prepares them for contributing to program management. Students will participate in program development and evaluation activities, analysis of professional literature, and promotion of the profession. Students will explore management versus leadership skills and the application of administrative procedures.

Prerequisites: BIO 105 Anatomy and Physiology I, BIO 106 Anatomy and Physiology II, and Semesters I, II, and III OTA-designated courses

OTA 245 Pediatric Practice for the OTA

Total Course Hours: 72 (40 Theory, 32 Lab, 0 Extern) Semester Credits: 3.5

In this course students will examine limitations and obstacles to occupational engagement for people from birth through 21 years of age. Students will examine the role of the occupational therapy assistant (OTA) in pediatric settings and the function of occupational therapy in the field of pediatrics. Students will explore common disabilities and diagnoses and their implications for treatment in areas of occupation in traditional, community-based, and emerging practice settings. Students will learn treatment interventions commonly used by the OTA in pediatric practice. Students will synthesize occupation-based mental and physical health concepts related to occupational performance interventions with the pediatric population.

Prerequisites: BIO 105 Anatomy and Physiology I, BIO 106 Anatomy and Physiology II, and Semesters I, II, and III OTA-designated courses

OTA 250 Specific Populations for the OTA

Total Course Hours: 48 (32 Theory, 16 Lab, 0 Extern) Semester Credits: 2.5

In this course students will synthesize occupation-based mental and physical health concepts as applied to commonly used occupational performance interventions with neurological, bariatric, geriatric, and emerging populations. In addition to exploring treatment in traditional practice settings, students will generalize their knowledge, skills, and abilities to community-based settings and emerging practice settings. An emphasis will be placed on interacting with and teaching caregivers and family members.

Prerequisites: BIO 105 Anatomy and Physiology I, BIO 106 Anatomy and Physiology II, and Semesters I, II, and III OTA-designated courses

OTA 226 Professional Development Strategies

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This seminar course prepares the student for fieldwork and practice by examining professional development strengths and needs and formulating a plan for advocating for oneself and the profession. To accomplish this, students will explore supervisory needs, set goals for fieldwork success, and examine effective job search strategies. In addition, students will review and prepare for the National Board for Certification in Occupational Therapy (NBCOT) Certified Occupational Therapy Assistant (COTA®) exam.

Prerequisites: BIO 105 Anatomy and Physiology I, BIO 106 Anatomy and Physiology II, and Semesters I, II, and III OTA-designated courses

Semester V

OTA 221 Fieldwork II A

Total Course Hours: 320 (0 Theory, 0 Lab, 320 Extern) Semester Credits: 7.0

This fieldwork course provides the student with the opportunity to apply learned models of practice and occupational therapy skills in a practice setting under the supervision of qualified and credentialed occupational therapy practitioner(s). This fieldwork consists of 320 hours of placement in selected settings.

Prerequisites: Semesters I, II, III, and IV courses

OTA 222 Fieldwork II B

Total Course Hours: 320 (0 Theory, 0 Lab, 320 Extern) Semester Credits: 7.0

This fieldwork course provides the student with the opportunity to apply learned models of practice and occupational therapy skills in a practice setting under the supervision of qualified and credentialed occupational therapy practitioner(s). This fieldwork consists of 320 hours of placement in selected settings.

Prerequisites: Semesters I, II, III, and IV courses

Paramedic

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level paramedics through didactic instruction, hands-on laboratory practice, and clinical experiences. Among the topics covered in the curriculum are anatomy and physiology, patient assessment, airway management, pharmacology, medical emergencies, pediatric emergencies, cardiology, trauma, and other topics necessary to be effective members of the emergency services team.

Graduates of the program receive an Associate of Occupational Science Degree. After successful completion of all didactic and clinical hours, students will be required to obtain a provisional license from the Southern Nevada Health District (SNHD) or other regulatory agency prior to beginning EMS 242 Field Internship. The provisional license requires that the applicant successfully pass a licensure examination. Total hours required to complete EMS 242 Field Internship may vary depending upon assigned schedule; as a result, the length of the program may be extended. Graduates of the Paramedic program are eligible to apply to take the NREMT certification examination at the paramedic level.

Admissions Requirements: In addition to the Admissions requirements listed in the Prospective Students section of this catalog, applicants must be 18 years of age. An interview with the program director and/or faculty is required. An applicant must provide proof of EMT certification to be eligible to enroll in the program. This must be evidenced by providing current NREMT certification, or an SNHD Attendee License or certificate; and any other forms EMT certification requiring Program Director approval (requirements must meet or exceed the National Emergency Medical Services Education Standards for the Emergency Medical Technician). Refer to the program specific Prospective Student Handout for more information.



| Semester I | | | | | |
|------------------|------------------------------------|--------|------|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| MTH 142 | College Algebra | 45 | | | 3.0 |
| BIO 143 | Anatomy and Physiology | 60 | | | 4.0 |
| EMS 111 | Introduction to Paramedic Practice | 30 | 7.5 | | 2.0 |
| EMS 121 | Pharmacology | 45 | 7.5 | | 3.0 |
| EMS 131 | Airway Management | 30 | 7.5 | | 2.0 |
| EMS 141 | Patient Assessment and Diagnostics | 45 | 15 | | 3.5 |
| Semester I Total | | 255 | 37.5 | | 17.5 |

| Semester II | | | | | |
|-------------------|---|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| EMS 152 | Cardiology | 45 | 15 | | 3.5 |
| EMS 162 | ECG Interpretation - Advanced Cardiac Diagnostics | 15 | | | 1.0 |
| EMS 172 | Medical Emergencies and Advanced Life Support | 45 | 15 | | 3.5 |
| EMS 182 | Pediatric Emergencies | 30 | 15 | | 2.5 |
| EMS 192 | Trauma | 45 | 30 | | 4.0 |
| Semester II Total | | 180 | 75 | | 14.5 |

| Semester III | | | | | |
|--------------------|------------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| CLE 144 | Medical Law and Ethics | 30 | | | 2.0 |
| EMS 211 | Advanced Medical Emergencies | 45 | 15 | | 3.5 |
| EMS 221 | ALS Operations | 30 | | | 2.0 |
| EMS 202 | Clinical Externship | | | 290 | 6.0 |
| HST 205 | Nevada History and US Constitution | 45 | | | 3.0 |
| Semester III Total | | 150 | 15 | 290 | 16.5 |

| Semester IV | | | | | |
|-------------------|------------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| EMS 232 | National Registry Paramedic Review | 56 | 8 | | 4.0 |
| EMS 242 | Field Internship | | | 360 | 8.0 |
| Semester IV Total | | 56 | 8 | 360 | 12 |

| | | | | | |
|---------------|--|-----|-------|-----|------|
| Program Total | | 641 | 135.5 | 650 | 60.5 |
|---------------|--|-----|-------|-----|------|

At a Glance

Program Type: Associate Degree

Delivery Method: Hybrid*

*See "Note" on Course Descriptions page

Semester Credits: 60.5

| Program Length | Total |
|--|---------|
| Program Hours | 1,426.5 |
| Program Weeks | 60 |
| Program Semesters (15 weeks per semester) | 4 |

Campus Locations



NV: Las Vegas

Paramedic • Course Descriptions

Note: Refer to the Prospective Student Handout at the campus for course-specific delivery method in this hybrid program.

Semester I

MTH 142 College Algebra

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course introduces students to college-level algebra. Mathematical operations covered include basic operations (addition, subtraction, multiplication, division), fractions, decimals, algebraic equations, story problems, and graphing.

Prerequisites: Semester I courses

BIO 143 Anatomy and Physiology

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course introduces students to the structure and function of all systems within the human body. Cellular, tissue, and organ structures of each individual system are presented, followed by their functions as they relate within their system as well as to the entire body. Course content includes the structures and functions of the integumentary, musculoskeletal, endocrine, cardiovascular (including blood, heart, blood vessels, and circulation), lymphatic, respiratory, digestive, urinary, and reproductive systems.

Prerequisites: Semester I courses

EMS 111 Introduction to Paramedic Practice

Total Course Hours: 37.5 (30 Theory, 7.5 Lab, 0 Extern) Semester Credits: 2.0

This course introduces students to the field of emergency medicine services (EMS), including the history of EMS, types of practice models, and scopes of practice. Students learn and apply the terminology used to describe patient signs and symptoms, along with basic patient assessment techniques. They also explore the roles and responsibilities of the EMS provider on the health care team.

Prerequisites: Semester I courses

EMS 121 Pharmacology

Total Course Hours: 52.5 (45 Theory, 7.5 Lab, 0 Extern) Semester Credits: 3.0

This course addresses basic principles of pharmacology, drug classes, and toxicology. Topics include indications, contraindications, therapeutic effects, and side effects of medications. Students learn the administration of emergency medicines as outlined in the current paramedic scope of practice.

Prerequisites: Semester I courses

EMS 131 Airway Management

Total Course Hours: 37.5 (30 Theory, 7.5 Lab, 0 Extern) Semester Credits: 2.0

This course integrates comprehensive knowledge of anatomy, physiology, and pathophysiology into patient respiratory assessment. Students use tools of assessment to develop and implement a treatment plan to ensure a patent airway, provide adequate mechanical ventilation, and restore respiration for patients of all ages.

Prerequisites: Semester I courses

EMS 141 Patient Assessment and Diagnostics

Total Course Hours: 60 (45 Theory, 15 Lab, 0 Extern) Semester Credits: 3.5

This course focuses on initial patient assessment within the context of scene assessment. Students apply prior knowledge and clinical reasoning to evaluate scenarios, develop field impressions, modify assessments, and formulate treatment plans. The course also emphasizes the basic rules and mechanisms of common arrhythmias necessary for cardiac patient assessment.

Prerequisites: Semester I courses

Semester II

EMS 152 Cardiology

Total Course Hours: 60 (45 Theory, 15 Lab, 0 Extern) Semester Credits: 3.5

This course covers assessment and prehospital management of cardiac emergencies. Topics include cardiovascular diseases and conditions, ECG interpretation, hyper- and hypotensive emergencies, and patient monitoring and treatment.

Prerequisites: Semesters I and II courses

EMS 162 ECG Interpretation - Advanced Cardiac Diagnostics

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course will build on students' previous ECG knowledge and will increase their knowledge of 12-lead ECGs, bundle branch blocks, infarction locations, and axis deviations in order to distinguish subtle ECG findings.

Prerequisites: Semesters I and II courses

EMS 172 Medical Emergencies and Advanced Life Support

Total Course Hours: 60 (45 Theory, 15 Lab, 0 Extern) Semester Credits: 3.5

This course emphasizes application of prior knowledge of anatomy, physiology, and pathophysiology to formulate assessments in the field. Students practice clinical reasoning skills to develop a prehospital treatment plan for patients suffering from a variety of disorders.

Prerequisites: Semesters I and II courses

EMS 182 Pediatric Emergencies

Total Course Hours: 45 (30 Theory, 15 Lab, 0 Extern) Semester Credits: 2.5

This course covers assessment and prehospital management of neonatal and pediatric emergencies.

Prerequisites: Semesters I and II courses

Paramedic • Course Descriptions

EMS 192 Trauma

Total Course Hours: 75 (45 Theory, 30 Lab, 0 Extern) Semester Credits: 4.0

This course provides an overview of assessment and emergency out-of-hospital management of trauma patients. Content includes isolated and multisystem trauma.

Prerequisites: Semesters I and II courses

Semester III

CLE 144 Medical Law and Ethics

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course provides an overview of law and ethics as they apply to medical practice. Topics include documentation, standards of care, professionalism and ethics, HIPAA, patient rights, informed consent, and employment discrimination.

Prerequisites: Semesters I, II, and III courses

EMS 211 Advanced Medical Emergencies

Total Course Hours: 60 (45 Theory, 15 Lab, 0 Extern) Semester Credits: 3.5

This course provides students opportunities to apply prior knowledge and skills to advanced medical emergency situations involving a variety of patient populations in such specialties as gynecology, obstetrics, neonatal care, pediatrics, geriatrics, and those with special challenges.

Prerequisites: Semesters I, II, and III courses

EMS 221 ALS Operations

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course addresses field EMS operations, such as ground ambulance operations, air medical operations, multiple casualty incidents, and hazardous materials.

Prerequisites: Semesters I, II, and III courses

EMS 202 Clinical Externship

Total Course Hours: 290 (0 Theory, 0 Lab, 290 Extern) Semester Credits: 6.0

This course provides the paramedic student with an opportunity to apply previously learned knowledge and skills in a supervised clinical setting. Rotations in this course include the emergency department and triage, anesthesia, adult intensive care unit, pediatric intensive care unit, operating room, psychiatry, labor and delivery, burn unit, postanesthesia care unit, pediatrics, and other elective rotations.

Prerequisites: Semesters I, II and III courses

HST 205 Nevada History and US Constitution

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

A survey of the history of the state of Nevada with focus on mining, gaming, government, and recent developments in population expansion. The course will review the Nevada State Constitution and legal ramifications. The essentials of the US constitution will also be examined. The course is designed to meet Nevada History/US Constitution associate degree requirements.

Prerequisites: None

Semester IV

EMS 232 National Registry Paramedic Review

Total Course Hours: 64 (56 Theory, 8 Lab, 0 Extern) Semester Credits: 4.0

This course reviews each of the skills stations that comprise the NREMT Psychomotor Examination and provides an overview of the NREMT Cognitive Examination (CBT), and prepares students for the SNHD ALS Licensure Examination. Content includes test-taking strategies.

Prerequisites: Semesters I, II, III and IV courses

EMS 242 Field Internship

Total Course Hours: 360 (0 Theory, 0 Lab, 360 Extern) Semester Credits: 8.0

The field internship occurs after all core didactic, laboratory, and clinical experience has been successfully completed. This course provides the paramedic students a continuation of EMS 202, with an opportunity to apply previously learned knowledge and skills in a vehicular setting. Students will have the opportunity to act as teams leads in a variety of prehospital emergency situations.

Prerequisites: Semesters I, II, III, IV courses and requires a provisional license as issued by the SNHD



Physical Therapist Assistant

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level physical therapy assistants through didactic instruction, hands-on laboratory practice, and clinical experiences. The curriculum prepares students to become integral members of the physical therapy health care team under the direction and supervision of a licensed physical therapist. Curriculum content addresses anatomy and physiology, kinesiology, diseases and conditions, medical terminology, physical therapy interventions, data collection skills, treatment plans, administrative procedures, and ethics and laws governing the practice of physical therapy.

Graduates of this program at the Houston campus receive an Associate of Applied Science Degree, while graduates at other PMI campuses receive an Occupational Associate Degree. All graduates are eligible to apply to take the National Physical Therapy Examination for Physical Therapist Assistants (NPTE-PTA), which is administered by the Federation of State Boards of Physical Therapy (FSBPT).

Admissions Requirements: In addition to the Admissions requirements listed in the Prospective Students section of this catalog, an interview with the program director and/or faculty is required. Refer to the program specific Prospective Student Handout for more information.

At a Glance

Program Type: Associate Degree

Delivery Method: On-ground or hybrid*

*See "Note" on Course Descriptions page

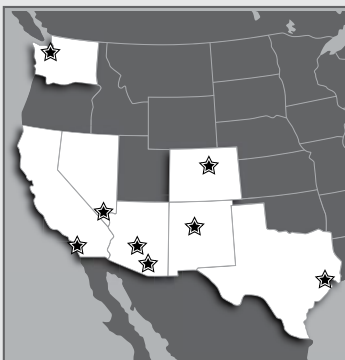
Semester Credits: 66.5

(69.5 Las Vegas; program includes HST 205 Nevada History and US Constitution, which is 3.0 credits)

| Program Length | Total |
|--|-----------------|
| Program Hours | 1,586 1,631* |
| Program Weeks | 75 |
| Program Semesters (15 weeks per semester) | 5 |

*Las Vegas Campus

Campus Locations



AZ: Mesa, Tucson
 CA: San Marcos
 CO: Denver
 NV: Las Vegas
 NM: Albuquerque
 TX: Houston
 WA: Seattle

| Semester I | | | | | |
|------------------|---|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| CMT 100 | Medical Terminology | 15 | | | 1.0 |
| BIO 100 | Anatomy and Physiology I | 45 | 30 | | 4.0 |
| PTA 110 | Introduction to Physical Therapy | 30 | 15 | | 2.5 |
| MTH 100 | Math and Physics Applications | 45 | | | 3.0 |
| CCM 135 | Communications for the Health Professions | 45 | | | 3.0 |
| CLE 120 | Law and Ethics | 15 | | | 1.0 |
| Semester I Total | | 195 | 45 | | 14.5 |

| Semester II | | | | | |
|-------------------|-------------------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| HST 205 | Nevada History and US Constitution* | 45 | | | 3.0* |
| PTA 115 | PTA Techniques | 30 | 30 | | 3.0 |
| BIO 109 | Anatomy and Physiology II | 45 | 15 | | 3.5 |
| PTA 106 | Fundamentals of Disease | 60 | | | 4.0 |
| PTA 107 | Growth and Development | 30 | | | 2.0 |
| PTA 125 | Introduction to Kinesiology | 15 | 15 | | 1.5 |
| Semester II Total | | 225 | 60 | | 17.0 |

*Represents the Las Vegas Campus.

| Semester III | | | | | |
|--------------------|------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| PTA 200 | Kinesiology | 30 | 45 | | 3.5 |
| PTA 201 | Rehabilitation I | 30 | 30 | | 3.0 |
| PTA 205 | Therapeutic Exercise I | 45 | 30 | | 4.0 |
| PTA 210 | Clinical Practicum I | | | 80 | 1.5 |
| Semester III Total | | 105 | 105 | 80 | 12.0 |

| Semester IV | | | | | |
|-------------------|-------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| PTA 207 | Therapeutic Exercise II | 30 | 30 | | 3.0 |
| PTA 202 | Rehabilitation II | 38 | 30 | | 3.5 |
| PTA 211 | Clinical Practicum II | | | 280 | 6.0 |
| Semester IV Total | | 68 | 60 | 280 | 12.5 |

| Semester V | | | | | |
|------------------|---------------------------|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| PTA 204 | Administrative Procedures | 30 | | | 2.0 |
| PTA 208 | Special Topics | 45 | 21 | | 3.5 |
| PTA 209 | PTA Seminar | 32 | | | 2.0 |
| PTA 212 | Clinical Practicum III | | | 280 | 6.0 |
| Semester V Total | | 107 | 21 | 280 | 13.5 |

| | | | | | |
|--------------------------------|--|------------|------------|------------|-------------|
| Program Total | | 655 | 291 | 640 | 66.5 |
| Las Vegas Program Total | | 700 | 291 | 640 | 69.5 |

Physical Therapist Assistant • Course Descriptions

Note: Hybrid delivery is offered only at Houston, Las Vegas, and Seattle campuses. Refer to the Prospective Student Handout at these campuses for course-specific delivery methods in these hybrid programs.

Semester I

CMT 100 Medical Terminology

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

The course focuses on the development of a basic framework for the language of medicine. Through memorization and practice in spelling and pronunciation of medical roots, suffixes, and prefixes, students learn to create, analyze, and apply medical terms.

Prerequisites: None

BIO 100 Anatomy and Physiology I

Total Course Hours: 75 (45 Theory, 30 Lab, 0 Extern) Semester Credits: 4.0

This course is the first of two basic anatomy and physiology courses in the program that are designed to introduce students to the key components of the human body and prepare them for more complex discussions that occur in the technical courses. Topics address the organizational levels and chemical processes within the body, including structural components of cells, tissues, blood, skin, and articulations. Through lecture and hands-on laboratory activities, students begin to examine the body as an integrated and dynamic structure with an emphasis on the skeletal and muscular systems and anatomical structure identification.

Prerequisites: None

PTA 110 Introduction to Physical Therapy

Total Course Hours: 45 (30 Theory, 15 Lab, 0 Extern) Semester Credits: 2.5

This course introduces students to the physical therapy profession from its early development to its present-day complexities. Course material emphasizes the role of the physical therapist assistant, general state-practice acts, scope of practice, types of practice settings, patient interactions, professional organizations, and the importance of lifelong professional growth and development. Lab topics address a range of basic patient care skills including infection control and patient positioning and draping.

Prerequisites: None

MTH 100 Math and Physics Applications

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course covers the general math and physics applications needed to succeed as a physical therapist assistant. Topics include basic math operations, solving linear equations, graphing, and principles of mechanics, thermodynamics, sound, light, liquids, and electricity.

Prerequisites: None

CCM 135 Communications for the Health Professions

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course addresses the application of fundamental oral, written, and electronic communication theory and practice for health care practitioners. Verbal and nonverbal communication, technical and professional writing, speaking and listening critically, and evaluating and synthesizing material from diverse cultural sources and points of view are included. Also addressed are special considerations regarding documentation, electronic communication of medical information, the use and misuse of social media, consideration of context, situation, and audience factors such as health literacy, cultural diversity, and roles.

Prerequisites: None

CLE 120 Law and Ethics

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course addresses legal and ethical principles and practices in the workplace, particularly in health care settings. Topics include the laws that govern and limit professional scopes of practice, codes of ethics, ethical and legal issues, federal and state regulations, and medical negligence.

Prerequisites: None

Semester II

HST 205 Nevada History and US Constitution (Las Vegas Campus Only)

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

A survey of the history of the state of Nevada with focus on mining, gaming, government and recent developments in population expansion. The course will review the Nevada State Constitution and legal ramifications. The essentials of the US Constitution will also be examined.

The course is designed to meet Nevada History/US Constitution associate degree requirements.

Prerequisites: None

PTA 103 PTA Techniques

Total Course Hours: 75 (30 Theory, 45 Lab, 0 Extern) Semester Credits: 3.5

This lecture and laboratory course addresses the basic principles of, physiological responses to, and safe and effective application of thermal agents, electromagnetic radiation, ultrasound, soft tissue mobilization, hydrotherapy, electrical stimulation, traction, and compression.

Prerequisites: Semester I courses

BIO 109 Anatomy and Physiology II

Total Course Hours: 60 (45 Theory, 15 Lab, 0 Extern) Semester Credits: 3.5

This course is the second of the two anatomy and physiology courses in the program with an emphasis on the knowledge students will need to apply in their technical courses. Content addresses additional body systems, including cardiovascular, nervous, lymphatic, immune, reproductive, respiratory, digestive, urinary, endocrine, and special senses. Students participate in laboratory activities to identify internal organ structures, locate pulse points, and test reflexes and cranial nerves.

Prerequisites: Semester I courses

Physical Therapist Assistant • Course Descriptions

PTA 104 Fundamentals of Disease

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This class presents basic information about common medical conditions. Diseases of the cardiovascular, respiratory, nervous, endocrine, integumentary, immune, lymphatic, sensory, musculoskeletal, urogenital, and gastrointestinal systems are covered. Emphasis is placed on those conditions that could potentially affect the mobility of the person or the outcome of physical therapy treatment. Consideration is given to the diagnosis, treatment, and prognosis for various diseases. Through the study of specific diseases, the student will become familiar with doing research, reading professional literature, and using critical thinking in relation to how disease affects physical therapy treatments.

Prerequisites: Semester I courses

PTA 105 Growth and Development

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This class explores several theories that examine the relationship of structure and function with the development of movement skills throughout the life span. Students will also study changes that occur to major body systems during various phases of growth and development and how these changes affect health and wellness.

Prerequisites: Semester 1 courses

PTA 120 Introduction to Kinesiology

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course introduces students to the principles of kinesiology with an emphasis on biomechanical function and movement patterns, including osteokinematics, arthrokinematics, normal gait cycle, and optimal posture.

Prerequisites: Semester I courses

Semester III

PTA 200 Kinesiology

Total Course Hours: 75 (30 Theory, 45 Lab, 0 Extern) Semester Credits: 3.5

This course broadens prior knowledge of kinesiology principles with an emphasis on biomechanical function. Students apply concepts of resistance, forces, and positioning to specific muscles and movement patterns by studying anatomical models of joints and muscles and other visual aids to enhance understanding of anatomy and movement. Lab activities focus on skills development and provide a range of competency-based practice opportunities along with analysis of gait and normal and abnormal biomechanical movement patterns.

Prerequisites: Semesters I and II courses

PTA 201 Rehabilitation I

Total Course Hours: 60 (30 Theory, 30 Lab, 0 Extern) Semester Credits: 3.0

This course addresses basic rehabilitation procedures and techniques. Students participate in hands-on activities to develop and practice skills in bed mobility and transfer techniques, general safety and infection control procedures, basic wheelchair management, gait training with ambulation aids, and measurement of vital signs.

Prerequisites: Semesters I and II courses

PTA 205 Therapeutic Exercise I

Total Course Hours: 75 (45 Theory, 30 Lab, 0 Extern) Semester Credits: 4.0

This course explores the theoretical foundations for therapeutic exercise. Content addresses clinical indications for exercise as well as the basic principles of and physiological responses to therapeutic exercise protocols. Topics emphasized include special exercise considerations for the lower extremities and lumbopelvic regions.

Prerequisites: Semesters I and II courses

PTA 210 Clinical Practicum I

Total Course Hours: 80 (0 Theory, 0 Lab, 80 Extern) Semester Credits: 1.5

This course provides the student with an opportunity to apply learned theories and skills in a clinical setting under direct supervision of a licensed physical therapist or licensed/certified physical therapist assistant. This practicum consists of two weeks of full-time (40 hours/week) clinical time.

Prerequisites: Semesters I and II courses, and Semester III PTA-designated courses

Semester IV

PTA 207 Therapeutic Exercise II

Total Course Hours: 60 (30 Theory, 30 Lab, 0 Extern) Semester Credits: 3.0

This course continues the presentation of theoretical foundations for therapeutic exercise, including basic principles of and physiological responses to exercise. Topics emphasized include clinical indications for therapeutic exercise involving the shoulder girdle, upper extremity, and cervical/thoracic regions as well as the cardiopulmonary system.

Prerequisites: Semesters I, II, and III courses

PTA 202 Rehabilitation II

Total Course Hours: 68 (38 Theory, 30 Lab, 0 Extern) Semester Credits: 3.5

This course explores the field of physical medicine and rehabilitation with a focus on the adult neurological patient. Content progresses from an overview of neurological assessment and treatment to the more common clinical syndromes related to motor and postural control. Students participate in hands-on activities to develop and practice relevant skills for this patient population.

Prerequisites: Semesters I, II, and III courses

Physical Therapist Assistant • Course Descriptions

PTA 211 Clinical Practicum II

Total Course Hours: 280 (0 Theory, 0 Lab, 280 Extern) Semester Credits: 6.0

This course is a continuation of Clinical Practicum I and provides students with the opportunity to apply learned theories and skills in a clinical setting under direct supervision of a licensed physical therapist or licensed/certified physical therapist assistant. This practicum consists of seven weeks of full time (40 hours/week) clinical time.

Prerequisites: Semesters I, II, and III courses, and Semester IV PTA-designated courses

Semester V

PTA 204 Administrative Procedures

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course examines the components included in the administration of the physical therapy practice. Topics include physical therapy practice, medical records, ethics, law, delegation and supervision, health insurance, and preparation for the workplace.

Prerequisites: Semesters I, II, III, and IV courses

PTA 208 Special Topics

Total Course Hours: 66 (45 Theory, 21 Lab, 0 Extern) Semester Credits: 3.5

This course presents the theoretical foundations for treatment of some of the more specialized patient populations/diagnoses seen in the physical therapy clinic. Topics include indications for physical therapy interventions as well as the basic principles of and physiological responses to therapeutic exercise protocols, with an emphasis on particular exercises and functional training considerations for these populations.

Prerequisites: Semesters I, II, III, and IV courses

PTA 209 PTA Seminar

Total Course Hours: 32 (32 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course provides a comprehensive review of technical coursework and prepares the student for transition into the workforce as an entry-level physical therapist assistant. Through development of personal comprehensive study plans and participating in mock exams and other activities, students prepare to take the National Physical Therapist Examination (for physical therapist assistants). Students examine employment opportunities and review policies and procedures for applying for state licensure in their current location and in target employment markets.

Prerequisites: Semesters I, II, III, and IV courses

PTA 212 Clinical Practicum III

Total Course Hours: 280 (0 Theory, 0 Lab, 280 Extern) Semester Credits: 6.0

This course is a continuation of Clinical Practicum II and provides students with the opportunity to apply learned theories and skills in a clinical setting under direct supervision of a licensed physical therapist or licensed/certified physical therapist assistant. This practicum consists of seven weeks of full time (40 hours/week) clinical time.

Prerequisites: Semesters I, II, III, and IV courses



I've always been interested in sports and even considered becoming an orthopedic surgeon, but having kids at a young age derailed my plan. I decided it was time to pursue a career that I could take with me as the military moved our family. I found PMI and discovered they were launching a brand new Physical Therapist Assistant program. I knew immediately this was for me. I really enjoyed interacting with my classmates; they became like family. My instructors were great and extremely knowledgeable!

After graduation, the military moved us to Colorado Springs. I took my boards and ended up achieving a perfect score on my exam! I absolutely love my job and I have great coworkers and mentors. I truly owe it all to the experience PMI provided me.

The physical therapists I work under are committed to the betterment of our profession and supported me in my decision to get my bachelor's degree. I enrolled in PMI's Online Bachelor of Science in Physical Therapist Assistant Program. I appreciated that my classmates and I were able to tailor our online experience to fit our day-to-day jobs and other life commitments. I had a wonderful experience at PMI and have nothing but good things to say about both programs.

Marri Mattson
Associate Degree, Physical Therapist Assistant Program, Las Vegas Campus
Bachelor Degree, Physical Therapist Assistant Program, Online Education



Radiography—Bridge

Objective: To develop in students the personal and professional skills needed to perform as competent entry-level radiologic technologists. Students will be presented with information in anatomy and physiology, methods of patient care, medical terminology, radiographic techniques, and communications.

Graduates of this program receive an Associate of Applied Science Degree and are qualified to apply to take the American Registry of Radiologic Technologists (ARRT) examination for certification.

Admissions Requirements: In addition to the Admissions requirements listed in the Prospective Students section of this catalog, applicants must document a minimum of 1,599 hours of clinical experience in radiologic sciences. In addition, applications must document graduation from one of the following: a United States military program in radiologic sciences; a JRCERT-accredited radiologic sciences program; a foreign program in radiologic sciences equivalent in length to one year or more of college coursework; or an approved or licensed limited scope radiography program. One year of college coursework is defined as 30 credit hours. Students are granted 35.5 credits for previous radiologic sciences education and experience. Refer to the Transfer Credit information in the Prospective Students section of this catalog.

At a Glance

Program Type: Associate Degree

Delivery Method: Online

Semester Credits: 95.0

| Program Length | Total |
|---|-------|
| Program Hours | 2,676 |
| Program Weeks Transfer hours: 1,614 Program-specific hours: 1,062 | 80 |
| Program Semesters (16 weeks per semester) | 5 |

Campus Locations



The Online programs are delivered from Tucson, AZ.

| Transfer Credit | | | |
|--|--------|--------|-------------|
| | Theory | Extern | Credits |
| Transfer of Credit (1 medical terminology, 34.5 clinical experience credits) | | | 35.5 |
| Transfer Total | | | 35.5 |

| Semester I | | | | |
|-------------------------|--------------------------|------------|--------|-------------|
| Course # | Course | Theory | Extern | Credits |
| CCM 112 | Communications | 45 | | 3.0 |
| PSY 140 | Interpersonal Relations | 30 | | 2.0 |
| MTH 210 | Math Applications | 45 | | 3.0 |
| BIO 134 | Anatomy and Physiology I | 60 | | 4.0 |
| Semester I Total | | 180 | | 12.0 |

| Semester II | | | | |
|--------------------------|---------------------------|------------|--------|-------------|
| Course # | Course | Theory | Extern | Credits |
| RAD 112 | Positioning I | 45 | | 3.0 |
| BIO 144 | Anatomy and Physiology II | 60 | | 4.0 |
| RAD 122 | Positioning II | 45 | | 3.0 |
| CLE 112 | Medical Law and Ethics | 30 | | 2.0 |
| Semester II Total | | 180 | | 12.0 |

| Semester III | | | | |
|---------------------------|--|------------|--------|-------------|
| Course # | Course | Theory | Extern | Credits |
| RAD 132 | Positioning III | 45 | | 3.0 |
| RAD 134 | Methods of Patient Care | 45 | | 3.0 |
| RAD 128 | Physics | 45 | | 3.0 |
| RAD 212 | Advanced Radiographic Imaging and Special Procedures | 45 | | 3.0 |
| Semester III Total | | 180 | | 12.0 |

| Semester IV | | | | |
|--------------------------|------------------------|------------|--------|-------------|
| Course # | Course | Theory | Extern | Credits |
| RAD 138 | Principles of Exposure | 45 | | 3.0 |
| RAD 238 | Pathology | 45 | | 3.0 |
| RAD 232 | Radiography II | 45 | | 3.0 |
| RAD 142 | Radiographic Biology | 45 | | 3.0 |
| Semester IV Total | | 180 | | 12.0 |

| Semester V | | | | |
|-------------------------|------------------------|-----------|------------|-------------|
| Course # | Course | Theory | Extern | Credits |
| RAD 248 | Radiography III | 90 | | 6.0 |
| RAD 256 | Clinical Externship IV | | 252 | 5.5 |
| Semester V Total | | 90 | 252 | 11.5 |

| | | | |
|-------------------------------|------------|--------------|-------------|
| Transfer Courses Total | 15 | 1,599 | 35.5 |
| Program Total | 825 | 1,851 | 95.0 |

Radiography—Bridge • Course Descriptions

Semester I

CCM 112 Communications

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course introduces foundational concepts of human communication and enables students to develop their awareness and effectiveness as communicators in social, professional, and interpersonal situations. Students explore verbal and nonverbal communication, communication styles, speaking and listening skills, and cultural factors that influence communication. Basic internet research skills, source citation, and effective interpretation of information are also addressed.

Prerequisites: None

PSY 140 Interpersonal Relations

Total Course Hours: 30 (30 Theory 0 Lab, 0 Extern) Semester Credits: 2.0

This course explores the psychological nature of humans and their interactions. Students will gain an understanding of basic psychological concepts as well as an awareness of self and how these elements provide a foundation for the interaction of the individual within the social and health care environments. Topics include but are not limited to perception, adaptation, communication, group processes, and the impact of health on behavior.

Prerequisites: None

MTH 210 Math Applications

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides the student with the fundamentals of college algebra. Mathematical operations covered include fractions, decimals, algebraic equations, basic statistics, word problems, and graphing.

Prerequisites: None

BIO 134 Anatomy and Physiology I

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

The objective of this course is to provide the student with knowledge of the structure and function of the human body. Cells and tissues will be described, and organs will be discussed as components of their respective systems. Course content includes the structures and functions of the integumentary and musculoskeletal systems.

Prerequisites: None

Semester II

RAD 112 Positioning I

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course covers basic terminology, anatomy, and radiographic procedures.

Prerequisites: BIO 134 Anatomy and Physiology I

BIO 144 Anatomy and Physiology II

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

A continuation of BIO 134, this course content includes the structure and function of the endocrine, nervous, cardiovascular (including blood, heart, blood vessels, and circulation), lymphatic, respiratory, digestive, urinary, and reproductive systems.

Prerequisites: BIO 134 Anatomy and Physiology I

RAD 122 Positioning II

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course is a continuation of RAD 112 and covers basic terminology, anatomy, and radiographic procedures.

Prerequisites: RAD 112 Positioning I, BIO 134 and BIO 144 (Anatomy and Physiology I and II)

CLE 112 Medical Law and Ethics

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

Students are provided an overview of ethics and the law as they apply to medical professions and practice. Topics include scope of practice, legal issues, ethical considerations, patient rights, informed consent, standards of care, documentation, and workplace issues, including employment discrimination.

Prerequisites: None

Semester III

RAD 132 Positioning III

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course is a continuation of RAD 112 and RAD 122 and covers basic terminology, anatomy, and radiographic procedures. Students learn advanced positioning skills for age-specific populations.

Prerequisites: RAD 112 Positioning I, RAD 122 Positioning II, BIO 134 and BIO 144 (Anatomy and Physiology I and II)

RAD 134 Methods of Patient Care

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

Students are instructed in basic patient care skills as they apply to radiologic technology. Emphasis is placed on safety, infection control, aseptic techniques, administration of contrast media, venipuncture, pharmacology, patient assessment, care of the critical patient and emergency care, and the care of tubes, catheters and vascular lines. In California, this course will provide the education and training for venipuncture certification.

Prerequisites: None

Radiography—Bridge • Course Descriptions

RAD 128 Physics

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides an in-depth analysis of radiologic physics. Some of the topics and principles covered include atomic structure, electricity, electromagnetism, equipment operation and maintenance, x-ray production, and x-ray interactions.

Prerequisites: MTH 210 Math Applications

RAD 212 Advanced Radiographic Imaging and Special Procedures

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course presents radiography skills and equipment used in various imaging procedures and advanced modalities. Topics include but are not limited to cardiovascular and interventional radiography, computed tomography imaging, magnetic resonance imaging, mammography, bone densitometry, ultrasound, nuclear medicine and radiation oncology.

Prerequisites: RAD 112 Positioning I, RAD 122 Positioning II, RAD 132 Positioning III

Semester IV

RAD 138 Principles of Exposure

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course covers the factors that affect the diagnostic quality of radiographic images. Topics covered include image acquisition, digital imaging systems, image processing, beam limitation, grids, contrast, receptor exposure, spatial resolution, and structural considerations.

Prerequisites: RAD 128 Physics, RAD 112 Positioning I

RAD 238 Pathology

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides an overview of radiographic pathology. Topics cover pathologies of the following body systems: musculoskeletal, respiratory, gastrointestinal, hepatobiliary, urinary, hematopoietic, cardiovascular, nervous, endocrine, and reproductive systems. Traumatic injuries are also addressed.

Prerequisites: Semesters I, II, and III courses

RAD 232 Radiography II

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course builds upon the foundations of classroom theory and practical experience in the field in the critique of radiographic image quality, with an emphasis on image analysis.

Prerequisites: RAD 128 Physics, RAD 112 Positioning I, RAD 122 Positioning II, and RAD 132 Positioning III

RAD 142 Radiographic Biology

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides the student with instruction on x-ray interactions with matter, radiation effects on the molecular and cellular levels, acute and long-term radiation responses, and radiation protection principles.

Prerequisites: RAD 128 Physics, BIO 134 and BIO144 (Anatomy and Physiology I and II)

Semester V

RAD 248 Radiography III

Total Course Hours: 90 (90 Theory, 0 Lab, 0 Extern) Semester Credits: 6.0

This course is designed to prepare the student for examination for certification by the American Registry of Radiologic Technologists (ARRT).

Prerequisites: Semesters I, II, III, and IV courses

RAD 256 Clinical Externship IV

Total Course Hours: 252 (0 Theory, 0 Lab, 252 Extern) Semester Credits: 5.5

This course provides the student with clinical experience under the supervision of clinical staff and faculty. Students will develop clinical competence by performing a variety of radiographic procedures on a diverse patient population. Student learning and competence will be determined in part through frequent critique and evaluation, as well as specific formative and summative assessment tools. Students are expected to demonstrate the clinical skill and competence as required of an entry-level radiographer.

Prerequisites: Semesters I, II, III, and IV courses

Respiratory Therapy

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level respiratory therapists through didactic instruction and hands-on laboratory and clinical experiences. Among the topics covered in the curriculum are skills in advanced respiratory care techniques including neonatal, pediatric, and adult special care procedures, general and advanced pharmacology, cardiopulmonary disease, patient assessment, and therapeutics.

Graduates of the program receive an Associate of Applied Science Degree and are eligible to apply to take the National Board for Respiratory Care Therapist Multiple-Choice (TMC) Examination. Those who meet the threshold on the TMC exam are eligible to take the Clinical Simulation Examination (CSE) to obtain the Registered Respiratory Therapist (RRT) credential.

Admissions Requirements: In addition to the Admissions requirements listed in the Prospective Students section of this catalog, an interview with the program director and/or faculty is required. Refer to the program specific Prospective Student Handout for more information.

| Semester I | | | | | |
|-------------------------|--|--------|-----|--------|---------|
| Course # | Course | Theory | Lab | Extern | Credits |
| MT 103 | Math Applications | 30 | | | 2.0 |
| BIO 127 | Anatomy and Physiology | 70 | | | 4.5 |
| RES 116 | Cardiac Anatomy & Physiology | 30 | | | 2.0 |
| RES 118 | Pulmonary Anatomy & Physiology | 75 | | | 5.0 |
| CHP 111 | Respiratory Sciences | 35 | | | 2.0 |
| Semester I Total | | 240 | | | 15.5 |
| Semester II | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| HST 205* | Nevada History and US Constitution | 45 | | | 3.0 |
| RX 151 | Pharmacology | 40 | | | 2.5 |
| RES 131 | Cardiopulmonary Diagnostics | 40 | 30 | | 3.5 |
| RES 141 | Cardiopulmonary Diseases | 50 | | | 3.0 |
| RES 180 | Respiratory Therapeutics I | 30 | 25 | | 2.5 |
| PC 122 | Patient Assessment | 20 | 15 | | 1.5 |
| MB 120 | Microbiology | 20 | | | 1.0 |
| Semester II Total | | 245 | 70 | | 17.0 |
| Semester III | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| RES 185 | Respiratory Therapeutics II | 40 | 50 | | 4.0 |
| RES 242 | Emergency Care | 35 | 15 | | 2.5 |
| RES 211 | Critical Care Techniques | 40 | 15 | | 3.0 |
| RES 160 | Respiratory Pediatrics | 30 | | | 2.0 |
| RES 201 | Pulmonary Rehabilitation & Wellness | 15 | | | 1.0 |
| CCM 102 | Healthcare Communications | 45 | | | 3.0 |
| Semester III Total | | 205 | 80 | | 15.5 |
| Semester IV | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| RES 281 | Introduction to Mechanical Ventilation | 60 | 60 | | 6.0 |
| RES 222 | Advanced Patient Assessment | 30 | 20 | | 2.5 |
| RES 190 | Respiratory Care Practicum I | | | 240 | 5.0 |
| Semester IV Total | | 90 | 80 | 240 | 13.5 |
| Semester V | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| RES 290 | Respiratory Care Practicum II | | | 240 | 5.0 |
| RES 251 | Advanced Pharmacology | 45 | | | 3.0 |
| RES 260 | Respiratory Perinatology | 50 | | | 3.0 |
| RES 231 | Advanced Pulmonary Diagnostics | 35 | | | 2.0 |
| Semester V Total | | 130 | | 240 | 13.0 |
| Semester VI | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| RES 270 | Cardiovascular Diagnostics | 50 | | | 3.0 |
| RES 287 | Advanced Mechanical Ventilation | 50 | 30 | | 4.0 |
| RES 295 | Respiratory Care Practicum III | | | 216 | 4.5 |
| RES 275 | NBRC Review Course | 35 | | | 2.0 |
| Semester VI Total | | 135 | 30 | 216 | 13.5 |
| Program Total | | 1000 | 260 | 696 | 85.0 |
| Las Vegas Program Total | | 1,045 | 260 | 696 | 88.0 |

* Represents the Las Vegas Campus.



At a Glance

Program Type: Associate Degree

Delivery Method: On-ground or hybrid*

*See "Note" on Course Descriptions page

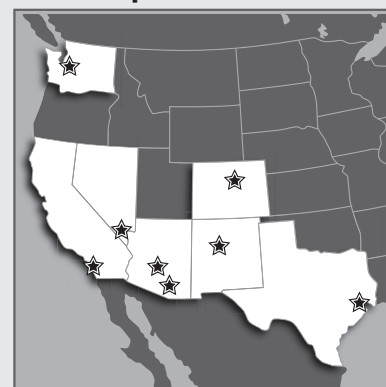
Semester Credits: 85.0

(88.0 Las Vegas; program includes HST 205 Nevada History and US Constitution, which is 3.0 credits)

| Program Length | Total |
|--|-----------------|
| Program Hours | 1,956 2,001* |
| Program Weeks | 96 |
| Program Semesters (16 weeks per semester) | 6 |

*Las Vegas Campus

Campus Locations



AZ: Mesa, Tucson
 CA: San Marcos
 CO: Denver
 NV: Las Vegas
 NM: Albuquerque
 TX: Houston
 WA: Renton

Respiratory Therapy • Course Descriptions

Note: Hybrid delivery is offered only at Mesa, Denver, Las Vegas, and Renton campuses. Refer to the Prospective Student Handout at these campuses for course-specific delivery methods in these hybrid programs.

Semester I

MT 103 Math Applications

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course provides the student with the fundamentals of college algebra. Content includes fractions, decimals, percents, ratios and algebraic equations. Additional topics include a review of the metric system, scientific notation, graphing and dosing calculations.

Prerequisites: None

BIO 127 Anatomy and Physiology

Total Course Hours: 70 (70 Theory, 0 Lab, 0 Extern) Semester Credits: 4.5

The objective of this course is to provide the student with knowledge of the structure and function of the human body. Cells, tissues and organs are described and discussed as components of their respective systems. Course content includes the structure, function, and medical terminology for the following systems: integumentary, musculoskeletal, endocrine, cardiovascular (including blood, heart, blood vessels and circulation), lymphatic, immune, respiratory, digestive, urinary and reproductive systems.

Prerequisites: None

RES 116 Cardiac Anatomy and Physiology

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

Provides an in-depth study of the heart, including the functions of the heart, its components and the chemical and physical processes involved.

Prerequisites: None

RES 118 Pulmonary Anatomy and Physiology

Total Course Hours: 75 (75 Theory, 0 Lab, 0 Extern) Semester Credits: 5.0

The course provides an in-depth study of the lungs and their functions, including pulmonary structure and the physiology of gas transport. Topics include the anatomy of the airways and thorax and its relation to the function of gas movement in and out of the lungs. Pressure gradients, diffusion, perfusion and ventilation are studied in detail. The course will use formulae for arterial (CaO₂), alveolar (PAO₂), venous (CvO₂) and capillary (CcO₂) blood flow and gas exchange, oxygen delivery (DO₂) and consumption (VO₂). A detailed review of acid-base balances and interpretation of arterial blood gases is also an integral part of the course.

Prerequisites: None

CHP 111 Respiratory Sciences

Total Course Hours: 35 (35 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course introduces chemistry concepts of atomic theory, the use of the periodic chart, and chemical bonding and balancing equations. This course will also include an introduction to basic physics, which includes laws of gaseous particles and diffusion, fluid dynamics, relative humidity, temperature, conversion, pressure, and partial pressures.

Prerequisites: None

Semester II

HST 205 Nevada History and US Constitution (Las Vegas Campus only)

Total Course Hours: 45 (0 Theory, 45 Lab, 0 Extern) Semester Credits: 3.0

A survey of the history of the state of Nevada with focus on mining, gaming, government and recent developments in population expansion. The course will review the Nevada State Constitution and legal ramifications. The essentials of the US Constitution will also be examined.

The course is designed to meet Nevada History/US Constitution Associate degree requirement. (Las Vegas Campus only)

Prerequisites: None

RX 151 Pharmacology

Total Course Hours: 40 (40 Theory, 0 Lab, 0 Extern) Semester Credits: 2.5

Presents major pharmacological agents used in treating cardiopulmonary diseases. Provides knowledge of pharmaceutical classification, drug action and modes of administration, the metric system, medications, and special handling procedures.

Prerequisites: RES 116 Cardiac Anatomy and Physiology and RES 118 Pulmonary Anatomy and Physiology

RES 131 Cardiopulmonary Diagnostics

Total Course Hours: 70 (40 Theory, 30 Lab, 0 Extern) Semester Credits: 3.5

This course presents an introduction to basic cardiopulmonary diagnostic testing. Topics include but are not limited to ABGs, ECGs, CXR, and pulmonary function testing, which includes the machines, equipment, and accessories utilized for diagnosis.

Prerequisites: RES 116 Cardiac Anatomy and Physiology and RES 118 Pulmonary Anatomy and Physiology

RES 141 Cardiopulmonary Diseases

Total Course Hours: 50 (50 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

In-depth study of cardiopulmonary diseases, the etiology of each disease, the clinical manifestations of each disease, and the appropriate management of the disease by the respiratory care practitioner.

Prerequisites: RES 116 Cardiac Anatomy and Physiology and RES 118 Pulmonary Anatomy and Physiology

Respiratory Therapy • Course Descriptions

RES 180 Respiratory Therapeutics I

Total Course Hours: 55 (30 Theory, 25 Lab, 0 Extern) Semester Credits: 2.5

The course provides an introduction to medical gas, storage systems, oxygen devices, monitoring systems, troubleshooting systems and the use of hyperbaric oxygen related to respiratory care.

Prerequisites: RES 116 Cardiac Anatomy and Physiology and RES 118 Pulmonary Anatomy and Physiology

PC 122 Patient Assessment

Total Course Hours: 35 (20 Theory, 15 Lab, 0 Extern) Semester Credits: 1.5

Introduces the techniques of observation, palpation, percussion and auscultation, and performance of vital signs for head-to-toe patient evaluation. Also introduced are communication techniques for interaction with patients and their families.

Prerequisites: None

MB 120 Microbiology

Total Course Hours: 20 (20 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course presents the basics of microbiology. Topics include bacteriology, virology, mycology, equipment processing, and infection control in the clinical setting.

Prerequisites: None

Semester III

RES 185 Respiratory Therapeutics II

Total Course Hours: 90 (40 Theory, 50 Lab, 0 Extern) Semester Credits: 4.0

This course covers the various therapeutic modalities used in respiratory care. Indications, side effects, hazards, and basis for application are stressed. Specific focus on technologies for airway clearance and hyperinflation.

Prerequisites: Semester I and II courses

RES 242 Emergency Care

Total Course Hours: 50 (35 Theory, 15 Lab, 0 Extern) Semester Credits: 2.5

This course provides knowledge of basic and advanced life support, triage techniques, and identification of pathophysiology. Topics include emergency care applications and management of drowning, hypo- and hyperthermia, shock, poisons, drug overdose, burns, diving accidents, and other types of trauma.

Prerequisites: Semesters I and II courses

RES 211 Critical Care Techniques

Total Course Hours: 55 (40 Theory, 15 Lab, 0 Extern) Semester Credits: 3.0

Instructional focus is centered on emergency management and maintenance of artificial airways according to AHA ACLS standards.

Prerequisites: Semesters I and II courses

RES 160 Respiratory Pediatrics

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

The focus of this course is to introduce assessment skills needed to treat the pediatric patient and to study diseases and appropriate therapies and resuscitative procedures particular to pediatrics.

Prerequisites: Semester I and II courses

RES 201 Pulmonary Rehabilitation and Wellness

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course presents the basic elements required in designing the components of a cardiopulmonary rehabilitation program. Topics include community and individual health promotion, patient education, family training, smoking cessation programs, and how to deal with tobacco issues. Instruction also focuses on the importance and benefits of home health care.

Prerequisites: Semesters I and II courses

CCM 102 Healthcare Communications

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides an overview of the concepts and components of communication. Verbal and nonverbal communication, technical and professional writing, speaking and listening critically, evaluating and synthesizing material from diverse cultural sources and points of view, and other topics are included.

Prerequisites: None

Semester IV

RES 281 Introduction to Mechanical Ventilation

Total Course Hours: 120 (60 Theory, 60 Lab, 0 Extern) Semester Credits: 6.0

This course introduces the indications, mechanics, and physiologic effects of mechanical ventilation. Topics include initiation, monitoring, management, and discontinuance of mechanical ventilation.

Prerequisites: Semesters I, II, and III courses

Respiratory Therapy • Course Descriptions

RES 222 Advanced Patient Assessment

Total Course Hours: 50 (30 Theory, 20 Lab, 0 Extern) Semester Credits: 2.5

This course provides knowledge and application of advanced patient assessment techniques and skills in respiratory therapy. Interpretation of laboratory data and the nutritional status of the critical care patient are stressed.

Prerequisites: Semester I, II and III courses

RES 190 Respiratory Care Practicum I

Total Course Hours: 240 (0 Theory, 0 Lab, 240 Extern) Semester Credits: 5.0

This course addresses basic therapeutic modalities used by respiratory care practitioners in a hospital, which may include emergency room, medical/surgical, and pediatric general floor clinical settings. Included are modalities of aerosol therapy, humidity therapy, hyperinflation, oxygen therapy, chest physiotherapy, airway care, and arterial blood gas sampling and analysis. Learners will assess, analyze, and apply therapeutic modalities based upon patient outcomes.

Prerequisites: Semester I, II and III courses

Semester V

RES 290 Respiratory Care Practicum II

Total Course Hours: 240 (0 Theory, 0 Lab, 240 Extern) Semester Credits: 5.0

Structured to provide the learner with opportunities to apply respiratory care modalities in intensive care settings. Included are modalities for pulmonary functions, polysomnography, arterial blood gas sampling and interpretation of results, airway care, bronchoscopy, and ventilator management for adult and pediatric patients. The learner will have the opportunity to assess, analyze, and apply therapeutic modalities based upon patient outcomes, using appropriate AARC CPG-based upon ventilator management.

Prerequisites: Semesters I, II, III and IV courses

RES 251 Advanced Pharmacology

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides a review of respiratory specific drugs, cardiac drugs, sedatives, and pain maintenance drugs as they relate to cardiopulmonary function. Also addressed are vaccinations currently recommended for adult respiratory patients.

Prerequisites: Semesters I, II, III and IV courses

RES 260 Respiratory Perinatology

Total Course Hours: 50 (50 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

Provides an in-depth study of normal neonatal anatomy and physiology, labor and delivery, high-risk infants, resuscitation, mechanical ventilation, and common neonatal pathologies and modalities for their treatment.

Prerequisites: Semesters I, II, III, and IV courses

RES 231 Advanced Pulmonary Diagnostics

Total Course Hours: 35 (35 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

An in-depth course that provides knowledge of arterial blood gas analysis, pulmonary function testing, chest radiography, cardiac stress testing, and assessment of sleep disorders.

Prerequisites: Semesters I, II, III and IV courses

Semester VI

RES 270 Cardiovascular Diagnostics

Total Course Hours: 50 (50 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

An in-depth course designed to instruct the learner on the application and analysis of electrocardiogram testing, EST interpretation, and hemodynamic monitoring.

Prerequisites: Semesters I, II, III, IV and V courses

RES 287 Advanced Mechanical Ventilation

Total Course Hours: 80 (50 Theory, 30 Lab, 0 Extern) Semester Credits: 4.0

This course provides the student with knowledge of advanced concepts and applications of mechanical ventilation including high frequency ventilation to adult, pediatric, and neonatal patients.

Prerequisites: Semesters I, II, III, IV and V courses

RES 295 Respiratory Care Practicum III

Total Course Hours: 216 (0 Theory, 0 Lab, 216 Extern) Semester Credits: 4.5

This course involves clinical application of the diagnostic and therapeutic modalities presented in the classroom and lab setting. Emphasis is placed on neonatal, pediatric and adult mechanical ventilation, airway management, and cardiopulmonary monitoring of patients.

Prerequisites: Semesters I, II, III, IV, and V courses

RES 275 NBRC Review Course

Total Course Hours: 35 (35 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course is designed to prepare the learner for the National Board for Respiratory Care Therapist Multiple-Choice Examination (TMC) and the Clinical Simulation Examination (CSE).

Prerequisites: Semesters I, II, III, IV and V courses



Surgical Technology

Objective: To prepare competent, entry-level surgical technologists with curriculum that addresses the three learning domains: cognitive (knowledge), psychomotor (hands-on skills), and affective (professional behavior and conduct). Students develop the skills required to become an integral member of the surgical team, which includes surgeons, anesthesiologists, registered nurses, and other personnel who deliver patient care before, during, and after surgery.

Graduates of this program receive an Associate of Applied Science Degree. Students who successfully complete the program are eligible to take the National Board of Surgical Technology and Surgical Assisting (NBSTSA) Certified Surgical Technologist (CST) examination for certification. Students must attempt this examination prior to graduating from the program; if the exam is postponed for any reason, it could result in a delayed graduation date.

Admissions Requirements: In addition to the Admissions requirements listed in the Prospective Students section of this catalog, an interview with the program director and/or faculty is required.

At a Glance

Program Type: Associate's Degree

Delivery Method: On-ground or hybrid*

*See "Note" on Course Descriptions page

Semester Credits: 70.0

| Program Length | Total |
|--|-------|
| Program Hours | 1,572 |
| Program Weeks | 75 |
| Program Semesters (15 weeks per semester) | 5 |

Campus Locations



AZ: Phoenix, Tucson
 CA: Chula Vista
 CO: Denver
 WA: Seattle

| Semester I | | | | | |
|-------------------------|-------------------------------------|------------|-----------|--------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| BIO 122 | Anatomy and Physiology I | 45 | 15 | | 3.5 |
| CMT 121 | Medical Terminology | 15 | | | 1.0 |
| CCM 141 | Communications | 45 | | | 3.0 |
| MTH 131 | Math Applications | 45 | | | 3.0 |
| SUR 121 | Introduction to Surgical Technology | 30 | | | 2.0 |
| Semester I Total | | 180 | 15 | | 12.5 |

| Semester II | | | | | |
|--------------------------|-----------------------------------|------------|------------|--------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| BIO 132 | Anatomy and Physiology II | 45 | 15 | | 3.5 |
| BIO 141 | Microbiology | 45 | 15 | | 3.5 |
| SUR 131 | Surgical Patient Care | 45 | | | 3.0 |
| SUR 141 | Principles of Surgical Technology | 60 | | | 4.0 |
| SUR 155 | Surgical Lab I | | 75 | | 2.5 |
| Semester II Total | | 195 | 105 | | 16.5 |

| Semester III | | | | | |
|---------------------------|--------------------------------------|------------|------------|--------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| SUR 201 | Surgical Pharmacology and Anesthesia | 45 | | | 3.0 |
| SUR 211 | Endoscopic Principles and Procedures | 60 | | | 4.0 |
| SUR 221 | Basic Surgical Procedures | 60 | | | 4.0 |
| SUR 225 | Surgical Lab II | | 120 | | 4.0 |
| Semester III Total | | 165 | 120 | | 15.0 |

| Semester IV | | | | | |
|--------------------------|------------------------------|------------|------------|--------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| SUR 231 | Advanced Surgical Procedures | 60 | | | 4.0 |
| SUR 241 | Clinical Preparation | 15 | | | 1.0 |
| SUR 245 | Professional Development | 45 | | | 3.0 |
| SUR 255 | Surgical Lab III | | 120 | | 4.0 |
| Semester IV Total | | 120 | 120 | | 12.0 |

| Semester V | | | | | |
|-------------------------|---------------------------|-----------|-----|------------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| SUR 265 | Certification Preparation | 48 | | | 3.0 |
| SUR 275 | Clinical Practicum | | | 504 | 11.0 |
| Semester V Total | | 48 | | 504 | 14.0 |

| | | | | | |
|----------------------|--|------------|------------|------------|-------------|
| Program Total | | 708 | 360 | 504 | 70.0 |
|----------------------|--|------------|------------|------------|-------------|

Surgical Technology • Course Descriptions

Note: Hybrid delivery is offered only at Chula Vista, Denver, Seattle, and Tucson campuses. Refer to the Prospective Student Handout at these campuses for course-specific delivery methods in these hybrid programs.

Semester I

BIO 122 Anatomy and Physiology I

Total Course Hours: 60 (45 Theory, 15 Lab, 0 Extern) Semester Credits: 3.5

This course is designed to provide a comprehensive foundation of the basic structure and function of the human body. Terminology related to body structures and function is introduced. Body organization, chemistry, cell structure, and tissues are reviewed. Systems covered include the integumentary, skeletal, muscular, nervous, and endocrine. The course also incorporates the interrelationships between the structures and systems, as well as the common illnesses and conditions associated with each system.

Prerequisites: None

CMT 131 Medical Terminology

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course focuses on the development of a basic framework for the language of medicine. Through memorization and practice in spelling and pronunciation of medical roots, suffixes, and prefixes, students learn to create, analyze, and apply medical terms.

Prerequisites: None

CCM 141 Communications

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course addresses a wide range of communication skills. Students will apply accepted communication conventions while considering context, situation, the influence of nonverbal actions, and audience factors such as diversity and roles.

Prerequisites: None

MTH 131 Mathematics Applications

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course presents calculation, conversion, and computation of fractions, decimals, percentages, measurements, ratios, and proportions.

Prerequisites: None

SUR 121 Introduction to Surgical Technology

Total Course Hours: 30 (30 Theory, 0 Lab, 0 Extern) Semester Credits: 2.0

This course is an introduction to the field of surgical technology. The history of the profession along with the roles and responsibilities of a surgical technologist are covered. The course content also includes foundational knowledge regarding the organizational, physical, and safety aspects of both hospitals and surgical suites. Legal and ethical issues are discussed.

Prerequisites: None

Semester II

BIO 132 Anatomy and Physiology II

Total Course Hours: 60 (45 Theory, 15 Lab, 0 Extern) Semester Credits: 3.5

A continuation of BIO 122, this course is designed to provide a comprehensive foundation to the basic structure and function of the cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, and endocrine systems. The course also incorporates the interrelationships between the structures and systems, as well as the common illnesses and conditions associated with each system.

Prerequisites: Semester I courses

BIO 141 Microbiology

Total Course Hours: 60 (45 Theory, 15 Lab, 0 Extern) Semester Credits: 3.5

This course presents the basics of microbiology. The course content focuses on microorganisms, pathogens, and disease transmission and prevention.

Prerequisites: Semester I courses

SUR 131 Surgical Patient Care

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course focuses on the physical and psychosocial aspects of the surgical patient. Topics include transporting, transferring, positioning patients, vital signs, skin preparation, urinary catheterization, open gloving, and draping, as well as decontamination, sterilization, and disinfection.

Prerequisites: Semester I courses

SUR 141 Principles of Surgical Technology

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course focuses on the responsibilities of a surgical technologist in the pre-, post-, and intraoperative phases of surgery. Emphasis is placed on ensuring patient safety through proper scrubbing, gowning, and gloving. Other topics covered include surgical instrumentation, wounds, wound healing, suture material, and stapling devices.

Prerequisites: Semester I courses

Surgical Technology • Course Descriptions

SUR 155 Surgical Lab I

Total Course Hours: 75 (0 Theory, 75 Lab, 0 Extern) Semester Credits: 2.5

This course provides opportunities to practice and refine skills in the pre-, intra-, and post-operative settings. Skills addressed include transporting, transferring, and positioning patients, performing vital signs, hand wash, surgical scrub, donning and doffing PPE, gowning and gloving self, gowning and gloving a team member, open gloving, draping, skin preparation, urinary catheterization, decontamination and sterilization procedures, disinfection, and room preparation and turnover. Case preparation and surgical case management utilizing the principles of aseptic technique are also demonstrated and practiced.

Prerequisites: Semester I courses

Semester III

SUR 201 Surgical Pharmacology and Anesthesia

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course introduces surgical pharmacology and anesthesia. Medications commonly used in surgery and the procedures for properly identifying, handling, preparing, and storing them are emphasized. Anesthetic agents and equipment, and induction, are also introduced.

Prerequisites: Semesters I and II courses

SUR 211 Endoscopic Principles and Procedures

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course explores endoscopic, minimally invasive, and robotic surgery. Other topics include the preparation, maintenance, required cleaning, and surgical procedures appropriate for each type of endoscope and the use of electrosurgery. The use of computers, lasers, robotics, and interventional radiology in the surgical setting is introduced.

Prerequisites: Semesters I and II courses

SUR 221 Basic Surgical Procedures

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course covers the basic surgical procedures used in the several areas of surgery, including general, obstetrics and gynecology, genitourinary, plastic and reconstructive, ophthalmic, ENT, and oral and maxillofacial. Topics addressed for each surgical specialty include related anatomy and terminology, common surgical procedures, pathophysiology, appropriate instrumentation, supplies, anesthesia method, patient positioning, prepping and draping, incision, basic procedural steps, complications, special medications, and specimen handling.

Prerequisites: Semesters I and II courses

SUR 255 Surgical Lab II

Total Course Hours: 120 (0 Theory, 120 Lab, 0 Extern) Semester Credits: 4.0

This course is a continuation of Surgical Lab I and provides opportunities to practice and refine skills in the pre-, intra-, and post-operative setting for basic surgical procedures. Skills addressed include proper handling of sharps and medications as well as patient positioning, prepping and draping, incision, basic procedural steps and room preparation and turnover for general, OB/GYN, GU, ophthalmic, ENT, oral-maxillofacial, and plastic and reconstructive procedures. Case preparation and surgical case management utilizing the principles of aseptic technique are also demonstrated and practiced.

Prerequisites: Semesters I and II courses

Semester IV

SUR 231 Advanced Surgical Procedures

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course covers advanced surgical procedures used in several areas of surgery, including orthopedic, peripheral vascular, thoracic and pulmonary, cardiac, neurosurgery, pediatric, and emergency trauma. Topics addressed for each surgical specialty include related anatomy and terminology, common surgical procedures, pathophysiology, appropriate instrumentation, supplies, anesthesia method, patient positioning, prepping and draping, incision, basic procedural steps, complications, special medications, and specimen handling.

Prerequisites: Semesters I, II, and III courses

SUR 241 Clinical Preparation

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course acts as a bridge from the didactic to the clinical portion of the program.

Prerequisites: Semesters I, II, and III courses

SUR 245 Professional Development

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course covers the skills required to transition into the workforce as an entry-level surgical technologist. Topics include goal setting, assertiveness, time management, decision-making, résumé writing, portfolio preparation, and employment skills.

Prerequisites: Semesters I, II, and III courses

SUR 255 Surgical Lab III

Total Course Hours: 120 (0 Theory, 120 Lab, 0 Extern) Semester Credits: 4.0

This course is a continuation of Surgical Lab II and provides opportunities to practice and refine skills in the pre-, intra-, and post-operative settings for advanced surgical procedures. Skills addressed include patient positioning, prepping and draping, incision, basic procedural steps and room preparation and turnover for orthopedic, peripheral vascular, thoracic and pulmonary, cardiovascular, neurosurgical, pediatric, and common trauma surgical procedures. Case preparation and surgical case management utilizing the principles of aseptic technique are also demonstrated and practiced.

Prerequisites: Semesters I, II, and III courses

Surgical Technology • Course Descriptions

Semester V

SUR 265 Certification Preparation

Total Course Hours: 48 (48 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course is designed to prepare the student for the NBSTSA certification examination. A comprehensive review of the technical coursework, mock examinations, and test-taking strategies are covered.

Prerequisites: Semesters I, II, III, and IV courses

SUR 275 Clinical Practicum

Total Course Hours: 504 (0 Theory, 0 Lab, 504 Extern) Semester Credits: 11.0

This course provides students with the opportunity to apply learned theories and skills in a clinical setting. Under the supervision of a preceptor, students participate in the intraoperative stage of surgery and perform preoperative and postoperative duties. Course requirements include maintaining case records of participation in surgical procedures for documentation of the minimum 120 surgical procedures necessary for successful program completion. Upon completion of the term, entry-level proficiency in general surgery and specialty services is required.

Prerequisites: Semesters I, II, III, and IV courses

Veterinary Technician

Objective: To develop in students the intrapersonal and professional skills needed to perform as competent entry-level veterinary technicians through didactic instruction, hands-on laboratory practice, and clinical experiences. Among the topics covered in the curriculum are medical terminology, anatomy and physiology, examination techniques, and radiologic, dental, and surgical procedures as they relate to veterinary care.

Graduates of this program receive an Associate of Applied Science Degree. Graduates of accredited programs are eligible to take the Veterinary Technician National Examination (VTNE) and applicable state board examinations.

Admissions Requirements: In addition to the Admissions requirements and Transfer Credit criteria listed in the Prospective Students section of this catalog, an interview with the program director and/or faculty is required. Applicants to this degree completion program must provide evidence of a certificate/diploma from a veterinary assistant program and upon evaluation may successfully transfer 29 credits. Applicants with less than one year of experience as a veterinary assistant must have a minimum GPA of 2.5 to be considered. Applicants with a GPA of 2.5 - 2.74 will be required to pass a readiness assessment with a score of 80% or greater (16 out of 20 points) on the first attempt to qualify. Refer to the program specific Prospective Student Handout for more information.

| Veterinary Assistant (VA) | | | | | |
|--|---|------------|------------|-------------|-------------|
| Course | Theory | Lab | Extern | Credits | |
| Career Prep and Veterinary Assistant Professional Sequences I, II, III, Externship | 295 | 185 | 240 | 29.0 | |
| Veterinary Assistant Total | 295 | 185 | 240 | 29.0 | |
| Professional Sequence I | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| CCM 111 | Communications | 45 | | | 3.0 |
| MTH 129 | Math Applications | 45 | | | 3.0 |
| SCI 120 | Foundations in Biology and Chemistry | 60 | | | 4.0 |
| VTT 176 | Introduction to Veterinary Technology | 25 | | | 1.5 |
| Professional Sequence I Total | 175 | | | | 11.5 |
| Professional Sequence II | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| VTT 222 | Food and Fiber Animal | 45 | 10 | | 3.0 |
| VTT 224 | Diagnostic Imaging for Veterinary Technicians | 15 | 15 | | 1.5 |
| VTT 226 | Small Animal Nursing for Veterinary Technicians | 15 | 60 | | 3.0 |
| Professional Sequence II Total | 75 | 85 | | | 7.5 |
| Professional Sequence III | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| VTT 232 | Laboratory Animal Science | 20 | 15 | | 1.5 |
| VTT 234 | Laboratory Procedures for Veterinary Technicians | 30 | 35 | | 3.0 |
| VTT 236 | Anatomy and Physiology for Veterinary Technicians | 30 | 30 | | 3.0 |
| Professional Sequence III Total | 80 | 80 | | | 7.5 |
| Professional Sequence IV | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| VTT 242 | Dentistry Techniques | 15 | 15 | | 1.5 |
| VTT 244 | Pharmacology for Veterinary Technicians | 45 | | | 3.0 |
| VTT 246 | Surgical Nursing for Veterinary Technicians | 30 | 40 | | 3.0 |
| VTT 248 | Clinic Surgery and Lab | | 15 | | 0.5 |
| Professional Sequence IV Total | 90 | 70 | | | 8.0 |
| Professional Sequence V | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| VTT 252 | Exotic Animal Medicine and Nursing | 15 | 15 | | 1.5 |
| VTT 254 | Equine Medicine and Nursing | 45 | 15 | | 3.5 |
| VTT 256 | Emergency Procedures | 30 | 10 | | 2.0 |
| VTT 258 | Clinic Surgery and Lab | | 30 | | 1.0 |
| Professional Sequence V Total | 90 | 70 | | | 8.0 |
| Las Vegas Program Only | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| HST 205 | Nevada History and US Constitution | 45 | | | 3.0 |
| Additional Las Vegas Course Total | 45 | | | | 3.0 |
| Externship | | | | | |
| Course # | Course | Theory | Lab | Extern | Credits |
| VTT 262 | Veterinary Technician Seminar | 15 | | | 1.0 |
| VTT 291 | Externship | | | 225 | 5.0 |
| Externship Total | 15 | | | 225 | 6.0 |
| Program Total | 820 | 490 | 465 | | 77.5 |
| Las Vegas Program Total | 865 | 490 | 465 | | 80.5 |



At a Glance

Program Type: Associate Degree

Delivery Method: Hybrid*

*See "Note" on Course Descriptions page

Semester Credits: 77.5

(80.5 Las Vegas; program includes HST 205 Nevada History and US Constitution, which is 3.0 credits)

| Program Length | Total |
|----------------------------------|------------------------------|
| Program Hours | 1,775 1,820* |
| Program Weeks | 77 weeks (5-day schedule) |
| Career Prep Seq (6 weeks) | |
| VA Seq 1-3+Extern (6 weeks each) | |
| VT Seq I-V (8 weeks each) | |
| VT Extern/Seminar Seq (7 weeks) | |
| | 86 weeks (4-day schedule) |

*Las Vegas Campus

Campus Locations



AZ: East Valley, Phoenix, Tucson
 CA: Chula Vista, San Marcos
 CO: Aurora, Colorado Springs
 NM: Albuquerque
 NV: Las Vegas
 TX: Houston, San Antonio
 WA: Renton, Seattle

Veterinary Technician • Course Descriptions

Note: Refer to the Prospective Student Handout for information about delivery method for each course within this hybrid program; specific courses delivered online may vary by campus.

Professional Sequence I

CCM 111 Communications

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides the student with experience with the wide range of communication skills necessary for success in health professions. Verbal and nonverbal communication, technical and professional writing, speaking and listening critically, health literacy, evaluating and synthesizing material from diverse cultural sources and points of view, and other topics. Legal and ethical issues in communication are also addressed.

Prerequisites: None

MTH 129 Math Applications

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides the student with the fundamentals of college algebra, and includes common formulae and calculations used in applied settings. Topics include fractions, decimals, linear equations, basic statistics, and pharmaceutical math.

Prerequisites: None

SCI 120 Foundations in Biology and Chemistry

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course provides an introduction to the fundamentals of chemistry and various life sciences as they relate to veterinary technology. Topics include inorganic and organic chemistry, biochemistry, cellular biology, and the biology of various life processes. This course provides a foundation for applied coursework in veterinary technology.

Prerequisites: None

VTT 176 Introduction to Veterinary Technology

Total Course Hours: 25 (25 Theory, 0 Lab, 0 Extern) Semester Credits: 1.5

This course presents the student with an introduction to veterinary science and the role of the credentialed veterinary technician on the veterinary team. Topics include the history of the field, scope of practice, ethical and legal issues, professionalism, and a survey of employment opportunities. This course provides the opportunity to learn and adopt methods and life skills that aid success in a professional degree program and the workplace and promote lifelong learning.

Prerequisites: None

Professional Sequence II

VTT 222 Food and Fiber Animal

Total Course Hours: 55 (45 Theory, 10 Lab, 0 Extern) Semester Credits: 3.0

This course introduces the veterinary nursing student to livestock and animal science. This includes an overview of various segments of the livestock industry. Building on previous anatomy and physiology coursework, the primary focus of the course is the nursing and medicine of food animals. Coursework and lab exercises cover restraint, behavior, husbandry, nursing care, sampling techniques, bandaging, and radiography as well as medicine and a review of common surgeries of food and fiber species (bovine, caprine, ovine, camelid, and swine).

Prerequisites: Professional Sequence I

VTT 224 Diagnostic Imaging for Veterinary Technicians

Total Course Hours: 30 (15 Theory, 15 Lab, 0 Extern) Semester Credits: 1.5

This course furthers the training in radiology, begun in veterinary assistantship, with advanced studies in screens, positioning, and contrast studies. Students will learn to utilize a portable radiology machine. The course introduces the student to basic ultrasound techniques and digital radiography.

Prerequisites: Professional Sequence I

VTT 226 Small Animal Nursing

Total Course Hours: 75 (15 Theory, 60 Lab, 0 Extern) Semester Credits: 3.0

This course provides advanced training in various nursing procedures within the veterinary technician's scope of practice. Topics include catheterization, aspiration, centesis, endotracheal and gastric intubation, rectal and reproductive procedures, sensory organ exams and testing, and bandaging techniques.

Prerequisites: Professional Sequence I

Professional Sequence III

VTT 232 Laboratory Animal Science

Total Course Hours: 35 (20 Theory, 15 Lab, 0 Extern) Semester Credits: 1.5

This course provides an overview of the principles of laboratory animal research and the role of the veterinary technician in the husbandry and nursing of small mammalian species as well as participation in research activities. Students will work with selected species that may include mice, rats, guinea pigs, and rabbits as well as other small mammals. The use of primates and nonmammalian species will be discussed.

Prerequisites: Professional Sequence I

Veterinary Technician • Course Descriptions

VTT 234 Laboratory Procedures for Veterinary Technicians

Total Course Hours: 65 (30 Theory, 35 Lab, 0 Extern) Semester Credits: 3.0

This course focuses on diagnostic tests performed in the veterinary laboratory and includes discussion of various diseases and disorders of the body systems. Experience in bacteriology, endocrinology, hematology, serology, and parasitology is part of the curriculum.

Prerequisites: Professional Sequence I

VTT 236 Anatomy and Physiology for Veterinary Technicians

Total Course Hours: 60 (30 Theory, 30 Lab, 0 Extern) Semester Credits: 3.0

This course provides an in-depth analysis of the anatomy and physiology of the domestic species, with focus on the cat and dog. In the lab sessions, students will identify anatomical features and demonstrate an understanding of body function. Necropsy technique is mandatory.

Prerequisites: Professional Sequence I

Professional Sequence IV

VTT 242 Dentistry Techniques

Total Course Hours: 30 (15 Theory, 15 Lab, 0 Extern) Semester Credits: 1.5

This course presents the tasks and techniques within the scope of practice of a veterinary technician. Included are examination, cleaning, scaling, polishing, and in some jurisdictions, extractions. Tooth anatomy and terminology is reviewed as well as the common veterinary dental diseases and disorders. Also addressed are protocols for veterinary dental radiography and assisting the DVM in advanced techniques.

Prerequisites: Professional Sequence I

VTT 244 Pharmacology for Veterinary Technicians

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course focuses on those pharmacological topics within the scope of the veterinary technician. Topics include a review of pharmaceutical math and a detailed examination of the physiology and chemistry of drug effects on the nervous system. Also presented is a discussion of the proper protocol for many injectable and inhalant anesthetics, analgesics, and anti-inflammatories. Chemotherapeutics, antimicrobial, antiparasitic, and euthanasia agents are also addressed.

Prerequisites: Professional Sequence I

VTT 246 Surgical Nursing for Veterinary Technicians

Total Course Hours: 70 (30 Theory, 40 Lab, 0 Extern) Semester Credits: 3.0

In defining the veterinary technician's role in surgical nursing, the student will be exposed to the intricacies of the anesthesia machine and receive training in setting, adjusting, and maintaining the unit. The student will evaluate, medicate, anesthetize, prepare, and monitor a variety of surgical patients as well as learn the protocol as a sterile scrub nurse. A review and demonstration of various monitoring equipment is provided, and the student will participate in several surgeries of various intensities.

Prerequisites: Professional Sequence I

VTT 248 Clinic Surgery and Lab

Total Course Hours: 15 (0 Theory, 15 Lab, 0 Extern) Semester Credits: 0.5

This course provides opportunities for the students to advance their experience with surgical and anesthetic procedures and protocols through observation and applied practice. Students will deepen their understanding of laboratory and surgical procedures from assessment to follow-up care. Students will practice a variety of lab skills appropriate to their level of study.

Prerequisites: Professional Sequence I

Professional Sequence V

VTT 252 Exotic Animal Medicine and Nursing

Total Course Hours: 30 (15 Theory, 15 Lab, 0 Extern) Semester Credits: 1.5

This course presents an overview of the various exotic animals that are an increasing part of the pet population. The focus is on the anatomy, behavior, nutrition, diseases, and restraint of various reptilian, amphibian, and avian groups as well as some of the exotic small mammals. Lab activities will include the restraint and physical examination of these species. Basic nursing techniques of these species are addressed.

Prerequisites: Professional Sequence I

VTT 254 Equine Medicine and Nursing

Total Course Hours: 60 (45 Theory, 15 Lab, 0 Extern) Semester Credits: 3.5

This course introduces the veterinary nursing student to equine medicine and the role of the veterinary technician in the equine practice. Lecture and lab activities develop a more advanced understanding of equine anatomy and physiology and covers restraint, behavior, husbandry, nursing and sampling techniques, bandaging, and radiography. Content includes the common causes of lameness in the horse as well as the more commonly performed surgical procedures. Toxicological principles and the more common diseases and disorders of the horse will also be discussed.

Prerequisites: Professional Sequence I

Veterinary Technician • Course Descriptions

VTT 256 Emergency Procedures

Total Course Hours: 40 (30 Theory, 10 Lab, 0 Extern) Semester Credits: 2.0

This course covers the role of the veterinary technician in emergency procedures, both at an emergency clinic and at the veterinary hospital. Topics include assessment and triage, shock pathophysiology and treatment, trauma, CPR review, toxicology, anesthetic and surgical emergencies, and the veterinary technician's role in maintenance of the veterinary emergency crash kit.

Prerequisites: Professional Sequence I

VTT 258 Clinic Surgery and Lab

Total Course Hours: 30 (0 Theory, 30 Lab, 0 Extern) Semester Credits: 1.0

This course provides opportunities for the students to advance their experience with surgical and anesthetic procedures and protocols through observation and applied practice. Students will deepen their understanding of laboratory and surgical procedures from assessment to follow-up care. Students will practice a variety of lab skills appropriate to their level of study.

Prerequisites: Professional Sequence I

Externship Sequence

VTT 262 Veterinary Technician Seminar

Total Course Hours: 15 (15 Theory, 0 Lab, 0 Extern) Semester Credits: 1.0

This course is designed to prepare the learner for the Veterinary Technician National Examination (VTNE). Content includes a comprehensive review of program content and the opportunity to participate in a simulated VTNE exam.

Prerequisites: Professional Sequences I through V

VTT 291 Externship

Total Course Hours: 225 (0 Theory, 0 Lab, 225 Extern) Semester Credits: 5.0

This course provides students with opportunities to apply professional skills learned in the classroom.

Prerequisites: Professional Sequences I through V and all laboratory competencies

HST 205 Nevada History and US Constitution (Las Vegas Campus Only)

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

A survey of the history of the state of Nevada with focus on mining, gaming, government and recent developments in population expansion. The course will review the Nevada State Constitution and legal ramifications. The essentials of the US Constitution will also be examined.

The course is designed to meet Nevada History/US Constitution associate degree requirements.

Prerequisites: None



After working at an animal shelter for about 10 years, I realized I wanted to become a veterinary technician. I did my research online and found that PMI's Veterinary Technician Program had a good reputation, and their morning classes worked perfectly with my schedule. I was able to be a single mom, go to classes in the morning, and work in the afternoon. I had previous degrees that I didn't use, and I've always enjoyed learning, but PMI's program was very accelerated. I learned so much so fast. My instructors were great and gave us really good feedback. I realize I was a bit of a late bloomer in deciding to go back to school at age 34, but I'm so glad I did.

During my externship, I got great experience ... and a job! I recently became the internal medicine lead technician. I love my job in internal medicine, and I'm always learning. In fact, I am working toward my veterinary technician specialty license and spend my vacation time in Mexico to participate in spay and neuter clinics. I have to say, it feels good to be surrounded by these graduates because I know they are well-trained and knowledgeable. This program really does set you up for success.

Joanna Horne
Associate Degree, Veterinary Technician, Seattle Campus



Bachelor of Science in Health Care Administration

Objective: To foster critical thinking abilities, communication competence, and leadership capacity with an advanced understanding of health care management services and delivery. Students will develop strategies to analyze behavioral, ethical, and cultural trends that impact management in health care systems with diverse populations. They will also demonstrate the ability to evaluate ethical, legal, and regulatory policies, and demonstrate a mastery of core business theories as applied to health care systems.

Graduates of this program receive a Bachelor of Science Degree.

Admissions Requirements: Applicants to this degree completion program must have completed a total of 61 semester credits at the postsecondary level. The 61 transfer credits shall consist of 14 general education, 26 health science technical, and 21 related credits. Transfer credits into this program must meet the following conditions: awarded by a nationally or regionally accredited institution; grade of "C" or better; and numbered 100 and above. Transfer credits must include a math course. See additional Admissions and Transfer Credit requirements in the Prospective Students section of this catalog.

At a Glance

Program Type: Bachelor's Degree

Delivery Method: Online

Semester Credits: 120.0
(includes 61 transfer credits)

| Program Length | Total |
|--|-------|
| Program Hours | 885 |
| Program Weeks Individual time to completion may vary by student depending on individual progress and credits transferred. | 80 |
| Program Semesters (16 weeks per semester) | 5 |

Campus Locations



The Online programs are delivered from Tucson, AZ.

| Transfer Credit | | | | |
|--|--------|-----|--------|-------------|
| | Theory | Lab | Extern | Credits |
| Transfer of Credit (14 general education, 26 health science, 21 related credits) | | | | 61.0 |
| Transfer Total | | | | 61.0 |

| Semester I | | | | | |
|-------------------------|--------------------------------|------------|-----|--------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| CPT 301 | Microcomputer Applications | 45 | | | 3.0 |
| ENG 320 | Advanced College Writing | 45 | | | 3.0 |
| BUS 330 | Fundamentals of Finance | 45 | | | 3.0 |
| HCA 310 | Health Care Law and Compliance | 45 | | | 3.0 |
| Semester I Total | | 180 | | | 12.0 |

| Semester II | | | | | |
|--------------------------|--------------------------------------|------------|-----|--------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| SOC 325 | Culture and Human Diversity | 45 | | | 3.0 |
| PHI 301 | Critical Thinking | 45 | | | 3.0 |
| HCA 325 | Leadership in Health Care Management | 45 | | | 3.0 |
| BUS 210 | Introduction to Marketing | 45 | | | 3.0 |
| Semester II Total | | 180 | | | 12.0 |

| Semester III | | | | | |
|---------------------------|---|------------|-----|--------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| MTH 315 | Statistical Concepts | 45 | | | 3.0 |
| HCA 410 | Long-Term Care | 60 | | | 4.0 |
| RSH 350 | Introduction to Evidence-Based Practice | 45 | | | 3.0 |
| HCA 430 | Patient Information and Management | 45 | | | 3.0 |
| Semester III Total | | 195 | | | 13.0 |

| Semester IV | | | | | |
|--------------------------|--|------------|-----|--------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| HCA 450 | Health Insurance Reimbursement | 45 | | | 3.0 |
| HCA 460 | Public Health | 45 | | | 3.0 |
| HCA 420 | Managing Emergency Response Operations | 60 | | | 4.0 |
| HCA 440 | Health Care Policy | 45 | | | 3.0 |
| Semester IV Total | | 195 | | | 13.0 |

| Semester V | | | | | |
|-------------------------|-----------------------|------------|-----|--------|------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| HCA 470 | Quality Management | 45 | | | 3.0 |
| HCA 495 | Professional Capstone | 90 | | | 6.0 |
| Semester V Total | | 135 | | | 9.0 |

| | | | | |
|--|------------|--|--|--------------|
| Semesters I, II, III, IV, V Total | 885 | | | 59.0 |
| Program Total | 885 | | | 120.0 |

Bachelor of Science in Health Care Administration • Course Descriptions

Semester I

CPT 301 Microcomputer Applications

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course prepares students to utilize Windows-based applications within the Windows environment. Through a hands-on approach, students will achieve advanced application knowledge of Windows, word processing, presentation software, and spreadsheets.

Prerequisites: None

ENG 320 Advanced College Writing

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course builds upon basic English composition to create a strong foundation for academic and professional writing. This course enhances students' analytical reading and writing skills appropriate to one's professional field. Through instruction and practice in the writing process, research and information literacy, APA writing style, and connecting writing and critical thinking, students will hone their confidence and competence in making writing decisions for audience, purpose, and context.

Prerequisites: None

BUS 330 Fundamentals of Finance

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course introduces the fundamentals of finance as they apply to health care organizations. Topics include the financial structure of both investor-owned and not-for-profit entities, shareholder wealth maximization, financial statement analysis, the time value of money, risk and return, leasing, forecasting, financial markets, and capital budgeting decisions. Students will have opportunities to apply finance concepts in personal and professional contexts in this course.

Prerequisites: None

HCA 310 Health Care Law and Compliance

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

Health care law and compliance is important because of its financial and emotional impact on health care professionals, patients, and health care facilities. This course focuses on legal and compliance issues that directly affect employer and employee. Content provides guidance on risk management techniques and reporting that can help mitigate noncompliance.

Prerequisites: None

Semester II

SOC 325 Culture and Human Diversity

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course explores the nature and sources of cultural differences and the impact of cultural diversity on our changing society. Students will examine characteristics of cultural systems and how they influence behavior in family, workplace, educational, and medical settings. Students will discuss the challenges and benefits of communicating in culturally sensitive ways.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

PHI 301 Critical Thinking

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course examines the components of and barriers to critical thinking. Students will examine premises and fallacies in various types of arguments. Students will evaluate components of persuasive communications.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

HCA 325 Leadership in Health Care Management

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course presents best practices for leading health care organizations in a changing environment. Topics include strategic planning, the impact of cultural change, and employee engagement. Also addressed are skills related to internal and external assessment, facilitation, negotiation, and collaboration skills.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

BUS 210 Introduction to Marketing

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course presents basic marketing concepts, theories, and strategies. Also examined are the impacts of social factors, including demographic trends, cultural change, and changes in the political and legal environment impacting marketing decision-making.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

Semester III

MTH 315 Statistical Concepts

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course introduces students to basic statistical concepts and statistical reasoning. Content encompasses core concepts of descriptive and inferential statistics with exploration of descriptive measures, graphical displays of data, sampling, distribution, measures of association, probability, hypothesis testing, confidence intervals, and linear regression. Common statistical tests, such as z-tests and Pearson correlation will be introduced. Students will practice statistical reasoning in real-world contexts.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

Bachelor of Science in Health Care Administration • Course Descriptions

HCA 410 Long-Term Care

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course provides a survey of the types of long-term care settings, and the purpose of and challenges presented by each. Settings include short-term and long-term skilled nursing facilities, assisted living facilities, subacute care, adult day care, and hospice. Also addressed are issues related to home health care. Students will explore administrative and management skills required by long-term care facilities today and those projected for the future.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

RSH 350 Introduction to Evidence-Based Practice

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides a comprehensive overview of evidence-based practice (EBP) and the real-world application of research evidence. Emphasis is placed on developing practical skills that will enable students to find, read, and understand published research. Essential topics include developing a research question, performing evidence searches, analyzing research studies, and determining value and usefulness of evidence in practice.

Prerequisite or Corequisites: ENG 320 Advanced College Writing, CPT 301 Microcomputer Applications, and MTH 315 Statistical Concepts

HCA 430 Patient Information and Management

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

Patient information management is important because of the integral role a health care professional has within the team. It is essential for the health care professional to provide all members of the team with a thorough patient record to ensure quality patient care.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

Semester IV

HCA 450 Health Insurance and Reimbursement

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides students with an overview of the processes and procedures related to medical billing and insurance reimbursement in the United States. Topics include the roles and responsibilities of health care professionals in ensuring accurate and timely reimbursement for health care services and provisions of Medicare, Medicaid, and other federal and state administered payment programs. Also addressed is the impact of health care reform and government regulations on the operation and performance of the private health insurance industry and on public programs.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

HCA 460 Public Health

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides an overview of the field of public health with an emphasis on the role of public health agencies in resolving community health problems. Students will examine social, political, economic, geographic, demographic, and physiological factors affecting health care status of communities and individuals.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

HCA 420 Managing Emergency Response Operations

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course provides students with an introduction to the strategic and tactical nature of decision making and management in the volatile and complex environments created by crises and disasters encountered in domestic, regional, and international settings. Also addressed are the social, economic, and political aspects of disaster planning, preparedness, and mitigation responses.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

HCA 440 Health Care Policy

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course examines the role of governmental legislation and regulation on the provision of health care services in the United States. The influence of stakeholders on public policy-making and the financing and provision of services is also addressed.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

Semester V

HCA 470 Quality Management

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides the student with a solid foundation in quality management and teamwork within the health care environment. Quality management is important to ensure the proper functioning of equipment and compliance with various standards. Health care professionals should have an understanding of the activities and their role in leading the quality management process.

Prerequisites: ENG 320 Advanced College Writing and CPT 301 Microcomputer Applications

HCA 495 Professional Capstone

Total Course Hours: 90 (90 Theory, 0 Lab, 0 Extern) Semester Credits: 6.0

This is a capstone course focusing on the synthesis of professional knowledge and critical thinking skills in preparation for professional advancement and lifelong learning. This course provides students with an opportunity to identify and develop research skills necessary to create a health care business. The course content is geared toward increasing and disseminating intellectual inquiry, information literacy, and the use of scholarly research methods.

Prerequisites: Semesters I, II, III, and IV courses

Bachelor of Science in Nursing (RN to BSN)

Objective: The Pima Medical Institute Bachelor of Science in Nursing Degree Completion program (RN to BSN program) of study is designed for Registered Nurses working in the profession to obtain a RN to BSN degree through an online learning platform. The program is enhanced by general education credits that enables the nurse generalist to expand their knowledge base and is aimed to prepare associate degree and diploma nurse graduates for increased responsibility in an ever-evolving health care environment. The RN to BSN program of study focuses on theories, concepts, and principles important for development of nursing leadership and management knowledge, skills, and attitudes; evidence-based research analysis and utilization; and pertinent clinical, fiscal, legal, and political trends confronting healthcare and the nursing profession. The graduate will be prepared to assume roles requiring increased leadership capability and clinical responsibility in the delivery of care to diverse individuals, families, communities, and global populations.

Graduates of this program receive a Bachelor of Science Degree in Nursing.

Admissions Requirements: Admission to this degree completion program requires that applicants maintain an active and unencumbered license as a registered nurse and be employed as a registered nurse. In addition, applicants must have completed a total of 79 semester credits of specific coursework at the postsecondary level. The 79 transfer credits shall consist of 42 nursing credits, 25 general education credits, and 12 related credits. Transfer credits into this program must meet the following conditions: awarded by a nationally or regionally accredited institution; grade of "C" or better; and numbered 100 and above. General education transfer credits are required to be from a broad sampling of various educational experiences, including arts and humanities, business, information systems, social sciences, or natural sciences. See additional Admissions and Transfer Credit requirements in the Prospective Students section of this catalog.

| Transfer Credit Requirements | | | | | |
|------------------------------|--|--------|-----|--------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| | Transfer of Nursing Course Credits | | | | 42.0 |
| | Transfer of Related Course Credits | | | | 12.0 |
| | Transfer of Lower Division General Education Credits | | | | 25.0 |
| Transfer Total | | | | | 79.0 |

| Semester I | | | | | |
|-------------------------|--|------------|-----|--------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| ENG 320 | Advanced College Writing | 45 | | | 3.0 |
| NUR 330 | Legal and Regulatory Healthcare Requirements Seminar | 45 | | | 3.0 |
| MTH 315 | Statistical Concepts | 45 | | | 3.0 |
| BIO 350 | Pathophysiology | 45 | | | 3.0 |
| Semester I Total | | 180 | | | 12.0 |

| Semester II | | | | | |
|--------------------------|---|------------|-----|--------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| NUR 325 | Integrated Health Assessment | 45 | | | 3.0 |
| NUR 340 | Ethics in a Diverse World | 45 | | | 3.0 |
| NUR 405 | Role Transition to Professional Nursing | 45 | | | 3.0 |
| HSC 410 | Health Care Informatics | 60 | | | 4.0 |
| Semester II Total | | 195 | | | 13.0 |

| Semester III | | | | | |
|---------------------------|---|------------|-----|--------|-------------|
| Course # | Course | Theory | Lab | Extern | Credits |
| NUR 435 | Nursing Research and Evidence-Based Practice | 60 | | | 4.0 |
| NUR 445 | Health Care Management, Policy, and Quality Improvement | 60 | | | 4.0 |
| NUR 465 | Community, Transcultural and Global Health Issues | 60 | | | 4.0 |
| NUR 495 | Interprofessional Leadership in Health Care Capstone | 60 | | | 4.0 |
| Semester III Total | | 240 | | | 16.0 |

| | | | | | |
|-----------------------------------|--|------------|--|--|--------------|
| Semesters I, II, III Total | | 615 | | | 41.0 |
| Program Total | | 615 | | | 120.0 |



At a Glance

Program Type: Bachelor's Degree

Delivery Method: Online

Semester Credits: 120.0
(includes 79 transfer credits)

| Program Length | Total |
|---|-------|
| Program Hours <small>(excludes transfer credits/clock hours)</small> | 615 |
| Program Weeks <small>Individual time to completion may vary by student depending on individual progress and credits transferred.</small> | 48 |
| Program Semesters <small>(16 weeks/semester)</small> | 3 |

Campus Locations



The Online programs are delivered from Tucson, AZ.

Bachelor of Science in Nursing (RN-BSN) • Course Descriptions

Semester I

ENG 320 Advanced College Writing

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course builds upon basic English composition to create a strong foundation for academic and professional writing. This course enhances students' analytical reading and writing skills appropriate to one's professional field. Through instruction and practice in the writing process, research and information literacy, APA writing style, and connecting writing and critical thinking, students will hone their confidence and competence in making writing decisions for audience, purpose, and context.

Prerequisites: None

NUR 330 Legal and Regulatory Healthcare Requirements Seminar

Total Course Hours 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course will advance the professional nurse's knowledge about legal and regulatory requirements within an increasingly complex healthcare delivery system. Understanding healthcare's legal and regulatory landscape is vital to optimal patient care as it allows nurses to anticipate and potentially prevent adverse outcomes. Students will investigate healthcare regulations and compliance at state and national levels. Nurses' expanding roles make it increasingly important to know state licensure requirements, scope of practice, and mandatory reporting laws, along with federal regulations such as security, privacy, and breach notification rules. Nurses are being held independently responsible and increasingly subject to felony charges for malpractice. Risk mitigation is vital. As a Seminar course, students will participate in and moderate current issue discussions such as social media risks, the complexities of nursing's role in informed consent, the connections between law and ethics, and more. Students will also learn the media tool Panopto and show competency in this course through the use of Panopto to create a presentation on a chosen legal/regulatory issue.

Prerequisite: None

MTH 315 Statistical Concepts

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course introduces students to basic statistical concepts and statistical reasoning. Content encompasses core concepts of descriptive and inferential statistics with exploration of descriptive measures, graphical displays of data, sampling, distribution, measures of association, probability, hypothesis testing, confidence intervals, and linear regression. Common statistical tests, such as z-tests and Pearson correlation will be introduced. Students will practice statistical reasoning in real-world contexts.

Prerequisites: None

BIO 350 Pathophysiology

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course validates prior knowledge of healthcare science. It explores the study of structural and functional changes in cells, tissues, and organs of the body. The wide variety of pathologic causes of these changes are examined including genetic, environmental, trauma, and pathogenic organisms. This course also focuses on the mechanisms of the underlying disease process and provides for the application of the clinical reasoning process to assist with differentiation in diagnosis. This promotes not only critical thinking skills but also competency in clinical judgment. Intellectual curiosity is stimulated as students integrate a set of complex pathological changes into a disease process. This integration of healthcare knowledge advances clinical reasoning skills. Students will show competency through an analysis of pathological changes, development of a set of differential diagnoses, and determination of the specific disease process.

Prerequisites: None

Semester II

NUR 325 Integrated Health Assessment for the Experienced Nurse

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

The purpose of this physical assessment course is to broaden the learners' knowledge base, organize assessment skills, and facilitate the ability to apply those skills in the clinical setting. This course uses Digital Clinical Experiences (DCE), a virtual simulation technology, to provide realistic, conversation-driven practice with diverse patients across the lifespan. The DCE facilitates the use of a systematic approach to complete an integrated health assessment, allowing students to begin at their clinical level. Students expand clinical reasoning skills and apply clinical judgment to specific patient organ systems. There is a holistic focus on the biological, psychological, and sociological aspects of individuals across the lifespan. The Virtual Comprehensive Physical Assessment provides competency validation of multiple aspects of person-centered care and knowledge for nursing practice. This course contains a virtual Experiential Learning Activity.

Prerequisites: None

NUR 340 Ethics in a Diverse World

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course explores the intersection of nursing ethics and the healthcare needs of diverse patient populations as they relate to social justice, equity, and inclusion. As the diversity of patient populations continues to mirror an increasingly global society, nurses must provide excellence in patient care through a multicultural lens. Ethical theories applied to transcultural nursing equip the nurse to identify and apply thoughtful and effective strategies to support decision-making. Students will examine how healthcare disparities, real-world ethical complexities, and potential barriers challenge the provision of culturally competent care, via self-reflection and concept application. This process supports nurses in developing a deeper perspective of diverse patient needs within the boundaries of ethical nursing responsibilities. The application of these skills to complex ethical scenarios supports competency validation of multiple aspects of Population Health and Professionalism. This is an Experiential Learning Course.

Prerequisites: None

Bachelor of Science in Nursing (RN-BSN) • Course Descriptions

NUR 405 Role Transition to Professional Nursing

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides an opportunity for nurses to broaden their perspective on the role of the professional nurse in healthcare delivery. Differences between the associate degree and the bachelor's degree. Students will reflect on the importance of liberal arts education as needed for developing cognitive abilities, understanding self and others, providing safe, quality care, and informing clinical judgment. Nursing and Interprofessional theories will be examined along with their importance in supporting clinical reasoning. Role differentiation of the baccalaureate-prepared nurse is explored in the context of contemporary and future nursing practice. Role transition to the baccalaureate level nurse as a professional is explored, including areas such as ethical practice, accountability, and integration of diversity, equity, and inclusion into personal practice. An emphasis is placed on the identification of the importance of, and strategies for, personal, professional, and leadership development. Students will create a career plan that provides competency validation for each of the three areas of Professional Development.

Prerequisites: None

HSC 410 Health Care Informatics

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course examines the history of healthcare informatics, basic informatics concepts, health information management systems, and current issues. This course further explores the present and potential future impact of healthcare informatics on the health professions. The role of the healthcare professional in collecting, managing, processing, and safeguarding data to assist the multidisciplinary team in making decisions and inferences based on both qualitative data and quantitative information for the care of patients, groups, communities, and populations is analyzed. Legal and ethical concerns, such as patient privacy, consent, and the importance of utilizing empirical and experiential knowledge to broaden the scope of, and enhance professional practice, are presented. The use of patient portals, wearable technology, and implanted devices is examined. Future technology such as Edge Computing, Web 3.0, and the integration of artificial intelligence is explored, along with its impact on the ever-widening divide between the haves and have-nots. All healthcare professionals are expected to be able to understand the value of informatics and how the technologies involved are used and how they impact the delivery of care and influence outcomes.

Prerequisites: None

Semester III

NUR 435 Nursing Research and Evidence-Based Practice

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course provides a foundation for understanding evidence-based nursing practice and the role both play in nursing scholarship. Skills necessary to critically read and evaluate both qualitative and quantitative nursing research and to use the results of research in practice are developed in this course. Primary aspects such as the research process, methodology, design, and interpretation of findings are explored. Content builds upon prior course learning, especially Statistical Concepts. The student builds upon and applies proper analysis of data, power, reliability, validity, and the difference between correlation and causation. This course also focuses on the evaluation and utilization of research and other sources of knowledge necessary to address patient needs, provide quality care, implement best practices, facilitate innovations, and eliminate evidence-based practice barriers. Students complete a Plan-Do-Study-Act project to demonstrate competency with the application, translation, and implementation of best evidence into clinical decision-making.

Prerequisites: None

NUR 445 Health Care Management, Policy, and Quality Improvement

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

Healthcare Management is an encompassing term describing the broad responsibilities of nursing leadership roles. In this course, the focus is on the provision of safe, quality, and equitable care to diverse populations within complex healthcare systems. Students will explore the complexities of organizational behavior, how to influence, create, and evaluate policy, and promote quality improvement principles as a core value. The processes behind continuous quality improvement are considered a foundation for quality care and patient safety. CQI standards, data to monitor the processes, and outcomes of nursing care are discussed. Methods to design and evaluate changes to continuously improve the quality and safety of health care are explored. Healthcare financial models are examined along with their impact on social disparities, social determinants of health, and quality outcomes. Students will demonstrate competency by participating in a healthcare safety practice change.

Prerequisites: None

NUR 465 Community, Transcultural, and Global Health Issues

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This course explores the demands of a dynamic healthcare system that requires nurses to have a holistic understanding of healthcare on a global level. The intricacies of providing care, not only for the individual, but for the community, nation, and world offer unique learning opportunities for nurses. Caring for diverse populations from a variety of cultural and socioeconomic backgrounds within vastly differing healthcare systems requires specific education. This course explores population-based decision-making, community-based strategies for health promotion and disease prevention, primary care services, as well as disaster prevention and planning. Tools such as Windshield surveys, data analysis from global health resources such as the World Health Organization and the Centers for Disease Control are used to address emerging issues. Vital to the process are the interdisciplinary healthcare professionals. Interprofessional partnerships are vital to the sharing of knowledge, data, and resources. Competency in these areas will be achieved through the analysis of a current global health problem.

Prerequisites: All Semester I and II courses, NUR435, NUR445

NUR 495 Interprofessional Leadership in Health Care Capstone

Total Course Hours: 60 (60 Theory, 0 Lab, 0 Extern) Semester Credits: 4.0

This Capstone course moves from formative to summative evaluation of achievement of program outcomes. The Capstone process requires students, within a healthcare setting, to establish an interdisciplinary team to study a healthcare need. Students may choose a topic of interest related to nursing practice, administration, policy, or education. Leadership principles related to organizational culture and change including concepts of team, delegation, motivation, negotiation, and problem-solving are included. Students will assume a leadership role in determining the topic, assembling a team from a wide variety of disciplines to provide input using TeamSTEPPS, conducting a literature review on best evidence, developing an action plan to address needed changes, and creating a presentation. This provides the student an opportunity to show competency in the application, synthesis, and evaluation of concepts and nursing issues studied throughout the program. The Capstone will support competency in all domains of nursing, with a specific focus on Interprofessional Partnerships and Personal, Professional, and Leadership Development.

Prerequisites: All Semester I and II courses, NUR435, NUR445

Master of Science (MS) in Organizational Leadership

Health Care Administration (HCA) Specialization

Objective: The Master of Science in Organizational Leadership prepares graduate students to lead diverse organizations amidst a rapidly changing global landscape. In-depth examination of traditional and contemporary theories, coupled with research on communication, organizational behavior, and managing change, provides the framework for building advanced leadership skills. Students will cultivate a personal leadership approach that inspires diverse teams to work together and effect positive change for the diverse communities in which they serve and operate. The curriculum is designed to equip students with practical and analytical tools to successfully lead organizations through today's organizational challenges. Graduates of this program receive a Master of Science Degree.

HCA Specialization: The Master of Science in Organizational Leadership, Health Care Administration Specialization, will prepare students with the leadership skills necessary to work in health care administration. Leaders in the health care field have unique challenges inherent to a multidisciplinary environment that is often changing. Students will gain an in-depth understanding of strategic management processes, problem-solving through quality improvement strategies, financial management, and policies and processes surrounding health care administration.

Admissions Requirements: Applicants to this degree program must have graduated with a minimum of a baccalaureate degree from an accredited program recognized by the US Secretary of Education or the Council for Higher Education Accreditation (CHEA) earning a 2.75 GPA or greater. For applicants with previous graduate level credits, see additional Admissions and Transfer Credit requirements in the Prospective Students section of this catalog.

| Semester I | | | | | |
|----------------------|--|------------|-----|----------|-------------|
| Course # | Course | Theory | Lab | Clinical | Credits |
| GRD 501 | Introduction to Graduate Writing and Critical Analysis | 45 | | | 3.0 |
| LDR 515 | Leadership Theory and Practice | 45 | | | 3.0 |
| Sequence I Total | | 90 | | | 6.0 |
| Semester II | | | | | |
| Course # | Course | Theory | Lab | Clinical | Credits |
| LDR 518 | Strategic Communication | 45 | | | 3.0 |
| LDR 525 | Evidence-Based Management | 45 | | | 3.0 |
| Sequence I Total | | 90 | | | 6.0 |
| Semester III | | | | | |
| Course # | Course | Theory | Lab | Clinical | Credits |
| LDR 555 | Leading Diverse Teams | 45 | | | 3.0 |
| LDR 644 | Leadership Ethics and Social Responsibility | 45 | | | 3.0 |
| Sequence I Total | | 90 | | | 6.0 |
| Semester IV | | | | | |
| Course # | Course | Theory | Lab | Clinical | Credits |
| LDR 610 | Leading Change and Innovation | 45 | | | 3.0 |
| HCA 570 | Emerging Issues in Health Administration | 45 | | | 3.0 |
| Sequence I Total | | 90 | | | 6.0 |
| Semester V | | | | | |
| Course # | Course | Theory | Lab | Clinical | Credits |
| HCA 630 | Health Care Finance | 45 | | | 3.0 |
| HCA 655 | Strategic Management of Patient-Centered Networks | 45 | | | 3.0 |
| Sequence I Total | | 90 | | | 6.0 |
| Semester VI | | | | | |
| Course # | Course | Theory | Lab | Clinical | Credits |
| HCA 640 | Leading Quality Improvement in Health Care | 45 | | | 3.0 |
| LDR 690 | Professional Capstone | 45 | | | 3.0 |
| Sequence I Total | | 90 | | | 6.0 |
| Program Total | | 540 | | | 36.0 |



At a Glance

Program Type: Master's Degree

Delivery Method: Online

Semester Credits: 36.0

| Program Length | Total |
|--|-------|
| Program Hours (excludes transfer credits) | 540 |
| Program Weeks | 96 |
| Program Semesters (16 weeks/semester) | 6 |

Campus Locations



The Online programs are delivered from Tucson, AZ.

MS in Organizational Leadership-HCA Specialization • Course Descriptions

Semester I

GRD 501 Introduction to Graduate Writing and Critical Analysis

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

Critical thinking, expressed through sound research and clear writing, is a foundation of all academic and professional pursuits. This course will establish expectations of graduate level writing and research, including use of American Psychological Association (APA) style and information research practices, in preparation for independent graduate writing tasks. Students will practice writing and research skills as well as self- and peer evaluation of work.

Prerequisites: None

LDR 515 Leadership Theory and Practice

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course is designed to deepen student understanding of leadership research, theories, and practices through critical analysis and application. Content examines the process of leadership and the leadership characteristics and skills necessary for guiding organizations. Organizational theory, strategic thinking, decision-making, organizational culture, and change in the context of leadership will be emphasized.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

Semester II

LDR 518 Strategic Communication

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides analytical approaches for communication in organizational contexts. Content will explore communication processes in multiple contexts and support the ability to adapt communication to meet the needs of various internal and external stakeholders. Communicating in a leadership role will be the primary focus.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

LDR 525 Evidence-Based Management

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

Evidence-based management is important in developing skills in using best available evidence for effective planning and decision-making as a leader. This course covers the foundations and evolution of evidence-based thinking in management at the executive leader level. The process of gathering, evaluating, and applying evidence to support decision-making in organizations will be emphasized. Field-based examples will be used to illustrate how leaders critically analyze available research and data in organizational decisions and processes.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

Semester III

LDR 555 Leading Diverse Teams

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

A large part of organizational leadership takes place in groups. This course focuses on exploring group dynamics and fostering an environment of collaboration, interdisciplinary action, and productive teamwork. Topics include relational leadership, developing and facilitating teams, influencing groups, and leveraging diversity to promote organizational effectiveness.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

LDR 644 Leadership Ethics and Social Responsibility

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course deepens student understanding of the broader social environment in which organizations operate as well as the ethical and legal responsibilities that leaders owe to a variety of stakeholders. Content includes organizational social responsibility to understand and apply ethics from social, economic, and environmental perspectives.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

Semester IV

LDR 610 Leading Change and Innovation

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course focuses on leadership practices in change management theory and the methods by which leaders effect change within organizations. Content includes strategies for managing change cycles, developing proactive change initiatives, and generating support for innovative organizational change.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

HCA 570 Emerging Issues in Health Administration

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

Health care leadership requires a broad understanding of the complex challenges facing health care organizations today. This course explores current and emerging issues related to policy and political climate, population/disease demographics, reimbursement, workforce, technology, and health disparities that influence decisions made about delivering health care services. Learners will personalize issues at local, regional, and national levels by assessing the impact those issues may have on their own real-world health care role and future leadership roles.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

MS in Organizational Leadership-HCA Specialization • Course Descriptions

Semester V

HCA 630 Health Care Finance

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course covers both the financial management challenges and best practice solutions in maintaining viability of health organizations. The focus is on financial analysis to direct strategic financial planning and decision-making. Emphasis is placed on the administrator's ability to translate financial information to stakeholders in health organizations.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

HCA 655 Strategic Management of Patient-Centered Networks

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course explores the logic, structure, and best practices for patient-centered strategic management in health care. Content includes a systematic approach to formulating, implementing, and analyzing strategic initiatives to assist health care organizations in achieving better performance while meeting the needs of their patient consumers.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

Semester VI

HCA 640 Leading Quality Improvement in Health Care

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

Leading quality improvement in health care addresses the broad area of risk management, covering key areas of patient safety, governance, and organization risks. Key statutes, standards and regulations that govern health care quality are discussed. This course explores basic claims administration, risk financing, and insurance principles and coverage. Topics include activities in organizational risk assessment, continuous quality improvement, and interpreting key occupational and safety issues.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

LDR 690 Professional Capstone

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides an opportunity for students to synthesize theoretical knowledge, practical skills, and current research into a culminating capstone project. The project will address a complex problem, challenge, or issue related to the field of study and propose an innovative solution or practice, with emphasis on action-based leadership. Additional emphasis is placed upon the creation of a professional portfolio to highlight skills and achievements in the respective academic discipline.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis



Master of Science (MS) in Organizational Leadership

Public Health Administration (PHA) Specialization

Objective: The Master of Science in Organizational Leadership prepares graduate students to lead diverse organizations amidst a rapidly changing global landscape. In-depth examination of traditional and contemporary theories, coupled with research on communication, organizational behavior, and managing change, provides the framework for building advanced leadership skills. Students will cultivate a personal leadership approach that inspires diverse teams to work together and effect positive change for the diverse communities in which they serve and operate. The curriculum is designed to equip students with practical and analytical tools to successfully lead organizations through today's organizational challenges. Graduates of this program receive a Master of Science Degree.

PHA Specialization: The Master of Science in Organizational Leadership, Public Health Administration Specialization, will prepare students with the leadership skills necessary to work in the public health setting. Leaders in public health promote and protect the health of populations and communities through prevention, action, and education of people and organizations concerning health initiatives. Students will be prepared as professionals in public health leadership roles to understand and analyze the health care data of various demographic groups, determine which socioeconomic factors may be contributing to health outcomes, and recognize how to address the needs of communities.

Admission Requirements: Applicants to this degree program must have graduated with a minimum of a baccalaureate degree from an accredited program recognized by the US Secretary of Education or the Council for Higher Education Accreditation (CHEA) earning a 2.75 GPA or greater. For applicants with previous graduate level credits, see additional Admissions and Transfer Credit requirements in the Prospective Students section of this catalog.

At a Glance

Program Type: Master's Degree

Delivery Method: Online

Semester Credits: 36.0

| Program Length | Total |
|--|-------|
| Program Hours (excludes transfer credits) | 540 |
| Program Weeks | 96 |
| Program Semesters (16 weeks/semester) | 6 |

Campus Locations



The Online programs are delivered from Tucson, AZ.

| Semester I | | | | | |
|------------------|--|--------|-----|----------|---------|
| Course # | Course | Theory | Lab | Clinical | Credits |
| GRD 501 | Introduction to Graduate Writing and Critical Analysis | 45 | | | 3.0 |
| LDR 515 | Leadership Theory and Practice | 45 | | | 3.0 |
| Sequence I Total | | 90 | | | 6.0 |

| Semester II | | | | | |
|------------------|---------------------------|--------|-----|----------|---------|
| Course # | Course | Theory | Lab | Clinical | Credits |
| LDR518 | Strategic Communication | 45 | | | 3.0 |
| LDR 525 | Evidence-Based Management | 45 | | | 3.0 |
| Sequence I Total | | 90 | | | 6.0 |

| Semester III | | | | | |
|------------------|---|--------|-----|----------|---------|
| Course # | Course | Theory | Lab | Clinical | Credits |
| LDR 555 | Leading Diverse Teams | 45 | | | 3.0 |
| LDR 644 | Leadership Ethics and Social Responsibility | 45 | | | 3.0 |
| Sequence I Total | | 90 | | | 6.0 |

| Semester IV | | | | | |
|------------------|-------------------------------|--------|-----|----------|---------|
| Course # | Course | Theory | Lab | Clinical | Credits |
| LDR 610 | Leading Change and Innovation | 45 | | | 3.0 |
| PHA 605 | Foundations in Public Health | 45 | | | 3.0 |
| Sequence I Total | | 90 | | | 6.0 |

| Semester V | | | | | |
|------------------|---|--------|-----|----------|---------|
| Course # | Course | Theory | Lab | Clinical | Credits |
| PHA 630 | Health Informatics | 45 | | | 3.0 |
| PHA 650 | Social, Behavioral, and Cultural Factors in Public Health | 45 | | | 3.0 |
| Sequence I Total | | 90 | | | 6.0 |

| Semester VI | | | | | |
|------------------|-----------------------|--------|-----|----------|---------|
| Course # | Course | Theory | Lab | Clinical | Credits |
| PHA 655 | Epidemiology | 45 | | | 3.0 |
| LDR 690 | Professional Capstone | 45 | | | 3.0 |
| Sequence I Total | | 90 | | | 6.0 |

| | | | | | |
|----------------------|--|------------|--|--|-------------|
| Program Total | | 540 | | | 36.0 |
|----------------------|--|------------|--|--|-------------|

MS in Organizational Leadership-PHA Specialization • Course Descriptions

Semester I

GRD 501 Introduction to Graduate Writing and Critical Analysis

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

Critical thinking, expressed through sound research and clear writing, is a foundation of all academic and professional pursuits. This course will establish expectations of graduate level writing and research, including use of American Psychological Association (APA) style and information research practices, in preparation for independent graduate writing tasks. Students will practice writing and research skills as well as self- and peer evaluation of work.

Prerequisites: None

LDR 515 Leadership Theory and Practice

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course is designed to deepen student understanding of leadership research, theories, and practices through critical analysis and application. Content examines the process of leadership and the leadership characteristics and skills necessary for guiding organizations. Organizational theory, strategic thinking, decision-making, organizational culture, and change in the context of leadership will be emphasized.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

Semester II

LDR 518 Strategic Communication

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides analytical approaches for communication in organizational contexts. Content will explore communication processes in multiple contexts and support the ability to adapt communication to meet the needs of various internal and external stakeholders. Communicating in a leadership role will be the primary focus.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

LDR 525 Evidence-Based Management

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

Evidence-based management is important in developing skills in using best available evidence for effective planning and decision-making as a leader. This course covers the foundations and evolution of evidence-based thinking in management at the executive leader level. The process of gathering, evaluating, and applying evidence to support decision-making in organizations will be emphasized. Field-based examples will be used to illustrate how leaders critically analyze available research and data in organizational decisions and processes.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

Semester III

LDR 555 Leading Diverse Teams

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

A large part of organizational leadership takes place in groups. This course focuses on exploring group dynamics and fostering an environment of collaboration, interdisciplinary action, and productive teamwork. Topics include relational leadership, developing and facilitating teams, influencing groups, and leveraging diversity to promote organizational effectiveness.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

LDR 644 Leadership Ethics and Social Responsibility

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course deepens student understanding of the broader social environment in which organizations operate as well as the ethical and legal responsibilities that leaders owe to a variety of stakeholders. Content includes organizational social responsibility to understand and apply ethics from social, economic, and environmental perspectives.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

Semester IV

LDR 610 Leading Change and Innovation

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course focuses on leadership practices in change management theory and the methods by which leaders effect change within organizations. Content includes strategies for managing change cycles, developing proactive change initiatives, and generating support for innovative organizational change.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

PHA 605 Foundations in Public Health

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course introduces public health concepts and the skills required of public health leaders in community organizations and community health practice. Students will examine topics related to managing and leading public health enterprise at local, national, and global levels. Building public health competency through investigation of a variety of public health issues will support interdisciplinary skills, knowledge, and critical thinking demanded by today's public health leaders.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

MS in Organizational Leadership-PHA Specialization • Course Descriptions

Semester V

PHA 630 Health Informatics

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course explores health informatics from a public health and health-related research perspective with an emphasis on health information technology. Public health policy, structure and functions, public health data, surveillance, health communications, and global health informatics will be explored. Content includes the application of informatics to address public health-related problems.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

PHA 650 Social, Behavioral, and Cultural Factors in Public Health

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course deepens student understanding of the major social, behavioral, and cultural variables and issues that affect the health of populations. Frameworks and other theories presented in this course focuses on intervention strategies and program initiatives that address current public health problems and reduce health disparities.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

Semester VI

PHA 655 Epidemiology

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

Epidemiology, as the basic science of public health, is the study of the distribution and determinants of population health as well as methods to improve disease outcomes. This course equips students with foundational knowledge of epidemiology, research methods employed in epidemiology, and skills for interpreting existing evidence for the purposes of making public health or policy recommendations. Evaluation of epidemiologic study designs and measures of association for determining relationships is explored.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis

LDR 690 Professional Capstone

Total Course Hours: 45 (45 Theory, 0 Lab, 0 Extern) Semester Credits: 3.0

This course provides an opportunity for students to synthesize theoretical knowledge, practical skills, and current research into a culminating capstone project. The project will address a complex problem, challenge, or issue related to the field of study and propose an innovative solution or practice, with emphasis on action-based leadership. Additional emphasis is placed upon the creation of a professional portfolio to highlight skills and achievements in the respective academic discipline.

Prerequisites: GRD 501 Introduction to Graduate Writing and Critical Analysis



Success
Story

Back in 2012, I was a recently separated army medic veteran looking for a career in the medical field. Pima Medical Institute was a well-known school for having excellent training in the Colorado Springs area, so I enrolled in the Medical Assistant (MA) program. I had the best instructor! She was knowledgeable, patient and cared deeply about her students. As I began working in the field, I found many of my coworkers had also been trained by her and it felt good to know I was working alongside others who had a quality education.

I loved being an MA and found my place working in oncology. Wanting to build on my education, I enrolled in Pima Medical's Health Care Administration online associate's degree and then continued to the bachelor's program. I was a single mom, working fulltime and going to school and, although it was challenging, I found it to be very manageable. My education helped me understand management's expectations and the theory or the why behind what I was doing.

Realizing I was having trouble being on my feet all day, I applied for an administrative position, got the job and soon realized THIS is what I was meant to do. After moving further up into management, I knew I wanted to learn additional skills, so I enrolled in Pima Medical's Master of Science in Organizational Leadership program. I am only in my first class, but I know I'm going to benefit from this program. I encourage my staff to further their education and I find it helps them to be more confident because they understand the why behind their clinical work.

Pima Medical Institute instructors were knowledgeable, responsive and understanding and I really appreciated the good quality education I received in ALL (soon to be 4) of my programs.

Sierra Jones
Master's Degree, MS in Organizational Leadership - PHA, Online Education

Purpose

To prohibit sex discrimination and to provide avenue for resolution of concerns about sex discrimination, in compliance with Title IX, the Clery Act (20 U.S.C. §1092(f) with implementing regulations in 34 C.F.R. 668.46) and the Violence Against Women Act (42 U.S.C. §13925 et seq.).

Additional Authority

U.S. Department of Education (USDE); Clery Act (20 U.S.C. §1092(f) with implementing regulations in 34 C.F.R. 668.46) and the Violence Against Women Act (42 U.S.C. §13925 et seq.)

Policy

Pima Medical Institute (PMI) does not discriminate in its admissions or employment, or in its educational programs or activities on the basis of sex. As a recipient of federal financial assistance for education activities, PMI required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or related conditions. PMI also prohibits retaliation against any person opposing sex discrimination or participating in any sex discrimination investigation or complaint process, whether internal or external to the institution. Sex-based harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by PMI policy

Definitions

“Complainant” is any individual who has reported being or is alleged to be impacted by Prohibited Conduct as defined by this policy, and who was participating in a PMI program or activity at the time of the alleged misconduct.

“Consent” is knowing, voluntary and mutual decision among all participants to engage in sexual activity, expressed in words or actions. For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct with that particular person or people. Individuals may experience the same interaction in different ways. Therefore, it is the responsibility of each party to determine that the other has consented before engaging in the activity. If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). Past consent does not imply future consent. A current or previous dating relationship is not sufficient to constitute consent. The existence of consent is based on the totality of the circumstances, evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred. Silence or the absence of resistance alone is not consent. A minor (meaning a person under the age of 18 years, where applicable per state) cannot consent to sexual activity except in limited circumstances dictated by law. Consent can be withdrawn at any time during sexual activity through reasonable and clear communications through words or actions. When consent is withdrawn, sexual activity must stop.

Title IX – Sex-Based Offenses Reporting

(All PMI Campuses Excluding Texas)

- Coercion/Force: consent cannot be procured by the use of physical force, compulsion, threats, intimidating behavior, or coercion. Sexual activity accompanied by coercion or force is not consensual.
 - Coercion refers to unreasonable pressure for sexual activity. When someone makes it clear that they do not want to engage in sexual activity or do not want to go beyond a certain point of sexual interaction, continued pressure beyond that point can be considered coercive. The use of coercion can involve the use of pressure, manipulation, substances, or force. Ignoring objections of another person is a form of coercion.
 - Force refers to the use of physical violence or imposing on someone physically to engage in sexual contact or intercourse. Force can also include threats, intimidation (implied threats), or coercion used to overcome resistance.
- Incapacitation: occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing and informed consent (e.g., to understand the “who, what, when, where, why, and how” of their sexual interaction). Incapacitation is determined through consideration of all relevant indicators of a person’s state and is not synonymous with intoxication, impairment, or being under the influence of drugs or alcohol. This policy also covers a person whose incapacity results from temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs, or who are sleeping.

Under this policy, PMI will consider whether a respondent knew or should have known the complainant to be incapacitated, based on an objective, reasonable person standard that assumes the reasonable person is both sober and exercising sound judgment. The fact that the respondent was unaware of the complainant’s incapacity due to the respondent’s own drug or alcohol use shall not be considered as an excuse.

- Discrimination on the Basis of Sex: Discrimination is defined as treating members of a protected category less favorably because of their actual or perceived membership in that category or as having a policy or practice that adversely impacts the members of one protected category more than others. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

“Education program or activity” includes all campus operations, including off-campus settings that are operated or overseen by Pima; conduct subject to the Pima’s disciplinary authority that occurs off-campus; conduct that takes place via Pima-sponsored electronic devices, computer and internet networks and digital platforms operated by, or used in the operations of, the Pima.

Conduct that occurs outside of the education program or activity may contribute to a hostile environment within the program or activity.

Title IX – Sex-Based Offenses Reporting

(All PMI Campuses Excluding Texas)

“Equal access to program or activity.” Signs of enduring unequal educational access due to severe, pervasive, and objectively offensive sexual harassment may include: skipping class to avoid a harasser, a decline in a student’s grade point average, or having difficulty concentrating in class.

“Prohibited Conduct” means the conduct prohibited by this policy. Prohibited Conduct includes sex discrimination, including sex-based harassment, and retaliation.

“Reporting Party” means person reporting an incident that was witnessed or received the information about the incident and is reporting it to the appropriate PMI person.

“Respondent” any individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Retaliation” is any materially adverse action taken against an individual because they were involved in the disclosure, reporting, investigation, or resolution of a report of Prohibited Conduct. Retaliation includes threats, intimidation, harassment, coercion, discrimination, violence, or any other conduct against any person by PMI, a student, or an employee or other person authorized by PMI to provide aid, benefit, or service under PMI’s education program or activity, for the purpose of interfering with any right or privilege secured by this policy or by law, including Title IX or its regulations. Adverse action does not include perceived or petty slights, or trivial annoyances.

- The prohibition against retaliation applies to any individuals who participate (or refuse to participate) in any manner in an investigation, or hearing, and to any student who refuses to participate in an investigation, proceeding, or hearing.
- Retaliation may occur even where there is a finding of “not responsible” under this policy. Good faith actions lawfully pursued in response to a report of Prohibited Conduct are not Retaliation.

“Sex-based Harassment” is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. Sex-Based Harassment includes the following:

- Quid pro quo harassment: An employee, agent, or other person authorized by PMI to provide an aid, benefit, or service under PMI’s education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct.
- Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from PMI’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following: the degree to which the conduct affected the complainant’s ability to access PMI’s education program or activity; the type, frequency, and duration of the

Title IX – Sex-Based Offenses Reporting

(All PMI Campuses Excluding Texas)

- conduct; the parties' ages, roles within PMI's education program or activity, previous interactions, and other factors about a party that may be relevant to evaluating the effects of the conduct; the location of the conduct and the context in which the conduct occurred; and other sex-based harassment in PMI's education program or activity.
- Additional sexual harassment definitions from state workplace law
- Sexual assault: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Specifically, this includes:
 - Rape—The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
 - Fondling—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.
 - Incest—Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - Statutory Rape—Sexual intercourse with a person who is under the statutory age of consent.
 - Dating violence: violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.
 - Emotional and psychological abuse do not constitute violence for the purposes of this definition.
 - Domestic violence: felony or misdemeanor crimes of violence committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of PMI, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.
 - Emotional and psychological abuse do not constitute violence for the purposes of this definition.
 - Stalking: Engaging in a course of conduct, on the basis of sex, directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

Title IX – Sex-Based Offenses Reporting

(All PMI Campuses Excluding Texas)

- Sexual coercion: The application of unreasonable pressure, including emotionally or physically manipulative actions or statements, or direct or implied threats, in order to compel the person to engage in sexual activity.
- Sexual exploitation means a person taking sexual advantage of another person for the benefit of anyone other than that person without that person's consent, including, but not limited to, any of the following acts:
 - The prostituting of another person;
 - The trafficking of another person, defined as the inducement of a person to perform a commercial sex act, or labor or services, through force, fraud, or coercion;
 - The recording of images, including video or photograph, or audio of another person's sexual activity or intimate parts, without that person's consent;
 - The distribution of images, including video or photograph, or audio of another person's sexual activity or intimate parts, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to the disclosure.
 - The viewing of another person's sexual activity or intimate parts, in a place where that other person would have a reasonable expectation of privacy, without that person's consent, for the purpose of arousing or gratifying sexual desire.

"Sexual misconduct" includes sexual harassment, domestic violence, dating violence, sexual assault, and stalking.

"PMI Community" includes PMI employees, students, clinical related school officials (e.g., clinical instructor, clinical coordinator).

PMI Title IX Coordinator

Primary: Brenna Drago

Email: TitleIXCoordinator@pmi.edu

Phone: 480-844-5570

Mailing address: Pima Medical Institute, 40 N Swan Road, Suite 100, Tucson AZ 85711

Webform: Title IX reporting may also be submitted using the Title IX form available through the Student Portal.

The Title IX coordinator, including a designee with the same level of training as the Title IX Coordinator, shall be responsible for overseeing the reporting process, training, and initial investigation. Any person may report sex discrimination, including sexual harassment, in person, by mail, by telephone, webform, or by email, using the contact information listed for the Title IX Coordinator. Report may be made at any time (including during non-business hours) by using the telephone number or email address, by webform, or by mail to the office address, listed for the Title IX Coordinator.

Training

Title IX – Sex-Based Offenses Reporting

(All PMI Campuses Excluding Texas)

An investigator, decision-maker, and other persons who are responsible for implementing the recipient's grievance procedures or have the authority to modify or terminate supportive measures.

- Must be trained annually on the institution's obligation to address sex discrimination in its education program or activity, the scope of conduct that constitutes Prohibited Conduct under this policy, and all applicable notification and reporting obligations under Title IX.
- Must also be trained annually on the institution's response obligations, the grievance procedures, how to serve impartially (including by avoiding prejudice of the facts at issue, conflicts of interest, and bias), meaning and application of the term "relevant" in relation to questions and evidence and the types of evidence that are impermissible.
- Records must be maintained for a period of seven years

Training

Informal Resolution Facilitators

Must be trained on the institution's obligation to address sex discrimination in its education program or activity, the scope of conduct that constitutes Prohibited Conduct under this policy, and all applicable notification and reporting obligations under Title IX, and the rules and practices associated with the recipient's informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias.

The Title IX Coordinator

Must be trained in everything that Informal Resolution Facilitators and investigators/decision makers are trained on, and their specific response obligations, the recordkeeping system and requirements, and any other training necessary to comply.

Employees

School shall provide annual training for all employees that includes the institution's obligation to address sex discrimination in its education program or activity, the scope of conduct that constitutes Prohibited Conduct under this policy, and all applicable notification and reporting obligations under Title IX.

Students

School shall provide training during Student Orientation, which must include

- Title IX and what constitutes sexual violence under the school's policies;
- school's definition of consent, including examples;
- how the school analyzes whether conduct was unwelcome under Title IX;
- reporting options, including formal reporting and confidential disclosure options and any timeframes set by the school for reporting; school's grievance procedures;
- disciplinary code provisions relating to sexual violence and the consequences of violating those provisions;
- effects of trauma;
- the role alcohol and drugs often play in sexual violence incidents;
- strategies and skills for bystander intervention;
- how to report sexual violence to campus or local law enforcement;
- Title IX's protections against retaliation;

Title IX – Sex-Based Offenses Reporting

(All PMI Campuses Excluding Texas)

- encouraging students to report incidents of sexual violence; and
- educating students about the persons on campus to whom they can confidentially report incidents of sexual violence.

Responsibility to Report

All employees, with limited exceptions as identified by PMI, are required to promptly provide to the Title IX Coordinator all complaints or reports of sex discrimination, including sex-based harassment, to the Title IX Coordinator and share all information reported or made available to the employee. If an employee in a supervisory capacity has direct knowledge of an incident of harassment or discrimination on the part of, or directed toward, any employee of the Title IX Coordinator community, that supervisor is required to bring the matter to the attention of the Title IX Coordinator.

Researchers conducting an IRB-approved human subjects research study designed to gather information about sex discrimination are not required to report to the Title IX Coordinator disclosures made in the course of that study to the Title IX Coordinator.

PMI also encourages employees who themselves experience sex discrimination to bring their concerns to the Title IX Coordinator, though they are not required to do so.

When providing this information to the Title IX Coordinator, the employee must include their own name and contact information, and all known details about an incident, which may include, if known, the dates, times, locations, names of involved individuals and the nature of the incident.

Aside from this reporting obligation, employees will, to the fullest extent possible, maintain the privacy of an individual's information, consistent with FERPA.

Students are expected to report any known issue related to sexual misconduct involving self or others to a PMI person with authority (such as a program director, associate dean of faculty, student services coordinator, or associate / campus director).

Reporting may include:

- Oral report of sexual harassment by a complainant or anyone else;
- written report;
- personal observation;
- anonymous report; or
- other means of communication or awareness (e.g. social media account, article, etc.).

If anyone is unsure about whether an incident requires reporting, reach out to the Title IX coordinator. Reports should be made within 24 hours or as soon as reasonable possible.

Procedure for Reporting

How to Make a Report to PMI

All complaints of violations of this policy will be taken seriously and in good faith.

Title IX – Sex-Based Offenses Reporting

(All PMI Campuses Excluding Texas)

The Title IX Coordinator will provide information and guidance regarding how to file a complaint with PMI and/or local law enforcement, as well as information and assistance about what course of action may best support the individual(s) involved and how best to address the complaint.

- Every reasonable effort will be made to maintain the privacy of those making a report to the extent possible. In all cases, PMI will give consideration to the party bringing forward a report with respect to how the matter is pursued.
- PMI may, when necessary to protect the community, initiate an investigation or take other responsive actions to a report, even when the person identifying a concern chooses not to participate in a resolution process and/or requests that PMI not initiate an investigation.
- Employees, students, guests, or visitors who believe that this policy has been violated should promptly contact the Coordinator.
- There is no timeline for making a report of sex discrimination, however, PMI encourages the prompt reporting of a complaint as the ability of PMI to pursue the complaint to conclusion may be hindered by the passage of time.

Amnesty

A student making a report to the Title IX Coordinator may be eligible for Amnesty for drug or alcohol related violations that occurred on or around the same time as the incident or that was in connection with the incident.

Privacy and Confidentiality

PMI values the privacy of its students, employees, and other community members. Community members should be able to seek the assistance they need and access this policy without fear that the information they provide will be shared more broadly. References made to privacy mean PMI offices and employees who cannot guarantee confidentiality, but will maintain privacy to the greatest extent possible, relaying information as necessary to investigate or seek a resolution and to notify the Title IX Coordinator or designee, who is responsible for tracking patterns and spotting systemic issues. PMI will limit the disclosure as much as practicable.

All activities under these procedures shall be conducted with the privacy interests of those involved. While PMI will take all reasonable steps to protect the privacy of individuals involved in a complaint, it may be necessary to disclose some information to individuals or offices on campus in order to address a complaint or provide for the physical safety of an individual or the campus. Thus, PMI cannot, and does not, guarantee that all information related to complaints will be kept confidential.

In order to maintain the privacy of evidence gathered as part of any resolution process, access to materials under the procedures in this policy will be provided only by a secure method and parties and advisors are not permitted to make copies of any documents shared or make use of the documents outside of the processes described in this policy.

Parties may request to review a hard copy of materials, and PMI will make that available in a supervised or monitored setting.

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Inappropriately sharing materials provided during this process may constitute retaliation under this policy.

Individuals may speak confidentially with a Confidential Resource. Confidential Resources (e.g., licensed mental health care providers, physicians, clergy) may not report to Title IX Coordinator any identifying information about conduct that may violate PMI's policies against sex discrimination without the written consent of the individual who supplied the information, unless required by law. Such disclosures will not be reported to the Title IX Coordinator or initiate any process under this policy. PMI employs two types of employees who are not required to report information about sex discrimination to the Title IX Coordinator: Privileged and confidential employees whose communications are privileged or confidential under Federal or State law. The employee must be hired for and functioning within the scope of their duties to which the privilege or confidentiality applies. For example, physicians, and mental health counselors are all confidential employees. Disclosures made to these employees means that information cannot be disclosed to anyone internal or external to PMI without the expressed permission from the individual disclosing the information. State law requires professional counselors to report: when a patient is likely to engage in conduct that would result in serious harm to the patient or others; if there is reasonable cause to suspect that a minor has been sexually abused. These reports must be made to the state reporting agency.

Employees designated by the institution as exempt from reporting known sex discrimination to the Title IX Coordinator, and designated as such for the purpose of providing services to the campus community related to sex discrimination. Such employees must be acting in the scope of that role when they learn of the information about sex discrimination for this exemption to apply. For example, the ombudsperson and sexual violence response counselors may be designated as exempt from internal reporting. Disclosures made to these employees means that information will not be shared with the Title IX Coordinator or anyone within PMI, but may be released under legal action or court order without the permission of the individual disclosing the information.

Reporting to the Police

Some Prohibited Conduct may constitute a violation of both the law and PMI policy. PMI encourages students to report alleged crimes promptly to local law enforcement agencies. All persons have the right to file with law enforcement, as well as the right to decline to file with law enforcement. The decision not to file shall not be considered as evidence that there was not a violation of PMI policy.

Criminal investigations may be useful in the gathering of relevant evidence, particularly forensic evidence. The standards for finding a violation of criminal law are different from the standards for finding a violation of this policy. Conduct may constitute Prohibited Conduct under this policy even if law enforcement agencies lack sufficient evidence of a crime and decline to prosecute.

Proceedings under this policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus. However, when a complaint is made to PMI as well as to law

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enforcement, PMI may delay its process if a law enforcement agency requests that PMI delay its process for a reasonable amount of time to allow law enforcement to gather evidence of criminal misconduct.

Criminal or legal proceedings are separate from the processes in this policy and do not determine whether this policy has been violated.

All investigations and hearings under this policy will be thorough, reliable and impartial, and will seek to collect evidence and names of witnesses to gather information that is directly or substantially relevant to whether the alleged policy violation occurred, and will not be based on the grounds that civil or criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

In the case of an emergency, where the physical well-being of a member of PMI community or the safety of PMI as an institution is threatened, any individual with such knowledge should promptly inform the Director of Campus Safety. PMI may take any immediate steps as may be necessary and appropriate under the circumstances to ensure the well-being of PMI community and PMI as an institution.

Procedure for Responding to a Report

Initial Contact

Following receipt of a report alleging a potential violation of this policy, the Title IX Coordinator will contact the complainant to meet with the Title IX Coordinator for an initial intake and assessment meeting, and will provide the following:

- An invitation to meet to offer assistance and explain their rights, resources, and options under this policy;
- Access to this policy;
- Information regarding available campus and community resources for counseling, health care, mental health, or victim advocacy. Upon request, information regarding legal assistance, visa and immigration assistance, student financial aid and other available services may be provided;
- The availability of Supportive Measures regardless of whether a complaint is filed and/or any resolution is initiated;
- The options for resolution (no action, prevention, agreement, investigation) and how to initiate such resolution processes;
- The right to notify law enforcement as well as the right not to notify law enforcement;
- The importance of preserving evidence and, in the case of potential criminal misconduct, how to get assistance from Campus Safety or local law enforcement in preserving evidence;
- The right to an advisor of choice, if applicable, during PMI proceedings under this policy including the initial meeting with the Title IX Coordinator
- A statement that retaliation for filing a complaint, or participating in the complaint process, is prohibited.
- Information on how to initiate the Investigation or Resolution-Based Agreement process.

Initial Intake & Assessment

The Initial Assessment process seeks to gather information about the nature and circumstances of the report to determine whether this policy applies to the report and, if so, which resolution process

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may be appropriate, as well as which section of the resolution procedures apply based on the conduct and the status of the parties. The Title IX Coordinator may also determine that the provision of supportive measures only is the appropriate response under the policy.

The initial assessment is not a finding of fact or responsibility. If the individual bringing forward the complaint is not the actual complainant, the Title IX Coordinator will limit communication to general information on policies and processes. Should the complainant wish to initiate a resolution process, the Title IX Coordinator will determine whether this policy applies and, if so, the appropriate process under this policy. The Title IX Coordinator will communicate to the complainant this determination. If the information provided does not suggest a potential violation of this policy, the Title IX Coordinator will provide the complainant written notice that the matter is being referred for handling under a different policy, and/or to another appropriate office for handling.

Requests for Confidentiality or No Further Action

When a complainant requests that PMI not use their name as part of any resolution process, or that PMI not take any further action, PMI will generally try to honor those requests. However, there are certain instances in which PMI has a broader obligation to the community and may need to act against the wishes of the complainant.

In such circumstances, the Title IX Coordinator will notify the complainant in writing of the need to take action. The factors the Title IX Coordinator will consider when determining whether to act against the wishes of a complainant include:

- The complainant's request not to proceed with initiation of a complaint;
- The complainant's reasonable safety concerns regarding initiation of a complaint;
- The risk that additional acts of Prohibited Conduct would occur if a complaint is not initiated;
- The severity of the alleged Prohibited Conduct, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee of PMI;
- The scope of the alleged discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- The availability of evidence to assist a Decision maker in determining whether sex discrimination occurred; and
- Whether PMI could end the alleged sex discrimination and prevent its recurrence without initiating its resolution procedures under this policy.
- Whether the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other persons, or that the conduct as alleged prevents PMI from ensuring equal access on the basis of sex to its education program or activity.

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Emergency Removal

For sex discrimination and sex-based harassment, PMI retains the authority to remove a respondent from PMI's program or activity on an emergency basis, where PMI (1) undertakes an individualized safety and risk analysis, (2) determines that an immediate and serious threat to the health or safety of a complainant or any student, employee, or other individual arising from the allegations of sex discrimination justifies a removal, and (3) PMI provides the respondent with notice of and an opportunity to challenge the decision immediately following the removal.

The respondent may challenge the decision immediately following the removal, by notifying the Title IX Coordinator in writing. PMI will designate an impartial individual, not otherwise involved in the case, to consider the challenge to the removal and determine if the emergency removal was reasonable.

For all other Prohibited Conduct, PMI may defer to its interim suspension policies for students and administrative leave for employees.

Administrative Leave

The PMI retains the authority to place an employee respondent on administrative leave during a pending complaint process under this policy, with or without pay as appropriate.

Administrative leave may be a supportive measure, emergency removal, or consistent with applicable law, CBA. Administrative leave implemented as a supportive measure or as emergency removal is subject to the procedural provisions above, including the right to challenge the decision to implement that measure.

Dismissal of a Complaint

Before dismissing a complaint, PMI will make reasonable efforts to clarify the allegations with the complainant. PMI may dismiss a complaint if:

- PMI is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in PMI's education program or activity and is not employed by PMI;
- The complainant voluntarily withdraws their complaint in writing and the Title IX Coordinator declines to initiate a complaint.
- The complainant voluntarily withdraws some but not all allegations in a complaint in writing, and PMI determines that the conduct that remains alleged in the complaint would not constitute Prohibited Conduct under this policy; or
- PMI determines the conduct alleged in the complaint, even if proven, would not constitute Prohibited Conduct under this policy.

Upon dismissal, PMI will promptly notify the complainant in writing of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then PMI will notify the parties simultaneously in writing. If a dismissal of one or more allegations changes the appropriate decision-making process under these procedures, the Title IX Coordinator will include that information in the notification. PMI will notify the complainant that a dismissal may be appealed on the basis outlined in the Appeals section.

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If dismissal occurs after the respondent has been notified of the allegations, then PMI will also notify the respondent that the dismissal may be appealed on the same bases. If a dismissal is appealed, PMI will follow the procedures outlined in the Appeals section of these procedures.

When a complaint is dismissed, PMI will, at a minimum:

- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and,
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within PMI's education program or activity.

A complainant who decides to withdraw a complaint or any portion of it may later request to reinstate it or refile it.

Referrals for Other Misconduct

PMI has the discretion to refer complaints of misconduct not covered by this policy for handling under any other applicable PMI policy or code. As part of any such referral for further handling, PMI may use evidence already gathered through any process covered by this policy. Should there be a conflict between the provision of this policy and other PMI policies, procedures, rules, regulations, or terms or conditions of employment, the provisions of this policy will govern unless specifically stated otherwise. This policy and these procedures are separate from PMI's student disciplinary processes, by which PMI may bring a discipline charge against a student for violating PMI policy according to the provisions found in PMI code of conduct ([link](#)).

Consolidation of Cases

PMI may consolidate complaints under this policy as appropriate: for example, if there are multiple complaints where the allegations of Prohibited Conduct arise out of the same facts or circumstances, or there are multiple complaints with overlapping parties. PMI also reserves the right to use this policy to adjudicate other allegations and conduct charges as defined by policies outside of the scope of this policy in instances when the conduct is associated with an alleged issue of Prohibited Conduct under this policy.

The Title IX Coordinator will address these consolidated complaints in collaboration and coordination with other appropriate offices, such as Student Services and Human Resources. Allegations of a violation of a separate policy are not required to be handled using the procedural requirements set forth in this policy.

Student Withdrawal or Employee Resignation while Matters are Pending

If a student or employee respondent permanently withdraws or resigns from PMI with unresolved allegations pending, PMI will consider whether and how to proceed with the resolution process. The PMI will continue to address and remedy any systemic issues or concerns that may have contributed to the alleged violation(s) and any ongoing effects of the alleged Prohibited Conduct.

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A student respondent who withdraws or leaves while the process is pending may not return to PMI without first resolving any pending matters. Such exclusion applies to all PMI campuses and programs.

- Admissions will be notified that the student cannot be readmitted.
- They may also be barred from PMI property or events.
- If a student respondent withdraws or takes a leave for a specified period of time (e.g., one semester or term), the resolution process may continue remotely and that student is not permitted to return to PMI unless and until the matter is fully resolved.

An employee respondent who resigns with unresolved allegations pending is not eligible for rehire with PMI and the records retained by the Title IX Coordinator will reflect that status. All PMI responses to future inquiries regarding employment references for that individual will include that the former employee resigned during a pending disciplinary matter.

Options for Resolution

There are multiple ways to resolve a complaint or report of sex discrimination. Whenever possible, PMI will utilize the resolution method chosen by the complainant. During the resolution of a complaint, the Title IX Coordinator will determine whether to implement reasonable supportive measures designed to assist all parties (complainants and respondents) and community members in maintaining access to and participation in PMI programs, services and activities during the resolution of the complaint. This section includes information on Support-Based Resolution, Agreement-Based, and Investigation or investigation and Hearing procedures.

- Support- Based Resolution; a support-based resolution is an option for a complainant who does not wish PMI to take any further steps to address their concern, and when the Title IX Coordinator determines that another form of resolution, or further action, is not required. Some types of support that may be appropriate include: adjustments or changes to class schedules; moving from one residence hall room to another; adjusted deadlines for projects or assignments; adjustments to work schedule or arrangements; escorts to and around campus; or counseling. A support-based resolution does not preclude later use of another form of resolution, for example if new information becomes available to PMI and the Title IX Coordinator determines there is need for additional steps to be taken, or the complainant later decides to pursue a Resolution Agreement or investigation, or investigation and hearing.
- Agreement-Based Resolution; agreement-Based Resolution is an alternative to the investigation and decision making procedures where the Parties each voluntarily agree to resolve the complaint in a way that does not include an investigation and does not include any finding of responsibility. Agreement-Based Resolution is a voluntary, structured interaction between or among affected parties that balances support and accountability.

If PMI offers Agreement-Based Resolution to the parties, and they voluntarily consent to engage in that process, the Title IX Coordinator must still take other prompt and effective steps as needed to ensure that sex discrimination does not continue or recur within the education program or activity.

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Parties and the Title IX Coordinator may agree to pause or exit the investigation and decision making resolution procedures to explore Agreement-Based Resolution. Any party may design the proposed agreement between the parties. The Title IX Coordinator must approve of the use of the Agreement-Based Resolution process, and approve the final agreement between the parties. Agreement-Based Resolution may be initiated at any time prior to the release of the final determination. Because Agreement-Based Resolution does not involve an investigation, there is not any determination made as to whether a respondent violated this policy. The Title IX Coordinator has the discretion to determine that Agreement-Based Resolution is not an appropriate way to address the reported conduct, and that the matter must instead be resolved through the Investigation or Investigation and Hearing process.

Initiating the Agreement-Based Resolution Process; prior to the initiation of Agreement-Based Resolution, the Title IX Coordinator will provide the Parties written notice that includes:

- The specific allegation and the specific conduct that is alleged to have occurred;
- The requirements of the Agreement-Based Resolution process;
- Any consequences resulting from participating in the Agreement-Based Resolution process, including the records that will be maintained or could be shared, and whether PMI could disclose such information for use in a future PMI resolution process, including an investigation and resolution process arising from the same or different allegations, as may be appropriate.
- Notice that an agreement resulting from the Agreement-Based Resolution process is binding only on the parties and is not subject to appeal.
- Notice that once the Agreement is finalized and signed by the Parties, they cannot initiate or continue an investigation procedure arising from the same allegations.
- A statement indicating that the decision to participate in the Agreement-Based Resolution process does not presume that the conduct at issue has occurred.
- A statement that the respondent is presumed not responsible for violating this policy, unless respondent admits to violations of this policy;
- An explanation that all parties may be accompanied by an advisor of their choice, who may be a parent, colleague, friend, or attorney;
- A statement that any party has the right to withdraw from the Agreement-Based Resolution process and initiate or resume resolution procedures at any time before agreeing to a resolution;
- The date and time of the initial meeting with staff or the Title IX Coordinator, with a minimum of 3 days' notice;
- Information regarding Supportive Measures, which are available equally to the parties; and
- The potential terms that may be requested or offered in an Agreement-Based Resolution agreement.

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Facilitating an Agreement; if all Parties are willing to explore Agreement-Based Resolution, the Title IX Coordinator will then meet separately with each party to discuss the Agreement-Based Resolution process and facilitate an agreement.

If an agreement cannot be reached, either because the Parties do not agree, determine they no longer wish to participate in the Agreement-Based Resolution process, or the Title IX Coordinator does not believe that the terms of the agreement or continuing the Agreement-Based Resolution process is appropriate, the Title IX Coordinator may decide that the reported conduct will instead be addressed through the investigation or investigation and hearing process.

The Title IX Coordinator will inform the parties of such decision, in writing. Agreement-Based Resolution processes are managed by facilitators who do not have a conflict of interest or bias in favor of or against complainants or respondents generally or regarding the specific parties in the matter. The Title IX Coordinator may serve as the facilitator, subject to these restrictions. The investigator or Decision maker for the matter may not facilitate an Agreement-Based Resolution in that same matter. Any party may craft or create the terms of their agreement and will be asked for their suggestions or ideas. Examples of agreements may include but are not limited to:

- an agreement that the respondent will change classes or housing assignments;
- an agreement that the Parties will not communicate or otherwise engage with one another;
- an agreement that the Parties will not contact one another;
- completion of a training or educational project by the respondent;
- completion of a community service project by the respondent;
- an agreement to engage in a restorative justice process or facilitated dialogue; and/or
- discipline agreed upon by all parties.

In order to facilitate Agreement-Based Resolution, information shared by any party will not be used in any related resolution process of the same complaint under this policy.

No evidence concerning the allegations obtained within the Agreement-Based Resolution process may be disseminated to any outside person, provided that any party to the Agreement-Based Resolution process may generally discuss the allegations under investigation with a parent, advisor, or other source of emotional support, or with an advocacy organization. An admission of responsibility made during an Agreement-Based Resolution process, however, may not be incorporated into the investigation and adjudication proceeding. Finalizing the Resolution Agreement; once the final terms of the Resolution Agreement have been agreed upon by all parties, in writing, and approved by the Title IX Coordinator, the matter will be considered closed, and no further action will be taken. Once signed, no appeal is permitted. The Agreement-Based Resolution process is generally expected to be completed within thirty (30) days and may be extended by the Title IX Coordinator as appropriate. All parties will be notified, in writing, of any extension and the reason for the extension.

Records of an Agreement-Based Resolution process can be shared with other offices as appropriate. Any violations of the terms of the Resolution Agreement may result in disciplinary action.

Investigation & Decision Making Resolution

This policy includes two types of investigation and decision making procedures. All prohibited conduct matters except for sex-based harassment involving a student as a party, Sex-based harassment involving a student as a party. The following information applies to both types of the investigation and decision making procedures.

Acceptance of Responsibility; if a respondent accepts responsibility for all or part of the Prohibited Conduct alleged, the Coordinator or designated sanctioning officer will issue an appropriate sanction or responsive action as to those violation(s) and continue processing any remaining allegations of Prohibited Conduct, if any.

Assignment of the Investigator and/or Decision maker; PMI will assign a trained investigator and/or Decision maker to conduct an adequate, reliable, and impartial investigation and hearing, if applicable, in a reasonably prompt timeframe. PMI reserves the right to utilize internal or external investigators, Decision makers, or hearing officers.

All parties have the option to participate in the investigation and/or hearing, and each have the same rights during the resolution process including the right to an advisor, to submit relevant witness names and evidence, and to review the evidence gathered by the investigator prior to the investigator providing the final report to the Decision maker. In cases where there is a hearing, all parties have the same rights at the hearing, including the right to review any evidence that will be considered by the Decision maker prior to the hearing.

The investigator will establish deadlines for submission of names of relevant witnesses and submission of evidence and communicate those deadlines to the parties in writing.

Conflict of Interest or Bias

After a Notice of Investigation is issued to all parties, any party may object to the participation of the Title IX Coordinator or designated investigator on the grounds of a demonstrated bias or actual conflict of interest. All parties will have three (3) days from the date of the Notice of Investigation to object to the selection of the investigator or the Title IX Coordinator. Objections to the Title IX Coordinator are to be made, in writing, to the appropriate official. Objections to the appointment of the investigator are to be made in writing, to the Title IX Coordinator. All objections will be considered, and changes made as appropriate. If the objection is substantiated as to either the Title IX Coordinator or the Investigator, that individual shall be replaced. Any change will be communicated in writing.

Timeline

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In those cases that do not include a hearing, PMI strives to complete the investigation process within ninety (90) days from the date of the Notice of Investigation. In those cases that include a hearing, PMI strives to complete the investigation process within sixty (60) days from the date of the Notice of Investigation, and complete the hearing within sixty (60) days of the Notice of Hearing. The timeline for any part of the resolution process may be extended for good cause by the Title IX Coordinator. All parties shall be notified, in writing, of any extension to the timeline that is granted, the reason for the extension, and the new anticipated date of conclusion of the investigation and/or hearing. Good cause reasons for extension may include ensuring availability of witnesses and other participants and ensuring participants have sufficient time to review materials. PMI shall not unreasonably deny a student party's request for an extension of a deadline related to a complaint during periods of examinations or school closures. The investigator and/or Title IX Coordinator shall provide the Parties with periodic status updates, in writing.

Burden and Standard of Review

PMI has the burden of conducting an investigation that gathers sufficient evidence to determine whether Prohibited Conduct occurred. This burden does not rest with any party, and any party may decide to limit their participation in part or all of the process, or to decline to participate. This does not shift the burden of proof away from PMI and does not indicate responsibility. The standard of proof used in any investigation and decision making process is the preponderance of the evidence standard, which means more likely than not.

Written Notice of Meetings

PMI will provide to a party or witness whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all meetings or proceedings with sufficient time to prepare to participate.

Evidence Gathering

Interviews: The investigator will interview all parties and relevant witnesses and gather relevant documentary evidence provided by the parties and any identified witnesses. Interviews may be conducted in person, or via video conference. When a party meets with an investigator, the investigator will ask questions related to the allegations in the complaint and a party is given the opportunity speak to the allegations and related events. Parties may identify fact witnesses and provide evidence that is relevant to the allegations and not otherwise impermissible. This will include inculpatory evidence (that tends to show it more likely that someone committed a violation) and exculpatory evidence (that tends to show it less likely that someone committed a violation). The investigator ultimately determines whom to interview to determine the facts relevant to the complaint.

Impermissible Evidence

The following types of evidence, and questions seeking that evidence, are impermissible. This means this information will not be accessed or considered, except by PMI to determine whether one of the

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exceptions listed below applies. This information will not be disclosed or otherwise used, regardless of relevance:

- Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- Evidence provided to an employee designated by PMI as exempt from internal reporting under this policy, unless the person who made the disclosure or otherwise provided evidence to that employee has voluntarily consented to re-disclosure;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless PMI obtains that party's or witness's voluntary, written consent for use in its resolution procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to alleged sex-based harassment. The fact of prior consensual sexual conduct between the parties does not by itself demonstrate or imply the complainant's consent to other sexual activity or preclude a determination that Prohibited Conduct occurred.

Investigation & Decision making Procedures for All Prohibited Conduct Except Sex-Based Harassment Involving a Student Party

This procedure is for all matters of Prohibited Conduct being investigated and determined under this policy except for sex-based harassment involving a student as a party. PMI will assign a trained investigator and/or trained hearing officer to conduct an adequate, reliable, and impartial investigation and hearing in a reasonably prompt timeframe. PMI reserves the right to utilize internal or external investigators and hearing officers. All parties have the option to participate in the investigation and/or hearing, and each have the same rights during the resolution process including the right to an advisor, to submit relevant witness names and evidence, and to review the evidence gathered by the investigator prior to the investigator's making any findings. In the event of a hearing, all parties have the same rights, including the right to review any evidence that will be considered by the Hearing Officer prior to the hearing.

Notice of Investigation

Prior to the start of an investigation, the Parties will be provided a written Notice of Investigation communicating the initiation of an investigation. Should additional allegations be brought forward, or information regarding location or date of the incident(s), a revised written Notice of Investigation shall be provided to all parties. The notice shall include, at a minimum:

- The PMI's resolution procedures, including the applicable determination procedure, and any alternative resolution process, with a link to the full procedures;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), a description of the facts

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- alleged to constitute Prohibited Conduct, the type of Prohibited Conduct, and the date(s) , time(s), and location(s) of the alleged incident(s), if known;
- A statement that Retaliation is prohibited;
 - A list of possible sanctions;
 - Contact information for the assigned investigator and Decision maker, as well as the process for raising a challenge to the appointed investigator, Decision maker, or Title IX Coordinator, and the deadline for doing so.
 - Expected length of the major stages of the resolution process, as well as any applicable deadlines.
 - Whether the Investigator, or another individual, shall serve as the Decision maker, if known.
 - A statement that the respondent is presumed not responsible for Prohibited Conduct until a determination is made at the conclusion of the investigation and decision making procedures. Prior to such a determination, the parties will have an opportunity to present relevant and not otherwise impermissible evidence to a trained, impartial Decision maker;
 - The parties may have an advisor of their choice who may be a friend, colleague, therapist, or attorney;
 - The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence, and to provide a response;
 - A statement that PMI prohibits knowingly making false statements or knowingly submitting false information during resolution procedures, with a link to the relevant policy(ies).
 - If known, the date and time of the initial interview with the investigator, with a minimum of five (5) days' notice.

Individual Interviews

The investigator will hold individual interviews with parties and witnesses to ask relevant and not otherwise impermissible questions and follow-up questions, including questions exploring credibility. Only the investigator and the party or witness may attend each individual interview, and a party may be accompanied by their advisor.

Additional attendees may be permitted at the discretion of the Title IX Coordinator in connection with an approved disability-related accommodation. All persons present at any time during any part of the investigation or resolution process are expected to maintain the privacy of the proceedings and not discuss or otherwise share any information learned as part of those proceedings, and may be subject to further PMI discipline for failure to do so. PMI may also adopt and apply other reasonable rules regarding decorum, provided they apply equally to the parties.

The individual interviews may be conducted with all participants physically present in the same geographic location, or, at PMI's discretion, with all participants joining virtually through a video conferencing option. PMI will share expectations of decorum to be observed at all times in any meeting or proceeding under this policy. These expectations are applied equally to all parties and advisors. The PMI has the discretion to remove, with or without prior warning, from any meeting or proceeding an involved party, witness, or advisor who does not comply with these expectations and any other applicable PMI rules.

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Evidence Review

At the conclusion of all fact-gathering, the investigator will provide each party and their advisor, if any, the opportunity to review all relevant and not otherwise impermissible evidence gathered.

The purpose of the inspection and review process is to allow each party the equal opportunity to meaningfully respond to the evidence prior to conclusion of the investigation and to submit any additional relevant evidence, questions for parties or witnesses, or the names of any additional witnesses with relevant information. This is the final opportunity to offer evidence or names of witnesses. Given the sensitive nature of the information provided, PMI will facilitate this review in a secure manner. None of the parties nor their advisors may copy, remove, photograph, print, image, videotape, record, or in any manner otherwise duplicate or remove the information provided. Any student or employee who fails to abide by this may be subject to discipline. Any advisor who fails to abide by this may be subject to discipline and/or may be excluded from further participation in the process.

The parties will have a minimum of 5 days to inspect and review the evidence and submit a written response in writing to the investigator. PMI will provide access to copies of the parties' written responses to the investigator to all parties and their advisors, if any. The Title IX Coordinator shall have the discretion to extend the evidence review period based on the volume and nature of the evidence. At the conclusion of the evidence review, when deemed appropriate by the investigator, the investigator shall then conduct any additional fact-gathering as may be necessary. If new, relevant evidence is gathered during this second fact-gathering period, the new evidence will be made available for review by the parties and their advisors. The parties shall have 5 days to provide a response to the newly-gathered evidence. No new evidence will be accepted as part of any response, except that the investigator shall have the discretion to accept relevant evidence that was not previously available or known to exist, and that was not previously discoverable with the exercise of reasonable diligence. The investigator will consider the parties' written responses before finalizing the investigation report. The parties may each submit a written impact statement prior to the conclusion of the resolution process. The impact statement is not evidence and will be reviewed only after a determination of responsibility is reached, if applicable.

Investigation Report

The investigator, who may also serve as the Decision maker, shall evaluate the relevant and not impermissible evidence and make a factual determination regarding each allegation, and also determine whether a violation of the policy occurred. The investigator may choose to place less or no weight upon statements by a party or witness who refused to respond to questions deemed relevant and not impermissible, or declined to participate. The investigator will not draw an inference about whether Prohibited Conduct occurred based solely on a party's or witness's refusal to respond to questions. The investigator shall prepare a report which shall include: a description of the allegations of Prohibited Conduct; information about the policies and procedures used to evaluate the allegations; a description of the procedural steps taken from the receipt of the complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, and methods used to gather other evidence; an evaluation of the relevant and not otherwise impermissible evidence and the

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rationale for that evaluation; findings of fact for each allegation, with rationale; conclusions regarding which section of this policy or other PMI policy, if any, the respondent has or has not violated, with rationale.

This report shall be provided to the Title IX Coordinator. In the event that the Decision maker has determined that a violation of PMI policy has occurred, the Title IX Coordinator shall then provide the report to the appropriate Sanctioning Officer to determine the sanction, and the Title IX Coordinator shall then determine the appropriate remedy(ies) for the complainant and any impacted parties. Past findings of responsibility relating to this policy or any other PMI policy are admissible in the sanctioning stage only.

The Title IX Coordinator shall then provide the parties and their advisors, if any, with a written Notice of Outcome and a copy of the investigation report. The Notice of Outcome shall include:

- A statement of, and rationale for, any disciplinary sanctions PMI imposed on the respondent
- A statement as to whether remedies will be provided to the Complainant
- For the complainant, a description of any remedies that apply to the complainant
- The PMI's procedures and the permitted reasons for the parties to appeal, including identifying the Appeals Officer.
- How to challenge participation by the Appeals Officer for bias or conflict of interest, which the Title IX Coordinator will resolve in their sole discretion.

The determination regarding responsibility becomes final either on the date that PMI provides the parties with the written determination of the result of any appeal, or, if no party appeals, the date on which an appeal would no longer be considered timely.

Investigation & Decision making Procedures in Cases of Sex-Based Harassment Involving a Student

The following describes the investigation and decision making procedures for matters of sex-based harassment in which a student is either a complainant or respondent, regardless of the status of the other party.

Notice of Investigation

Prior to the start of an investigation, the Parties will be provided a written Notice of Investigation communicating the initiation of an investigation. Should additional allegations be brought forward, or information regarding location or date of the incident(s), a revised written Notice of Investigation shall be provided to all parties.

The Notice shall include, at a minimum:

- PMI's investigation procedures, including the applicable determination procedure that will be used in this investigation and resolution, and a link to the relevant policies;
- Information about the agreement-based, with a link to the full procedures.
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), a description of the facts

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- alleged to constitute Prohibited Conduct, the type of Prohibited Conduct, and the date(s) and location(s) of the alleged incident(s);
- A statement that retaliation is prohibited;
 - Whether the investigator, or another individual, shall serve as the Decision maker if known.
 - Expected length of the major stages of the resolution process, as well as any applicable deadlines.
 - The Notice will inform the parties that the investigator will establish and communicate, in writing, all investigation deadlines, including the final deadlines for submitting names of witnesses, evidence, and relevant questions to ask a party or witness. These deadlines may be extended by the Title IX Coordinator for good cause, and any changes will be provided, in writing, to the parties, along with the rationale for the revised deadline(s).
 - The process for raising a challenge to the appointed investigator, Decision maker or Title IX Coordinator, and the deadline for doing so.
 - A statement that the respondent is presumed not responsible for Prohibited Conduct until a determination is made at the conclusion of the resolution process. Prior to such a determination, the parties will have an opportunity to present relevant and not otherwise impermissible evidence to a trained, impartial Decision maker;
 - A statement that the parties may have an advisor of their choice who may be a friend, parent, therapist, colleague, or attorney;
 - The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an investigation report that accurately summarizes this evidence. [If PMI provides access to an investigation report: The parties are entitled to an equal opportunity to access the relevant and not impermissible evidence upon the request of any party]; and
 - [PMI-027 V.B.2](#) of PMI's Student Code of Conduct prohibits knowingly making false statements or knowingly submitting false information during the resolution procedures.
 - The date and time of the initial interview with the Investigator, with a minimum of five (5) days' notice.

Individual Interviews

The investigator will hold individual interviews with parties and witnesses to ask relevant and not otherwise impermissible questions and follow-up questions, including questions exploring credibility, and to request of the parties the names of relevant witnesses and relevant evidence. Only the investigator and the party or witness may attend each individual interview, and a party may be accompanied by their advisor. Additional attendees may be permitted at the discretion of the Title IX Coordinator in connection with an approved disability-related accommodation. All persons present at any time during any part of the investigation or resolution process are expected to maintain the privacy of the proceedings and not discuss or otherwise share any information learned as part of the resolution process, and may be subject to further PMI discipline for failure to do so.

The investigator will then gather from parties, witnesses, and other sources, all relevant evidence. The PMI will share expectations of decorum to be observed at all times in any meeting or proceeding under this policy. These expectations are applied equally to all parties and advisors. The PMI has the discretion

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to remove, with or without prior warning, from any meeting or proceeding an involved party, witness, or advisor who does not comply with these expectations and any other applicable PMI rules.

The individual interviews may be conducted with all participants physically present in the same geographic location, or, at PMI's discretion, with all participants joining virtually through a video conferencing option. The investigator will determine, in their sole discretion, whether parties and witnesses are likely to provide relevant information about the allegations, and has the sole discretion to determine which parties and witnesses to call to an interview. The investigator may conduct follow-up interviews as they deem appropriate.

Investigator Determination of Relevance

The investigator will determine whether parties and witnesses are likely to provide relevant information about the allegations, and has the sole discretion to determine which parties and witnesses to call to individual follow-up meetings. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance. Character evidence that is not relevant will not be considered.

Evidence Review

At the conclusion of all fact-gathering, the investigator will provide each party and their advisor the opportunity to review all relevant and not otherwise impermissible evidence gathered. In the event that an audio or audiovisual recording is shared, the recording will only be made available at an in-person and monitored meeting on campus, and will not otherwise be transmitted for review, so as to maintain the privacy of those participating in the process.

The purpose of the inspection and review process is to allow each party the equal opportunity to meaningfully respond to the evidence prior to conclusion of the investigation and to submit any additional relevant evidence, questions for parties or witnesses, or the names of any additional witnesses with relevant information. This is the final opportunity to offer evidence or names of witnesses. Evidence not provided during the investigation process will not be considered by the Decision maker. Given the sensitive nature of the information provided, PMI will facilitate this review in a secure manner. None of the parties nor their advisors may copy, remove, photograph, print, image, videotape, record, or in any manner otherwise duplicate or remove the information provided. Any student or employee who fails to abide by this may be subject to discipline. Any advisor who fails to abide by this may be subject to discipline and/or may be excluded from further participation in the process.

The parties will have a minimum of 5 days to inspect and review the evidence and submit a written response in writing to the investigator. The Title IX Coordinator shall have the discretion to extend the evidence review period based on the volume and nature of the evidence.

When deemed appropriate by the investigator, the investigator shall then conduct any additional fact-gathering as may be necessary. If new, relevant evidence was submitted as part of evidence review, or is gathered during this second fact-gathering period, the new relevant evidence will be made available for review by the parties and their advisors. The parties shall have 5 days to provide a response to the

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newly-gathered evidence. No new evidence will be accepted as part of any response, except that the investigator shall have the discretion to accept relevant evidence that was not previously available or known to exist, and that was not previously discoverable with the exercise of reasonable diligence. The investigator will consider the parties' written responses before finalizing the investigation report.

Investigation Report

The investigator will prepare a written report summarizing all of the relevant evidence gathered and all steps taken during the investigation process. The investigator will also include as an attachment all relevant evidence gathered during the investigation, as well as all interview notes.

Conclusion of Investigation, Notice of Hearing

Once the investigation report is final, the report together with all attachments shall be provided to each party and to their advisor, if any, in a secure manner (e.g., by providing digital copies of the materials through a protected, "read-only" web portal). Each party shall have ten (10) days to provide a response. The response, if any, shall be provided to the Hearing Officer.

Following conclusion of the investigation, each party shall be provided with a Notice of Hearing, which shall include information regarding the date of the hearing, the identity of the Hearing Officer, the process to be used at the hearing, deadlines for submission of evidence, names of witnesses, or questions to be reviewed by the Hearing Officer to ensure they are relevant to the allegations. The hearing shall be scheduled no less than ten (10) days from the date of the Notice of Hearing.

Within three (3) days of receipt of the Notice of Hearing, either party may object to the Hearing Officer on the basis of a demonstrated bias or actual conflict of interest. Any objection is to be in writing and sent to the Title IX Coordinator. Should the Title IX Coordinator determine that there is an actual bias or conflict of interest, the Title IX Coordinator shall remove the Hearing Officer and appoint another.

Hearing Procedures

The purpose of a hearing is for a Hearing Officer to determine whether the conduct occurred as alleged, and if so, whether that conduct violates this policy. PMI expects that all individuals who participate in the hearing process do so truthfully and that all who have a responsibility for carrying out one or more aspects of the hearing process do so fairly and without prejudice or bias. Hearings may be conducted in person or via videoconferencing. The Title IX Coordinator may determine that the hearing will continue in the absence of any party or any witness.

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PMI will appoint a Hearing Officer, who may be the same person as the Title IX Coordinator or investigator, who will determine whether a violation of PMI policy has occurred. The Hearing Officer shall have the authority to determine the relevance of evidence submitted, and of questions asked, to limit the time allotted to any phase of the hearing, and/or to limit the time allotted to the full hearing. The Hearing Officer shall not draw an inference about the determination regarding responsibility based solely on a party's absence from the hearing or refusal to answer questions posed.

Each hearing shall be recorded by PMI and this recording will be considered the only official recording of the hearing. No other individual is permitted to record while the hearing is taking place. The recording is the property of PMI but shall be available for listening until the conclusion of the appeals process to complainant, respondent, their respective advisors, Hearing Officer, and Appeal Officer by contacting the Title IX Coordinator.

Prior to the Hearing

The parties and the Hearing Officer all have the right to call witnesses. Witnesses participating in the hearing must have information relevant to the allegations. Parties who wish to call witnesses must submit the name of the witness at least five (5) days in advance of the hearing.

Only witnesses who participated in the investigation will be permitted to participate in the hearing, unless the witness was otherwise unknown or not known to have relevant information during the course of the investigation. If the witness did not participate in the investigation, the party must also provide the reason the witness was not interviewed by the investigator, and what information the witness has that is relevant to the allegations. The Hearing Officer will then determine whether the witness has relevant information and if there is sufficient justification for permitting the witness to participate. The Hearing Officer may instead send the case back to the investigator to interview the newly proffered witness prior to the hearing taking place.

A list of witnesses approved by the Hearing Officer will be provided to the parties at least three (3) days prior to the hearing. Three (3) days prior to the hearing, each party shall submit to the Hearing Officer a preliminary list of questions they wish to pose to the other party, or to a witness. If the Hearing Officer determines that any questions are not relevant or seek otherwise impermissible evidence, the Hearing Officer shall exclude the question and explain the reason for the exclusion of the question at the hearing. Questions that are unclear or harassing of the party or witness being questioned will not be permitted. The Hearing Officer must give a party an opportunity to clarify or revise any question that the Hearing Officer has determined is unclear or harassing and, if the party sufficiently clarifies or revises a question, and the question is relevant, the question will be asked.

Advisor: Each party is entitled to be accompanied by one advisor at the hearing. The role of the advisor is to assist the party with understanding and navigating the proceedings. The advisor may not advocate for, respond for, or otherwise speak on behalf of, a party during the hearing. In the event that a party does not appear for the hearing, the advisor for that party may not participate in the hearing or submit questions to be asked on behalf of the party.

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Hearing Participation Guidelines

The Hearing Officer shall have the authority to maintain order and decorum at the hearing, including responding to disruptive or harassing conduct, and when necessary to adjourn the hearing or exclude the disruptive person. In the event the Hearing Officer removes an advisor, the Hearing Officer will have the discretion to appoint another advisor for the remainder of the hearing. The Hearing Officer also has the authority to determine whether any questions are not relevant, abusive, intimidating, or disrespectful, and will not permit such questions. The Hearing Officer cannot draw an inference about the determination regarding responsibility based solely on a party's absence from the live hearing.

Statements, Questioning and Presentation of Evidence

During the hearing, each party will be permitted to provide an introductory statement. Following introductory statements, the Hearing Officer will call parties and witnesses for questioning. The order of questioning shall be determined by the Hearing Officer. The Hearing Officer will pose questions to the parties and witnesses including the questions the Hearing Officer approved to be asked that were submitted by each party prior to the hearing. Each party will then be provided an opportunity to submit follow-up written questions to the Hearing Officer for the Hearing Officer to pose to the other party or witnesses. If the Hearing Officer determines that any questions are not relevant to the allegations, or seek otherwise impermissible evidence, the Hearing Officer shall exclude the question and explain the reason for the exclusion of the question at the hearing and offer an opportunity to the party to reframe or resubmit the question. Questions that are unclear or harassing of the party or witness being questioned will not be permitted.

Only the Hearing Officer is permitted to ask questions of parties and witnesses. Neither party may directly question the other party or witness. Advisors are not permitted to directly or indirectly question the other party or witness. Following the questioning of parties and witnesses, each party will be permitted to provide a closing statement. An advisor is not permitted to provide a closing statement on behalf of their party.

Hearing Officer's Report

Following the hearing, the Hearing Officer shall prepare a determination report. All findings shall be made by a preponderance of the evidence, meaning more likely than not. To the extent credibility determinations need to be made, such determinations shall not be based on a person's status as complainant, respondent, or witness. The determination report will include:

- A description of the sex-based harassment and other allegations if applicable;
- A reference to the policies and procedures used to evaluate the allegations;
- Description of all procedural steps taken to date;
- The Hearing Officer's evaluation of the relevant and not otherwise impermissible evidence along with the finding of facts;
- Determinations for each allegation, with the rationale;
- Sanction determination (if applicable)
- Whether remedies will be provided;
- The procedures for an appeal.

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The Hearing Officer's report shall be provided to the Title IX Coordinator. If the Hearing Officer determines that there is no finding of responsibility, the Title IX Coordinator shall communicate the findings to each party, and their advisor should the party wish the advisor to receive it, a written Notice of Outcome along with a copy of the Hearing Officer's report, to the parties, together with procedures for appeal. Past findings of responsibility relating to this policy or any other PMI policy are admissible in the sanctioning stage only.

If there is a finding of responsibility, the Title IX Coordinator shall contact the appropriate sanctioning officer who will determine the sanction and notify the Title IX Coordinator of the sanctioning determination.

The Title IX Coordinator will then provide the parties and their advisors, if any, with a written Notice of Outcome and a copy of the investigation report. The Notice of Outcome shall include:

- A statement of, and rationale for, any disciplinary sanctions PMI imposed on the respondent
- A statement as to whether remedies will be provided to the Complainant
- For the complainant, a description of any remedies that apply to the complainant
- The PMI's procedures and the permitted reasons for the parties to appeal, including identifying the Appeals Officer.
- How to challenge participation by the Appeals Officer for bias or conflict of interest, which the Title IX Coordinator will resolve in their sole discretion.

Sanctions

Sanctions can range from a written reprimand to expulsion from the School in the case of a student, or termination from employment in the case of an employee, depending on the nature and severity of the charges.

Appeal

Dismissals of complaints and determinations made in the investigation and decisionmaking processes may be appealed in writing by either party. Appeals will be sent to the Title IX Coordinator, who will then send the appeal to the Appeals Officer assigned to conduct a written review of the appeal(s) and to make a final determination.

Appeals must be in writing and filed within ten (10) days following the issuance of the outcome letter. The role of the advisor is to assist the party with understanding and navigating the proceedings. The advisor may not advocate for, respond for, or otherwise speak on behalf of, a party during a meeting. Notice must inform the parties of any provision in the recipient's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process. Further, PMI states that retaliation is absolutely forbidden and will discipline any person engaging in retaliatory conduct. Documentation will be kept of all steps of the process. PMI will take all necessary steps to train the investigators, adjudicators, etc., on the applicable laws and these procedures. Once the outcome of the complaint or grievance has been determined, written correspondence will be provided to all parties involved as assurance that corrective measures will be taken to prevent reoccurrence of a complaint related to discrimination of any kind.

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External Complaints

A party may file a complaint with the appropriate agency; each agency has specific procedures for filing a grievance. Student is advised to contact the agency directly to ensure proper filing of concern.

Dismissal of a Formal Complaint

Before dismissing a complaint, PMI will make reasonable efforts to clarify the allegations with the complainant. PMI may dismiss a complaint if:

- PMI is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in PMI's education program or activity and is not employed by PMI;
- The complainant voluntarily withdraws their complaint in writing and the Title IX Coordinator declines to initiate a complaint.
- The complainant voluntarily withdraws some but not all allegations in a complaint in writing, and PMI determines that the conduct that remains alleged in the complaint would not constitute Prohibited Conduct under this policy; or
- PMI determines the conduct alleged in the complaint, even if proven, would not constitute Prohibited Conduct under this policy.

Upon dismissal, PMI will promptly notify the complainant in writing of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then PMI will notify the parties simultaneously in writing. If a dismissal of one or more allegations changes the appropriate decision-making process under these procedures, the Title IX Coordinator will include that information in the notification. PMI will notify the complainant that a dismissal may be appealed on the basis outlined in the Appeals section. If dismissal occurs after the respondent has been notified of the allegations, then PMI will also notify the respondent that the dismissal may be appealed on the same bases. If a dismissal is appealed, PMI will follow the procedures outlined in the Appeals section of these procedures.

When a complaint is dismissed, PMI will, at a minimum:

- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and,
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within PMI's education program or activity.
- A complainant who decides to withdraw a complaint or any portion of it may later request to reinstate it or refile it.

Recordkeeping

The school must maintain records for seven years:

- Each sex discrimination report and information including any determination regarding responsibility and any audio or audiovisual recording or transcript required
- Any disciplinary sanctions imposed on the respondent, and any remedies provided;

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- Any appeal and the result therefrom; and
- Any informal resolution and the result therefrom; and
- Any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Additional Enforcement Information

The U.S. Equal Employment Opportunity Commission (EEOC) investigates reports of unlawful harassment and discrimination, including sex-based harassment, in employment.

The U.S. Department of Education, Office for Civil Rights (OCR) investigates complaints of unlawful discrimination and harassment of students and employees in education programs or activities.

For more information, contact the nearest office of the EEOC or OCR.

U.S. Department of Education

Office for Civil Rights

<https://ocrcas.ed.gov/contact-ocr>

U.S. Equal Employment Opportunity Commission (EEOC)

<https://www.eeoc.gov/contact-eeoc>